THE NEEDS ANALYSIS OF NON EDUCATIVE STAFF OF
SOEGIJAPRANATA CATHOLIC UNIVERSITY SEMARANG
IN LEARNING ENGLISH

A THESIS

by

Elvia Regina W

Student Number : 08.80.0006

ENGLISH DEPARTMENT
FACULTY OF LETTERS
SOEGIJAPRANATA CATHOLIC UNIVERSITY
SEMARANG

2013
THE NEEDS ANALYSIS OF NON EDUCATIVE STAFF OF
SOEGIJAPRANATA CATHOLIC UNIVERSITY SEMARANG
IN LEARNING ENGLISH

A Thesis Presented as Partial Fulfillment of the Requirement to Obtain the
Sarjana Sastra Degree in the English Letters Study Programme

by

Elvia Regina W

Student Number : 08.80.0006

ENGLISH DEPARTMENT
FACULTY OF LETTERS

SOEGIJAPRANATA CATHOLIC UNIVERSITY
SEMARANG

2013
A THESIS ON

THE NEEDS ANALYSIS OF NON EDUCATIVE STAFF OF SOEGIJAPRANATA CATHOLIC UNIVERSITY SEMARANG IN LEARNING ENGLISH

by

Elvia Regina W

Student Number : 08.80.0006

Approved by,

Heny Hartono, SS, MPd. June 17, 2013

Major Sponsor

Dra. Wuryani Hartanto, MA. June 17, 2013

Co-Sponsor

A thesis defended in front of the Board of Examiners on June 17th, 2013 and declared acceptable.
BOARD OF EXAMINERS

Chairperson : 
Secretary : 
Member : 

Semarang, June 17th, 2013
Faculty of Letters
Soegijapranata Catholic University
Dean,

Heny Hartono, SS,M,Pd
ACKNOWLEDGMENT

First of all I want to thank my Almighty God, my Savior, my Father, because of His grace, blessing, and His guidance of me, I can finish my study.

The writer would also like to thank all people who always motivate, support, and help the writer in finishing this thesis. They are:

1. My beloved parents, who always motivate me to finish my study soon. Thank you for your extraordinary supports and prayer for me from the start until this thesis has finished. I can not return everything that you have given to me, but I hope I can give you my best. For my lovely little brother, Richard Eleazar, thank you for always cheer me up. And for my big family, thank you for always support me.

2. Mrs. Heny Hartono, SS., MPd, the Dean of the Faculty of Letters and my major-sponsor who has given her valuable time to guide me and shared her ideas and knowledge from the beginning till the end of this thesis.

   Mrs. Dra. Wuryani Hartanto MA, my co-sponsor who has spent much of her time and shared her knowledge and ideas to guide me in doing this thesis.

3. All lectures in the Faculty of Letters of Soegijapranata Catholic University Semarang. Thank you for your time to teach and guide me patiently.

4. All the Non-Educative staff who filled the questionnaire.

5. For all of my friends in Faculty of Letters. Thank you for support and help me.

6. For my best friends, Ruth Elysia, Afam (Vicky, Tata, Elizabeth, Hanhan, Biebie), and Prinka.
7. For all of my friends in junior and senior high school, all my musicians friends, all of my families and my friends in KKN, and all my friends that support me to finish this thesis.

I really appreciate all attentions given to me. I also want to say sorry for those who cannot be mentioned one by one. Thank you so much. God bless you.
ABSTRACT

University is an important place to enable people to comply with the high standard of requirements from companies. It is why everybody tries to find out a good university to support his or her future career. For that reason, every university fights to be a good World Class University. One important element to support a university to be a world class university is excellent service from the whole staff of the university. A university has two kinds of staff. They are Educative and Non-Educative staff. Another important element is language. In this case, English is also an international language. It causes the emergence of the needs of English in many aspects of life and careers.

This research was conducted with one hundred and sixteen Non-Educative staff of Soegijapranata Catholic University Semarang as the sample. The purposes of this study are to find out the kind of English and to identify the language skills needed by the Non-Educative staff at Soegijapranata Catholic University Semarang. This research is conducted by distributing questionnaires. The analysis was done based on the quantitative research using SPSS program.

The results of the research show that almost all of the Non-Educative staff at Soegijapranata Catholic University Semarang need English to support their jobs. Almost all of the Non-Educative staff at Soegijapranata Catholic University Semarang agree with all of the activities which are suggested by the writer, or even strongly agree to improve the English language skills, especially Reading skill. There are only some respondents who disagree which mean that basically, the Non-Educative staff at Soegijapranata Catholic University Semarang need to improve the four English language skills. Yet, the degree of importance of one skill from the other is different.

Penelitian ini dilakukan kepada 116 staf administrasi di Universitas Katolik Soegijapranata Semarang, dengan tujuan untuk mengetahui jenis dan peningkatan keterampilan bahasa Inggris yang dibutuhkan oleh staf administrasi Universitas Katolik Soegijapranata Semarang. Penelitian ini dilakukan dengan menyebarkan kuesioner. Analisa dilakukan dengan menggunakan metode kuantitatif dengan bantuan program SPSS.

Hasil dari penelitian ini menunjukan bahwa sebagian besar staf administrasi di Universitas Katolik Soegijapranata Semarang membutuhkan bahasa Inggris untuk menunjang pekerjaan mereka. Sebagian besar staf administrasi di Universitas Katolik Soegijapranata Semarang menjawab setuju dengan semua aktivitas dari setiap keterampilan bahasa Inggris yang dijabarkan oleh penulis, bahkan ada dari mereka yang menjawab sangat setuju untuk meningkatkan keterampilan bahasa Inggris, terutama di bagian keterampilan membaca (reading skill). Hanya sebagian staf administrasi yang menjawab tidak setuju. Hal ini menunjukan bahwa secara umum staf administrasi di Universitas Katolik Soegijapranata Semarang membutuhkan peningkatan keempat keterampilan bahasa Inggris namun tingkat kepentingannya berbeda-beda.
LIST OF ACRONYM

- Non-Educative staff : NES
- Soegijapranata Catholic University Semarang : SCUS
TABLE OF CONTENTS

COVER PAGE ........................................................................................................... i
A THESIS APPROVAL .......................................................................................... ii
BOARD EXAMINERS ......................................................................................... iii
ACKNOWLEDGMENT ......................................................................................... iv
ABSTRACT ............................................................................................................ vi
ABSTRAK ............................................................................................................. vii
LIST OF ACRONYM ............................................................................................. viii
TABLE OF CONTENT ......................................................................................... ix
LIST OF TABLE.................................................................................................... xii

CHAPTER I.  INTRODUCTION

1.1. Background of the Study ................................................................. 1
1.2. Field of the Study ................................................................. 4
1.3. Scope of the Study ................................................................. 4
1.4. Problem Formulation ............................................................... 4
1.5. Objectives of the Study ........................................................... 4
1.6. Significance of the Study ....................................................... 5
1.7. Definition of Terms ............................................................... 5

CHAPTER II.  REVIEW OF LITERATURE

2.1. Kinds of English Learnt By English Learners .......... 7
2.2. Need Analysis ................................................................................. 9
   2.2.1. Steps in Needs Analysis ...................................................... 9
2.2.2. The General Overview about the Importance of Conducting Needs Analysis in Relation to Jobs and Careers ......................................................... 10

2.2.3. Procedures for Conducting Needs Analysis ......... 11

2.3. Language Skills .......................................................... 13

CHAPTER III. RESEARCH METHODOLOGY

3.1. Data Collection ............................................................. 15

3.1.1. Participants .......................................................... 15

3.1.2. Instruments .......................................................... 15

3.1.3. Procedures ........................................................ 17

3.2. Data Analysis .......................................................... 17

CHAPTER IV. DATA ANALYSIS AND INTERPRETATION

4.1. Kinds of English that the Non-Educative Staff need .......... 19

4.2. Language Skills that the Non-Educative Staff Need..... 21

4.3. The General View of the Language Skills .................... 23

4.3.1. Writing Skills Needed by Non-Educative Staff
of Soegijapranata Catholic University
Semarang ............................................................... 23

4.3.2. Reading Skills Needed by Non-Educative Staff
of Soegijapranata Catholic University
Semarang ............................................................... 28

4.3.3. Listening Skills Needed by Non-Educative Staff
of Soegijapranata Catholic University
4.3.4. Speaking Skills Needed by Non-Educative Staff of Soegijapranata Catholic University

CHAPTER V. CONCLUSION and SUGGESTIONS

5.1. Conclusion ........................................................................... 44
5.2. Suggestions .......................................................................... 46

BIBLIOGRAPHY ........................................................................... 48

APPENDICES
LIST OF TABLE

Table 4.1.A.  Kind of English................................................................. 19

Table 4.1.B.  Frequency and Percentage of Kind of English.............. 20

Table 4.2.  Language Skills................................................................. 22

Table 4.3.1.1.  Frequency, Percentage, Mean of Writing Skills............. 23

Table 4.3.1.2.  Frequency, Percentage, Mean of Writing Skills............. 24

Table 4.3.1.3.  Frequency, Percentage, Mean of Writing Skills............. 25

Table 4.3.1.4.  Frequency, Percentage, Mean of Writing Skills............. 26

Table 4.3.1.5.  Frequency, Percentage, Mean of Writing Skills............. 27

Table 4.3.2.1.  Frequency, Percentage, Mean of Reading Skills............. 28

Table 4.3.2.2.  Frequency, Percentage, Mean of Reading Skills............. 29

Table 4.3.2.3.  Frequency, Percentage, Mean of Reading Skills............. 30

Table 4.3.2.4.  Frequency, Percentage, Mean of Reading Skills............. 31

Table 4.3.2.5.  Frequency, Percentage, Mean of Reading Skills............. 32

Table 4.3.3.1.  Frequency, Percentage, Mean of Listening Skills............ 33

Table 4.3.3.2.  Frequency, Percentage, Mean of Listening Skills............ 34

Table 4.3.3.3.  Frequency, Percentage, Mean of Listening Skills............ 35
Table 4.3.3.4. Frequency, Percentage, Mean of Listening Skills................. 36

Table 4.3.3.5. Frequency, Percentage, Mean of Listening Skills................. 37

Table 4.3.4.1. Frequency, Percentage, Mean of Speaking Skills................. 38

Table 4.3.4.2. Frequency, Percentage, Mean of Speaking Skills................. 39

Table 4.3.4.3. Frequency, Percentage, Mean of Speaking Skills................. 40

Table 4.3.4.4. Frequency, Percentage, Mean of Speaking Skills................. 41

Table 4.3.4.5. Frequency, Percentage, Mean of Speaking Skills................. 42