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Students' needs analysis on the English subject of the office management major at vocational school

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abstract

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This study aims to analyze the English learning needs of Office Management students at SMK Diponegoro 3 Kedungbanteng, a vocational high school that prepares students with job-related skills. A mixed-methods approach was employed, combining quantitative and qualitative data. A questionnaire was distributed to 142 of 231 students in the Office Management major to identify their Target Situation Analysis (TSA), Present Situation Analysis (PSA), and Learning Situation Analysis (LSA). Interviews were conducted with three students and one English teacher to gain deeper insights. The TSA results show that 82% of students agree that English proficiency is essential in professional work environments. The PSA findings indicate that 71% of students feel capable of meeting initial course expectations, and 85.9% can write simple English sentences. Meanwhile, the LSA results reveal that 82% of students understand the current learning situation, yet 93.6% express a strong need for more writing activities. Overall, the findings highlight that Office Management students require English competencies related to administrative communication, including writing emails, handling phone calls, and understanding office documents. Additionally, students emphasise the importance of more practical, workplace-oriented materials to support their future careers better.

1. Introduction

This preparation enables students to become productive members of the workforce. Additionally, Vocational high schools (SMK) are responsible for equipping students with the competencies needed to build careers and adapt effectively to the work environment. Mastery of English, which should begin at the vocational high school level, is expected to provide broader access to information, references, and the latest developments in office management.

According to a thesis by Aisyah (2023) conducted several studies at the State Islamic University Prof. KH. Saifuddin Zuhri Purwokerto. The research found that the majority of Computer and Network Engineering students aim to enter the workforce after graduation. Moreover, the English instruction they receive is only partially aligned with the needs of their major. The results of the Target Situation Analysis (TSA) indicate that 97.7% of the students agree that learning English is important for supporting their future careers.

Based on the interview with the English Teacher at SMK Diponegoro Kedungbanteng. The English teacher said that the skills students majoring in Office Management need to learn most are speaking and writing. Furthermore, according to

the teacher, students' English-language needs require a more thorough analysis, especially in the Office Management department. At the end of grade 12, students take a practical English exam based on their major. For example, in the Office Management major, students will answer client calls and respond in English. This practice is designed to improve students' speaking skills.

However, the English instruction they receive is only partially aligned with the specific needs of their field. This suggests that schools should place greater emphasis on tailoring English instruction to match the vocational demands of each major. Therefore, the present study seeks to investigate the English language needs of Office Management students, focusing on how English supports their academic learning and prepares them for future professional roles.

2. Method

2.1. Type of Research

This study employs a mixed-methods research design, using a Sequential Explanatory Design, combining quantitative and qualitative approaches to provide a comprehensive understanding of the research problem. A two-phase structure characterises sequential explanatory designs: researchers first collect and analyse quantitative data, followed by the collection and analysis of qualitative data to explain or elaborate on the quantitative findings (Habibullah et al., 2025). The reason for using a mixed-methods approach in this case is that it is appropriate given the complex and multifaceted nature of students' needs in learning English for vocational purposes.

2.2. Data Collection

In this study, the researcher conducted interviews with English teachers and selected student representatives, and distributed questionnaires to 12th-grade students majoring in Office Management.

2.2.1. Interview

In this study, the researcher used a Semi-Structured Interview. The researcher interviewed the English teacher for the Office Management major at SMK Diponegoro 3 Kedungbanteng. The researcher also conducted interviews with selected 12th-grade students majoring in Office Management at SMK Diponegoro 3 Kedungbanteng.

2.2.2. Questionnaire'

In this study, a closed-ended questionnaire is used because closed-ended questions are easier for respondents to answer and facilitate data collection from much larger samples, as their fixed answer options simplify both responses and analysis for the researcher (Tijani & Popoola, 2019). The questionnaire aims to collect information about students' current English needs and abilities in the Office Management Department. It seeks to identify which language skills are most relevant to their vocational field, assess their confidence and proficiency levels, explore their perceptions of the existing English curriculum in relation to future career demands, and minimize potential errors. The questionnaire will be distributed to 10th, 11th, and 12th-grade students

majoring in Office Management.

2.3. Data Analysis

2.3.1. Qualitative Technique

Qualitative research transcends mere methodological techniques; it embodies a philosophical orientation that fundamentally shapes perceptions of reality and the investigative process. According to Miles & Huberman (1994), the interactive model of qualitative data analysis comprises three interconnected flows or components, rather than distinct "types" of research methods.

2.3.2. Quantitative Technique

The researcher also utilized a Likert scale for the closed-ended questions, assigning scores as follows: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. The Likert scale measures an individual's or a group's attitudes, opinions, and perceptions regarding social issues. As a result, the questionnaire outcomes were examined using the following percentage formula:

This study uses the following formula:

$$P = \frac{F}{N} \times 100\%$$

P: Percentage

F: Frequency

N: Number of Students

100%: Constants Value

3. Results and Discussions

3.1. Finding

Table 1.1. The Result of Questionnaires

No	Analysis	Percentage	Category
1	Target Situation Analysis (TSA)	81%	Very high
2	Present Situation Analysis (PSA)	71%	High
3	Learning Situation Analysis (LSA)	82%	Thigh

The results of the needs analysis reveal several key findings. The Target Situation Analysis (TSA) indicates that 81% of students agree that English language knowledge and skills are required in a professional work environment. The Present Situation Analysis (PSA) indicates that 71% of students can achieve what they expected at the beginning of a course. While 85.9% of the students could write simple English sentences, 40% indicated that they experience anxiety during English learning. Based on interviews with English teachers, it was also revealed that many students still feel shy or struggle to practice speaking in English. Meanwhile, the Learning Situation Analysis (LSA) results indicate that, on average, 82% of students understand the overall learning situation, supporting the design of more effective learning activities and materials and highlighting a high need for them.

The interview results revealed that students recognize the importance of English for their future careers, with many emphasizing its necessity in the workplace. They shared that speaking activities, such as presentations and dialogues, are common in the classroom, but they still feel hesitant to practice speaking in English. The teacher mentioned that speaking practice is usually conducted through simple dialogues and reading aloud, yet many students still struggle with speaking fluently. Additionally, students expressed a desire for more diverse and engaging learning activities, such as digital media, interactive games, and real-world applications, to make learning more interesting and effective. These insights highlight the need for more interactive, student-centred approaches to language learning.

3.2. Discussion

There are 142 students in the Office Management major participating in this research. The participants were administered 26 questionnaires, followed by in-depth interviews with three of them to obtain deeper insights. The three respondents, S1, S2, and S3, were randomly selected from the 12th grade and participated in a work experience practicum outside of school.

Based on the findings of the Target Situation Analysis (TSA), it can be concluded that most students study English to support their prospective careers. The results of the Present Situation Analysis indicate an average percentage of 81%. That means the Target Situation Analysis of needs analysis is Very High, as stated by Suharsimi Arikunto (2021). Furthermore, several students learn English to improve their prospects.

The results of the study indicate that the Target Situation Analysis (TSA) achieved 81%, placing it in the very high category. This finding shows that most students are aware of the importance of English proficiency for supporting their future careers and academic pursuits. It aligns with the concept of English for Specific Purposes (ESP), which emphasizes the relevance of language learning to professional needs. The students perceive English as an essential tool for enhancing career opportunities, particularly in office management. Furthermore, the interview results strengthen the quantitative data, showing that students have a clear orientation toward the future use of English. This condition provides a strong foundation for designing a needs-based curriculum. Therefore, learning materials should be directed toward authentic professional communication contexts. Such an approach will enhance the relevance and effectiveness of English language learning.

Overall, these average scores indicate that learning needs focused on target situations are highly relevant and should serve as the primary reference in curriculum design. According to Munby (1978), TSA is an essential component in needs analysis that helps identify the language competencies required by learners to function effectively in targeted professional and social contexts (Munby, 1998).

Moreover, based on the Present Situation Analysis (PSA), the average student result is 71%, which indicates it is High in terms of students' needs, according to Suharsimi Arikunto (2021). This indicates that the students generally possess a moderate level of understanding but still require further support and improvement to enhance their learning outcomes. According to Jordan (1978)

and Elhadi & Kheider (2022), Course designers should not depend solely on either Target Situation Analysis (TSA) or Present Situation Analysis (PSA). Instead, they typically examine information from both analyses, as these approaches are viewed as complementary.

The Present Situation Analysis (PSA) shows a 71% score, which is categorised as high. This result indicates that students' current English proficiency is relatively adequate but still requires improvement in several areas. Some aspects, such as speaking skills, vocabulary mastery, and reading comprehension, remain challenging for many students. However, students already possess basic abilities, such as writing simple sentences and understanding basic structures. This finding highlights a gap between the ideal needs identified in TSA and the students' actual abilities reflected in PSA. This gap becomes an important consideration for teachers in designing appropriate instructional strategies. In addition, factors such as lack of confidence and limited practice opportunities also affect students' ability to use English actively. Therefore, more communicative and interactive learning approaches are needed. As a result, students' language skills can be gradually and sustainably improved.

For the Learning Situation Analysis, based on students' overall results, an average score of 82% was obtained from 142 respondents. Based on Arikunto's (2021) explanation, it is high. This indicates that the current learning situation is generally perceived as practical, relevant, and supportive of students' learning. However, this percentage also suggests there is still room for improvement, particularly by refining methods, materials, and learning activities to better align with learners' needs and characteristics.

The Learning Situation Analysis (LSA) shows a 82% score, which is categorised as high. This indicates that the current learning environment is generally supportive of students' needs. However, students still expect more varied and innovative teaching methods and media. They prefer interactive learning activities, such as digital media, educational games, and real communication practice. This expectation reflects the importance of student-centred learning in modern education.

Additionally, the findings show that students need more practice in speaking and writing skills. This condition requires teachers to be more creative in designing learning activities that are contextual and applicable. The integration of technology in the classroom can also enhance student engagement and motivation. Therefore, English learning can become more effective, engaging, and relevant to students' needs in the modern era.

The interview results align with theories on communicative language teaching and student-centred learning. Students acknowledged the importance of English for their future careers, a view supported by the theory of English for Specific Purposes (ESP), which emphasises the connection between language learning and professional needs (Dudley-Evans, 2001). The students' preference for more speaking activities resonates with Nunan's (2003) emphasis on the significance of speaking practice in language acquisition, where opportunities for oral practice are essential for developing fluency. Despite the practical activities, students still expressed hesitation in speaking, which can be explained by the concept of language anxiety, as discussed by Horwitz et al.

(1986), in which fear of making mistakes and a lack of confidence hinder their active participation. Furthermore, students' desire for more varied and interactive learning methods aligns with the principles of student-centred learning, which focuses on engaging students through diverse, real-world tasks that cater to different learning styles (Hutchinson & Waters, 1987). This indicates that teaching strategies should be more dynamic and responsive to students' needs to enhance language acquisition effectively.

0. Conclusion

However, 93.6% of students need more writing activities, and 81% need more speaking activities to prepare for their future careers. Regarding learning strategies and methods, 81% of students stated that they need more varied and engaging approaches. This finding aligns with the PSA and interview results, which indicated that speaking remains the most challenging skill for students. Additionally, during interviews, students mentioned that they would like to use digital applications, have more speaking practice, play interactive games, and engage in various English learning activities to make the learning process more enjoyable and effective.

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