A Need Analysis on English Teaching Materials for Secretarial Students

Didik Hariyadi Raharjo, Ilza Mayuni, Emzir

Pascasarjana, Universitas Negeri Jakarta. Jl. Rawamangun Muka, Jakarta Timur, Indonesia

Keywords: English for Secretary (EFS), Need Analysis, Goals, Target Needs, Learning Needs

Abstract   This research was aimed to determine the needs of Budi Luhur Secretarial Academy (ASTRI) students and lecturers on the English for Secretary (EFS) teaching material. This research was conducted at ASTRI Budi Luhur from January 2017 to November 2018. The participants of this research are 34 students and 4 English for Secretary (EFS) lecturers in the first semester of 2017/2018 academic year. It was a qualitative research. The data of this research was the students' and lecturers' need that were divided by target needs and learning needs. The data was collected by observation, interviews and questionnaires. The result of this study indicated that the main goal in EFS learning was the completion of secretarial tasks in English. The researcher also found the fact that students often faced some difficulties in learning 4 English skills in EFS. The limitation of vocabulary was the main problem that gives a big impact on the students' English skills.

1 INTRODUCTION

A secretary, administrative professional, or personal assistant is a person who supports the management, including executives, using a variety of project management, communication, or organizational skills. The secretary or personal assistant or office manager is expected to contribute significantly to the achievement of organizational goals by providing the necessary information and also promoting the company's image to the world. Entrepreneurs, colleagues, customers, visitors and others give high expectations to the duties and roles of the secretary/office manager. In most organizations people expect the secretarial professionals to communicate clearly, have good personal characteristic especially in terms of appearance, good social interactions, good disposition towards people, good personal conduct in terms of handling people with tactics and respect, have good interpersonal relationship, behave in a way that reflects high moral standards of personal probity, upholding codes of conducts and behaviour as expected of the profession as well as technical competence (Chimezie and Margaret, 2015)

In handling her/his duties, a secretary often meets a lot of corporate clients from abroad. Therefore, the secretary must be able to communicate in English both oral and written. ASTRI Budi Luhur as one of the secretarial academies in Indonesia has to prepare professional candidates for secretaries who are able to communicate in English. One of the requirements to make a good teaching and learning process is the availability of teaching materials that meets the needs of the students.

This research is aimed to determine the needs of ASTRI Budi Luhur students and lecturers on the EFS teaching material. A good teaching material is developed based on the results of needs analysis and analysis of the existing learning conditions that are carried out comprehensively. In this study, researchers want to determine the needs of ASTRI Budi Luhur students in EFS course. The needs analysis in this study is aimed to bring up students' needs regarding their goals, necessities, lacks, wants and 5 component propositions by people, those components are; inputs, procedures, settings, student roles and teacher roles.

The result of this research does not only provide information about the need of the students and lecturers but also an overview of the existing condition of the students and it can be the basis for the development of EFS teaching materials. Furthermore, the writers also compare the result of

123

the study with the previous finding by other researchers.

2 LITERATURE REVIEW

This research was conducted based on theories related to the main purpose of this research. In this literature review, the researchers would like to elaborate the theoretical concepts which are used to gather all of information about the students' and lecturers' need.

2.1 Need Analysis

Hutchinson and waters (1991) emphasize that the differences between English for Sepecific Purpose (ESP) from English for General Purpose (EGP) is not about the existence of a learner's need but rather the existence of awareness of learners' needs. All parties involved in the process of learning the language, among learners, teachers, stakeholders, and prospective users know the existence of needs analysis and the importance of this process. However, awareness of how this needs analysis is done and how to react to it in the entire learning process including internalizing the results of this analysis in the development of teaching materials is an important key that distinguishes ESP or EGP-based learning practices. Meanwhile, Richards et al. (1992) define needs analysis as 'the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to the priorities. Furthermore, West (1994) defines needs analysis broadly as two separate concepts: first, what learners will be required to do with foreign language in the target situation and second, how learners might best master the target language during the period of training.

Hutchinson and waters (1991) divide the needs into; target needs and learning needs. **"Target needs"** is what the learner needs to do in the target situation and **"learning needs"** is what the learner needs to do in order to learn. Furthermore, Hutchinson and waters (1991) divide the target needs into; "necessities", "lacks", and "wants." **"Necessities"** is what the learner has to know in order to function effectively in the target situation. It is a matter of observing what situations the learner will need to function in and then analyzing the constituent parts of them. **"Lacks"** is what the learner knows already in the target situation. It would be useful to decide which of the necessities that the

learner lacks. **"Wants"** is what the learner wants to learn.

Furthermore, Hutchinson and Waters (1991) believe that the analysis of target situation needs can be conducted by asking questions about the target situation and the attitudes of learners in the learning process. In this study, researchers use task components proposed by Nunan (2004) to find out information about learning need in EFS learning. Furthermore, Nunan (2004) defines the elements of a task; those are task goals, input, and learner procedures which are supported by teacher, learner roles and the setting in which tasks are undertaken.

Goal is the main purpose to be obtained of conducted tasks. It is dealing with communicative, affective, and cognitive output (Nunan, 2004). Input is everything used in the tasks which can be taken from drawings, family trees, shopping lists, magazine quizzes, and so forth. Meanwhile, Hutchinson and Water (1987) state that input maybe a text, dialogue, video recording, diagram or any pieces of communication data, depending on the needs that have been defined in the needs analysis. Brown (2001) defines activity as anything learners do in classroom. Meanwhile teacher role is described as the action of the teacher and students play in language learning (Nunan, 2004). Richard and Rodger in Nunan, (2004) mention that learners role as the objects of conducted task in the materials which perform the activities in the tasks under the instruction given by teacher. Setting is the arrangement of the task which can be done individually, in pairs, in groups, or in a whole class mode (Wright in Nunan, 2004)

2.2 English for Secretary

Hutchinson and Waters (1991) believe that ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. ESP is designed to meet specified needs of the learner; related in content (i.e. in its themes and topics) to particular disciplines, occupations, and activities and centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc, and analysis of the discourse (Strevens, 1988).

English for secretary is a branch of ESP. It is designed to meet the needs of secretaries or other professionals who wish to undertake administrative task in English, both orally and written form (Toselli and Milan, 2010). Usually EFS program is aimed to develop language skills (listening, speaking, writing and reading) in English, while at the same time

focusing on the central need of secretary to receive and to transmit information precisely and efficiently. EFS materials usually cover topics common to typical office activities as well as to more personal areas related to office work, such as socializing or receiving visitors and making them comfortable.

Based on the theories above, researchers would like to develop a need analysis instrument to obtain the information that are used in developing EFS teaching materials

3 METHOD

This research was conducted in ASTRI Budi Luhur Jakarta from January 2017 until November 2018. In this study, researchers used a need analysis framework from Hutchinson and Waters and combine it with the task framework proposed by Nunan (2004). Due to various limitations, the discussion of this paper was only limited in the need analysis data from questionnaires that have been validated through interviews.

The data source of this research was respondents that consist of 4 lecturers and 34 students. Data collection techniques of this research were; questionnaire, and interview. The data in this research was analyzed by using qualitative and quantitative approach. Quantitative data derived from questionnaires obtained by converting respondents' answers into the scores. Qualitative technique was also carried out in describing the results of discussions with lecturers and students. The validity of instruments in this research was examined by 2 experts, using questionnaire and interview. Those experts were ESP expert and teaching material expert.

4 RESEARCH FINDING AND DISCUSSIONS

In this chapter, the researchers would like to discuss the result of need analysis data that had been obtained through questionnaire and validated through interviews with the students and lecturers. The results of this study indicated that the main goal in EFS learning was the completion of secretarial tasks in English. The researcher also found the fact that students still often faced difficulties in 4 English language skills in EFS learning. The limitations of the vocabulary were still the main problems that have an effect on the students' English skills.

4.1 Goals

The questionnaire revealed that, most students (85.29%) and all lecturers think that the secretarial task was the main goal in EFS learning process. A few students (14.70%) think that EFS can develop their academic skills. Meanwhile, continuing study was not the students' and lecturers' goal.

Table 1: Goal

Goals	Stud. (N=34)		Lect. (N=4)	
	F	P (%)	F	P (%)
Secretarial tasks	29	85,29	4	100
Academic ability	5	14,70	-	-
Continue study	-	-	-	-
Others	-	-	-	-

The second question was about the English use. The questionnaire revealed that completing secretarial task was mostly chosen by the students (55.88%) and all lecturers. Meanwhile, oral and written communication skills were not the students' and lecturers' main priority in EFS learning process.

Table 2: English Use

English usage	Stud. (N=34)		Lect. (N=4)	
	F	P (%)	F	P (%)
Oral communication	8	23,53	-	-
Written communication	7	20,59	-	-
Finishing secretarial tasks	19	55,88	4	100
Others	-	-	-	-

4.2 Target Needs

The next question in the questionnaire was about target needs in EFS learning. Target needs consist of three dimension, those are **"necessities", "lacks" and "wants"**.

4.2.1 Necessities

According to the students opinion English skills that will be used mostly in working as a secretary were writing (38,23%) and speaking (29,41%). Whereas, based on the lecturers' opinion, speaking (50%) and writing (50%) were equally important in completing the secretarial task while reading and listening did not get high priority.

Table 3: English Skills

English skills used in working	Stud. (N=34)		Lect. (N=4)	
	F	P (%)	F	P (%)
Listening	4	11,76		

Reading	7	20,59		
Speaking	10	29,41	2	50
Writing	13	38,23	2	50

Meanwhile, linguistic skill that will be used mostly in working as a secretary based on the students' opinion was vocabulary (58.82%) and grammar (29.41%). Meanwhile, the lecturers also think that vocabulary (75%) and grammar (25%) skills will support a secretary in finishing her/ his tasks.

Table 4: Linguistic Skills

Linguistic skills used in working	Stud. (N=34)		Lect. (N=4)	
	F	P (%)	F	P (%)
Vocabulary	20	58,82	3	75
Grammar	10	29,41	1	25
Pronounciation	4	11,76	-	-
Others	-	-	-	-

This finding was in line with the results of a research conducted by Da Silva (2010), in this case, he found that the speaking skill and correspondence as the most important thing for a secretary. While, grammar and vocabulary as the linguistic skills that must be mastered by a secretary.

Based on the data, the researcher can take a conclusion that the students and lecturers believed that secretary often use speaking skills and writing skills in finishing secretarial tasks. Meanwhile, vocabulary and grammar were considered as the linguistic skill that must be mastered by secretary.

4.2.2 Lacks

Based on the result of questionnaire, most of ASTRI Budi Luhur students were at the intermediate (70.59%) level for their English skills, while many students were at the beginner level (29.41%). Meanwhile, all of EFS lecturers were at the advanced level in English.

Table 5: English Level

English level	Stud. (N=34)		Lect. (N=4)	
	F	P (%)	F	P (%)
Beginner	10	29,41	-	-
Intermediate	24	70,59	-	-
Advanced	-	-	4	100

Meanwhile in the English vocabulary, more than half numbers of students (55.88%) had 100-300 vocabularies in English and many others (44.12%) had 300-500 vocabulary. Meanwhile all of EFS lecturers had more than 500 vocabularies in English.

Table 6: Vocabulary

Vocabulary	Stud. (N=34)		Lect. (N=4)	
	F	P (%)	F	P (%)
<100	-	-	-	-
100-300	15	44,12	-	-
100-500	19	55,88	-	-
>500	-		4	100

In teaching or learning EFS, lecturers and students often found many difficulties. In listening activity, lecturers (50%) and students (26.47%) often found a difficulty in understanding the meaning. Besides that lecturers (50%) and students (73.53%) also often thought that the biggest problem in listening activity was listening input was too fast, the students feel so difficult to get the messages from the listening text.

Table 7: Listening Difficulties

Difficulty in listening activity	Stud. (N=34)		Lect. (N=4)	
	F	P (%)	F	P (%)
Don't know what speaker said	-	-	-	-
Difficult to understand the meaning	9	26.47	2	50
Input is too fast	25	73,53	2	50
Others	-	-	-	-

This finding was also in line with the results of research conducted by Flowerdew and Miller (1996), Chen (2013), Hasan (2000) and Graham (2006). Their research findings indicated that vocabulary and eloquence in English as the main problems in Listening learning.

In learning reading, limited vocabulary was still the main obstacle that often found by students (61.76%) and lecturers (50%). Besides limited vocabulary, the students (20.59%) also often did not know the meaning of a vocabulary in a text so that lecturers (50%) and students (17.67%) often found the difficulty in understanding the meaning of a sentence.

Table 8: Reading Difficulties

Difficulty in Reading activities	Stud. (N=34)		Lect. (N=4)	
	F	P (%)	F	P (%)
Limited vocabulary	21	61,76	2	50
Don't know the meaning of many vocabulary in a text	7	20,59	-	-
Difficult to understand the meaning of sentence	6	17,67	2	50
Difficult to read the	-	-	-	-

text				
Others	-	-	-	-

Biancarosa and Snow (2004) found that the common problem faced by more than 70% of readers was that they do not understand what they were reading. Meanwhile, Al Seyabi and Tuzlukova (2015) believed that the biggest problem faced by the learners in reading was that they did not know the meaning of the vocabulary they read.

Limited vocabulary was also considered as the main problem in speaking by most students (52.94%) and lecturers (50%). Limited grammar was the next problem for students (29.41%) and lecturers (25%). Another problem faced by the students (17.67%) and lecturer (25%) was the number of expressions in English that must be understood before being used.

Table 9: Speaking Difficulties

Difficulty in speaking activities	Stud. (N=34)		Lect. (N=4)	
	F	P (%)	F	P (%)
Limited vocabulary	18	52,94	2	50
Limited expression	6	17,67	1	25
Limited grammar	10	29,41	1	25
Others	-	-	-	-

Those problems were almost the same as the results of the research conducted by Hendriansyah (2012). He believed that problems faced in learning speaking can be divided into 2, those were: linguistic problems and nonlinguistic problems. Linguistic problems come from: lack of vocabulary, lack of grammar and lack of pronunciation. Meanwhile, Liu (2007) stated that vocabulary was identified as the main cause of oral English learning.

In learning writing, limited vocabulary was still considered as a major problem for students (47.05%) and lecturers (75%). Besides that, limited grammar was also often faced by students (26.47%) and lecturer (25%). Furthermore, many students (20.59%) have highlighted the difficulty in choosing diction and only few students (5.88%) think about the difficulty of using expressions in writing.

Table 10: Writing Difficulties

Difficulty in writing activities	Stud. (N=34)		Lect. (N=4)	
	F	P (%)	F	P (%)
Limited vocabulary	16	47,05	3	75
Limited grammar	9	26,47	1	25
Difficulty in determining diction	7	20,59	-	-
Difficulty in choosing expression	2	5,88	-	-
Others	-	-	-	-

The results of research conducted by Al Seyabi and Tuzlukova (2014) found that the limitation of

vocabulary was one of the main causes of the difficulties faced by students in writing. Meanwhile, Hidayati (2018), divided the challenges in writing into two sources, those were; external factors and internal factors. These were many examples of internal factors: mother tongue intervention, linguistic competences such as vocabulary and grammar, motivation and reading habits.

Based on the explanation above, the researchers can concluded that the students often found the difficulties in listening because the input was too fast, so they did not get the massage in the text. After that, limited vocabulary was considered as the main problem for the students in learning reading, speaking and writing.

4.2.3 Wants

Based on the result of questionnaire, most students (88.23%) and all lecturers wanted to make the EFS teaching material enabled the students to complete secretarial task in English. Furthermore, many students (11.76%) also wanted to be able to speak English fluently after learning EFS

Table 11: Purpose

Purpose of materials	Stud. (N=34)		Lect. (N=4)	
	F	P (%)	F	P (%)
Mastery of secretarial vocabulary	-	-	-	-
Mastery of grammar	-	-	-	-
Fluent in speaking	4	11.76	-	-
Skilled in completing secretarial tasks	30	88.23	4	100
Get a good mark in English	-	-	-	-
Others	-	-	-	-

In the next question, all lecturers and students only wanted to learn about secretarial tasks in EFS learning. They did not want to learn other topics because they wanted to get a lot of opportunities to learn about secretarial tasks. This was considered as a trial of what will be done by students when they work as a secretary in the future.

Table 12: Wanted Topics

Wanted topics	Stud. (N=34)		Lect. (N=4)	
	F	P (%)	F	P (%)
Daily life	-	-	-	-
Secretarial tasks	34	100	4	100
Latest news	-	-	-	-
Others	-	-	-	-

To measure the students' understanding of the topic that had been learned, most students (73.53%) and all lecturers wanted to take the test in the end of each learning unit, many students (14.70%) wanted to take it after learning more than one unit and only many students (11.76) wanted to take the test in the end of all learning units

Table 13: Evaluation Time

Wanted evaluation time	Stud. (N=34)		Lect. (N=4)	
	F	P (%)	F	P (%)
The end of each unit	25	73.53	4	100
The end of more than one units	5	14.70	-	-
The end of all units	4	11.76	-	-
Others	-	-	-	-

Based on those data, the researcher can conclude that the students and the lecturers wanted to learn the material about secretarial tasks. They also wanted to take the examination in the end of each unit of learning.

4.3 Learning Needs

The learning needs dimension was divided into five parts, those were: inputs, procedures settings, lecturers' roles and students' roles.

4.3.1 Input

The most important topic according to the students and lecturers was "working with computers", this was very reasonable because most secretarial tasks are done with computer. After that, "first day at work" was also highlighted by the students and lecturers, in this topic, all students wanted to know what are going to do when they were in the first day working as a secretary. Then the topics that also get a lot of attention from students and lecturers were "telephoning" and "office duties".

Table 14: Themes

Themes	Stud. (N=34)		Lect. (N=4)	
	F	P (%)	F	P (%)
Hand. Buss. Trips		44.12	3	75
Hand. complains		44.12	3	75
Deal.with Number		70.59	3	75
PR. Technique		58.82	3	75
1st Day at Work		100	4	100
Memos		58.82	4	100
Inquiry and Reply		79.35	4	100
Office Duties		82.35	4	100
Telephoning		94.12	4	100
At the Reception		58.82	4	100
Working with Comp		100	4	100

Most of the themes above are in line with the results of research conducted by Da Silva (2010). The themes formulated in his study were: making and receiving telephone calls, welcoming visitors, business correspondence, taking minutes of meetings, scheduling and arranging travel, basic computer skills and applying for a job.

In the listening inputs, dialogue was the most highlighted by students (64.70%) and lecturers (50%). Meanwhile monologue was also wanted by students (14.70) and lecturer (25%). Visual material also got the attention by students (20%) and lecturer (25%).

Table 15: Listening Inputs

Wanted listening inputs	Stud. (N=34)		Lect. (N=4)	
	F	P (%)	F	P (%)
Phoneme	-	-	-	-
Monologue	5	14.70	1	25
Dialogue	22	64.70	2	50
Visual	7	20.59	1	25
Speech	-	-	-	-
Others	-	-	-	-

This finding was in line with the results of a study conducted by Melia, Refnaldi and Ardi (2013) which placed dialogue as the most desirable input among the 5 inputs. Meanwhile, Yunita (2015) placed dialogue/monologue with images as the most desirable input by students. Meanwhile, Shahani and Tahriri (2015) stated that visual material can significantly improve students' abilities in Listening skills

In reading activity, the input that got the most attention from lecturers (50%) and students (41.18%) was text with pictures, after that lecturer (25%) and students (35.29%) also chosen authentic texts in everyday life. The next input chosen by lecturer (25%) and students (23.53%) was dialogue/monologue.

Table 16: Reading Input

Wanted reading input	Stud. (N=34)		Lect. (N=4)	
	F	P (%)	F	P (%)
Dialogue/monologue	8	23.53	1	25
Text with pictures	14	41.18	2	50
Authentic text	12	35.29	1	25
Others	-	-	-	-

Fei Yu (2015), found that images will greatly help understanding a cultural text to non-native speakers. In line with these findings, Hanif (2016) stated that images will help learners in understanding the contents of reading texts. Furthermore, Hibbing and Ericson (2003) believed that images showed what was happening, what people were talking about and gave more ideas. Meanwhile Khoshbakht and

Gorjian (2017) stated that authentic text can significantly improve learner performance.

In speaking inputs, dialogue was wanted activity by more than half numbers of students (58.82%) and lecturers (50%). The next inputs that were also wanted by the lecturers (25%) and students (5.88%) were monologue and pictures.

Table 17: Speaking Inputs

Wanted speaking input	Stud. (N=34)		Lect. (N=4)	
	F	P (%)	F	P (%)
Monologue	12	35.29	1	25
Dialogue	20	58.82	2	50
Picture	2	5.88	1	25
Authentic text	-	-	-	-
Others	-	-	-	-

Wahyuni, Bentama and Syafitri (2018) in their research found that dialogues, monologues with images were the most wanted inputs in speaking. Meanwhile Bahrani and Soltani (2012) believed that to help language learners developed their communicative efficiency in speaking activities, lecturers could use an approach that combined language input and communicative output.

In writing inputs, the researcher concluded that there were a lot of inputs that were wanted by the students and lecturers. Letter, graph and diary were the most selected inputs by the lecturers. In the other hands, the students paid more attention to letter, picture, diary, graph and table.

Table 18: Writing Inputs

Wanted writing input	Stud. (N=34)		Lect. (N=4)	
	F	P (%)	F	P (%)
Diary	5	14.70	1	25
Letter	15	44.12	2	50
Table	3	8.82	-	-
Graph	4	11.74	1	25
Note	-	-	-	-
Picture	7	20.59	-	-
Authentic text	-	-	-	-
Others	-	-	-	-

Meanwhile Yolanda, Ngadiso and Sumardi (2018) thought that memos, personal letters and authentic material as the writing input wanted by students. Meanwhile business letters, all the thing related to work and CV were the next input chosen by the students.

Based on the explanation above, the researcher concluded that working with computer was considered as the most important theme by the students and lecturers. In the listening and speaking inputs, dialogue was the most highlighted by students and lecturers. In reading activity, texts with

pictures got the most attention from lecturers and students. In writing inputs, letter, graph and diary was the most wanted inputs by the lecturers and students.

4.3.2 Procedure

In the listening procedure, most students (85.29%) and lecturers (50%) chose answering questions. Furthermore, students (14.70%) and lecturers (50%) also chose completing and responding text.

Table 19: Listening Procedure

Listening procedure	Stud. (N=34)		Lect. (N=4)	
	F	P (%)	F	P (%)
Sentences repetition	-	-	-	-
Identifying key words	-	-	-	-
Paraphrasing	-	-	-	-
Summarizing	-	-	-	-
Completing and responding text	5	14.70	2	50
Answering questions	29	85.29	2	50
Others	-	-	-	-

Andayani (2012), found that implementation of games such as: Tic Tac Toe, Running Dictation and Whispering could improve the students' listening skill. Meanwhile Fauzana (2017), that the students' listening skill could be improved through extensive activities such as completing journals, recording listening activities and making independent judgments.

In reading procedure, answering comprehension question was chosen by most students (91.18%) and lecturers (75%). Then many students (8.82%) also chose recognizing the meaning of words. Beside that a lecturer (25%) also choses recognizing sentence structures.

Table 20: Reading Procedure

Reading procedure	Stud. (N=34)		Lect. (N=4)	
	F	P (%)	F	P (%)
Recognizing the meaning of words	3	8.82	-	-
Recognizing phrase	-	-	-	-
Recognizing sentence structures	-	-	1	25
Answering comprehension questions	31	91.18	3	75
Others	-	-	-	-

Nadzifah (2016) found that the students' reading skill can be improved through the implementation of

SQ3R technique which includes: survey, question, read, recite and review. Meanwhile, Taghavi and Sadeghi (2008) found that the students' reading skill could be improved through semantic mapping techniques.

Role play was still a favourite activity chosen by the most students (73.53%) and lecturers (50%) in learning speaking. After that problem solving was also chosen by students (14.70%) and lecturers (50%). Then several students (11.76%) also chose discussion.

Table 21: Speaking Procedure

Speaking procedure	Stud. (N=34)		Lect. (N=4)	
	F	P (%)	F	P (%)
Role play	25	73.53	2	50
Games	-	-	-	-
Problem solving	5	14.70	2	50
Discussion	4	11.76	-	-
Others	-	-	-	-

Meanwhile, Eissa (2019), found that the combination of digital storytelling and conventional learning in the classroom could provide opportunities for learners to use appropriate grammar and enrich vocabulary so that it would ultimately improve their speaking skill.

Arranging composition was still considered as an activity that really helped to improve writing skills by most students (70.59%) and lecturers (75%). Furthermore, the students (23.53%) and lecturers (25%) also paid attention to arranging paragraphs. Only a few students (5.88%) chose composing sentences as preferred activities in writing learning process.

Table 22: Writing Procedure

Writing procedure	Stud. (N=34)		Lect. (N=4)	
	F	P (%)	F	P (%)
Composing sentences	2	5.88	-	-
Arranging paragraphs	8	23.53	1	25
Arranging compositions	24	70.59	3	75
Identifying punctuations	-	-	-	-
Others	-	-	-	-

Madkour (1988), believed that students who learned to write functional texts produce better texts than students taught by conventional techniques. Meanwhile, Soltanpour and Valizadeh (2018) found that the use of Microsoft Power Point and videos that could be downloaded through laptops, tablets or student devices in learning writing through flipped classroom got the better results compared to conventional writing classes.

Vocabulary was very important to support 4 English skills. In this case, connecting word to word was considered as the most chosen procedure by students (29.4%). Memorizing also got the attention from the students (29.41) and lecturer (25%). While guessing the meaning also got a strong highlight from students (23.53%) and lecturer (25%). Many students (26.47%) also chose understanding collocation as one of the procedures in vocabulary learning process.

Table 23: Vocabulary Procedure

Vocabulary procedure	Stud. (N=34)		Lect. (N=4)	
	F	P (%)	F	P (%)
Connecting word to word	10	29.41	1	25
Memorizing	8	23.53	1	25
Guessing the meaning	7	20.59	2	50
Understanding collocation	9	26.47	-	-
Others	-	-	-	-

Meanwhile, Bachtiar (2017) believed that vocabulary learning through "WhatsApp" media could run smoothly and effectively. By using "WhatsApp" media, instructors could send pictures or videos related to the vocabulary being studied.

In the grammar learning procedure, the result of the questionnaire showed that arranging sentences, paragraphs and composition with a certain pattern is considered as the most wanted activities by students (64.70%) and lecturers (50%), identifying error is also chosen by students (14.70%) and lecturers (50%). Meanwhile many students (20.59%) also chose memorizing sentence patterns.

Table 24: Grammar Procedure

Grammar procedure	Stud. (N=34)		Lect. (N=4)	
	F	P (%)	F	P (%)
Memorizing sentence pattern	7	20.59	-	-
Arranging sentence, paragraph and composition with a certain pattern	22	64.70	2	50
Identifying errors	5	14.70	2	50
Others	-	-	-	-

The result of the research conducted by Baleghizadeh (2011) showed that grammar learning through games, assignments and dialogue has almost the same effectiveness. There were no significant differences from the results obtained after the learning was carried out

Varied opinions arised from the next question about the method in teaching learning process. Inquiry learning was chosen by most students (38.23%) and lecturer. (25%). Problem solving was also chosen by a lot of students (35.29%) and a lecturer (25%). The next method that got the attention from the students (14.70%) and lecturer (25%) was discussion. Lecturing was chosen by many students (11.76%) and cooperative method was chosen by a lecturer (25%).

Table 25: Method

Method	Stud. (N=34)		Lect. (N=4)	
	F	P (%)	F	P (%)
Lecturing	4	11.76	-	-
Discussion	5	14.70	1	25
Demonstration	-	-	-	-
Problem solving	12	35.29	1	25
Inquiry	13	38.23	1	25
Cooperative	-	-	1	25
Debating	-	-	-	-
Others	-	-	-	-

Based on the explanation above, it can be concluded that answering comprehension question was a favourite procedure in listening and reading activity. Role play was considered as a favourite activity in learning speaking. Arranging composition was still considered as an activity that really helped to improve writing skills by most students and lecturers.

4.3.3 Setting

In finishing assignments, most students (58.82%) and lecturers (50%) wanted to take individual assignments. While other students and lecturers prefer a group task.

Table 26: Task

Task	Stud. (N=34)		Lect. (N=4)	
	F	P (%)	F	P (%)
Individual	20	58.82	2	50
Group	14	41.18	2	50
Others	-	-	-	-

Tabanlioglu (2003) in his study found that individual learning styles were related to compensation strategies. While Tsai (2006) stated that students who learn in group styles usually use social strategies. Meanwhile, Guild (2001) denied these finding, he believed that a learner cannot be labeled with a rigid learning style.

Technological advances also greatly gave an impact to the students' learning styles. In this case

most students (44.12%) and a lecturer (25%) chose website as a media for learning. Laboratory was chosen by the others students (29.41%) and most lecturers (50%). Besides that, classroom was also still wanted by a few students (11.76%) and a lecturer (25%). Library was only chosen by many students (14.70%).

Table 27: Place

Place	Stud. (N=34)		Lect. (N=4)	
	F	P (%)	F	P (%)
Classroom	4	11.76	1	25
Laboratory	10	29.41	2	50
Library	5	14.70	-	-
Website (online)	15	44.12	1	25
Others	-	-	-	-

Based on the explanation above, the researchers concluded that individual assignment was considered as the preferred task by the students and lecturers. Meanwhile, website was chosen as a media for learning. They believed that website was better than classroom, laboratory and library.

4.3.4 Lecturer and Student Role

In EFS learning, most students (35.29%) and lecturers (50%) wanted the students to play a role as an explorer. Besides that, a lot of students (29.41%) and lecturer (50%) wanted to enable student to play a role as a problem solver. Others roles that were wanted by the students were researcher (14.70%), collaborator (5.88%) and participant (14.70%).

Table 28: Students Roles

Student role	Stud. (N=34)		Lect. (N=4)	
	F	P (%)	F	P (%)
Problem solver	10	29.41	2	50
Explorer	12	35.29	2	50
Researcher	5	14.70	-	-
Collaborator	2	5.88	-	-
Goal setter	-	-	-	-
Moderator	-	-	-	-
Facilitator	-	-	-	-
Scaffolder	-	-	-	-
Participant	5	14.70	-	-
Others	-	-	-	-

The next discussion was the lecturer roles. Many students (11.76%) and a lecturer wanted the lecturer (25%) to play a role as moderator. The others students (29.41%) and a lecturer (25%) also paid attention to facilitator role. Besides that, the students wanted the lecturer to play a role as resource (11.76%), scaffolder (14.70%), co-participant (14.70%) and co-learner (17.67%). In the other hand,

the lecturers wanted to play a role as coach (25%) and monitor (25%).

Table 29: Lecturer Roles

Lecturer role	Stud. (N=34)		Lect. (N=4)	
	F	P (%)	F	P (%)
Resource	4	11.76	-	-
Scaffolder	5	14.70	-	-
Co-participant	5	14.70	-	-
Co-learner	6	17.67	-	-
Moderator	4	11.76	1	25
Facilitator	10	29.41	1	25
Coach	-	-	1	25
Monitor	-	-	1	25
Advisor	-	-	-	-
Others	-	-	-	-

Emidio and Barbirato (2016) found that teachers had a very important role in the elaboration of material in online learning.

Based on the explanation, it can be concluded that most students and lecturers want the students to play a role as explorer in EFS learning process. In the other hands, most students and lecturers wanted the lecturers to play a role as facilitator.

5 CONCLUSSION

This research was aimed to determine the needs of Budi Luhur Secretarial Academy (ASTRI) students and lecturers on the EFS teaching material. The result of the research showed that main goal in EFS learning process was to equip the students with the skills that were used to complete secretarial tasks. The students and lecturers believed that secretary will often use speaking skills and writing skills in finishing secretarial tasks. Meanwhile, vocabulary and grammar were considered as the linguistic skill that must be mastered by secretary. But the researchers found the fact that students often found the difficulties in listening because the input was too fast, so they do not get the massage in the text. After that, limited vocabulary was considered as the main problem for the students in learning reading, speaking and writing.

In the input dimension, "working with computer was considered as the most important theme by the students and lecturers. In the listening and speaking inputs, dialogue was the most highlighted by students and lecturers. In reading activity, texts with pictures got the most attention from lecturers and students. In writing inputs, letter, graph and diary became the most wanted inputs by the lecturers and students. In the procedure dimension, answering comprehension question was a favourite procedure in listening and reading activity. Role play was considered as a favourite activity in learning speaking. Arranging composition was still considered as an activity that really helps to improve writing skills by most students and lecturers. Individual assignment was considered as the preferred task by the students and lecturers. Meanwhile, website was chosen as a media for learning. They believe that website was better than classroom, laboratory and library. Most students and lecturers wanted the students to play a role as explorer in EFS learning process. In the other hands, most students and lecturers wanted the lecturers to play a role as facilitator

ACKNOWLEDGEMENT

REFERENCES

Al Seyabi, Fauzia and Tuzlukova, Victoria, (2014), Writing Problems and Strategies: An Investigative Study in the Omani School and University Context, *Asian Journal of Social Sciences & Humanities,* Vol. 3(4), 37-48

Al Seyabi, Fawzia and Tuzlukova, Victoria, (2015) Investigating EFL Reading Problems and Strategies in Post-Basic Schools and University Foundation Programmes: A Study in the Omani Context, *Malaysian Journal of ELT Research*, Vol. 11(2), pp. 35-51.

Andayani, Hanna, (2012), Using Fun Activities to Improve Listening Skill, *Journal on English as a Foreign Language*, Volume 2, 29-35

Bachtiar, Arif Mokh. (2017), Promoting Blended Learning in Vocabulary Teaching Through Whatsapp, *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 106-112.

Bahrani, Taher and Soltani, Rahmatollah (2012), How to Teach Speaking Skill?, *Journal of Education and Practice,* Vol 3, No 2, 25-30

Baleghizadeh, Sasan and Oladrostam, Elnaz (2011), Teaching Grammar for Active Use: A Framework for Comparison of Three Instructional Techniques, *TEFLIN Journal*, 74 Volume 22, Number 1, 72-92

Biancarosa, Gina and Snow, Catherine E., (2004) Reading Next: A Vision for Action and Research in Middle and High School Lliteracy, New York: Carnegie Corporation.

Chen, Ai Hua, (2013), EFL Listeners' Strategy Development and Listening Problems: A Process-Based Study, *The Journal of ASIA TEFL* Vol.10, No. 3, 81-101

Eissa, Hayam Mohamed Salama, (2019), Pedagogic Effectiveness of Digital Storytelling in Improving Speaking Skills of Saudi EFL learners, *Arab World English Journal (AWEJ)* Volume 10. Number 1. 127-138

Emidio, Denise Elaine and Barbirato, Rita de Cassia, (2016), Curso de Inglês a Distância Utilizando um Planejamento Temático Baseado em Tarefas: *O Professor Como Agente de Escolha, EntreLínguas, Araraquara,* v.2, n.2, 209-224

Fauzanna, Wulan, (2017), Listening Journals for extensive listening practice of efl students at andalas university, *Proceedings of the Fifth International Seminar on English Language and Teaching (ISELT-5),* 331-335.

Fei Yu, (2015), An Analysis of Pictures for Improving Reading Comprehension: A Case Study of the New Hanyu Shuiping Kaoshi,

Chimezie, Okolocha and Margaret, Osahon (2015), Professionalism in the Secretarial Profession, International Journal for Innovation Education and Research Vol: 3 No-11, 54-62

Flowerdew, J. and Miller, L. (1996) Lecturer Perceptions, Problems and Strategies in Second Language Lectures. *RELC Journal* 27: 23-46.

Hanif, Latifah, (2016), Developing Task-Based Supplementary Reading Materials for the Eighth Grade Students of Junior High Schools, Retrieved from: http://journal.student.uny.ac.id/ojs/index.php/elt/article/view/3012/2691

Hasan, A. (2000). Learners' Perceptions of Listening Comprehension Problems. Language, Culture and Curriculum, 13, 137-153. http://dx.doi.org/10.1080/07908310008666595

Hibbing, Anne Nielsen and Ericson, Joan L Rankin, (2003). A Picture Is Worth a Thousand Words: Using Visual Images to Improve Comprehension for Middle School Struggling Readers, *The Reading Teacher*, Vol. 56, No. 8, 758-770

Hidayati, Kuni Hikmah, (2018) Teaching Writing to EFL Learners: An Investigation of Challenges Confronted by Indonesian Teachers, *LANGKAWI Journal* 4(1): 21-31

Hutchinson, Tom and Waters, Alan. (1991) English for Specific Purposes: A learning centered approach. Cambridge: Cambridge University Press.

Khoshbakht, Fruzan and Gorjian, Bahman (2017) Using Authentic Materials in Teaching Reading Comprehension to EFL Learners, *Journal of Applied Linguistics and Language Learning*, 3(2): 48-54

Liu, Meihua, (2007), Anxiety in Oral English Classrooms: A Case Study in China, Indonesian *Journal of English Language Teaching* Volume 3/Number 1, 119-137

Melia, Siska, Refnaldi and Ardi, Havid (2013), The Analysis of Situation and Students' Needs on Listening Materials for Senior High School Grade XI: A survey Study at Senior High School 10 Padang. Retrieved From:http://ejournal.unp.ac.id/index.php/jelt/article/view/2624

Nadzifah, Wening (2016), Improving the Reading Comprehension Skill Using SQ3R Method in Fourth Grade Students, Retrieved From http://jurnalonline.um.ac.id/data/artikel/artikel55A5F99E4E1E92FFDD58EEBF24FD347F.pdf

Nunan, David (2004), Task-Based Language Teaching, New York: Cambridge University Press.

Richards, J. C., J. Platt & H. Platt (1992) Longman Dictionary of Language Teaching and Applied Linguistics. London: Longman

Shahani, Sara and Tahriri, Abdorreza (2015) The Impact of Silent and Freeze-Frame Viewing Techniques of Video Materials on the Intermediate EFL Learners' Listening Comprehension, *SAGE Open* April-June: 1–8

Soltanpour, Fatemeh and Valizadeh, Mohammadreza (2018), A Flipped Writing Classroom: Effects on EFL Learners' Argumentative Essays, Advances in Language and Literary Studies, Volume: 9 Issue: 1, 5-13.

Tabanlioglu, Selime (2003), The Relationship between Learning Styles and Language Learning Strategies of Pre-intermediate EAP Students. Retrieved From: etd.lib.metu.edu.tr/upload/1014034/index.pdf

Taghavi, Elmira and Sadeghi, Karim (2008), The Effect of Semantic Mapping on Reading Comprehension, *The Journal of Applied Linguistics* Vol. 1, No. 3, 204-220.

West, R. (1994). Needs Analysis in Language Teaching. Language Teaching, Vol. 21 (1), 1-19 .

Yolanda, Iga, Ngadiso and Sumardi (2018), Writing Material for Office Administration Study Program in Vocational High School: Students' Need Analysis, *Journal of English Education,* 3(2), 89-99.

Yunita, Ratna (2015), Developing Interactive Learning Multimedia for Listening Materials. Retrieved From: https://eprints.uny.ac.id/23648/