The Content and Sequencing Analysis of English for Office Skills Program in Vocational and Education Training Center in Pekalongan

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A B S T R A C T

English for Office Skills is one of the programs that is held by *Balai Latihan Kerja (BLK)* or Vocational and Education Training Center (VETC) in Pekalongan Regency. The program is done to answer the need of the participants for English communication skill in the workplace. The needs analysis in this article is needed to see the necessity of such skill for the job-seekers. It also examines whether the program has become the answer for their necessity. The needs analysis also helps the teacher and institution to develop a better strategy in content and sequencing so that the program that is done in limited time can be organized effectively. In this case, the data is collected through the questionnaire and interview. The quantitative and descriptive qualitative method is done to analyze the data. The result shows that the speaking skill is the most important skill needed by the participants. According to this need, the teacher can develop a strategy in making the effective syllabus and lesson plan so that the program can be completed well although in a limited time.

A R T I C L E   I N F O

1. Introduction

Balai Latihan Kerja (BLK) or Vocational and Education Training Center (VETC) has a goal to help the participants for careers that are based on manual or practical activities, job or vocation (Marsigit, 2008). It refers to a technical education, which the participants are trained in some particular skills according to their choice or specialty. With the intention of the labor market that is skillful and well-trained, the government progressively encourages and promotes the vocational education in Indonesia. We distinguish the formal vocational education school in Indonesia as SMK or *Sekolah Menengah Kejuruan* – which is the vocational education for high-school students, while the informal vocational education center for all ages and professions are called BLK or VETC. Through VETC, the government reaches out more people who are willing to train some specific skills.

One of the essential skills for this global era is performing good communication proficiency. In order to equip the employees with this skill, BLK or VETC develop the program of English for Office Skills. English for Office Skills is one of the programs held by VETC in the district of Pekalongan. The program is done in order to fulfill the needs of job-seekers for English skills. It is important for the job seekers to master some language skills especially English because it is one of the main points of communication proficiency. Indonesian job seekers needs to prepare themselves with English skills to face the global era; the time when people all over

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the world will have the equal chance to find the job globally. In an attempt to reach this requirement, the government conducts the program for equipping the job seekers with English for Office skills through Vocational and Education Training Center. In Pekalongan District Vocational and Education Training Center, English for Office Skills program is started in October 2017. According to the organizers, the program is done for a month and is followed by 16 participants that mostly come from Pekalongan District. The certificate will be given by the end of the program as a symbol of their accomplishment of the skill.

In accordance to its goal, VETC must remember that "Institutions must identify vocational language and employment-related needs of students prior to enrollment" (ACCET, 2010). Institutions must demonstrate a platform that will lead to a certificate and placement assistance upon completion of the program. The program must meet both curriculum requirements and the learning needs. In the case of English for Office Skills in VETC, the program must meet the need of the job-seeker for the English communication proficiency in the office. The institution needs to analyze the students' need based on the field work.

Nation & Macalister (2010) states that need analysis is directed mainly at the goals and content of a course. It sees what the participants background and what they need to know. Needs analysis makes sure that the program will contain the relevant and useful things to learn, Nation & Macalister also divide the needs into three types : necessities, lacks and wants.

In short, *lacks* represents the present knowledge, *necessities* represents the required knowledge and *wants* represents the subjective needs (see Chart 1).
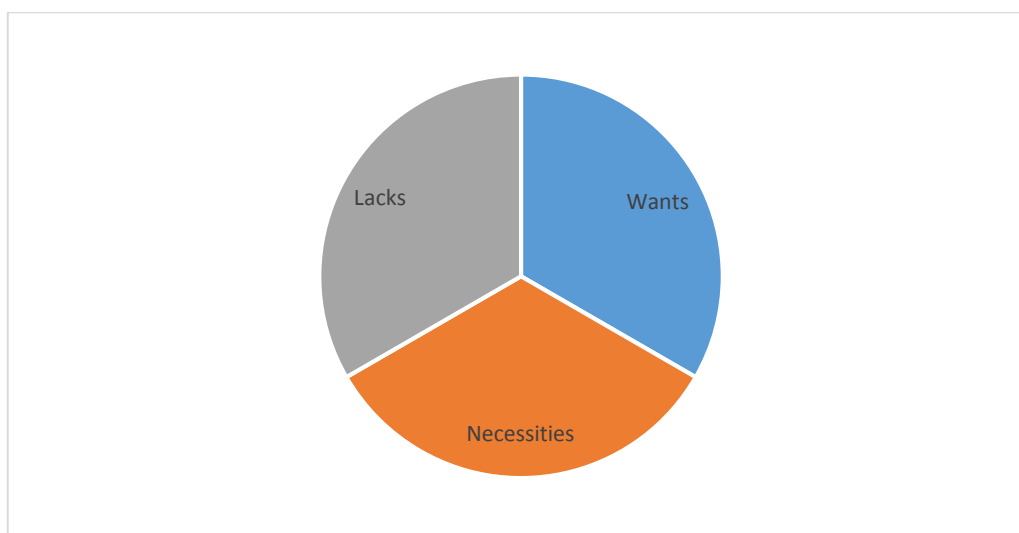

Chart 1. The Three Types of Needs according to Nation & Macalister (2010)

Needs analysis is well-known to be the keystone of English for Specific Purpose (Otilia, 2015). Nowadays, the task of needs analysis is much more complex: it has a purpose to collect the information about the learners and to define the target situation and environment of studying English for Specific Purpose. The needs analysis is useful to determine whether a program should be implemented in such particular ways by finding out if it matches the goals and the objectives of the students for learning a language. It is also important for the program's improvement and evaluation in the future (Broujeni & Fard, 2013).

In order to decide the content and sequencing of Language Curriculum, the institution also need to consider about the principles. The curriculum design must be systemically based on research and theory. Nation & Macalister (2010) states that the principles are based on pedagogical perspective, focusing on curriculum design and teacher training.

The intensive collaboration of needs analysis and principles will propose the practical content and sequencing for the institution. Nation & Macalister (2010) propose the content and sequencing guidelines for the course as follows

Table 1. Content and Sequencing Guidelines

ENVIRONMENT	*Learners*	The ideas in the course should help learning in the classroom, suit the age of the learners, take account of what learners expect to see and allow for some learners being absent for some classes.
	Teachers	The language in the course should be able to be modelled and comprehended by the teacher.
	Situation	The number of lessons in the course should suit the school term or year. The ideas in the course should increase the acceptability and usefulness of the course outside the classroom.
NEEDS	*Lacks*	The content should suit the proficiency level of the learners.
	Wants	The content should take account of what learners want.
	Necessities	The content should be what learners need.
PRINCIPLES	*Frequency*	A language course should provide the best possible coverage of language in use through the inclusion of items that occur frequently in the language, so that learners get the best return for their learning effort.
	Strategies & autonomy	A language course should train learners in how to learn a language and how to monitor and be aware of their learning, so that they can become effective and independent language learners.
	Language system	The language focus of a course needs to be on the generalizable features of the language.
	Learning burden	The course should help learners make the most effective use of previous knowledge.
	Interference	The items in a language course should be sequenced so that items which are learned together have a positive effect on each other for learning and so that interference effects are avoided.

2. Research Method

In this research, the writer uses the quantitative and descriptive qualitative method. It describes the data analysis of the content and sequencing suggested to *Balai Latihan Kerja* or Vocational and Education Training Center in Pekalongan Regency. Participants of the study were students of VETC In Pekalongan Regency. It consists of 16 students and an 80 percent high school graduates while the rest possessing diploma and undergraduate degree. The data collection instruments were questionaire for students and interview and literary study with the teacher. The data collection was done to conduct needs analysis in order to propose the better content and sequencing as the program was done in limited time.

3. Result and Discussion

3.1. Result

In this section, the writer analyzed the students' need of VECT in Pekalongan. Below are the result of needs analysis derived from the questionaire to the students of English for office program skill of VETC in Pekalongan Regency.

3.1.1. What occupation is suitable with English for Office Skills?

Table 2. The Suitable Occupation for Office Skills

Occupation	Percentage
Office Administration	80%
Tourism and Hotel	10%
Other	10%

The Table 2 showed that the most occupation suitable with English for office skill is Office Administration. The material given was related with the office adminstration especially how to communicate and manage information in the office either directly or indirectly. The materials given were not only intended to prepare them to work and manage the office administration, but in the other hand they could also work and apply their knowladge in the department of tourism and hotel or in the other work field because some materials that they got can be applied in the other field although only 10% of the students agreed with it. English communication for office was the new program in VECT and all of students believe that they would get good job after

completing the course in this program. According to them, this program would help them to increase their job opportunities in the future.

3.1.2. What is your main goal in joining English for Office Skills in VETC?

Table 3. The Main Goals for Joining English for Office Skills in VETC

Goal	Percentage
To learn English (for any purpose)	43,75%
To learn English (for specific purpose)	35%
Preparation for the workplace competition	21,5%

As seen from Table 3, a high percentage of students' reason or the main goal why they joined the program of English for office administration were to learn English for any purpose. They joined this program not only to study English for office administration, but they also wanted to study English generally. How to communicate with other people in written and spoken English. Some students stated that English is the most important thing in this era, so we must improve our English skill. 35% students joined this program because they wanted to learn English for specific purpose especially English for office administration. They stated that they learnt English because it is very usefull in the company. Some companies require their employees to master English. In the VETC they studied how to communicate with other people in the companies, how to process the data needed, and how to manage the companies' file, most of which are in English. 21,5% students joined English office administration because they were prepared for the workplace competition. They believed that when their English skill were good, it would help them to increase the job opportunities so they should prepare themselves to compete with other people at the workplace, and mastering English should give them plus point.

3.1.3. What is the most important skill in English for Office Skills that could be very useful for the participant?

Table 4. The Most Important Skill in English for Office Skills

Skill	Percentage
Speaking	90%
Writing	10%
Reading	-
Grammar	-

It can be seen from Table 4, 90 % students choose that speaking is the most important skill in English for office. Speaking skill is the skill needed by the students in the workfield. Their jobs were related with communication, in how to built communication with other, and in how to communicate well. To support speaking skill, students felt that they need to master grammar, vocabulary and pronunciation in order that their communication will be acceptable. In the process of teaching and learning, sometimes the instructor asked the students to practice speaking with their friends. He also explained about grammar, vocabulary, and gave example how to pronounce the vocabulary. The most problem faced by instructor was how to improve students' confidence to speak English. It was not easy to make students speaking; besides they had different background.

10% students choose writing as the most important skill in English for office. They thought that in the workplace they should manage the file, write and reply the message and make report so they needed writing skill to support their job. In the materials of VETC, the material provided some topics related with writing skill such as how to reply email from the collague and how to make report that is needed by the company. The instructor also helped them to improve their writing skill by asking them to write their daily activity and make the synopsis of the novel or film. After that the instructor asked them to tell their friends in front of class. Besides helping their writing skill, it also helped students to improve their speaking skill and built the students' confidence.

3.1.4. How do you give the score for the following aspects in English for Office Skills program in Pekalongan Regency?

Table 5.   The Level of Satisfaction of the Aspects in English for Office Program

Aspects	Level of Satisfaction
Handout	81%
Handout content and sequencing	85%
Teacher	78%
Practicality	90%

The Table 5 showed the percentage of students' satisfication. All students were satisfied with the all aspects in English for office program. The level of students' satsfication exceed 50%. It meant that the VETC has given the good service for the students or participant. The highest percentage of students' satisfication was practicality. It mean that the program of English for office has practicality for students. It can motivate the VETC to improve their service, quality, and the other aspects. The lowest percentage of students' satisfication was the aspect of teacher. It meant that the teacher has to improve his competence in English teaching learning or training and the professionalism. The VETC also needs to help and support the teacher to improve his competence because the teacher's competence will influence the students' achievement and VETC itself.

3.1.5. What skill needs to be given a bigger portion in English for Specific Purpose?

Table 6.   The Biggest Proportion among the Skills in English for Specific Purpose

Aspects	Percentage
Speaking	85%
Vocabulary	10%
Other	5%

English for office is classified into English for specific purpose (ESP). According to Robinson (1991), the main characteristic of ESP which is distinguished from general English is the goal-oriented learning. The substance of ESP is designed based on the concept of students' need analysis. Speaking is the skill that most needed by the students and the workplace so that the skill which needs to be given a bigger portion in English for office is speaking. All of students hope that after completing the program from VETC they can speak English well and it is very useful for them in workplace. The percentage of vocabulary is only 10 %. It mean that vocabulary is important to add the portion, even though the portion is not as much as speaking, because the students need vocabulary to improve their speaking in order that students can speak and communicate using English well.

3.1.6. What skill needs to be given a less portion (or even deleted) in English for Specific Purpose?

Table 7.   The Least Proportion among the Skills in English for Specific Purpose

Aspects	Percentage
K3	40%
Nothing	50%
No answer	10%

In VETC instructor not only teach English for office but he also teach K3 *(keamanan, kesehatan, dan keselamatan kerja.* It is very important for students and it will help them in the workplace. Questionnaire above (Table 7) is about the skill needed to be given a less portion (or even deleted) in ESP. Half of students felt that there were no skill that need to be given in a less portion. Students were satisfied with what VETC has given both for the material and for the training. The other students felt that K3 was not important so it is needed to be given a less portion. 40% students desired that the teacher teaching material should be foccused on the English for office and the skill that they needed. The instructor stated that K3 should be given for the students that refers to *Standart Kompetensi Kerja Nasional Indonesia /SKKNI,* which is made based on the qualification of competence of the industry and global markets need.

3.1.7. *Other input for the evaluation.*

Table 8.   Other Inputs for Evaluation

Aspects	Percentage
Teacher competency and professionalism	50%
English for Computer	40%
Building and tools	10%

In the last question of the questionnaire, the writer asked students to evaluate some aspects. The result showed that the biggest aspect which is needed to evaluate was the teacher competence and proffessionalism. The teacher competence and proffesioalism will influence the students' achivement. If the teacher has good competence and proffesionalism, it would help students to be skillful in English communication. Teacher at VETC is only one teacher and he has to teach eight hours a day. Sometimes, the headmaster of VETC gives him some activity which can influence and disturb the process of training. The other input for evaluation is English for Computer. All of language program in computer is using English, and not all students can operate the computer because they have different background so the teacher needs to teach English for computer. The process of training would be effective if the VETC provided the computer teacher for the students. The computer teacher will help the English teacher to teach in the classroom and it will detract the time of English teacher to teach, so the professionalism of the teacher will increase.

VETC has provided adequate buildings and tools which support the process of training. Every program has different class and every class has some tools needed by students. Based on the result of the writer's observation in the class of English for office, it is showed that VETC has provided computer and telephone for every students. It helped them to practice in the classroom. VETC also provided the LCD, monitor, and speaker to help instructor teaching in the classroom. VETC has good building and tools to support the students' training.

3.2. Discussion

According to Nation & Macalister (2010) the content and sequencing should consider the environment in which the training will be used, the students' need and the principles of teaching and learning. The purpose of the content and sequencing is to make sure that participants are gaining something useful from the training. Based on the data given, here is some discussion and inputs for the program of English for Office Skills, especially for the Content and Sequencing part of handout and material.

Table 9.   Content and Sequencing Guidelines

ENVIRONMENT	*Learners*	A month meeting for (max) 16 participants is ideal for the program as long as it is done intensively
	Teachers	Improving teacher's competence and professionalism
	Situation	According to the participants, English for Office Skills is suitable for their need. However, the author proposes that English for Business and Tourism may be more suitable for participants in Pekalongan regency as the regency's job opportunities are business (especially *batik*) and tourism.
NEEDS	*Lacks*	The basic level is suitable for the participants.
	Wants	Prior to speaking skill, followed by writing skills and other
	Necessities	As the handout gives an equal part of speaking, writing, reading and grammar skills, the teacher can give more time for speaking skill over the other skills.
PRINCIPLES	*Frequency*	The proposed frequency for the skills is : 50% speaking 30% writing and grammar 20% reading
	Strategies & autonomy	The teacher does not need to strictly follow the handout sequencing but he / she can choose some prioritized skills to be given more portion
	Language system	Following the provided handout
	Learning burden	Basic level
	Interferen-ce	Make a lesson plan using the provided hand out

3.2.1 Environment

Environment is an important part and it is the basic level to ensure that the material will be useable. It involves looking at the some factors that influence or have effect on the decisions about the goals of the training, what include in the training and how to teach and assess. These factors can arise from learner, teacher, and the situation in teaching learning process. Here, we will discuss it one by one.

3.2.1.1. Learners

In every period the VETC is only accepting 16 students for English office skill and the duration of training is only one month and it is ideal for the program as long as it is done intensively. Everyday learners have to study eight hours a day in the classroom. To master all of the material given at VETC, learners have to study individually at home. In VETC, they can practice and apply the theories that have been studied at home with their friends and their instructor. The instructor acts not only as a teacher but he also acts as a facilitator.

3.2.1.2. Teacher

Teacher has important role in the process of teaching and learning. The students' achievement are influenced by how teacher teaches in the classroom. The teacher needs improving the competence and the professionalism. It will help students to be more skillfull in English communication. The quality of teacher also influence theVECT's acreditation and the other aspect. The government and the headmaster need to give training for teacher to improve the teacher's competence and proffesionalism.

3.2.1.3. Situations

Department for office is the new department in VETC. Lots of companies are interested with the students who graduated from this program; that this has made the government open this program in Pekalongan regency. The students of English for office program have big opportunities in workplace. According to students, English for office is suitable for their need because some of them have ever worked in the office and they need this skill which can support their job.

Most of people in Pekalongan work and develop the home industry which produce *batik*. However, the writer proposes that the English for Business and Tourism are suitable for students in Pekalongan regency. They can help the society to develop their business and increase the tourism in Pekalongan regency. English for business and tourism are more useful in Pekalongan based on the situation analysis.

3.2.2 Needs

From the questionnaire, the writer concludes several students' lack or students' problems in learning English. It consists of speaking, listening, reading, and writing.
a. Speaking: Students have low self-confidence to speak English because they lack in vocabulary, grammar, and pronunciation.
b. Listening: Students have difficulties to understand the meaning of new words, sometimes they did not understand what people said and they could not remember directly the meaning or the topic that people said.
c. Reading: Some students have difficulties to understand the content of text because they lack in vocabulary and grammar.
d. Writing: The writers found some problems of the students in writing. Students felt troubled in expressing ideas, using correct vocabulary, structuring sentences, and organizing paragraph.

The instructor has to give and explain the basic level in English for participant to support their training in VETC, because not all of them have a good basic level in English although most of them graduated from senior high school.

3.2.3 Principles

The purposes of the principles is to decide how English learning or training can be encourage and to show a suitable basis to guide teaching or training.
a. Frequency means that language training should provide the best possible reason of language in use so that partisipants get best result for their effort. The proposed frequency for the skill is:

50% speaking
30% writing and grammar
20% reading

b. Strategies and Autonomy mean that a language training should train the participant to learn a language so that the process of teaching and learning will be effective. The instructor should know and understand the students' need, and he does not need to strictly follow the handout sequencing, but he can choose some prioritized skill to be given more portion.

c. Language means that the language that is used in the process of training, teaching, and learning should be understandable and the instructor has to be consistent in using English to explain. He needs to follow the provided handout

4. Conclusion

The content and sequencing of English for Office Skills program in Pekalongan regency needs evaluation. The needs analysis of the program given to the participants helps the teacher and institution to develop the better program in the future. Some spotlights are given for the content and sequencing of English for Office Skills program in Pekalongan regency. First, teacher must give more portion to the speaking skill over other skills. Second, as the hand out is already provided, the teacher does not need to strictly follow the hand out. Instead, he or she can make a syllabus and lesson plan according to the needs analysis as the sequencing strategy. Third, the improvement of teacher's competence and professionalism also helps the students to be skillful in English communication. The last, the author suggests that the institutions make a program of English for Business and Tourism as the two are the most prospective areas for the job-seeker in Pekalongan regency.

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