



Writing Material for Office Administration Study Program in Vocational High School: Students' Need Analysis

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Abstract

Vocational High School is course with aim to prepare the students to have specific skills by having practical activities based on its study program. It has the same purpose with English for specific purposes (ESP) course which aims to meet the students' specific language need. ESP courses help students to use English appropriately as well as accurately to perform their jobs in a various situations where they encounter their English language function. ESP course often begins with the students' need. Students' need analysis is needed to be identified to be able to meet the effective learning material based on what the students really need. This study aims to investigate the writing materials needs of eleventh grade students of Office Administration study program in Vocational High School from viewpoints of students. This study used descriptive qualitative analysis with questionnaire and interview method to collect the data. The subjects of the research were eleventh grade of Office Administration students that consisted of 34 students by using purposive sampling. The result indicated that the students have several needs in terms of target needs and learning needs. Target needs are divided into necessities, wants, and lacks. Based on the result of target needs, the students are lack of component of writing skills including express ideas, write with correct organization, use correct grammar, punctuation, capitalization, and spelling, and use appropriate vocabulary based on the context of the text. Thus, the students need and want to learn those components of writing skills. Meanwhile, learning needs are divided into input, procedure, setting, and accessibility. The input is divided into content of materials, activities, and design. The teachers should pay attention more on those aspects to fulfill the students' need to help them transition successfully to their future careers after graduation.

Keywords: ESP, need analysis, writing materials, office administration

A. Introduction

As the development of the globalization era, English is used as lingua franca for education, business and services, and media and communication. As the result, English is learned by large number of people in various sectors to meet their various needs. Because of necessity of English, English is one of compulsory subjects which is learned by students from primary to higher level of education in Indonesia. The rationale behind this approach is to make students competent in English skills for their academic and professional life. English is taught in two conventions. The first is general English in which students learn to master the English skills (listening, reading, speaking, and writing) in general context. The second is career-oriented English in which English is taught based on the students' specific needs to enable them to learn English in their field of study. This is known as English for Specific purpose (ESP).

ESP is defined as an approach to language learning in which the content and methods are based on students' specific need, such as business English, medical English, marketing English, IT English, tourism English, and so forth (Hutchinson & Waters, 1987). Basturkmen (2010) adds that ESP has functioned to help students mastering the language features or to develop the competencies needed to function a discipline, profession or workplace. ESP program supports students to develop their language skills so that they become more competent in their specific subject courses. In other words, ESP is an approach to language learning which is designed to meet the students' specific need in certain discipline or profession. Therefore, ESP takes important role in the field of English learning. It is equally vital for students who are about to enter the workplace. Such students must acquire the knowledge as much as possible on the target language skills to develop their skills effectively according to the requirements of the target department (Chen, Chang, & chang, 2016).

The phenomenon of ESP can be easily found in Vocational High School in Indonesia. Vocational High School aims to prepare the students to have specific skills by having practical activities based on its occupation or vocation to be used later in the workplace (Andriani, 2016). Since what the students learn in school prepare themselves to have focused skill to be used in the workplace after graduation, English teaching in Vocational High School must be directed in reaching the aim. In this case, the issue of English teaching concerns with how to provide English material to meet the students' specific needs in order to learn English effectively. ESP, then, becomes an approach in teaching and learning process.

Office Administration is one of the study programs in Vocational High School which aim to develop the students' specific skill as much as possible on the target language skills according to the requirements of the target department. The learning objectives of Office Administration study program in Vocational High School are able to manage and write letters, documents, and reports (Kementerian Pendidikan dan Kebudayaan, 2014). Further, Murphy (2014) adds that good writing competence is needed by office administration staff to build solid relationship based on effective and efficient exchange of information. Thus, writing skill is important to be mastered by office administration students as the learning objectives and demand in the workplace. However, in fact, the students find many difficulties in learning writing and writing becomes the most difficult skill to be perceived by students (Ampa & Quraisy, 2018).

Based on the situation above, it is important to know the students' specific needs toward writing material to overcome the students' problem in learning writing. By conducting the need analysis, the teacher and course designer can evaluate the teaching material and eliminate the materials which not relate to the students' field. Thus, the teacher and course designer can provide the effective teaching and learning material.

Therefore, this research is intended to describe the Office Administration students' needs to learn writing skill. It focuses on what the students need to support their career after graduation. By identifying the students' needs, the writing material would match the student' needs, so they can be motivated to learn well and can maximize their ability in Writing English.

Vocational High School students as ESP learners

Richards (2017) defines ESP as an approach to language teaching which concerns to make language courses more relevant to the students' need. Teaching ESP is aimed to develop the learners' skills of profession communication in English depending on the area of professional

field of target (Andriani, 2016). It means that it should be connected to the learners' particular specialization which will be used later by learners in the work field. However, English for Specific purpose emphasizes on function well the language mastery in the students' future workplace.

In line with the aim of ESP, Vocational High School is concerned with education and training program at specific field of competence (Dewi, 2015). As a result, the subjects in the program are expected to fulfill the students' expectation for their enrollment in the program. In this case, English as one of compulsory subjects needs specification on its content to fulfill the students' expectation, especially regarding to get job dealing. Thus, English cannot be taught as a general course based in which English is taught in general context, it must be career-oriented English to meet the employers' requirements in workplace. ESP, accordingly, is offered to become an approach to fulfill this specific purpose. Therefore, it can be said that Vocational High School students as ESP learners in teaching and learning English process.

Need Analysis of Students

Needs is sometimes used to refer to wants, desires, demands, expectations, motivations, lacks, constraints and requirements. Needs from the learners' point of view can refer to learners' preferences for certain kinds of classroom activities as well as what they feel they should focus on in class (Richards, 2017). He also state that a teacher or administrator may consider needs as gaps or deficiencies in the learners' performance, which is, the difference between what a learner can presently do in a language and what he or she should be able to do. What is identified as a need is dependent on judgment and reflects the interests and values of those making such a judgment.

An ESP course begins with the learners' need. It is understood as the process to prepare the learners to use English with academic, professional or workplace environments (Basturkmen, 2010). Different needs of the learners would determine the language they are taught. Thus, it should be restricted due to the needs. Moreover, Modak (2015) mentions that need analysis is an important first step in development of a curriculum for language teaching. The analysis seeks to meet possible techniques and materials to what the students need and thus identify whether the design is appropriate to the intended goals (Boroujeni & Fard, 2013). In other words, need analysis involves doing some kinds of activity with the learners in order to find out what they really need in their learning so that it can contribute to successful course planning. In line with Boroujeni & Fard, Jordan as cited in Ulum (2015) also defines needs analysis as the preliminary stage of designing courses, syllabuses, materials and the sort of educational activities that take place. It provides the information that could help the students to maximize their language skills in a given target context. Therefore, it is clear that analyzing the students' need is the main consideration for designing an ESP course. It is cannot be avoided especially when it is related to students' special characteristics which are different from students in general English. Hence, a brief students' need analysis should be the foundational stage in conducting ESP course.

In order to identify the students' need, Hutchinson & Waters (1987) propose two basic needs for ESP learners. They are target needs and learning needs. Target needs concern with the language use. It can be perceived by 'necessities', 'lacks', and 'wants'. Necessities refer to the types of need determined by the demands or what the learner has to know to participate effectively in the target situation. Lacks refer to the gap between what the learners already know and what the necessities of the target situation. Wants refer to what the learners are interested in learning. Further, Hutchinson & Waters (1987) mention that learning needs concern with language learning. It is what the learners need to do in order to learn. In other words, it can be concluded that analyzing the students' needs takes complex process. Target needs and learning needs should be taken into consideration to describe the students' need and fulfill the students' expectation toward the learning material based on their field.

B. Methodology

This research used Descriptive Qualitative Research Design. The aim of this research was to find out the needs of Office administration students in Vocational High School in terms of their writing materials. The main data sources of this study were 34 eleventh grade students of Office

Administration study program in Vocational High School. The sampling used in this research was purposive sampling that means the samples of this study were taken based on the need criteria: eleventh grade and Office Administration student in Vocational High School. The data of the study were the eleventh grade Office Administration students' need toward writing materials in Vocational High School. In order to collect the data, this research used questionnaire and interview. The questionnaire was in form of multiple choices. The students were allowed to choose more than one options based on their condition. The interview was in form of semi-structured. The questions were the same with the questionnaire. The function of the interview was to confirm the students' answer in the questionnaire. The questions focused on the students' need of writing materials at school which is needed in the workplace. The informants of interview were six students from the main data sources: the two highest students, the two middle students, and the two lowest students based on their English score in the class. This research used descriptive analysis to analyze the data. The procedures of data analysis were as follows: (1) identifying and scoring the students' response from questionnaire; (2) doing percentage of the students' responses from questionnaire; (3) comparing the result of questionnaire and interview; (4) drawing conclusion of the students' need.

C. Findings and Discussion

1. Students' identities

The respondents of need analysis are eleventh grade students of Office Administration study program in Vocational High School. The students consisted of 21 females and 13 males. The age of the respondents is around 16-18 years old.

2. Target needs

a. Necessities

Hutchinson & Waters (1987) mention that necessities are what the students need to know in order to function effectively in the target situation. The descriptions of the respondents' necessities are presented in the Table 1:

Table 1. The students' necessities

Question	Option	F	%
Which skills do you need in writing an English text?	Expressing ideas clearly into different kinds of sentences.	34	100
	Using correct grammar or structure	33	97
	Arranging appropriate sentence based on the function of the text.	33	97
	Using appropriate punctuation, capitalization, and spelling.	34	100
	Using appropriate vocabulary based on the kind of text.	34	100

Based on the result of necessities on Table 1 above, the students need the entire component of writing skills in learning writing; content, structure, organization, mechanics, and vocabulary. The result showed that 100% of students needed to express ideas clearly, use appropriate punctuation, capitalization, spelling, and vocabulary or word choice. Meanwhile, there were 97% of students needed to use suitable grammar and arrange appropriate sentence based on the function of the text.

Besides questionnaire result, there is also interview result with the students which supports the questionnaire result. One of the students stated that:

"Menurut saya writing skill itu mencakup banyak komponen seperti ide, organisasi, grammar, tanda baca, dan kosakata. Untuk bisa meningkatkan kemampuan menulis, maka harus dimulai dari menguasai komponen-komponen tersebut. Oleh sebab itu, didalam mempelajari writing, sangat perlu mempelajari komponen-komponen tersebut".

[I think that writing skill encompasses many components such as idea, organization, grammar, punctuation, and vocabulary. To increase writing skill, it must be started from mastering those components first. Therefore, in learning writing, it is necessary to learn those components".]

Based on the data above, the student stated that mastering all of the components of writing skills was very important to increase the writing skill. Therefore, expressing ideas clearly, using correct grammar, punctuation, capitalization, and spelling, arranging appropriate sentence, and using appropriate vocabulary are the necessities for the students.

b. Lacks

As mentioned by Hutchinson & Waters (1987), lacks are the students' problem of the subject. It is related to the gap between what the students already know and what the situation they have to achieve. The descriptions of the students' lacks are presented in the Table 2:

Table 2. The students' lacks

Question	Option	F	%
When writing an English text, I have difficulties in...	Expressing ideas clearly into different kinds of texts	31	91
	Using correct grammar or structure	33	97
	Arranging or formulating the structure of the sentences based on its function	30	88
	Using appropriate punctuation, capitalization, and spelling.	30	88
	Selecting appropriate vocabulary or word choice	33	97

Based on the results on Table 2 above, in writing a text, 97% of students faced the difficulties related to grammar and vocabulary. The next difficulty faced by 91% of students was related to expressing the ideas. There were 88% of the students had difficulties in arranging the sentences and using appropriate punctuation, capitalization, and spelling.

Based on the interview, the students stated that writing was a difficult skill to be mastered. There were a lot of component that should be included to have good writing, for example the ideas, organization, grammar, mechanics, and vocabulary. Consequently, the students found the difficulties to include all of those components into their writing. Because of those problems, the students stated that the learning materials should provide the activities to cover those students' difficulties so it would help the students to increase their writing skill. It is as stated below:

"Writing skill itu sulit, banyak komponen yang perlu diperhatikan seperti ide tulisan, susunan kalimat yang koheren dan logis, penggunaan grammar, tanda baca yang benar, dan kosakata yang sesuai untuk menghasilkan sebuah tulisan yang bagus. Semua hal tersebut menyebabkan saya dan siswa lainnya mengalami kesulitan untuk menguasai writing skill. Ditambah lagi kebanyakan buku tidak memfasilitasi para siswa untuk mempelajari writing secara mendetail. Oleh sebab itu, saya berharap ada aktifitas yang bisa memudahkan para siswa untuk mempelajari semua komponen-komponen yang diperlukan didalam writing sehingga kemampuan writing skill juga bisa meningkat"

[Writing is a difficult skill. There are a lot of components that need to be considered such as idea, coherent and logic sentence arrangement, grammar used, correct punctuation, appropriate vocabulary to produce a good writing. All of those components cause me and other students difficult to master writing skill. In addition, most of books do not facilitate the students to learn writing in detail. Therefore, I hope that there are activities which can ease the students to learn all of the components needed in writing to increase the writing skill".]

Based on the data of questionnaire and interview, it can be concluded that all of the writing components (ideas, organization, grammar, mechanics, and vocabulary) are difficult for the students so it causes they lack of those components to write a good writing.

c. Wants

Wants relate to what the students want. The descriptions of the students' want are presented in the Table 3:

Table 3. The students' wants

Question	Option	F	%
After learning writing, I want it makes me...	Increase my writing skill	34	100
	Enable to use correct grammar or structure	33	97

Enable to write with correct organization according to the function of the text	33	97
Enable to use correct punctuation, capitalization, and spelling in writing	34	100
Enable to use appropriate vocabulary or word choice in writing	34	100
Enable to express my ideas in written easily	34	100

According to the result on Table 3 above, there were 100% of students who wanted to increase writing skill, use correct punctuation, capitalization, and spelling, use appropriate vocabulary and express the ideas easily. Meanwhile, there were 97% of students who wanted to be able to write with correct organization and use correct grammar.

According to interview result, the students wanted the learning materials which helped them to learn all of component of writing skills including content, grammar, organization, vocabulary and mechanics so their writing skill can improve. It was because they lack of those components of writing skill. Therefore, to fulfill the students' want, writing materials should cover all of the components of writing skills. It is as mentioned below:

"...karena saya mengalami kesulitan untuk menguasai komponen-komponen dari writing skill, oleh sebab itu saya ingin ada materi pembelajaran yang bisa mengajarkan semua komponen tersebut sehingga kemampuan writing bisa meningkat".

[...because I feel difficult to master the components of writing skill, thus I want the learning material which can cover all of those components to increase my writing skill".]

Based on the data of questionnaire and interview, it can be concluded that the students want the learning material which provides them to learn the components needed to produce a good writing. Those components are content (idea), organization, grammar, mechanics, and vocabulary.

3. Learning needs

According to Hutchinson & Waters (1987), learning needs are what the students need to do in order to learn.

a. Input

Nunan (2004) defines input as spoken, written or visual data that learners work with in the course of completing the task. The descriptions of the input are presented in the Table 4:

Table 4. Input of content of material

Question	Option	F	%
The input of writing material that I like is...	Related to my study program so it can be used in the workplace	33	97
	Authentic	34	100
	About how to write business letters such as inquiry, order, response, invitation, complaint, application letter and so forth	34	97
	About how to write CV or resume	33	97
	About how to write memo	34	100
	About how to write personal letter	34	100
	About grammar	32	94
	About punctuation	32	94
	Providing the list of proper vocabulary to help me to write based on my study program context	33	97
	About the language features which are used in all kind of texts	33	97

Based on the result on Table 4, in terms of content of writing materials, the researcher found that the students needed specific writing materials which could be used in work place directly after their graduation from school. So that, those materials should relate to their study program to support their careers in the future. There were 100% of students showed that they needed the materials which content how to write any kinds of business letters including application

letter, personal letters, and memo. There were 97% of students who needed the materials about CV, list of proper vocabulary and the language features of the text. Additionally, there were 94% of students who needed the materials about grammar and punctuation.

Besides questionnaire result, there is also interview result with the students which supports the questionnaire result. It is as stated below by one of the students:

"...Saya ingin materi pembelajaran yang bisa digunakan dan bermanfaat setelah saya lulus sehingga bisa menunjang karir saya kedepannya. Materinya harus sesuai dengan jurusan. Karena saya adalah siswa administrasi perkantoran yang harus bisa membuat berbagai macam surat, saya ingin materi yang berkaitan dengan surat menyurat seperti surat bisnis, surat permintaan, pesanan, surat lamaran, CV, surat pribadi, dan memo. Selain dari materi tersebut, saya juga menginginkan penjelasan tentang unsur kebahasaan, grammar, dan tanda baca yang diperlukan untuk menulis surat-surat tersebut".

[...I want the learning material which can be used after I graduate so that it can support my future career. The material should relate to the study program. As office administration student, As Office Administration student who has to be able to write any kinds of letters, I want to learn about any kind of letters such as business letter, request letter, order letter, application letter, CV, personal letter, and memo. Besides, I want the explanation of the language features, grammar, and punctuation which are needed to write those letters".]

Based on the result of interview, the student stated that the most important thing that she wanted was the material which could be used directly in the workplace after she graduated from school, so the material should relate to her study program and it must be authentic. As the student of Office Administration study program, the student stated that she had to be able to manage and write any kind of letters, documents, and reports. Thus, she needed the materials which equip her with English skill needed for her future occupation. The student also mentioned that she needed to learn about business letters, CV or resume, personal letter, and memo. To support her learning, the materials should provide the explanation about the language features which was used in all kind of text, grammar, and punctuation. In addition, she also needed the list of proper vocabulary to ease her to use the vocabulary in her context.

Table 5. Input of activities

Question	Option	F	%
The activity which I want is...	Various activities	34	100
	Pre-writing activity	33	97
	Drafting activity	33	97
	Editing activity	33	97
	Self-assessment activity	29	85
	Peer-assessment activity	32	94
	Feedback from teacher	34	100
	Reflection activity	34	100
	Free writing	29	85
	Writing with questions as guide	33	97
	Writing text by given topic	29	85
	Writing text by given template	32	94

In terms of activities, Table 5 shows that 100% of students needed various activities. All of the students also needed the activity which encompassing feedback from teacher and reflection activity. Additionally, 97% of students wanted prewriting, drafting, and editing activity in writing materials. There were also 94% of students who wanted peer-assessment activity and 85% of students wanted self-assessment activity. Moreover, the table also showed that there were 97% of students wanted writing activities with questions as guide to write, 94% of students wanted writing by given template, and 85% of students wanted free writing and writing by given topic.

Based on the result of interview, the students mentioned that various activities are needed so they would not get bored to finish the activities. In order to do writing activities, the students thought that there must be pre-writing, drafting, and editing activity to ease them to write since

it was impossible to write well at first writing. They also stated that to have better writing, they needed self-assessment activity, peer-assessment activity, and feedback from teacher activity. Those activities would help them to know the mistake they made so they could make improvement for their writing. Additionally, at the last activity, the students thought that reflection was needed for the betterment of teaching and learning process. It is as shown below:

“Saya suka aktivitas yang bervariasi, tidak monoton, sehingga tidak bosan untuk melakukan kegiatannya. Untuk kegiatan menulis, saya mau kegiatan yang bertahap seperti yang disebutkan tadi (pre-writing, drafting, dan editing) karena tidak mungkin bisa menulis dengan baik hanya dengan sekali menulis, jadi memang dibutuhkan proses editing untuk memperbaiki tulisan. Untuk bisa memperbaiki tulisan itu memang diperlukan kegiatan self-assessment, peer assessment, dan diperlukan juga masukan dari gurunya. Dengan semua kegiatan tersebut maka lebih mudah bagi saya untuk memperbaiki tulisan saya. Untuk kegiatan refleksi, setahu saya, itu untuk evaluasi proses pembelajaran yang dilakukan oleh guru, untuk mencari kekurangan dari proses pembelajaran. Menurut saya, kegiatan ini perlu karena untuk kebaikan para siswa”.

[“I like various writing activities, not monotonous, so I will not get bored to do it. For the writing activity, I want if it is done gradually as you mentioned (pre-writing, drafting, and editing) because it is impossible to write well at first writing. Thus, it is needed to have editing activity to correct my writing. To be able to correct the writing, it is needed self-assessment, peer assessment, and feedback from the teacher. Those activities will make me easier to correct my writing. In reflection activity, based on my knowledge, it is for evaluating and finding the weaknesses of teaching and learning process. In my opinion, this activity is needed for the students’ goodness”.]

Based on the data from questionnaire and interview, it can be concluded that the students need various writing activities including free writing, writing with questions as guide, writing by given topic, and writing by given template. Additionally, to support the process of writing activities, the students need pre-writing, drafting, editing, self-assessment, peer assessment, teachers’ feedback, and reflection activity to ease them to write well.

Table 6. Design

Question	Option	F	%
I like the design of materials which has...	Different color	30	88
	Interesting font which can be read clearly	33	97
	Pictures which is appropriate with the content	33	97

In terms of design, Table 6 shows that 97% of students needed pictures in the design of the materials and interesting font. There were also 88% of students who needed different color for the design of the materials.

Based on the result of interview, the students revealed that they need pictures in all chapters of materials so they will not get bored to read the materials. They also need colorful design. Additionally, the font and its size also become their attention, so it must be interesting but can be read clearly. It is as mentioned below:

“Saya suka materi yang banyak gambarnya karena lebih menarik dan tidak membosankan. Kalau isi materinya semuanya tulisan, jadi malas membacanya. Banyak warna juga membuat materi menjadi lebih menarik. Jenis tulisan juga terkadang mempengaruhi perhatian saya, itu juga harus menarik tetapi tetap jelas dibaca”.

[“I like the learning material which has many pictures because it is more interesting and not boring. If the material only contains words in all pages, it makes me lazy to read it. Many colors in the learning material also make it more interesting. The font also attracts my attention. It must be interesting, such as by using different font but it must be clearly to be read”.]

Therefore, based on the data above, the students need the design which has different color, interesting font, and pictures to support the content of material.

b. Procedure

Procedure is what the learners will actually do with the input that forms the point of departure for the learning task (Nunan, 2004). The descriptions of the procedure are presented in the table 7:

Table 7. The learning procedure

Question	Option	F	%
The organization of the material should be...	carried out gradually (prewriting-drafting-editing-final product)	33	97
	well-organized based on the learning objectives	32	94
	Followed easily by clear instruction	32	94

In terms of learning procedure, the researcher found that 97% of students needed the writing activities which were carried out gradually, those were started from pre-writing, drafting, editing, and final product. In addition, there were 94% of students wanted well-organized activities and had clear instruction which could be followed easily.

The data of questionnaire above is also supported by the result of interview as shown below:

“Lebih mudah memahami materinya kalau terorganisasi dengan baik. Harus di mulai dari yang mudah dulu”.

[“It would be easier to understand the well-organized learning material. It should be started by the easier one”.]

Based on the data above, it can be concluded that the students stated well-organized material is very important to help them to build greater understanding toward the materials being learned. They also mentioned that the materials must be designed gradually that is from the simple one to the complex one, or from the easier one to the harder one.

c. Setting

Setting is the arrangement of the classroom specified or implied in the task (Nunan, 2004). The descriptions of the setting are presented in the table 8:

Table 8. Setting

Question	Option	F	%
In doing writing activities, I like doing it in...	Individually	27	79
	In pairs	33	97
	Group	29	85

According to the result of Table 8, the students liked doing writing activities in pairs as the result of 97%. Meanwhile, 85% of students liked doing writing activities in group and 79% of students liked doing writing activities individually.

Interview result also supports the data of questionnaire as shown below:

“Untuk kegiatan menulis bisa dengan kegiatan yang dilakukan secara individu, berpasangan, ataupun berkelompok. Kerja kelompok memudahkan siswa untuk saling bertukar pikiran. Tetapi tidak bagus juga tidak semua kegiatan dilakukan secara berkelompok karena terkadang tidak semua siswa mengerjakan tugasnya, terkadang hanya yang rajin saja yang mengerjakan tugas kelompoknya. Oleh sebab itu, perlu juga tugas individu untuk kegiatan writing, terutama untuk kami siswa administrasi perkantoran yang harus menulis surat menyurat. Saya jadi bisa mengetahui sejauh mana kemampuan saya dan bisa meningkatkan kemampuan menulis dan kepercayaan diri”.

[“Writing activity can be done individually, in pairs, and in group. Group work helps the students to exchange ideas with other students. However, it is not good to have group work all the time because not all of the students do their tasks. Only the diligent one who does her/his tasks. Thus, it is better if the students do the activity in pairs. We are more responsible to do our tasks. However, individual activity is also needed, especially for office administration students”]

who have to be able to write and manage letters. In addition, I can know how far my skill so I can increase my writing skill and self-confidence”.]

According to the interview above, the researcher found that by doing the activities in pairs and in group, the students can exchange the knowledge with other friends so it helps them to understand more the materials. However, doing the writing activities in group all the time is not good because dealing with more than one person is not easy work. Not all of the students want to do their works when the teacher asks them to do the activities in group. Therefore, the students preferred to the activity in pairs rather than in group or individually. In addition, the result of interview also revealed that as students of Office Administration who have to be able to write any kinds of letters, documents, and reports, need to do individual activities. It is to know how far their understanding about the lesson, so it helps them to increase their knowledge and self-confidence. Additionally, the students added that in work place they will work mostly individually, so gain the experiences to do the activities individually is important.

d. Accessibility

Table 9. Accessibility

Question	Option	F	%
I want the writing materials...	can be accessed everywhere, anytime, and easily	33	97
	can be saved in softcopy and hardcopy	33	97
	is free or low price	34	100

In terms of accessibility, the result in Table 9 shows that 100% of students wanted free or low price writing materials. In addition, 97% of students needed writing materials which could be accessed everywhere, anytime, and easily and also could be saved in softcopy and hardcopy.

The result from questionnaire above also supported by the interview result with the students as shown below:

“... Supaya lebih mudah kalau mau belajar. Terutama kalau bisa diakses pakai hp. Jadi mudah mendapatkan materinya. Hp kan bisa dibawa kemana-mana. Sehingga tidak ribet kalau mau belajar, tinggal buka hp. Buku yang diberikan sekolah juga terbatas miss. Jadi hanya beberapa orang yang punya. Meskipun begitu, bukan berarti saya tidak menyukai buku yang dicetak. Keduanya memiliki keuntungan masing-masing. Kalau yang softcopy itu bisa lebih mudah diakses kapanpun, jadi saya bisa membaca materi kapanpun ketika saya ingin membacanya. Jika buku yang dicetak, itu lebih jelas untuk dibaca. Tulisannya lebih besar”.

[... It will be easier to learn especially if it can be accessed by handphone. It will be easier to get the material. Hp can be brought everywhere, so it will not be difficult to learn. The number of books in school is limited, so just few of us who have the book. However, it does not mean I do not like printed material. Both kinds of materials have the advantages. If it is softcopy, it will be easier to be accessed anytime so I can read it whenever I want to read it and it is free. If it is printed, it will be clearer to be read and the font size is bigger.]

Based on the data above, the students mentioned that they needed the writing material which could be accessed from their gadget. As the development of this era, the students' life is not far from gadget. They use the gadget everywhere and any time to access everything especially to gain more information relating with their study. In addition, they also stated it was good if the materials could be in form of softcopy and hardcopy. Both softcopy and hardcopy have advantages. If it is in form of softcopy, it must be free cost and can be brought whenever the students go, so the students can read it anytime. If it is in form of hardcopy, it is easier and clearer to read all of the materials.

D. Conclusion

This study aims to analyze the need of Office Administration students in Vocational High School toward writing materials. The result reveals the main need of students is the writing materials which relate to their study program so it can be used to improve their understanding of what English skills are necessary for their future occupation.

In summary, the results indicate that students need the writing materials in several aspects; they are target needs and learning needs. Target needs are divided into necessities, wants, and lacks. Based on the result of target needs, it covers all component of writing skills. The students are lack in mastering the component of writing skills (content, organization, structure, mechanics, and vocabulary). Therefore, they need and want to be able to learn writing which enables them to express ideas easily and with correct organization based on the function of the text, use correct grammar, punctuation, capitalization, and spelling, and use appropriate vocabulary based on the context of the text.

Based on the results of learning needs, it is divided into input, procedure, setting, and accessibility. The input is divided into content of materials, activities, and design. Therefore, the teachers should pay attention more on those aspects to fulfill the Office Administration students' need because they are important to improve students' writing skill and help them transition successfully to their future careers after graduation.

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