A NEED ANALYSIS OF APPLYING AN ENGLISH FOR SECRETARY ADMINISTRATION SKILL AND ONE YEAR PROGRAM IN INDONESIA EDUCATION INSTITUTE

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Abstract

The Indonesian needs to improve at least in the sector of the ability to communicate in business using English. Secretary, included as one component of the administrative ranks in the business world. English for basic operational level is one of the supporting competencies in almost all of the Standards, including in the SKKNI of company service sector for office administration and secretary.This research seek "How is the current syllabus of English for profession for secretary administration program at IPI Leppindo designed?,How does the current syllabus reflect the needs of student, needs of stakeholders and the standards of SKKNI?, and What component are needed to develop syllabus in order to satisfy the needs of students, the needs of stakeholders and the standards of SKKI?". It was a qualitative evaluation research. The data was obtained by interview, questionnaire, documentation, and observation. The minimum content of the syllabi stated in Paragraph 3 Article 12 of the Regulation of the Minister of Education and Culture Number 49 Year 2014 about National Standard of Higher Education has not been fulfilled. Furthermore, the study program has not adopted the Degree of the Minister of Labor and Transmigration Number *Kep. 195/MEN/IV/2007* about The Establishment of Indonesian National Labor Competency Standards of Company Service Sector for office. The present situation analysis, strategy, and deficiency analysis were not paid attention by the institution. The results of means analysis is not matched with what has been stantdardized in the *SKKNI* of office administration sector for secretary administration (2007).

Keywords: need analysis, secretary administration skill, SKKNI, syllabus design

INTRODUCTION

On April 23, 2015 Minister of Labor and Transmigration issued the Regulation Number195 Year 2007 about the Enforcement of Indonesian National Labor Competency Standards of company service sector (*StandarKompetensiKerja Nasional Indonesia* or *SKKNI*) to build up qualified labor competencies for company service sector and tochallenge product

and service competition in globalization era. This Regulation enforced 3 (Three) SKKNI of office administration for subsectors of: (1) Office administrative, (2) Junior Administrative Assitant, and (3) Administrative Assistant. This regulation was enforced nationally to become the reference in operating competence based education and training.

One of the *SKKNI* of company service sector established in the Regulation (2007) is the *SKKNI* of office administration. As the *SKKNI* of company service sector for office adminstration and secretary has been established to be coerced, theinstitution that administer the office administration and secretary program must presently apply the *SKKNI*. English for basic operational level is one of the supporting competencies in almost all of the Standards, including in the SKKNI of company service sector for office administration and secretary. English is one of the supporting competencies required from thegraduates of this study program. One of the working prospects for the graduates is secretary administartion or office administration.

Secretary, included as one component of the administrative ranks in the business world. Therefore, it is definitely required to be able to follow the trend. That is why skills in speaking, listening, reading and writing in English are the main demands of a secretary's basic qualifications. This is in line with research that says that direct or indirect communication from a secretary other than ethics is an important matter [Pangerty, 2014].

In Indonesia there are a lot of profession and skill program in higher education, the educational institution accommodate student who want to develop their skill specifically in short time according to their talent and interest. As one of educational institutions, IPI LEPPINDO Jambi Skill and Profession 1 year program provides specific major to fresh graduate senior high school student. IPI LEPPINDO Jambi Skill and Profession 1 year was established in 1997. It offers 4 (four) 1 year study programs: accountingand businesscomputer, management and business administration, secretary and office administration, and informatic management andcomputer.

After doing preliminary study through interview and observation, writer analyzed that secretary profession has 3 (Three) competencies that needed by student: oral communication, reading and writing skill and those skills should be obtained in teaching learning process in the

class and it can be matched in SKKNI. Considering this situation, the researcher is interested in conducting study that aims to develop a model an alternative syllabus of English class for secretary administration program IPI Leppindo. This syllabus developed based on need – analysis, stakeholders and SKKNI. To achieve the aim of this research, that is to develop syllabus of English for profession for secretary administration program at IPI Leppindo based on needs of students, need of stakeholder and SKKNI, the researcher was guided by three research problems: How is the current syllabus of English for profession for secretary administration program at IPI Leppindo designed?, How does the current syllabus reflect the needs of student, needs of stakeholders and the standards of SKKNI?, and What components are needed to develop syllabus in order to satisfy the needs of students, the needs of stakeholders and the standards of SKKI?

METHOD

The problems stated in this study are answered by applying evaluation research. The evaluation conducted was summative evaluation (Clarke & Dawson, 1999). The approach used was management-oriented approach. The methodology used in this evaluation research is qualitative. In this research, writer only focus on the product, namely the alternative syllabus for secretary and administration profession and skill program in IPPI LEPINDO Jambi. To obtain the data, the writer used four techniques: interview, questionnaire, documentation, and observation. The methodology section of a research paper answers three main questions: "How is the current syllabus of English for profession for secretary administration program at IPI Leppindo designed?,How does the current syllabus reflect the needs of student, needs of stakeholders and the standards of SKKNI?, and What component are needed to develop syllabus in order to satisfy the needs of students, the needs of stakeholders and the standards of SKKI?".

Results and Discussion

Designing current Syllabus of the English for Profession used by Secretary Administration Study Program of IPI Leppindo.

Related to syllabus of English for Profession, the head of administration secretary study program gave 1 documents of *Satuan Acara Perkuliahan* (*SAP*) of English for Profession

1 to 3. Theoritically, *SAP* is the projection of teacher/lecturer's activity in teaching and learning process in the classroom (Nurdin, 2013). It is a teaching program which covers one meeting or more. In format, the differences between syllabus and *SAP* are the existence of the explanation of learning material and the learning experience. Despite of the term *SAP* used by the institution, the document resembled more to a syllabus.

As there were minimum content of a syllabus based on Chapter 12 Article in The Regulation of the Minister of Education and Culture Number 49 Year 2014 about National Standard of Higher Education, the syllabi of English for Profession contained 64.3% or most of the criteria. The syllabi did not give information on the name of the study program; lecturer's name; allocated time for each learning stages; students' assignments for a semester; and criteria, indicators, and grading system.

From the interview, it was known that in designing the syllabi of English for Profession in secretary administration Study Program, the interviewee said that they were made them on the basis of the Law of Republic of Indonesia Number 12 Year 2012 about higher education, Although Chapter XXIV of the Law stated about of human resources, standardizations, profession, and labors, it did not specifically mentioned the standard for certain competencies especially English competencies. The Law only broadly stated that labor in office administration sector must have competency standards that will be done through certification of competence.

Looking at the syllabi of English for Profession and the Law, it was questioned if those syllabi were derived from it because from the interview it was known that the syllabi had existed since year 2008 and furthermore, the topics mentioned in the syllabi were nowhere to be found in the Law. The Head of the Study Program also states that she consulted other similar programs' English syllabi. It can be concluded that the institution actually did not have standard in designing the syllabi of English for Profession.

From the result of document analysis, syllabus in IPI Leppindo Jambi is divided in each semesters, syllabus is made by lecture in term of 13 meetings. Every meeting has teaching material that will be taught to student. Semester one has material about introduction, tense (simple present tense, past tense, future tense, the time expressions and the pattern), preposition (showing the direction and showing the things). Semester 2 has teaching materials about

simple present tense (present progressive tense, be and auxiliary, clause of time, active and passive voice), question taq, comparison of adverb, review, mid semester examination, simple past tense, question taq, modal auxiliary, simple future tense – future progressive tense, question taq, and review.

On 23th April 2009, the Minister of Labor and Transmigration established a decree number *Kep. 195/MEN/IV/2007* about The Establishment of Indonesian National Labor Competency Standards of Company service Sector for office administration Guiding. Concerning with the Law and the Degree, there could be less comprehension of the Law. Consequently, the individuals in charge in designing and evaluating the syllabi, particularly for English for Profession, did not follow up to any government policies related to standard competencies for labor in office administration sector. The Regulation of the Minister of labor and transmigration Number 195 Year 2007 about The Enforcement of Indonesian National Labor Competency Standards of company service Sector that has been assigned on 23thapril 2007 must be highly considered by the institution to become its basis on developing the curriculum and syllabus, including the English syllabus. In summary, the designing of the syllabi of English for Profession was not based on any standards.

The Reflection of current syllabus toward the need of student, the need of stakeholder and the standard of SKKNI.

From the result of questionnaire, it showed that English is the most important and supporting item in secretary profession, in fact they mentioned had given material related to secretarial profession in class however they never obtained material about writing and reading basic reports, email, fax, letters and making diagram. Secretary is a profession who face report, letter and email every day. The competencies about writing and reading should be having by them, beside every kind of job routine or not routine.

Communicating English via telephone is required abilities of secretary, its skill which is needed to make relation or serving guest by communication. Basic English communication is one of hard skill that must be taught in class by lecture and it has to entry in syllabus in order to prepare secretary administration class to be ready in workplace after graduation. It is may not be considered as a usual communication via telephone to caller must be clear pronunciation and massage has to be delivered correctly.

Based on standard of SKKNI, students are expected to be able The English competencies standardized in the *SKNNI* (2007) is for basic operational competencies of Oral Competencies in English for Basic Operational Level, Reading in English for Basic Operational Level, and Writing in English for Basic Operational Level. Other appendix showed if the syllabus synchronized with the working criteria and variable limitations written in English competence for basic operational level in the *SKKNI* for office administration sector for secretary administration (2007).

English for basic operational level, the syllabi of English for Profession were not in accordance with the standardized English in *SKKNI* of office administration sector for secretary administration (2007). In other words, the current syllabus in IPI Leppindo Jambi cannot reflect the need of student and standard of SKKNI.

The Components are needed to develop syllabus in IPI Leppindo Jambi

Based on the discussions above, it can be concluded that the secretary administration Study Program did not have standard in designing the syllabi of English for Profession. In this part, the writer evaluated the syllabi of English for Profession by using the standardized English in the *SKKNI* for company sector of office administration (2007).

English for Profession was important subject according to administrators and lecturer because English is the main language they will use in communication in the field of secretary administration. This was an agreement with the fact that English became one of the units in the *SKKNI* for company service sector for office administration (2007). However, they considered speaking was the most important skill which did not concur with the units in the *SKKNI* for company service sector for office administration (2007) that includes oral communication, reading, and writing.

The syllabi were evaluated to find out whether the syllabi were based on needs analysis, the discussions were devided by 5 concepts of needs analysis applied in this study.

Target Situation Analysis

The syllabi of English for Profession were the ones that have been used for 11 years before the new management took over in 2008. The detailed information about the designing

was limited. It was known from the interview that the syllabi was designed by a practitioner in office administration who had been teaching in the institution.

One of the working prospects of graduates from PKP 1 Year *Program of Ipi Leppindo Jambi* is company secretary. Since *SKKNI* for tour guiding has been established as a national standard for the worker in this field in The Regulation of the Minister of Tourism Number 11 Year 2015 about The Enforcement of Indonesian National Labor Competency Standards of office administration Sector, it gives information in developing curriculum and syllabus and to become a reference in administering education. It became the object of Target Situation Analysis which concerned with the ultimate purpose to which the language will be put at the end of a course.

The English competencies standardized in the *SKNNI* (2007) is for basic operational level. The tables in Appendix showed the coverage of the syllabus on the elements, working criteria and variable limits in the units of competencies of Oral Competencies in English for Basic Operational Level, Reading in English for Basic Operational Level, and Writing in English for Basic Operational Level. Other appendix showed if the syllabus synchronized with the working criteria and variable limitations written in English competence for basic operational level in the *SKKNI* for office administration sector for secretary administration (2007).

There are 3 units of competencies for English. The first unit of competency is Communicating Orally in English for Basic Operational Level. The first element of competence is communicating orally with guests and colleagues about basic daily activities in working place and communicating by telephone.

For oral competencies, the elements of Communicating with guests and Colleagues about Basic Daily Activities in Working Place and Oral Communication through Telephone did not appear in the syllabi. the element of Oral Communication with guest ad colleagues could be seen in the syllabus of English Conversation III, however the criteria were not in specific.

The syllabus of English for Profession in English conversation 1 focused on tenses, English conversation II focused on tenses to and English conversation III focused on conversation in daily activities which was not in the English for basic operational level in *SKKNI* of office Sector for secretary administration (2007.

The second unit of competencies is Reading in English for Basic Operational Level. It was stated the syllabus of English for Profession or English conversation III that there was one meeting that had reading comprehension, however the criteria were not explicit. The rest of the syllabi did not state any elements and criteria in reading in English for basic operational level. Because there were no elements and criteria in reading in English for basic operational level appeared in the syllabi. On the other words, the syllabi of English for Profession did not include reading competencies.

The last unit of competencies is writing in English for Basic Operational Level. It showed that writing skill was not particularly appeared in the syllabus of English for Profession or English conversation 1-3. In other words, only small amount of writing elements and criteria syllabi of English for Profession. It was similar to the small amount of elements and criteria of writing.

In summary, from three units of English competencies stated in *SKKNI* of office administration sector for secretary administration (2007), oral communication dominated more in the syllabi of English for Profession and English conversation. However, the domination did not also fulfil all criteria and variable limits. In other words, for English for basic operational level, the syllabi of English for Profession were not in accordance with the standardized English in *SKKNI* of office administration sector for secretary administration (2007).

Present Situation Analysis

One of the limitations of target situation analysis is that it takes little account of the present state of the learner's present language proficiency. Present Situation Analysis determines what the learners are like at the beginning of their language courses, and investigates their strengths and weaknesses (Richterich and Chancerel cited in Jordan, 1997). The result of interviews showed that there was no particular way to know the students' initial English competence before joining the course. The institution relied on assumption that the students' were good in English because they have studied in high schools.

Strategy Analysis

Preferences in group size, correction procedures and methods of assessment relate to strategy analysis. Regarding strategy analysis, the former designer might have given it a thought as it written in the syllabus, although it was probably not established by analyzing the students' preferences in terms of learning styles and strategies, or teaching methods. The syllabi stated various teaching methods such as presentation, tutorial, question and answer sessions, and discussion to teach particular topics. In the SKKNI of office administration for secretary administration (2007), the teaching and learning strategies were not specified. It was only the strategies for scoring guide that explained, those were demonstration and simulation.

Means Analysis

Means Analysis is aimed to find out what works well in one context may not work in another and language courses should be adapted to situations in different educational, professional, and workplace environments rather than being imposed without understanding of local constraints and exigencies (Jordan, 1997; Dudley-Evans & St. John, 1998). In the syllabus, the means for teaching and learning activities were whiteboard and projector. From the classroom observation, the tools were present in the classroom. In the SKKNI of office administration for secretary administration (2007), the mans were not specified. It only implicitly stated that there must be visualization of some sources of learning.

Deficiency Analysis

Deficiency analysis assess the learning gap between present needs and target needs (West, 1997: 40). It was not known if it was done by the initial designer, however it was clear enough from the interview with the students that the institution did not analyze the students' competencies. As a result, they did not have a clear description about the students' language deficiency.

In summary, the syllabi of English for Profession were made not on the basis of needs analysis. Particularly on target situation analysis, the content of the syllabi not synchronized with the standardized English in SKKNI of office administration sector for secretary administration (2009).

To determine the content of the syllabus, the results of needs analysis were categorized according to the concept of needs analysis by Hutchinson and Waters (1986). Firstly, the results were classified into target needs and learning needs. Target needs containsnecessties, lacks, and wants. The main target needs were the language skills that have been established English competencies for basic operational level in *SKKNI* of tourism sector for tour guiding (2009): oral communication, reading, and writing. The information of language aspects, students' lacks and wants, and learning needs were derived from of the results the interview and the students' questionnaire.

Course Descriptions

This part contains institution's name and department/study program, course title and number, credit hours, type of course, prerequisites, and course rationale. The name of the institution is IpiLeppindoJambi – PKP 1 Year. The study program offered the course is Program StudiSekretarisAdministrasiPerkantoran. As the recommended syllabus adopted English competencies for basic operational level in *SKKNI* of office administration sector for secretary administration (2007), the course title became English for Profession: Basic Operational Level.

The current credit hours of the course was three credits. Since there disagreements about the credit hours, the credit hours for the recommended syllabus could be further discussed by the institution to accommodate the course to be effective. The course type is obligatory and there is no prerequisites subject. Course rationale is a brief description of the reasons for the course and the nature of it. The course rationale seeks to answer the following questions: Who is this course for? What is the course about? What kind of teaching and learning will take place in the course? (Richards, 2001). From these questions, the course rationale for English for Profession: Basic Operational Level became "*English forProfession: Basic Operational Level* for the students of office administration secretary Study Program. In this course the students will learn about oral communication, reading, and writing in English for basic operational level in tourism sector".

PROGRAM KEAHLIAN PROFESI 1 TAHUN IPI LEPPINDO JAMBI
Program StudiSekretarisAdministasiPerkantoran

English for Profession: Basic Operational Level
Based on the standardized English in *SKKNI* of office administrations sector for secretary (2009)

Code: -
Credit/Hours: 2 credit/100 minutes
Prerequisite: -
Course Rationale: *English for Profession: Basic Operational Level* is for the students of secretary administration Study Program. In this course the students will learn about oral communication, reading, and writing in English at the basic operational level in tourism sector.

Aims:
Language skill: Oral communication, Reading and Writing
Language aspect: Grammar and Vocabulary
At the end of the course, the students are able to deal with oral communication, reading, and writing in English at the basic operational level in secretary.

Grammar
Simple present
Modals
Transitional marker
Imperative sentence

Vocabulary			
Director	Email	Bulletin board	Report to boss
Manager	Export	Business card	organize a meeting
Assistant manager	Import	Cabinet	make telephone calls
Supervisor	Report	Calculator	Projector
Employee	Daily report	Calendar	Mouse
Human resource department	Weekly report	Files	Rubber
Security	Monthly report	Folders	Telephone
Customer	Annual report	Whiteboard	Sharpener
Supplier	Meeting	Board marker	Pantry
Salary	Meeting room	Notebook	Book
Bonus	Job description	Notes	Correction Pen
Health insurance	Pen	Paper	Desk/Table
Leave	Pencil	Paper clip	Dustbin
Maternity leave	Ruler	Hole punch	Projector
Holiday allowance	Stamp	Scissor	Staple remover
Office hour	Stamp pad	Desk	Staple
Overtime	Catalogue	Write a document	Notice board
Invoice	Badge folder	Job description	Hole punch
Invoice	Badge folder	outing/outbond	Flipchart

Objectives:

Upon successful completion of the course, the students should be able to:

1. practice oral communication in English for basic operational level in relation to guests and colleagues who speak English
2. practice reading in English for basic operational level in relation to guests and colleagues
3. practice writing in English for basic operational level in relation to guests and colleagues
4. practice English grammar in relation to guests and colleagues
5. practice English vocabularies in relation to guests and colleagues

Teaching Methods: Groups, Lecturer's guidance, Individually, Pairs

Teaching Materials: Learning book, dictionary, maps, brochures and leaflets, international signs,

Student Assessment:

1. Pre-tests: The students' English competencies in oral communication, reading, and writing in English for basic operational level in secretary administration sector will be evaluated through test that will be held before the course begin.
2. Formative test: The students will also be evaluated in each meeting. The evaluation will be in various form such as role playing, multiple choices, gap filling, etc. for oral communication, the students will be assessed by various methods to measure their skills and knowledge in aspects of using the right communication, understanding and using terms and expressions to clarify the communication, using formal language, and using the right techniques in telephoning. For reading, the students' reading comprehension and translation will be assessed. For writing, the students' writing ability in simple context will be assessed.

3. Post-tests: At the end of the course, the students will join TOEIC test with the target level 250-405

Teaching Media: whiteboard, overhead projector, tape recorder

Sources,not limited to:

1. Learning book
2. Dictionary
3. Maps
4. Brochures and leaflets
5. International signs

Course Calendar:

Meeting	Topics
1	Oral communication: Listening to requests and comments, giving factual information, helping in basic transactions, answering basic questions, asking to clarifying problems, offering help
2	Oral communication: Giving advise, giving directions, finding guests and colleagues' needs. identifying need for help from others, explaining slowly and in order. adding information
3	Oral communication: Welcoming, farewelling, apologizing, giving gratitude
4	Oral communication: Through telephone by Greeting correctly, mentioning company's name, Offering help to call, Putting the caller on hold to find the wanted person. Apologizing when the wanted person is not available, Noting the caller's Data
5	Reading: Recognizing common signs, pictures, logos, used in office and interpret them.
6	Reading: Identifying the aim and the core of the text of simple working documents (letters, messages, e-mail, faximile)
7	Reading: Identifying the aim and the core of the text of simple instructional text
8	Mid-semester test
9	Reading: Identifying the aim and the core of basic diagrams (not limited to maps, flow of goods card notes, tables, graphics)
10	Writing: Basic Daily Documents in Working Place (Leaflet/handbill/pamphlet, Simple messages,Corespondency, E-mails), Knowing when to use formal and informal language, using correct spelling, punctuations, and grammar in relation to Business
11	Writing: Basic Daily Documents in Working Place (Notes for guests, Memos, Faximile, Receipt), Knowing when to use formal and informal language, using correct spelling, punctuations, and grammar in relation to business
12	Writing: Writing telephone note precisely (the caller's name, the callaer's company, the date and time when the call recieved, brief messages written in simple sentences, asking explanation about an event in written), Knowing when to use formal and informal language, using correct spelling, punctuations, and grammar in relation to Business
13	Writing; Completing standard form (Simple report about accidents, itinerary forms, forms about engine damage, tour forms, insurance claims

14	Writing; Completing standard form (Room order forms, visa and passport demand forms, telephone news/messages forms, receipt)
15	Writing Basic Daily Directions and Instructions using maps, flow of goods card notes, tables, graphics
16	Final semester test: TOEIC test with the target level 250-405

Figure 3. The Model of the Syllabus of English for Profession for Basic Operational Level

CONCLUSION

This section presents the conclusions of the findings and discussion. It can be concluded that the content of syllabi of English for Profession was weak on the basis. The minimum content of the syllabi stated in Paragraph 3 Article 12 of the The Regulation of the Minister of Education and Culture Number 49 Year 2014 about National Standard of Higher Education has not been fulfilled. Furthermore, the study program has not adopted the Degree of the Minister of Labor and Transmigration Number *Kep. 195/MEN/IV/2007* about The Establishment of Indonesian National Labor Competency Standards of Company Service Sector for office.

There may be some factors that contribute to the weak syllabi. The non fixed status of the English lecturers and funding issues, even though not explicitly stated, may affect the lecturers' involvement in revising and evaluating the syllabi. They could have knowledge and ideas about the syllabus, however these conditions could have effect on how much effort the lecturers in trying to contribute.

The syllabi content was compared with the standardized in *SKKNI* of office administration sector for secretary administration (2007). Whereas it standardized oral communication, reading, and writing in English at the basic operational level, the syllabus was dominated by oral communication target needs. The present situation analysis, strategy, and deficiency analysis were not paid attention by the institution. The results of means analysis is not matched with what has been standardized in the *SKKNI* of office administration sector for secretary administration (2007). Also, the student assessments for this course did not correspond with the Standard. TOEIC test has not been adopted to be the standard test for the students at the end of the program.

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