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2 A Need Analysis on the Instructional Material Development of Speaking Skills for Secretarial Students

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ABSTRACT

A professional secretary should be proficient in English communication, particularly in productive skills such as speaking and writing, to complete all of his duties. The research was aimed to determine the needs of the secretarial students in terms of speaking skills to meet the need for professional secretaries in today's business and industrial field. From March to August 2020, 30 secretarial students and 5 professional secretaries from Jakarta participated in this qualitative study. The research's data was the students' needs that could be divided into target needs (necessities, lacks, wants) and learning needs based on Hutchinson and Waters's theory. The data was collected through observation, interviews, and questionnaires. The findings of the study indicated that the students should master the speaking skill needed to complete the secretarial tasks such a handling phone calls, facing a job interview, describing a product, making an appointment, making a hotel reservation, making a press release, running a business meeting, giving a presentation, winning a negotiation and many more. However, the students encountered a variety of speaking obstacles, including limited vocabulary and incorrect grammar. Furthermore, the students wanted to get a lot of interesting interactive materials that were wrapped in dialogues or monologues activities when learning to speak.

Keywords: need analysis, necessities, lacks, wants.

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INTRODUCTION

The role of the secretary is very important to the success of the company. In almost all large multinational companies, the secretary serves as an assistant to the leadership and plays a critical role. Hartiti & Haryono, (2003) define a secretary as someone who is entrusted with keeping secrets. A

secretary is defined in this definition as an employee who is trusted by the company's leadership to know important things about the company that other employees are not uninformed. These important items could include confidential company records and other. Meanwhile, Yatimah (2009) defines a secretary as someone who can be trusted

16 help smooth work, carry out administrative activities that support managerial activities or company operational activities. Therefore, in this globalization era, the need for foreign language skills for secretaries is a must. Almost all companies nowadays seek professional staffs who are fluent in English. Students at the Secretarial Academy of Budi Luhur, on the other hand, do not yet meet the English language requirements to become a professional secretary. For this reason, a needs analysis (NA) is required to provide information that can be used to develop teaching materials, particularly for speaking skills (Rizqiningsih & Hadi, 2019).

Serafini et al (2015) believe that NA includes the identification of the level to be achieved, the language to be learned, the communication situation for language use, and the learning skills needed in the target situation, as well as an analysis of their current development and the skill gaps that must be bridged. Meanwhile, Ali & Salih, (2013) assume that NA enables practitioners and material writers to understand the real needs of their learners. Furthermore, NA is a starting point for gathering the perspectives of all stakeholders in the process of curriculum development, learning, syllabus design, and effectiveness based on evaluation and efficiency of learning based on needs (Chostelidou, 2010).

Hutchinson & Waters (1989) further divide needs into two categories: target needs and learning needs. Target needs are what learners must do in the target situation that will be used to determine learning needs. Moreover, Hutchinson & Waters (1989) divide target needs into three categories: necessities, lacks, and wants.

Necessities

The necessities are the things that students must know to use English effectively in specific target situations. A needs analysis is a description of the needs that are determined by the demands of the global economy. In this study, the researcher collaborated secretarial competencies in speaking skills as stated in the description of secretarial duties consisting of routine tasks, incidental tasks, and creative tasks; the field of secretarial skills and English skills listed in the Indonesian National Work Competency Standards; and the field of secretarial skills and English skills listed in the Indonesian National Work Competency Standards (SKKNI). SKKNI is a work capability formulation that includes aspects of knowledge, skills, and/or expertise, as well as work attitudes pertinent to the performance of assigned duties and job requirements. The SKKNI was created in collaboration with relevant industries to ensure workplace suitability.

Lacks

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Lacks is an analysis of the gap (distance) between learners' English language skills and the skills required by learners in the workplace (Hutchinson & Waters, 1989; Robinett et al., 1988). This informs the learner about what he or she already knows in a specific target situation. The researcher investigated information about the students' difficulties in learning to speak in this study, which included: a lack of vocabulary; a lack of expression; a lack of grammar; a lack of improving theme; a lack of improving dialogue; a lack of choosing diction, and others.

Wants

Wants is a perspective on learners' needs, desires, and feelings. The researcher sought information about the types of speaking learning that students

prefer in this study. Nunan's (2004) theory can be used to record information about goal needs in the areas of topic, data, process, task, and setting.

RESEARCH METHODOLOGY

This research was conducted in Jakarta with the participation of 5 professional secretaries and 20 students from the Secretarial Academy of Budi Luhur Jakarta. All of the research samples were randomly selected to represent the population of secretaries in Jakarta and students of the Secretarial Academy of Budi Luhur Jakarta. This research applied both is qualitative and quantitative or mixed methods. Questionnaires, interviews, and observations were used to collect data for this study. The questionnaire was distributed to secretaries to determine the speaking skills needed to complete secretarial tasks. The questionnaire was also distributed to students to determine their lacks and wants in learning speaking in a secretarial context. The questionnaire was also distributed to students to determine their lacks and wants in learning speaking in a secretarial context. All questionnaire data is triangulated to all research participants. Furthermore, researchers made observations on SKKNI documents for the secretarial profession at the administrative assistant level.

Table 1: Speaking Competencies

No.	Speaking Competencies
1	Job interview
2	Presentation
3	Making invitation
4	Handling a business trip (booking a hotel room)
5	Press Release
6	Handling telephone calls
7	Handling a business meeting
8	Conduct oral communication at the top operational level

- | | |
|----|--|
| 9 | Conduct oral communication with colleagues / customers |
| 10 | Etc. |

FINDING AND DISCUSSION

The study provides a questionnaire in the necessities analysis that contains the competencies that the secretary must master to complete various tasks using speaking skills. The results of the secretaries' competencies are shown in the table below: questionnaire in the necessities analysis that contains the competencies that the secretary must master to complete various tasks using speaking skills. The results of the secretaries' competencies are shown in the table below:

Table 2: Necessities

No.	Necessities	(%)
1	Job interview	100
	Presentation	100
	Making invitation	80
	Handling a business trip (hotel reservation)	100
	Press release	80
	Handling telephone calls	100
	Handling a business meeting	100
	Conduct oral Communication at the top operational level	80
	Conduct oral communication with colleagues / customers	80

Furthermore, the researcher gave a questionnaire about the students' lack of find of difficulties in speaking activities. The results of the questionnaire can be seen in the following table:

Table 3: Lack

N	Question	Answer	(%)
1	Difficulty in speaking	Lack of vocabulary	50
		Lack of expression	5
		Lack of grammar	30
		Lack of improving theme	
		Lack of improving dialogue	15
		Lack of choosing diction	
		Others	

The researcher then asked the students several questions via a questionnaire to determine what type of speaking learning they wanted. The following are the results of the questionnaire responses:

Table 4: Wants

N	Question	Answer	(%)
2	Speaking Topic	Daily life	10
		Secretarial task	0
		Update news	
		Others	
3	Speaking Input	Monologue	20
		Dialogue	50
		Video	10
		Picture	20
		Authentic text	
		Film	
4	Speaking	Role play	80
		Game	

5	Speaking Task	Activity Problem solving	20
		Discussion	
		Others	
6	Setting	Individual Group	10
		Both of individual and group	0
		Classroom	40
		Language laboratory	50
		Library	10
		Online	
		Others	

Discussion Necessities

As previously stated, a secretary was required to master a variety of speaking skills to complete his or her tasks. These competencies were included in the SKKNI, which was designed specifically for secretaries. In this study, the researcher used the administrative assistant level to determine the competencies that students needed to achieve. To determine the competencies that were very important and had a high intensity in secretarial duties, the researcher distributed a questionnaire to professional secretaries.

The secretaries chose nine competencies sets of questionnaires: job interview; presentation; invitation; handling a business trip (hotel reservation); press release; handling telephone calls; handling a business meeting; conduct oral communication at the top operational level, and conduct oral communication with colleagues/customers. The findings above are consistent with the findings of research conducted by Bansa and Salien

(2019), who state that secretaries must be able to communicate verbally with guests and colleagues about basic daily activities at work, as well as communicate by phone.

All secretaries involved in this research picked job interviews. According to the interviews, the secretaries believed that the interview was the most important thing before a secretary started working in an office or a company. A candidate should prepare thoroughly so that he or she can easily pass the interview. The interview questions were always standard, so the candidate could prepare well. All secretaries choose the presentations as well.

Based on the interviews with the secretaries, the researcher can conclude that sometimes superiors assign tasks to the secretary to represent the company in making presentations. These could be considered instructional tasks. The presentation assignment could be a product or a business plan. According to Pavlikova (2019), presentations can help students improve their public speaking skills. Students can not only improve their fluency and accuracy in the target language, but also boost their self-esteem, increase the overall complexity of their speech, and allow them to learn language from a variety of new sources of information.

Making an invitation was chosen by 80 percent of the secretaries who participated in this study. They believed that a secretary needed to schedule a meeting with a client or colleague to discuss something important, such as a project. Due to the client's busy schedule, a secretary had to make an appointment with him. The invitation could be sent via

e-mail or by phone. The invitation was the first step toward a job's success. The secretaries considered competence in handling a business trip (hotel reservation) to be extremely important. As a result, all secretaries selected this competency. In this case, the secretary stated that sometimes a secretary was required to perform tasks outside of the city or abroad. As a result, a secretary had to plan for all of his or her needs during a business trip. The most important thing to do before going on a business trip was to book a hotel room. When booking a hotel, the secretary needed to know the type of hotel and facilities that would meet their needs. A secretary required this skill as well when preparing for his superior's official trip.

The secretary chose to make a press release as the next competency. Eighty percent of secretaries choose this competency. A secretary must be capable of handling public relations for the company. Making a press release to provide information about important aspects of the company is one of the responsibilities of a public relations professional. Handling the phone is an essential skill for a secretary. As a result, all secretaries select this competency. The secretaries believed that answering the phone was one of a secretary's routine tasks. In this case, a secretary had to give her all because the telephone services provided could reflect a company's image.

The lecturer could conclude from the interviews with the secretaries that one of the duties of a secretary was meeting preparation. The secretary was responsible for ensuring that the meeting ran smoothly. However, a secretary may be assigned the task of running a meeting

at times. As a result, a secretary should be able to open a meeting, distribute all meeting agendas, and close the meeting. As a result, all secretaries selected this competency.

Conduct oral Communication at the highest operational level was also an important skill. In this case, the secretary chose this skill 80 percent of the time. Handling communication at this level necessitates a variety of tricks and the ability to select the appropriate diction, as when a secretary handles customer complaints. Eighty percent of secretaries chose to conduct oral communication with colleagues/customers. A secretary's ability to communicate with work colleagues is important. This refers to jobs that must be completed as a team. Meanwhile, a secretary's ability to communicate with customers is important. All students want secretarial topics in speaking learning when it comes to the topic dimension. The students believed that these topics would be extremely beneficial in mastering secretarial tasks that they would encounter while working.

Meanwhile, when asked about **input**, 20% of students chose monologue. Monologues can encourage students to try to understand what is being said. According to Pavlikova (2019), monologue is very useful for developing speaking accuracy. The monologue also improves fluency, which is an important aspect of public speaking. On this dimension, dialogue receives the highest percentage of question items, which is 50%. In speaking learning, dialogue can provide real-life examples of conversations in secretarial contexts. The video was then chosen by 10 students

because it was thought to attract the students' interest in learning.

Albahlal (2019) confirmed the same finding, stating that teachers have a positive attitude toward using YouTube to develop students' speaking skills. Silviyanti (2014) agrees with the study's findings that YouTube videos are an excellent resource for teaching public speaking. The final one, the picture, was chosen by 20% of the students. Based on the interviews, it is possible to conclude that students benefit from additional explanations and illustrations in the explanations provided through pictures. According to Karsono (2014), the students' speaking abilities improved after using pictures. The use of pictures may improve the students' ability to speak. The students could mainly improve their fluency, content, pronunciation, and grammar.

Meanwhile, 80 percent of students chose role-playing as a **speaking activity**. They consider role-playing to be a very enjoyable activity. Roleplay also gives them an overview of the secretarial work context that they will encounter in the workplace. According to Altun (2015), role-playing activities help students develop self-confidence, which gives them a better opportunity to use their speaking skills. Through role-playing activities, students are motivated to use language effectively. Meanwhile, 20% chose problem-solving; these students stated that problem-solving can train creativity in problem-solving in the context of secretarial jobs. Additionally, Oradee (2012) found that students' speaking skills improved significantly after participating in three communicative activities, one of which was problem-

solving, compared to before they participated (Pre-test: 60.80; Post-test: 85.63.)

Meanwhile, in the task aspect, all students choose between individual and group assignments. Based on the interviews, the students stated that the two tasks would prepare them to work alone or in a team in the context of secretarial work. Abdullah (2016) discovered that group work in speaking learning was very effective in improving students' speaking skills in this case. This has also been shown to improve teacher performance when teaching speaking. The highest score obtained by students is 80, and the lowest was 60, based on the results of the pre-test. Meanwhile, the post-test score obtained following the third cycle revealed that the highest score was 95 and the lowest score was 70. This means that group assignments can help students significantly improve their speaking skills.

In terms of setting, 40% of students choose to learn speaking in class. The reason for this is to meet the lecturers directly so that any problems with learning can be resolved directly. Meanwhile, the language laboratory is preferred by 50% of students. The students believed that a language laboratory would provide more motivation for learning than a classroom setting. Furthermore, the library was chosen by 10% of students because it made it easier for students to find the necessary references.

CONCLUSION

Based on the prior discussion, it is possible to conclude that to become professional secretaries, students must

master several speaking competencies, including job interview; presentation; invitation; handling a business trip (hotel reservation); press release; handling telephone calls; handling a business meeting; conduct oral communication at the top operational level, and conduct oral communication at the bottom operational level.

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