STUDENTS' PERCEPTIONS ON ENGLISH LANGUAGE SKILLS IN OFFICE ADMINISTRATION MAJOR AT SMK MA'ARIF NU 1 CILONGOK

AN UNDERGRADUATE THESIS

Submitted to the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree

by

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Declare that the thesis I have compiled with the title, **"Students' Perceptions on English Language Skills in Office Administration Major at SMK Ma'arif NU 1 Cilongok"** is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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Purwokerto, 05 July 2024

I Who Declare,,

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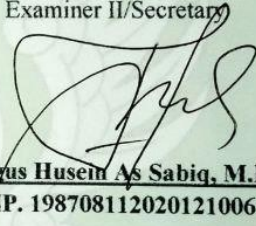
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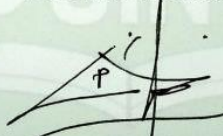
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ABSTRACT

STUDENTS' PERCEPTIONS ON ENGLISH LANGUAGE SKILLS IN OFFICE ADMINISTRATION MAJOR AT SMK MA'ARIF NU 1 CILONGOK

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Abstract: This research aims to find out the perceptions of students at SMK Ma'arif NU 1 Cilongok on English language skills in the office administration major. The participants were 110 students from the tenth grade of the office administration major at SMK Ma'arif NU 1 Cilongok. This research used a descriptive quantitative method by using a survey to describe findings based on the questionnaire responses. The findings showed that students have positive responses to English language skills and perceive them as important and useful, particularly in office administration major. From the findings, it can be understood that the most important skill to learn is speaking, with a percentage of 57%; the most difficult skill to learn is also speaking, with a percentage of 58%; the easiest skill is listening, with a percentage of 36%; and the most frequently used skill by students is reading, with a percentage of 45%. Then, English language skills are important in office administration major with, 85% of speaking, 84% of listening, 85% of reading, and 87% of writing. Moreover, the average percentage of each skill is 80% for listening, 71% for speaking, 76% for reading, and 73% for writing. However, the overall average for all skills is 75%, which is categorized as high. Therefore, the results showed that the students are aware of the value of English language skills, but they also demonstrated the difficulties experienced by students as well as the things they like and can do both in learning and applying these English language skills.

Keywords: Perceptions, English language skills, office administration major.

MOTTO

Yesterday was also difficult, but you handled it well.

Fear is temporary, but regret is forever.
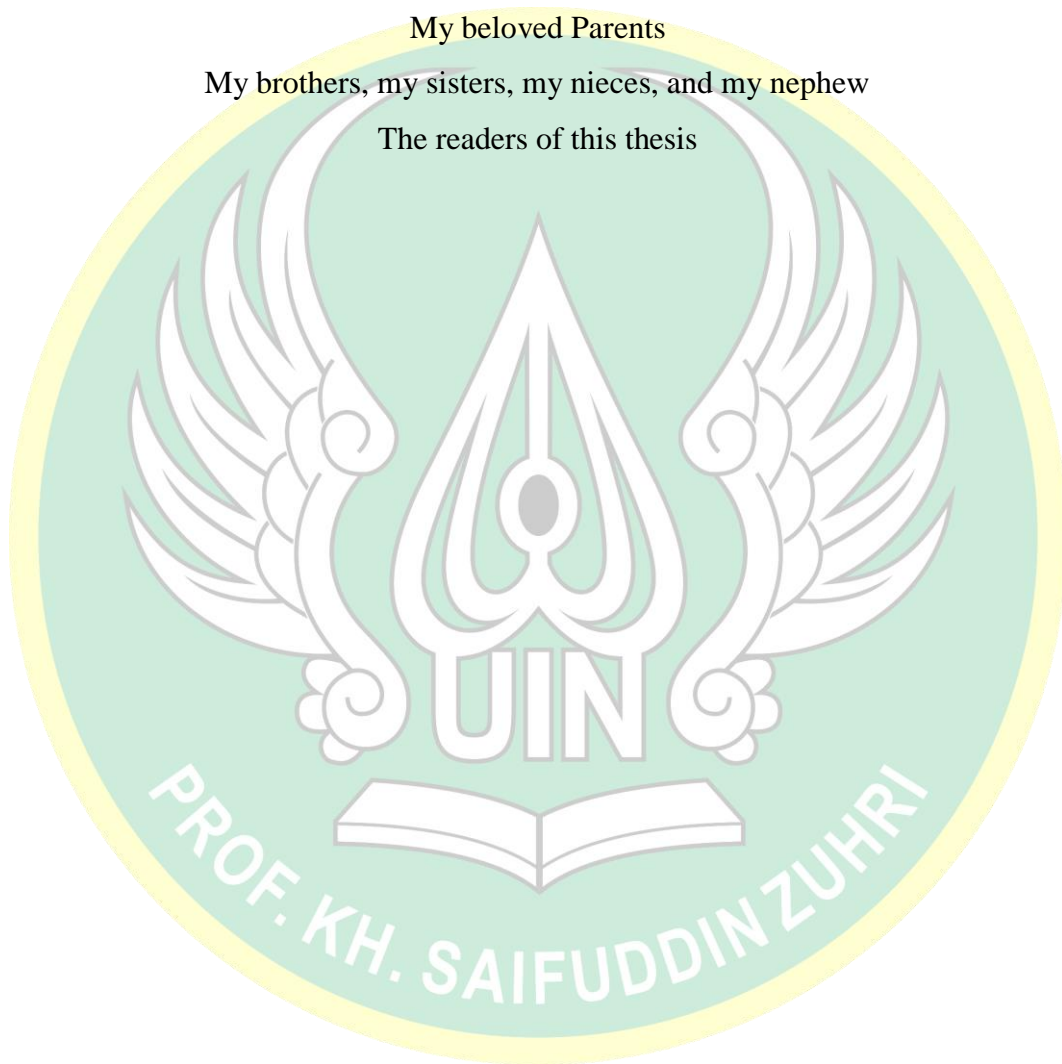
DEDICATION

This thesis is dedicated to:

My dearest self, because like in Mitski's song, nothing in the world belongs to me

but my love mine, all mine. Thank you for giving your best and never giving up.

Stay healthy and happy because we only live once.

My beloved Parents

My brothers, my sisters, my nieces, and my nephew

The readers of this thesis

PREFACE

Bismillahirrahmanirrahim

In the name of Allah, the beneficent and the merciful

First of all, I offer praises Alhamdulillah and thanks to Allah SWT, the god of the universe who has given me health, strength, and guidance so that this thesis can be completed. Sholawat and salam always be devoted to Prophet Muhammad SAW, who has guided us from the darkness of Jahiliya era to the brightness of Islam.

It was a very precious thing that finally the thesis entitled *"Students' Perceptions on English Language Skills in Office Administration Major at SMK Ma'arif NU 1 Cilongok"* can be completed. It is presented to the Faculty of Tarbiya and Teacher Training, in partial fulfillment of the requirements for the Bachelor Degree in English Education (S.Pd).

This is the thesis that has been proposed to the Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto as partial fulfillment of the requirement for obtaining The Scholar Degree of Education (S.Pd). In the process of completing the thesis, many parties have provided help, support, and suggestion that are useful for the completion of the thesis. The deep gratitude and appreciation are expressed to:

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There is no sentence that is more appropriate with the deepest thanks for all helps, supports, and suggestions. Only Allah SWT who can replay with the kindness. Hopefully, this thesis can provide new insights and knowledge that beneficial for the writer and all the readers.
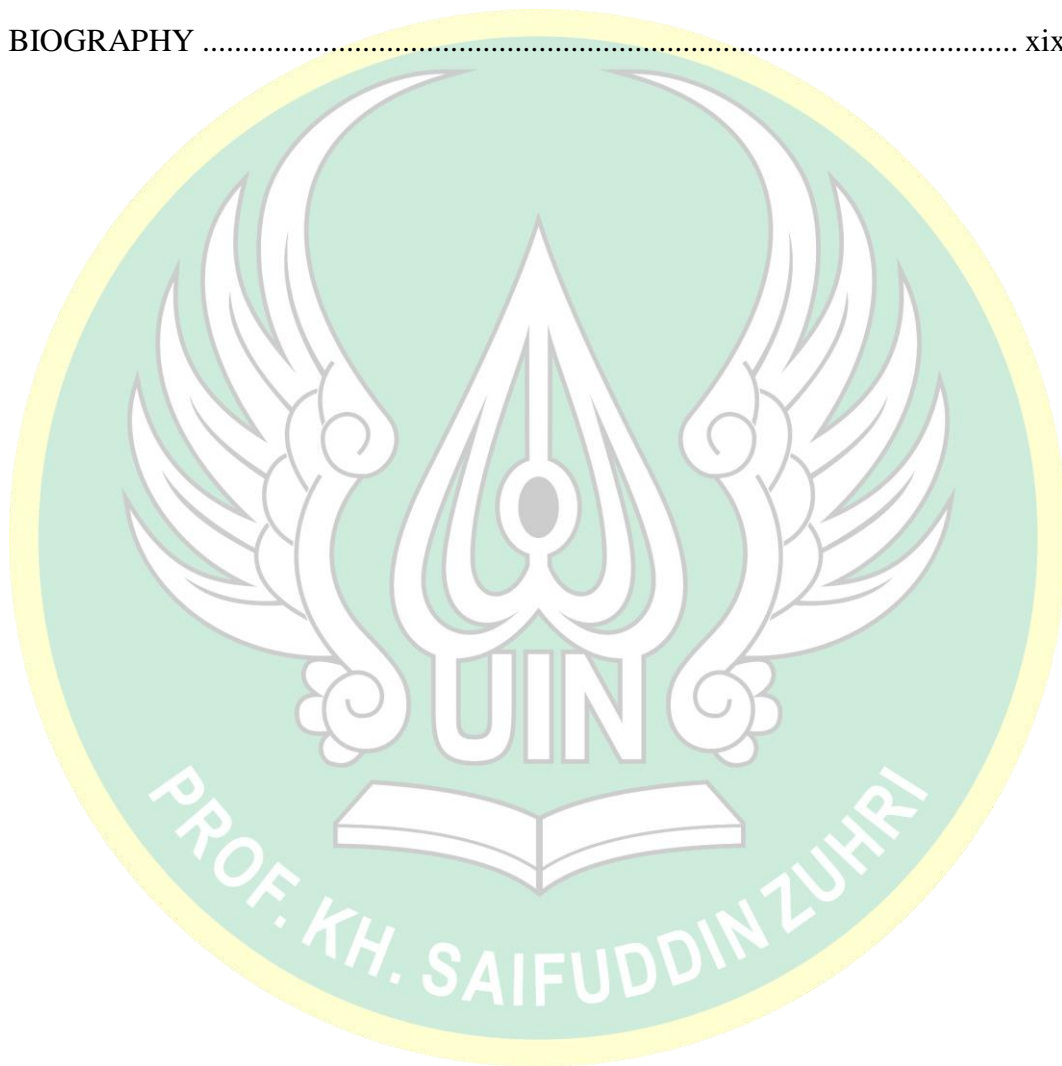
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TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I
INTRODUCTION

A. Background of the Study

English is the global language used in many aspects of life including technology, entertainment, business, and education. English is also one of the international languages that should be learned as an effort to be able to communicate widely in the global world. It becomes the reason why English is important to be mastered by all the students, especially in Indonesia. In order to make it happen, English should be introduced and taught at every educational level, from elementary school to university. In this case, every school must provide good English teaching, including vocational high school.

In Indonesia, vocational high school provides many different majors according to the interests of students. In the process of learning, students are prepared to master the field they are studying, so that when they graduate the knowledge they gain can be applied to the real world of work. In addition to being able to master the knowledge and skills required in the world of work, vocational high school students must also be capable of mastering foreign languages, especially English. Because students who are proficient in English will have the chance to work for globally recognized business, both domestically and overseas. Therefore, English learning at vocational high school should be given more attention so that the graduate can also master English for the benefit of work.

However, English learning in vocational high school is still not specified for each major. As explained by Natsir et al (2022), the English learning process in vocational high schools should be related and support specific skills based on the students' major. But in reality, the English learning process in Indonesian vocational high schools is mostly similar to that in other general schools. Whereas, vocational high school students have special needs for learning English related to their majors. As

explained by Apriliana & Basikin (2021), to prepare students for a certain field of work, choosing types of teaching English that are appropriate to their needs is an important thing to do. It is not only to make students understand the use of appropriate English in a work environment, but it can also support professionalism in their future careers.

In the previous related studies, some of them found that students need to master all English skills to prepare themselves in the work life. As mentioned by Apriliana & Basikin (2021), students need all four English language skills materials that are related to their majors. Rahayu (2019) also mentioned that students need four English skills to support their work and give benefits in the future careers. Then, mastering English skills also helps students with finding jobs. Saputra et al (2017) explained that English is important and very useful in finding future jobs. Moreover, Durga (2018) explained that mastering English skills in the workplace has many functions, such as official communication language in meetings, presentations, training programs, conferences, letters, documents, reports and many more, for which all the employees are expected to read, write, speak and understand English. So, those things explained how important and useful English skills are in the world of work.

Previously, preliminary research was conducted on January 5, 2023, by interviewing an English teacher at SMK Ma'arif NU 1 Cilongok. From the interview process, several important points were obtained. Initially, the majority of students in the office administration major at SMK Ma'arif NU 1 Cilongok pursued employment after completing their studies, while only a minority chose to further their education at the university. Furthermore, the English curriculum offered in the school is similar to the other general schools. There is currently no specialized material available to enhance English skills specifically for the field of office administration.

Based on the previous related studies and the results of preliminary research above, it can be concluded that acquiring and mastering English

language skills is crucial for all students. In order to maximize its utility, the English language curriculum taught in vocational high schools should be adjusted to the specific needs of each major. This is primarily due to the numerous advantages it offers, including its ability to enhance their prospect of a successful career. Indeed, by acquiring proficient English language skills, the majority of graduates who chose for employment can broaden their job prospects and enhance their value to employers. Hence, this current research aims to find out how students' perceive English skills, whether it is important to master them or not, which will later be useful to those who want to pursue careers as secretaries, administrative staff, receptionist, personal assistant, and similar roles. So, the title of this research is **"Student's Perceptions on English Language Skills in Office Administration Major at SMK Ma'arif NU 1 Cilongok"**.

B. Operational Definition

The definitions of key terms are used to be the guideline for the research that will be conducted. There are some key terms related to this research, as follows:

1. Perceptions

    Perception is the process of acquiring and processing information. Perception related to the way people see the world. Perception formed the content and the diversity of the world, but also a starting point and the source of any sensual or intellectual cognition (Démuth, 2013).

2. English Language Skills

    There are four skills in English language skills, such as listening, speaking, reading, and writing. First, listening is human's ability in receiving and understanding others. Second, speaking is human's ability to produce a spoken language to make other people understand the meaning of it. Third, reading is human's ability in understanding what other people have written. Last, writing is human's ability to

produce a written language to other people, so they can understand it (Markström, 2019).

3. Office Administration Major

Office administration is a process of cooperation between groups of people to achieve predetermined office goals by carrying out management functions. It means that office administation major is a study program that prepares students to have career opportunities in office management or work as a secretary, administration staff, and so on (Susantini, 2016).

Based on the operational definition provided above, it is possible to conclude that students' perceptions of English language skills in the office administration major refer to the process of acquiring and processing information related to English language skills, which are listening, reading, speaking, and writing, that specific to the major of office administration and are intended to prepare students for career opportunities in office management, secretary, administration staff, and other related fields.

C. Research Question

The research question of this study is: what are the students' perceptions on English language skills in office administration major at SMK Ma'arif NU 1 Cilongok?

D. Objectives and Significances of the Study

1. Objective of The Study

Based on the research question above, the objective of the study is to find out the perceptions of students at SMK Ma'arif NU 1 Cilongok on English language skills in office administration major.

2. Significances of The Study

The significances of the study would be useful for the teachers, the school and the other researchers, such as:

a. For Teachers

The results of this research could be used by the teachers to improve their materials that more suitable with the students' majors and give some descriptions or examples about the use of English in work environment.

b. For School

The results of this research would give a new insight about what are the students' perceptions on English language skills for their future career especially in office administration major, so the school can facilitate the students with a better English learning process to maximize the students' ability in English.

c. For Other Researchers

The results of this research could be useful for the other researchers as the references of their studies and hopefully this research could be developed into a better research.

E. Organization of the Paper

This research is divided into five chapters and explained as follows:

Chapter I is the introduction, it consist of the background of study, operational definition, research question, objective and significances of the research, and organization of the paper.

Chapter II presents the literature review of perceptions, English language skills and office administration, which consist of the explanation of those key terms.

Chapter III presents the research method consist of research design, research site and participant, population and sample of the research, data collection technique, and data analysis technique.

Chapter IV presents the results of the research, including study results, research data analysis, and discussions.

Chapter V presents the conclusions, limitations of the research, and suggestions.

CHAPTER II
LITERATURE REVIEW

In this chapter, theories related to the research being studied have been integrated to elaborate. The reviewed theories are about perceptions, English language skills, office administration major, and review of relevant studies, as follow:

A. Perception

According to Robbins (2018), the process of organizing and interpreting sensory impressions to provide context for one's surrounding is called perception. But, our perceptions and the real world can differ significantly from one another. It is also explained by Démuth (2013), perception is the process of acquiring and processing information. Perception related to the way people see the world. Perception formed the content and the diversity of the world, but also a starting point and the source of any sensual or intellectual cognition. Then, according to Dwinata (2017), perception is the way people try to understand the world around. Perception deals with the human senses that generate signals from the environment through sight, hearing, touch, smell and taste. Based on Barroso (2013), Human perception is far more than the brain's capacity to process inputs. Additionally, the capacity to interpret those cues is a lifelong learning process and an emergent characteristic that defines a person's domain knowledge.

1. Approaches of Perception

Based on Goldstein (2010), there are two approaces to study perception, such as:

a. Psychophysical Approach

Psychophysical approcah is the use of quantitative methods to measure the relationship between stimuli (physics) and perception (psycho). The example of psychophysical approach is measuring the stimulus-perception relationship by asking an

observer to decide whether two very similar patches of color are the same or different.

b. Physiological Approach

Physiological approach involves measuring the link between stimuli physiological processes, as well as between physiological processes and perception. One way to make sure the stimulus-physiology relationship is to look at how different colors of light affect the electrical activity generated in neurons in a cat's cortex. Then, to quantify the physiology-perception relationship, consider a study in which person's brain activity is measured as he describes the color of an object he sees.

2. Characteristics of Perception

According to Alizamar & Couto (2016), there are some characteristic of perception, as follow:

a. The stimuli received must be in accordance with the five senses.

b. The world of perception has spatial dimensions, such as up-down, high-low, broad-narrow, front-back, and so on.

c. The world of perception has time dimensions, such as fast-slow, old-young, and so on.

d. The objects or phenomena in the world of observation have structure that blends in with the context.

e. The world of perception is full of meaning.

3. Elements of Perception

According to Schiffman et al. (2012), individuals interpret stimuli differently based on their own needs, values, and expectations, even when presented with the identical conditions. There are four elements that might influence the perceptual process, as follow:

a. Sensation

Sensation refers to the sense organs' immediate and direct response to stimuli. Stimulus is defined as any sensory input received by sensory receptors found in human organs, such as the eyes, ears, mouth, nose, and skin. The functions of those sensory are for see, hear, smell, taste, and feel. Then, sensation also influenced by human sensitivity. Sensitivity to stimuli differs based on the quality of each individual's sensory receptors and the quantity of stimuli received. Aside from that, sensations are influenced by energy changes in the environment where the perception is formed. As sensory inputs lowers, our ability to notice changes rises. We may achieve maximum sensitivity with minimal stimulation. The human body's ability to adapt to changing external situations allows increased sensitivity when needed and protects against harmful or irrelevant stimuli when input levels are high.

b. The Absolute Threshold

The absolute threshold refers to the lowest level of sensation an individual can perceive. A person's absolute threshold indicates their ability to distinguish between 'something' and 'nothing' in a given stimuli.

c. The Differential Threshold

The differential threshold, also known as the Just Noticeable Difference (JND), is the smallest discernible difference between two similar stimuli. Earnst Weber, a 19th-century German scientist, observed that the JND between two stimuli is relative to the strength of the first stimulus, rather than an absolute number. According to this theory, stronger initial stimuli require more intensity for the second stimulus to be regarded as different. Moreover, to distinguish between the resulting and starting stimuli,

most persons require an additional level of stimulus equivalent to the JND.

    d. Subliminal Perception

        People can perceive stimuli without conscious awareness, known as subliminal stimuli. Even if a stimulus is too weak or fleeting to be felt consciously, it can still be detected by receptor cells. Subliminal perception occurs when a stimulus falls below the threshold of conscious awareness, although not necessarily the absolute threshold of the receptors involved. While supraliminal perception refers to the ability to perceive stimuli beyond conscious awareness, however it is commonly referred to as perception.

4. Factor That Influence Perception

        According to Robbins (2018), there are many factors play the role to shape and sometimes distort perception. The factors can come from the perceiver, the object or target that being perceived, or in the context of the situation in which the perception is made.

    a. The Perceiver

        A person who perceives something is called a perceiver. A person's perception of what he perceives when he stares at a target are shaped by a variety of personal traits, including expectations, intentions, attitudes, and personalities. In this research, the students are the perceivers.

    b. The Targets

        Our perception is influenced by the target's attributes as well. Because, we don't see targets in an empty space, our perception is influenced by both the target's relationship to its background and our propensity to group nearby and similar objects together. Additionally, there is a general propensity on

our part to see things positively that we believe are related to us and negatively that we believe unrelated to us.

c. The Context

The context here can be defined as situations, times, places, and anything that can influence someone's attention. Even though the perceiver and the target being perceived do not change but the situation or context that affects them is different, then the outcome of the perception will be different.

5. The Process of Perception

There are three stages in the process of perception based on Qiong (2017), as follows:

a. Selection

In everyday life, people are constantly received a lot of information that may encounter as stimuli. Countless inputs arrive at our sensory organs at the same time and wait to be processed. However, humans cannot perceive all of the information that is available since it would result in information overload and disorder. Instead of accepting all of the information, we must make generalizations and deletions such that superfluous or irrelevant information is removed or generalized. Similarly, when confronted with a large number of competing stimuli, we only pay attention to those that we are familiar with or interested in via the selective perception process.

b. Organization

After selecting the information from the outside world, we must arrange it in some way by identifying relevant patterns. At this stage of perception, the social and physical events or objects we experience will have shape, color, texture, size, and other characteristics. For example, when asked what a human being is,

some people may explain it in terms of skin color, while others may use ethnicity or nationality.

c. Interpretation

Interpretation is the process of assigning meaning to selected inputs. After categorizing the selected inputs into structure and stable patterns, the next step is to make sense of the patterns by assigning meaning to it. However, different person can have diverse perceptions of the same stimuli. For example, while hugging and kissing is a common welcome in Westerns countries, it is termed "lovemaking" in many other countries.

B. English Language Skills

According to Markström (2019), English language skills are some skills that use for communication. As explained by Danang et al. (2024), there are four skills in English language skills, such as listening, speaking, reading, and writing. First, listening is human's ability in receiving and understanding others. Second, speaking is human's ability to produce a spoken language to make other people understand the meaning of it. Third, reading is human's ability in understanding what other people have written. Last, writing is human's ability to produce a written language to other people, so they can understand it.

1. Speaking Skill

According to Hotimah (2020), speaking is an activity that used expressions to deliver Ideas, opinions and feelings to other people by using words and sound of articulation to inform, to persuade, or to entertain someone. Speaking is one of the easiest ways to communicate with other people. As mentioned by Mega & Sugiarto (2020) that the first way to connect and communicate with other people is through speaking. Not only for communicate with other people, speaking also made other people easy to recognize someone's

personality. It is because speaking can determine the expressiveness of someone (Sadiku, 2015).

a. Aspects of Speaking

There are five aspects of speaking skill based on Brown (2004), as follows:

1.) Vocabulary. Vocabulary is one of the linguistic factors in which it is a number of words with the role of combining them to make up a language in speaking.

2.) Grammar. Grammar is the rule in spoken language and written language.

3.) Fluency. Fluency shows that people have a good ability in communication because it consists of the case and speed of the flowing speech.

4.) Comprehension. Comprehension can be defined as the ability in understanding the conversation between the speaker and the listener in order to give the best responds towards it.

5.) Pronunciation. Pronunciation is the way people make a sound of the language, including where to place stress and how to use pitch and intonation.

b. Functions of Speaking

There are three functions of speaking according to Richards (2008), as follows:

1.) Speaking as interaction, which means daily communication where people make some conversations.

2.) Speaking as transaction, which means that a speaker focuses on accuracy of speech in which the purpose is to make the listener understand and get clear information.

3.) Speaking as performance, which means deals with public speaking including giving a message, instruction, presentation, announcement, etc.

2. Listening Skill

According to Wulandari & Sya'ya (2021), listening is considered the most basic skill to learn by students, especially when they are learning a spoken language. This is not only when learning a language; even the first communication skill that humans learn is listening. When someone learn the English language, listening is an important activity to acquire input from the language (Alzamil, 2021). Then, Sadiku (2015) mentioned that listening is not only hearing something, but also understanding the meaning of it. It means that through listening, students can gain information from what they have heard and can improve their ability in speaking.

a. Aspects of Listening

According to Tyagi (2013), there are five stages in the process of listening, as follows:

1.) Hearing

Hearing is the perception of sound waves; you must hear to listen, but not the other way around. It is a physical reaction caused by sound waves stimulating the sensory receptors in the ear. Attention is an important component of attentive listening since the brain filters out most stimuli and only permits a small number to focus.

2.) Understanding

To understand the symbols we have seen and heard, we must first interpret the meaning of the stimuli we have encountered. Symbolic inputs include sound, such as clapping, as well as words and symbols, such as "blue uniform"; the interpretations we assign from these symbols are determined by our prior connections and the context in which they emerge. To be effective, interpersonal communication requires the listener

to understand the sender's intended meaning as well as the context.

3.) Remembering

Remembering is an important aspect of the listening process since it shows that the listener not only heard and understood the message, but also added it to their mental database. When it comes to hearing, both our memory and attention are selective; what is remembered may change significantly from what was originally seen or heard.

4.) Evaluating

At this phase in the listening process, only engages listeners participate. The effective listeners avoid starting this activity too soon, because doing so causes us to cease hearing and paying attention to the incoming message, which terminates the listening process. At this phase, the active listener weighs the information, distinguishes between facts and opinions, and assesses whether a message contain bias or prejudice.

5.) Responding

This stage becomes the sole overt mechanism for the sender to determine the level message transmission success because the receiver must finish the process by providing vocal and/or nonverbal response. The speaker has no other method to tell whether a message has been heard.

Then, there are key components of listening based on Tyagi (2013), as follows:

1.) Making distinctions between sounds.

2.) Identifying words and knowing what they imply.

3.) Recognizing word groupings according to grammar.

4.) Recognizing words and phrases that function to convey meaning.

5.) Establishing links between linguistic and paralinguistic cues.

6.) Predicting and verifying meaning through the use of prior information.

7.) Recalling key terms and concepts.

b. Functions of Listening

Based on Tyagi (2013), there are several functions of listening for personal growth and development, as follows:

1.) Effective Communication

An essential element of productive human interaction is the exchange of information in an understandable and brief way. The listener has a duty to hear and comprehend messages, even though the burden of providing clear and concise written or spoken instructions is frequently placed on the speaker.

2.) Fewer Misunderstanding

By using active listening techniques, a good listener can avoid misconceptions and salvage what otherwise might be a miscommunication, regardless of how clear the written or spoken words are.

3.) Improved Relationship

Misunderstandings affect relationships because they can result in both unpleasant business dealings and wounded sentiments in interpersonal relationship. Good listening techniques convey to people that you value what they have to say and that you think they are special. That is highly alluring and strengthens bonds between people.

4.) Personal Growth

By listening to and comprehending other points of view, opposing ideas, and examining them, a person can develop and learn. Acquiring the ability to listen actively and effectively not only enhances the portfolio of personal developments tools, but it also gives you a way to keep evolving by giving you the ability to experiment with new concepts.

3. Writing Skill

According to Fahmi & Rachmijati (2021), writing can be used to express students' ideas through writing it in a text. But many of them still face some problems in writing, such as lack of vocabulary, grammar, and also punctuation. Whereas, Sadiku (2015) explained that writing will determine someone's intellectual level. It is because to write something, people need to master a lot of vocabularies and acquire knowledges to be written.

a. Aspects of Writing

According to Jacobs et al. in (Javadi-Safa et al., 2013; Shanorra et al., 2021), there are five aspects of writing, as follows:

1.) Content

Content involves planning, writing, and editing to ensure the clarity and understanding. Clear writing is essential for conveying writer's point effectively. To create a decent written text, ensure that the content is well-unified and complete. Effective writing produces unity and completion.

2.) Language Use

Writing requires proper language usage and grammar rules. The primary focus is on verbs and nouns, construction effectiveness, and grammatical correctness (e.g. agreement, tense, number, word order/function, articles, pronouns, and prepositions).

3.) Organization

The writer consider on how he organizes concepts chronologically in the text. It is important to present ideas chronologically from start to finish. This organization is generally known as an order. This includes clarity of expression, conciseness, structure, logical sequence, and cohesiveness.

4.) Vocabulary

Vocabulary is a key part of language learning for writing. When producing text, writers consider how to create original and acceptable sentences, which are then organized into paragraphs. This includes vocabulary variety, effective word or idiom usage, knowledge of word forms, and proper register.

5.) Mechanic

Mechanic in writing focuses on proper capitalization, punctuation, and spelling. This component is crucial for ensuring the readers to understand and appreciate the writer's intended meaning.

b. The Functions of Writing

According to Bora (2023), there are several functions of writing, as follows:

1.) To help students write down their ideas and enhance their creative and critical thinking.

2.) To improve students' academic results and preparing them for the working world.

3.) To assist students in learning how to write both formal and informal letters.

4.) To help students create visual appealing resumes or curriculum vitae.

5.) To help students developing their capacity for logical, analytical, and critical thought.

6.) To help students enhance their presentation skills and develop report writing abilities.

4. Reading Skill

According to Ismail et al. (2017), reading is communication tool in written language through text form. It is the most efficient way to get

information in many aspects in life, including science and technology. When people read, they will absorb any information from the text and will place it as new insights. Then, Sadiku (2015) stated that reading is a fun way to get knowledge. This is in line with Kusumawanti & Bharati (2018), the most common reasons for reading are to obtain specific knowledge or to entertain oneself. Moreover, as explained by As Sabiq (2018), reading help students understand what a writer means. Students can also extract information from a text, including detailed information. Through reading, people can understand a lot of information from all over the world especially to learn language.

a. Aspects of Reading

According to Pang et al. (2003), there are five aspects of reading, as follows:

1.) Phonological and phonemic awareness

Students that have phonological awareness are able to identify linguistic sounds which have meaning distinct from their actual sounds. When analyzed from the perspective of language studies, phonological awareness and reading proficiency are strongly correlated (alphabet and non-alphabet). Then phonemic awareness is very influential in the study of the language of the alphabet, because it can map each letter of the alphabet into a phoneme.

2.) Fluency

One of the most important aspects of reading is fluency. A person who fits the definition of fluent reader is one who can read rapidly, accurately, and expressively. A proficient reader can concentrate on understanding the meaning of the words in the text because they have no difficulty recognizing words in the vocabulary.

3.) Vocabulary

Readers who are proficient in vocabulary acquisition are considered to be good readers. To comprehend what they are reading, readers need to be able to deduce the meaning of every word by developing their comprehension of the text by analyzing words in relation to the sentence structure. Acquiring vocabulary knowledge might be a challenging task, but it is essential for improving reading comprehension for those who are starting to read.

4.) Prior Knowledge

Students' prior knowledge can be used to increase their reading comprehension. This prior knowledge can come from a variety of sources and include information about the outside world, learning resources, culture, and even linguistics. When students are familiar with the subject matter, they tend to be more likely to understand the material.

5.) Comprehension

The process through which an individual understands or is aware of the meaning of the text they are reading is called comprehension. One can determine how well they read by looking at their vocabulary knowledge, their ability to reason, and their involvement in the reading process.

b. The Functions of Reading

There are seven functions of reading based on Nunan in Elliott (2021), as follows:

1.) To acquire knowledge for certain objectives or because we take certain subjects seriously.

2.) To get guidance on how to carry out specific tasks related to our daily lives or job.

3.) To act in play, play a game, do a puzzle.

4.) To comprehend business letters or stay in touch with friends via letter.

5.) To know when or where something will take place or what is available.

6.) To be aware of current events as well as past ones, as reported in newspapers, magazines, and reports.

7.) To experience joy or enthusiasm.

C. Office Administration Major

According to Susantini (2016), office administration is a process of cooperation between groups of people to achieve predetermined office goals by carrying out management functions. It means that office administation major is a study program that prepared their students to have career opportunities in office management or work as a secretary, administration staff, and so on. Then, as mentioned by Mentari (2019), office administration major also defined as a major that oriented the students to understand about management and business. The knowledges that should be understood by the students are public speaking, good language, writing letters, decide with international colleagues and so on.

Based on Muhammad & Utami (2023), office administration major focuses on organizing financial budgets, making payments, and/or gathering statistic for a business or organization. In this major, students will primarily study information techniques (computers), the way to communicate directly or indirectly, archive management, presentations, and English so they are prepared to Email or call international leaders or guests from other companies. For example, a secretary must have certain competencies required by the company. As explained by Selfiana (2018) , a secretary must have the competence to manage time efficiently, high flexibility in adapting to the environment, able to organize tasks effectively and quickly, have a positive attitude, attractive appearance, be able to communicate in English well, have a TOEFL score above four

hundreds, have competence in accordance with International Association of Administrative Professional (IAAP), and is able to face future office automation which can make work more efficient and effective. Moreover, Sudomo & Munadzdzofah (2018) explained that skills in speaking, listening, reading, and writing in English are the main demands basic qualifications of a secretary. Therefore, the things mentioned above explain how much English language skills are needed in the world of office administration major.

1. Administration Processes in The Office

According to Susantini (2016), there are some activities in the office related to the administration processes, such as:

a. Office Planning

Office planning is the process of determining the goals of the office by considering the factors that can influence it.

b. Office Organizing

Office organizing is the process of dividing tasks efficiently, maintaining good relations with superiors and subordinates, and providing complete office equipment.

c. Office Actuating

Office actuating is the process of maximizing the effectiveness and efficiency of work to create a healthy and dynamic work environment.

d. Office Controlling

Office controlling is the process that ensures goals and plans are implemented in accordance with the predetermined targets.

2. Competency Profile of Office Administration Major Graduates

According to Mustofa et al. (2021), there are three career options that office graduates can choose from, as follows:

a. Work as junior administrative assistant and office administrative staff.

b. Continue studies at diploma 3, diploma 4, and bachelor levels in the fields of office administration, office management, public relations, and secretary.

c. Become an entrepreneur in the fields of office computers, advertising or marketing service provider, and event organizer.

According to Sulistiowati (2022), there are several professions that related to the field of office administration, as follows:

a. Management Assistant or Secretary

This type of profession is required to have a specialized secretarial education, and be able to work in business, government, hospitals, and school. The main task is to manage office functions.

b. Legal Secretary

The main duty of a legal secretary is to assist in the administrative tasks associated with the office to support the lawyer.

c. Customer Service Representative

The function of this profession is as a link between the organization and its clients. The main task is to provide service information and provide solutions to problems that customers may experience.

d. Receptionist

The receptionist or customer service is the first person to meet the prospective customer. This requires a polite and friendly character, the ability to greet the customer or conducting negotiations.

D. Review of Relevant Studies

Based on the sources related to this study, there are several previous researches that relevant with this present research's topic. Those researches are:

Apriliana & Basikin (2021) entitled "Vocational High School Students' Perception in Learning English and Its Relation to Their Career Aspiration in Yogyakarta". This study was quantitative research in form of correlational study. This research found four aspects related to the topic of research. First, vocational high school's students need to learn English for specific purposes (ESP), but they also have to learn English for general purposes (EGP). Second, most of vocational high school's students still did not have a mature career aspirations related to their majors. Third, there was a significant effect of students' perceptions on ESP and EGP on their career aspiration. Lastly, there was a significant difference between male and female students' perceptions of English program. Then, there is a similarity between this previous research and this present research, which is these two research study about students' perceptions. However, this previous research is slightly different. The difference is that this research focused on the students' perceptions of learning English and its relation to their careers, whereas the present research focused on which English language skills are most important for the students in the office administration major.

Saputra et al (2017) entitled "The Perceptions of Students on The Importance of English Speaking Skill in The Tourism Sector". This study was a qualitative study. The results of this study are the students felt that English speaking skill in tourism sector is important. Then, students found that English for tourism is attractive to learn and useful in finding future jobs. Although this research has studied about the same topic with the research that will be conducted, which is students' perceptions on English skill, there is a slight difference between this previous research and the present research. The difference is this research only focused on the

speaking skill for students in tourism major, but the present research focused on four English language skills in office administration major.

Rahayu (2019) entitled "Students' Perceptions on the Importance of English Language Skills in Tourism Sector". This research was a descriptive qualitative study. This research found that students realized that each English language skills are important in the tourism and hospitality industry. However, students' also have some weakness in each language skills that should be taken into account by stakeholders. Then this research also can be used by curriculum developer to improve the English curriculum for hospitality school. Moreover, this research has a similar object with the present research which is English language skills, but the difference is the present research focused in office administration major.

Durga (2018) entitled "The Need of English Language Skills for Employment Opportunities". This previous research discussed about English language skills, which is similar with this present research. The different point is, this previous research focused on how useful English language skills are for employment opportunities, while the present research tried to find out the students' perceptions on English language skills specifically in office administration major. The results of this previous research show that English is the fundamental requirement for employment and is essential for use in the workplace. Being able to communicate in English is essential for career success and promotion. The four main English language skills such as speaking, listening, reading, and writing will give students a foundation on which how to develop their proficiency in English.

Lee & Lee (2018) entitled "Korean Graduates Students' Self-Perceptions of English Skills and Needs in an English-Medium Instruction Context". This previous related study was conducted to find out about students' self-perceptions of English language skills, tendencies towards language learning strategies, and intrinsic motivation in learning and using

English, especially among graduate students from famous universities in Korea that implement EMI (English-Medium Instruction). This previous study shown the influence between intrinsic motivation, learning strategies, and EMI related to the English language skills of graduate students. Aside from that, graduate students' English language skills are limited, particularly when it comes to completing English tasks. Nevertheless, one of the discussions is similar to the current research, namely regarding students' perceptions on English language skills. However, the current research is slightly different from this previous research, because it only examined students' perceptions on English language skills, especially in office administration major.
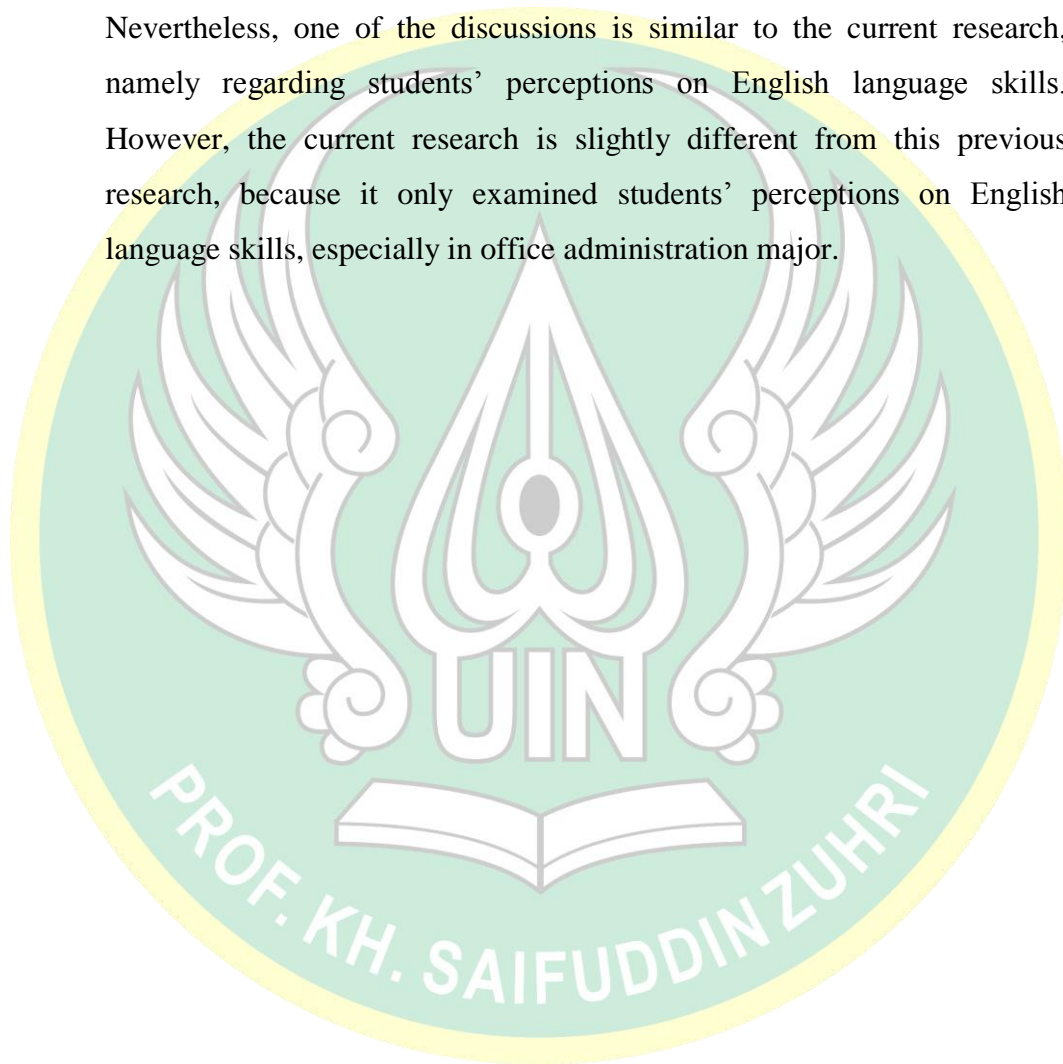
CHAPTER III
METHODOLOGY

This chapter describes the procedure of the research to find out the answer to the research question as previously stated in chapter one. It includes the research design, research site and participants, population and sample, data collection technique, and data analysis technique.

A. Research Design

The method used in this research was quantitative descriptive by using survey. According to Manjunatha (2019), a research method known as descriptive research outlines the features of the population or the phenomenon under study. This methodology emphasizes the "what" of the research subject more than the "why" of the research subject. Put differently, descriptive research does not primarily address the "why" behind a certain phenomenon and rather, it concentrates on characteristics of a given demographic category. In otherwise, it only describes the research subject without addressing "why" it occurs. Then, as explained by Sulistyawati & Trinuryono (2022), quantitative descriptive research is a research that uses data (numbers) to describe, analyze, and explain occurrences without trying to prove a hypothesis.

B. Research Site and Participants

The research took place in SMK Ma'arif NU 1 Cilongok, which was located in Jl. Kauman, Komplek Lapangan Cilongok, Purwokerto, Central Java. The research was carried out in the even semester of the academic year of 2023-2024, from 19-22 June 2024. The reason for chose this school was because the majority of the graduated students were employed, and only a small percentage of them pursued higher education.

Then, the tenth grade students of the office administration major were the participants of this research. The reason for chose this grade was because they already have a basic understanding of the office administration major and an idea of their employment opportunities after

graduation. Besides, this grade also has only been studying English at SMK Ma'arif NU 1 Cilongok for a year. So, when they have a good perception of English and consider English important for their future, they still have enough time to be more serious in improving their English skills at this school.

C. Population and Sample

a. Population

According to Pandey & Pandey (2015), population refers to the total collection of observations that will serve as the foundation for a sample. Population also refers to the characteristic of a given group. In this research, the population of this research was the tenth grade students of office administration major at SMK Ma'arif NU 1 Cilongok period 2023-2024 with a total of 116 students. The explanation of the population used in this research, as follow:

Table 3.1 Population of the Research

Name of The Class	Students
X Office Administration 1	40
X Office Administration 2	38
X Office Administration 3	38
Total	116

b. Sample

According to Pandey & Pandey (2015), a sample is a small portion of a population chosen for observation and analysis. It is a collection of a subset of the population's objects or individuals chosen specifically to represent the population. Then, sampling is the process of selecting a set number of subjects from a defined population to serve as representatives of that population. There were a lot of

sampling techniques, but this research used total sampling. As explained by Danuri & Maisaroh (2019), total sampling or also called exhausted sampling is a technique to determine sample when all the population member are used as sample. So, the sample used in this research was all the population's members.

D. Data Collection Technique

Since this was a quantitative descriptive research, the technique used to collect the data was questionnaire. The aim of using this questionnaire was to obtain information related to the students' perceptions on English language skills especially in office administration major at SMK Ma'arif NU 1 Cilongok. The questionnaire was constructed in the form of Likert scale so that it may be easily to read and understood. As explained by Danuri & Maisaroh (2019), the Likert scale is used to measure attitudes, income, and perceptions of a person or group of people about social phenomena. The options of answers on the Likert scale used in the questionnaire were Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA).

Then, the questionnaire was adapted from Rahayu (2019) and Alzamil (2021), but has been modified to meet the needs and objective of this research. In the questionnaire, there were a total of twenty-eight questions to explore students' perceptions on English skills especially in office administration major. To make it easier for participants to fill it out, the questionnaire was distributed via Google Form and has been converted into Indonesian to avoid misunderstandings. Apart from that, before finally being distributed, the questionnaire has gone through a validation process by experts Windhariyati Dyah Kusumawanti, M.A., M.Pd.

In the questionnaire, there were six categories of questions. The first category was English skills in general which consists of four questions and there were four answers options for each question, namely speaking, listening, writing, and reading. The second category was English skills in office administration major which consists of four statements and there

were several options of answers in Likert scale form. Then, the third until sixth category were about speaking skills, listening skills, writing skills, and reading skills, each will consist of five statements and there were several options of answers in Likert scale form. Finally, the indicators used in the questionnaire, as follow:

Table 3.2 Indicators of Questionnaire

Indicators	Questions
Muhammad & Utami (2023), Selfiana (2018), and Sudomo & Munadzdzofah (2018) a. Students will primarily study English so they are prepared to Email or call international leaders or guests from other companies. b. A secretary must be able to speak English well and have a TOEFL score more than four hundreds. c. Skills in speaking, listening, reading, and writing in English are the main demands basic qualifications of a secretary.	1,2,3,4,5,6,7,8
Tyagi (2013) a. Process of Listening b. Key Components of Listening c. Functions of Listening	9,10,11,12,13
a. Brown (2004) Aspects of Speaking b. Richards (2008)	14,15,16,17,18

Functions of Speaking	
a. Pang et al. (2003) Aspects of Reading b. Elliott (2021) Functions of Reading	19,20,21,22,23
a. Jacobs et al. in (Javadi-Safa et al., 2013; Shanorra et al., 2021) Aspects of Writing b. Bora (2023) Functions of Writing	24,25,26,27,28

E. Data Analysis Technique

After the data was collected, then it was analyzed through descriptive statistics analysis by using Microsoft Office Excel. This step aimed to obtain the percentage of the data and it used the formula according to Arikunto in Kamelta (2013) bellow:

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

Where:

P: Percentage

F: Frequency of Respondents' Answers

N: Total Frequency

Then, the percentage value category used to analyze the data obtained from the questionnaire, as follow:

Table 3.3 Percentage Value Category

No	Percentage Value Category	Intervals
1.	Very Low	0-20%
2.	Low	21-40%
3.	Moderate	41-60%
4.	High	61-80%
5.	Very High	81-100%
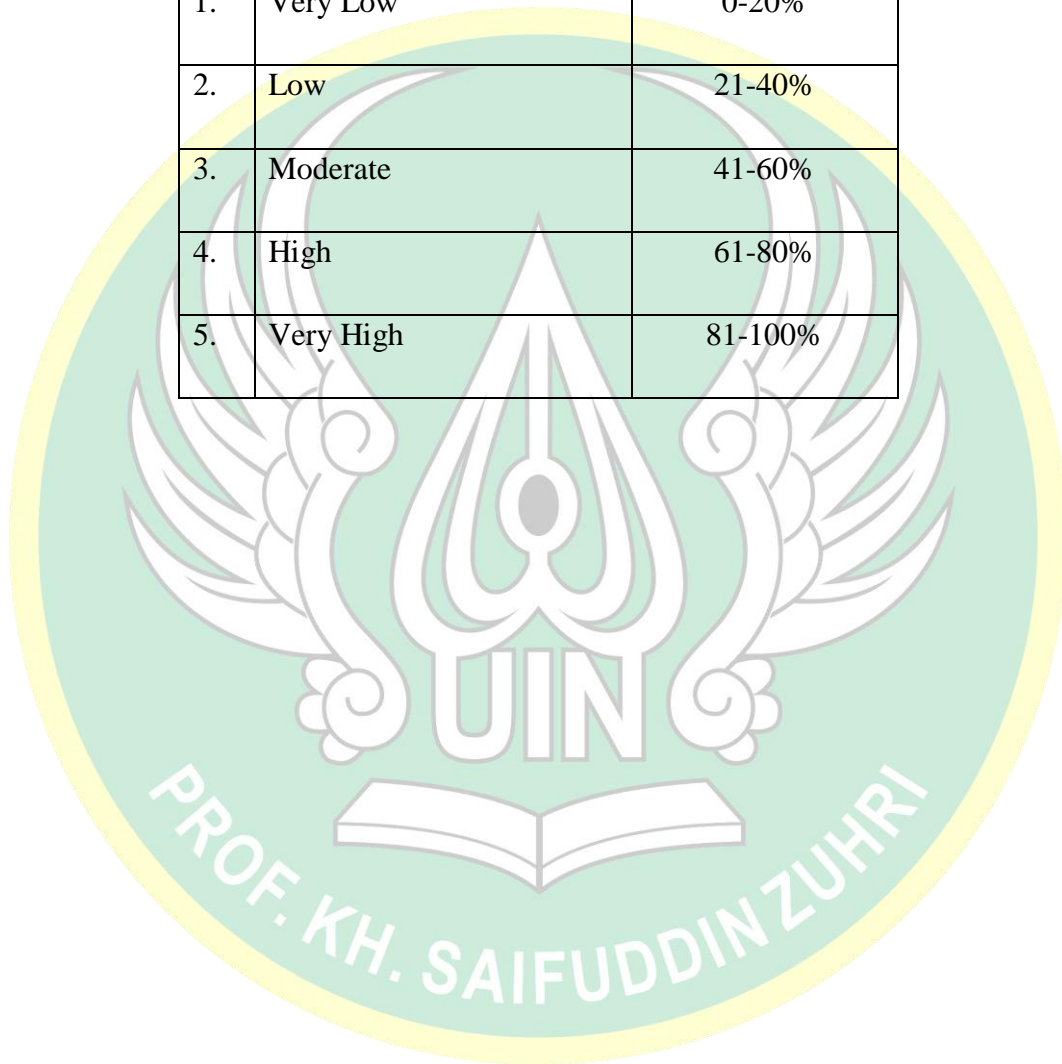
CHAPTER IV
FINDINGS AND DISCUSSION

In this chapter, the research's findings were presented and discussed. Since this research used quantitative descriptive method, the findings were described after the data was collected and analyzed through Microsoft Office Excel. The data has shown the answer to the research question, which was about the students' perceptions on English language skills in Office Administration Major at SMK Ma'arif NU 1 Cilongok.

A. Findings

The findings of this research were presented based on each indicator used in the questionnaire, as follows:

1. Question 1: Which of the following English skills is most important to learn?
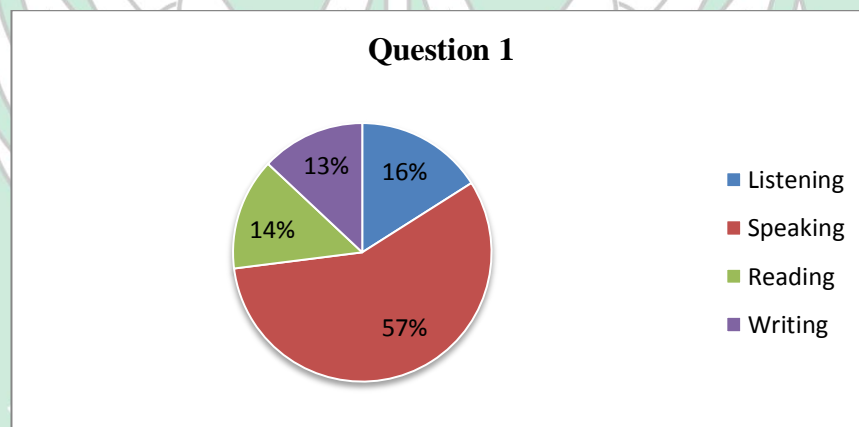
Based on the question, 16% of students chose listening, 57% of students chose speaking, 14% of students chose reading, and 13% of students chose writing. Then, it can be concluded that the majority of students perceived speaking as the most important skill to learn.

2. **Question 2: Which of the following English skills is most difficult to learn?**
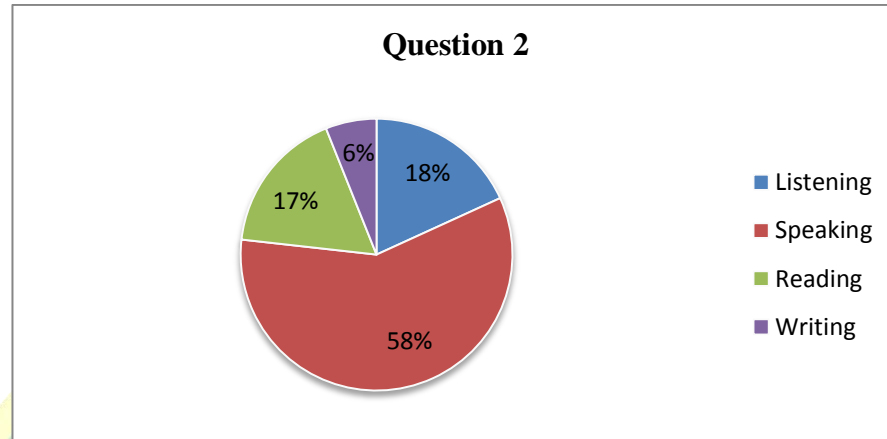
Question 2

Based on the question, 18% of students chose listening, 58% of students chose speaking, 17% of students chose reading, and 6% of students chose writing. Then, it can be concluded that the majority of students perceived speaking as the most difficult skill to learn.

3. **Question 3: Which of the following English skills is easiest to learn?**
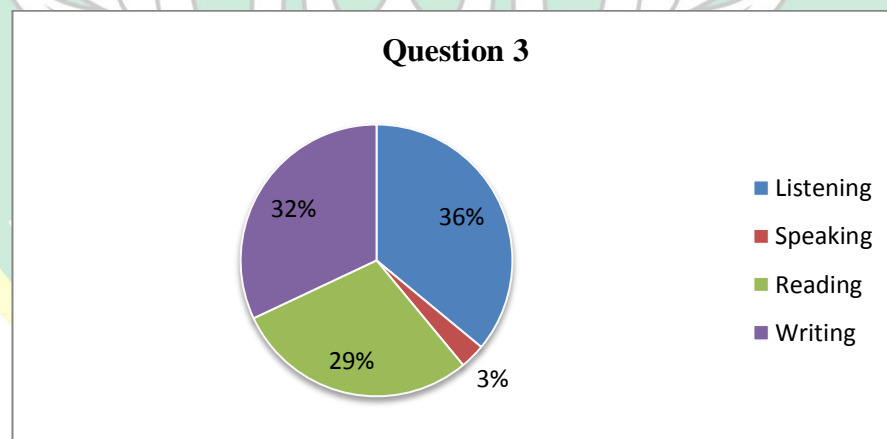
Question 3

Based on the question, 36% of students chose listening, 3% of students chose speaking, 29% of students chose reading, and 32% of students chose writing. Then, it can be concluded that the majority of students perceived listening as the easiest skill to learn.

4. **Question 4: Which English skills do you use most often?**
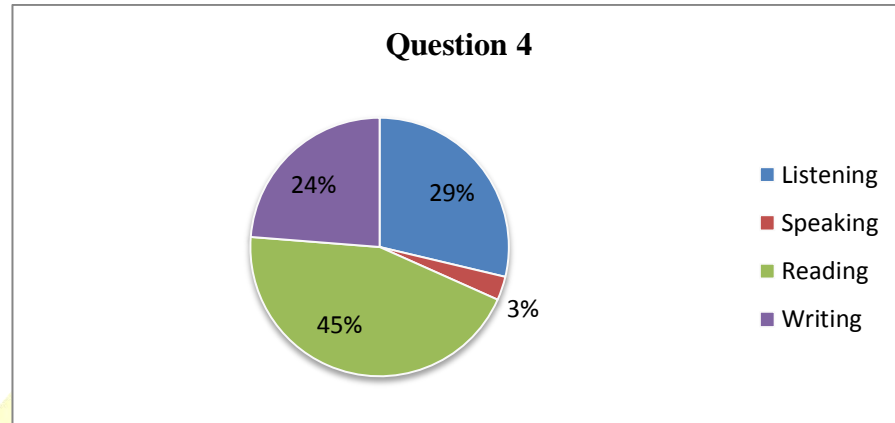
Based on the question, 29% of students chose listening, 3% of the students chose speaking, 45% of students chose reading, and 24% of students chose writing. Then, it can be concluded that the majority of student perceived reading as the most frequently used skill.

5. **Question 5: English speaking skills are very important in office administration major.**
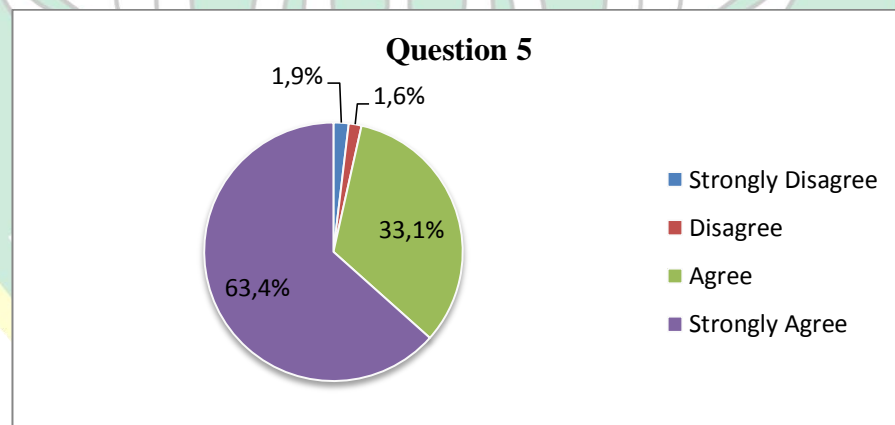
Based on the question, 1.9% of students strongly disagree, 1.6% of students disagree, 33.1% of students agree, and 63.4% of students strongly agree that English speaking skills are very important in the office administration major. The average percentage of this question was 85%, so it was included in the very high category. Then, it can be concluded that the majority of students perceived speaking skills as very important in the office administration major.

6. **Question 6: English listening skills are very important in office administration major.**
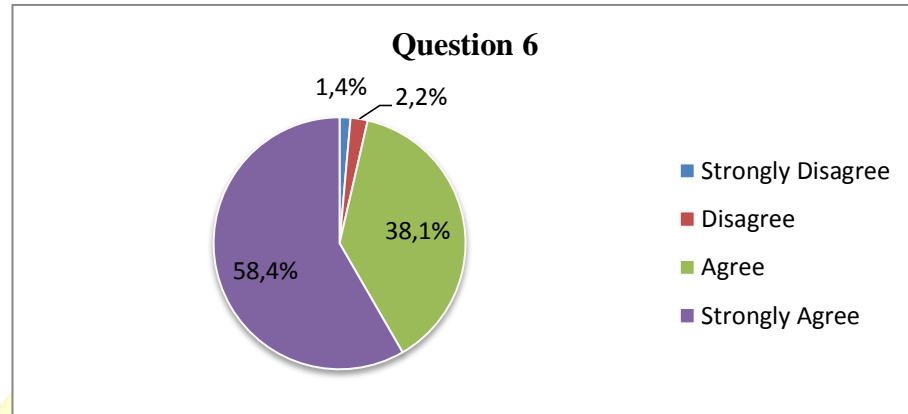
Based on the question, 1.4% of students strongly disagree, 2.2% of students disagree, 38.1% of students agree, and 58.4% of students strongly agree that listening skills are very important in the office administration major. The average percentage of this question was 84%, so it was included in the very high category. Then, it can be concluded that the majority of students perceived listening skills as very important in the office administration major.

7. **Question 7: English writing skills are very important in office administration major.**
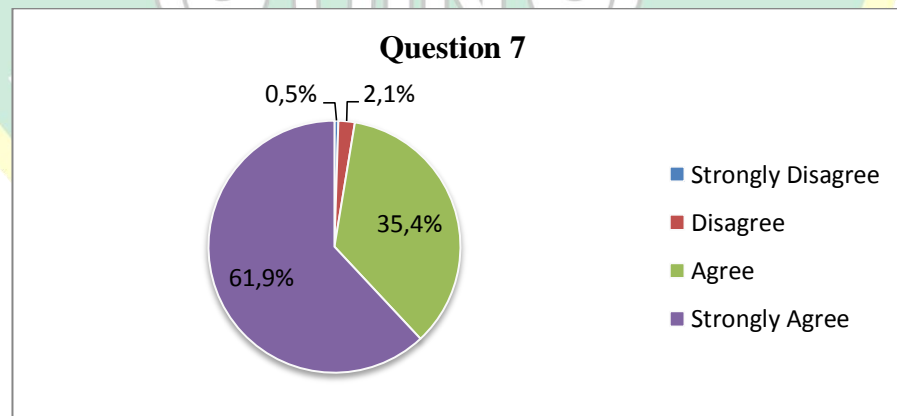
Based on the question, 0.5% of students strongly disagree, 2.1% of students disagree, 35.4% of students agree, and 61.9% of students strongly agree that writing skills are very important in the office administration major. The average percentage of this question was

87%, so it was included in the very high category. Then, it can be concluded that the majority of students perceived listening skills as very important in the office administration major.

8. **Question 8: English reading skills are very important in office administration major.**
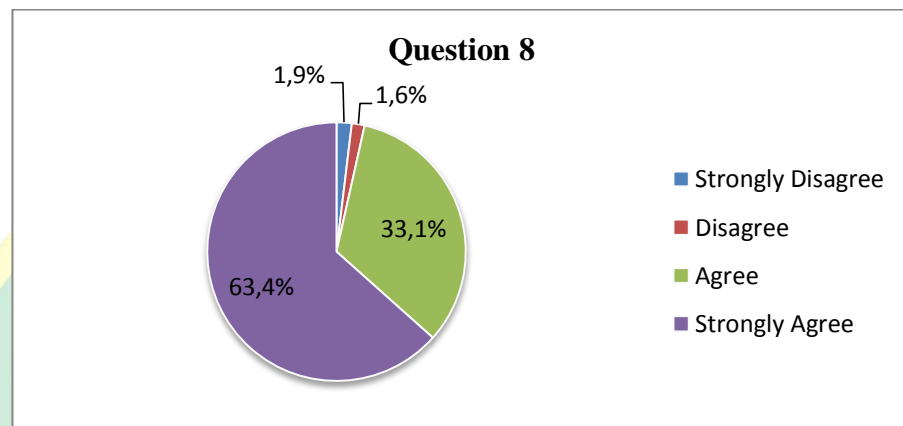
Question 8

Based on the question, 1.9% of students strongly disagree, 1.6% of students disagree, 33.1% of students agree, and 63.4% of students strongly agree that reading skills are very important in the office administration major. The average percentage of this question was 85%, so it was included in the very high category. Then, it can be concluded that the majority of students perceived reading skills as very important in the office administration major.

9. **Question 9: I often find it difficult to understand the listening material played by the teacher.**
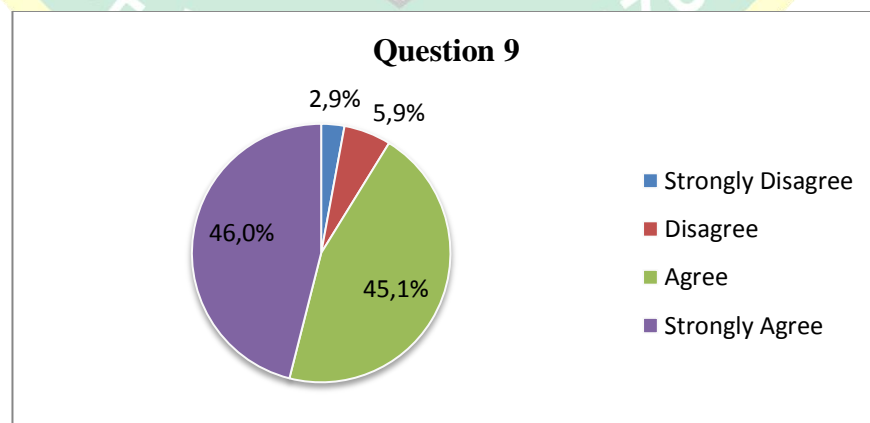
Question 9

Based on the question, 2.9% of students strongly disagree, 5.9% of students disagree, 45.1% of students agree, and 46% of students strongly agree that they found it difficult to understand the listening material played by the teacher. The average percentage of this question was 77%, so it was included in the high category. Then, it can be concluded that the majority of students perceived that they had difficulty understanding the listening material played by the teacher.

10. **Question 10: I like listening English through movies and songs.**

Based on the question, 1.8% of students strongly disagree, 10.6% of students disagree, 48.1% of students agree, and 39.6% of students strongly agree that they like to listening English through movies and song. The average percentage of this question was 78%, so it was included in the high category. Then, it can be concluded that the majority of the students like to listening English through movies and songs.

11. Question 11: I find it difficult to listen to native speakers because they speak too fast.

Question 11

Based on the question, 1.4% of students strongly disagree, 4.5% of students disagree, 45.6% of students agree, and 48.5% of students strongly agree that they found it difficult to listen to native speakers because they speak too fast. The average percentage of this question was 81%, so it was included in the very high category. Then, it can be concluded that the majority of students found it difficult to listen to native speakers because they speak too fast.

12. Question 12: I can sometimes understand what other people say in English, but I find it difficult to give an appropriate response.

Question 12

Based on the question, 2% of students strongly disagree, 6.8% of students disagree, 37.6% of students agree, and 53.6% of students strongly agree that they found it difficult to give an appropriate response when other people talked to them in English. The average

percentage of this question was 80%, so it was included in the high category. Then, it can be concluded that the majority of the students perceived they understood what other people said in English, but they found it difficult to give an appropriate response to it.

**13. Question 13: I often misunderstand the words I hear, which affects to my understanding of the audio I listen to.**
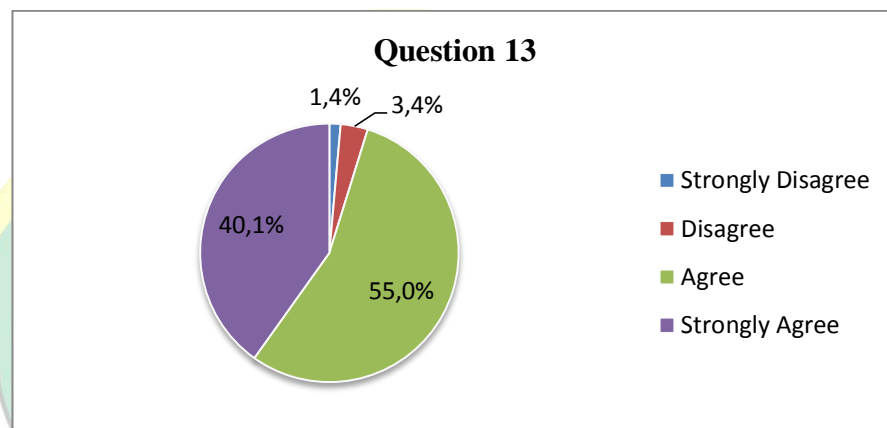
Based on the question, 1.4% of students strongly disagree, 3.4% of students agree, 55% of students agree, and 40.1% of students strongly agree that they often misunderstand the words they hear, which affects their understanding of the audio they listen to. The average percentage of this question was 79%, so it was included to the high category. Then, it can be concluded that the majority of the students perceive their understanding of the audio they listen to as being affected by misunderstood the words.

14. Question 14: I can speak English fluently.

Based on the question, 8.2% of students strongly disagree, 46.1% of students disagree, 30.9% of students agree, and 14.8% of students strongly agree that they can speak English fluently. The average percentage of this question was 55%, so it was included in the moderate category. Then, it can be concluded that the majority of the students perceived that they could not speak English fluently.

15. **Question 15: I often feel hesitant when speaking in English because of the limitations of the vocabulary.**

Based on the question, 3% of students strongly disagree, 7.8% of students disagree, 43.9% of students agree, and 45.4% of students strongly agree that they often felt hesitant to speak in English because of the limitations of the vocabulary they had. The average percentage of this question was 76%, so it was included in the high category. Then, it can be concluded that the majority of students perceived that they often felt hesitant to speak in English because of the limitations of the vocabulary they had.

16. Question 16: I have plenty of opportunities to practice speaking in English at school.

Question 16

3,0%

24,1% 20,7%

52,2%

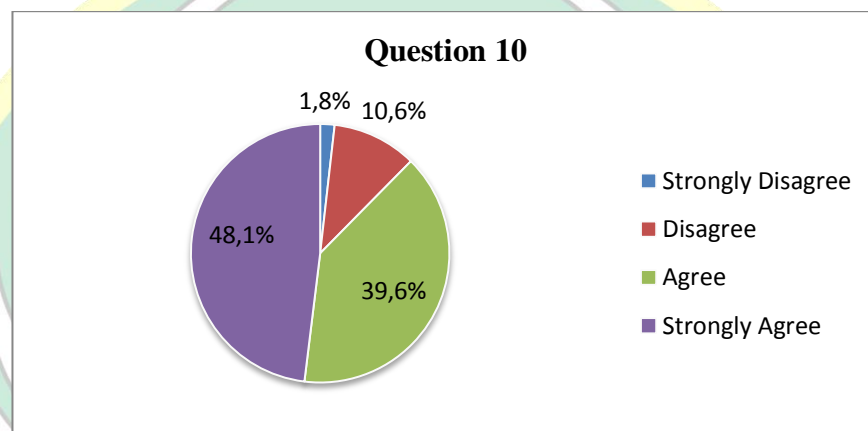- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Based on the question, 3% of students strongly disagree, 20,7% of students disagree, 52,2% of students agree, and 24,1% of students strongly disagree that they have plenty of opportunities to practice speaking English at school. The average percentage of this question was 68%, so it was included in the high category. Then, it can be concluded that the majority of students perceive that they have plenty of opportunities to practice speaking English at school.

17. Question 17: I often have difficulty pronouncing English words.

Question 17

2,1% 8,4%

38,3%

51,2%

- Strongly Disagree
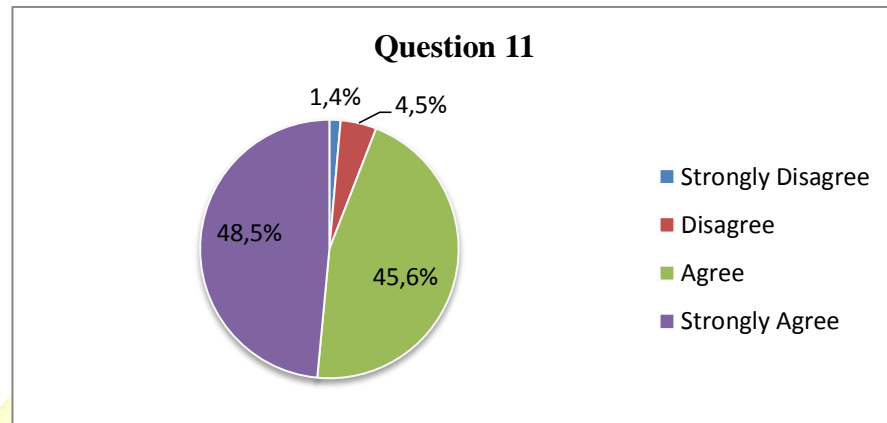- Disagree
- Agree
- Strongly Agree

Based on the question, 2.1% of students strongly disagree, 8.4% of students disagree, 51.2% of students agree, and 38.3% of students strongly agree that they have difficulty pronouncing English words. The average percentage of this question was 76%, so it was included in

the high category. Then, it can be concluded that the majority of students perceive that they have difficulty pronouncing English words.

18. **Question 18: I like to practice alone to improve my English speaking skills.**

Question 18

3,0%
25,3%
20,7%
51,0%

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
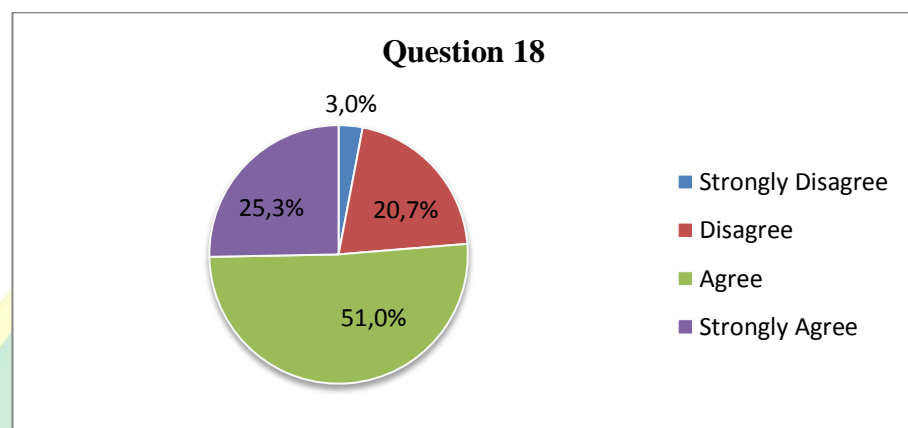
Based on the question, 3% of students strongly disagree, 20.7% of students disagree, 51.0% of students agree, and 25.3% of students strongly agree that they like to practice alone to improve their speaking skills. The average percentage of this question was 68%, so it was included in the high category. Then, it can be concluded that the majority of students perceive that they like to practice alone to improve their speaking skills.

19. **Question 19: I find it difficult to find the main idea of the English text I read.**

Question 19

3,9%
12,3%
28,5%
55,3%
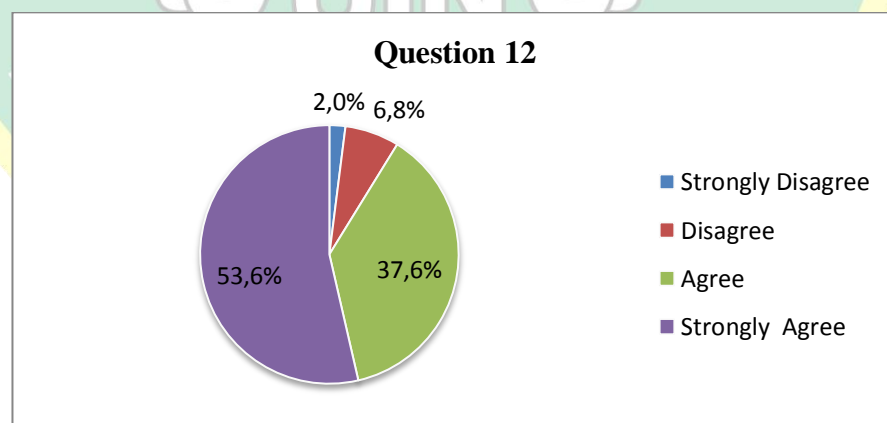
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
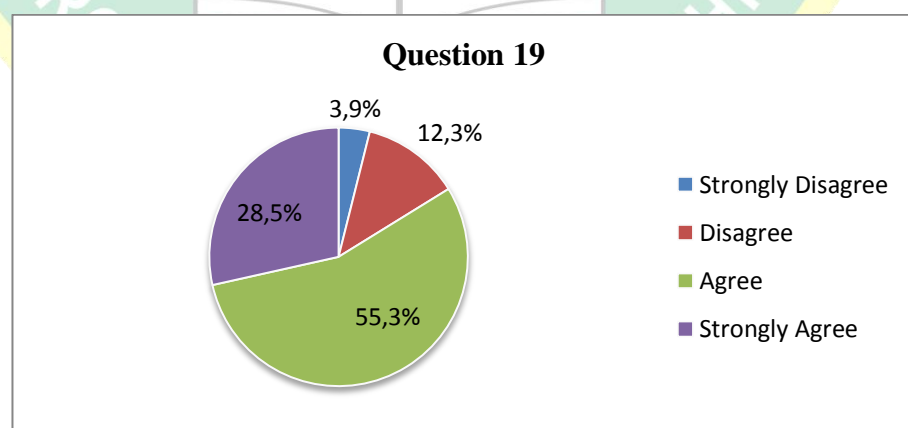
Based on the question, 3.9% of students strongly disagree, 12.3% of students disagree, 55.3% of students agree, and 28.5% of students

strongly agree that they found it difficult to find the main idea of the English text they read. The average percentage of this question was 70%, so it was included in the high category. Then, it can be concluded that the majority of students perceived that they found it difficult to find the main idea of the English text they read.

20. **Question 20: I like reading procedure texts, because usually the text presented is shorter and clearer so it is easier to understand.**
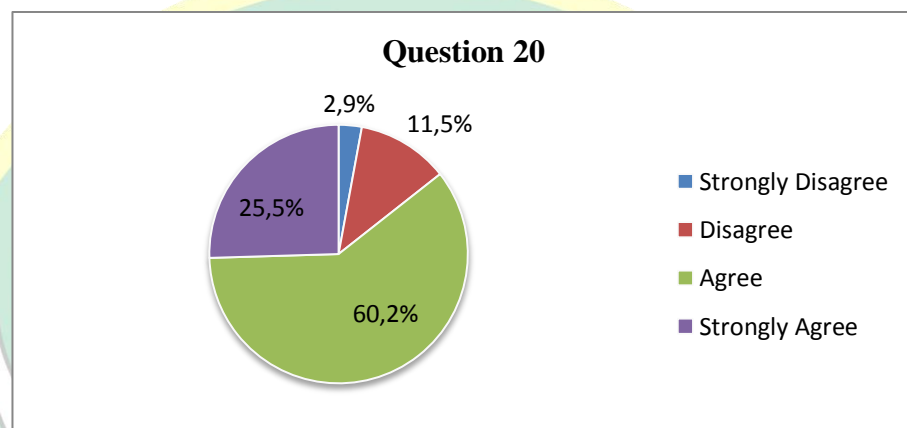
Based on the question, 2.9% of students strongly disagree, 11.5% of students disagree, 60.2% of students agree, and 25.5% of students strongly agree that they like to read procedure texts. The average percentage of this question was 71%, so it was included in the high category. Then, it can be concluded that the majority of students perceive that they like to read procedure texts because usually the text presented is shorter and clearer, so it is easier to understand.

21. Question 21: I often find it difficult to understand the meaning of the English texts I read.
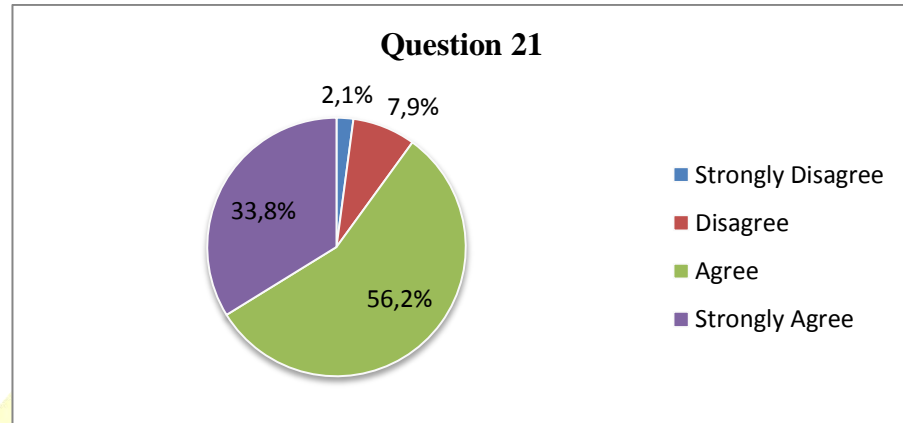
Question 21

Based on the question, 2.1% of students strongly disagree, 7.9% of students disagree, 56.2% of students agree, and 33.8% of students strongly agree that they found it difficult to und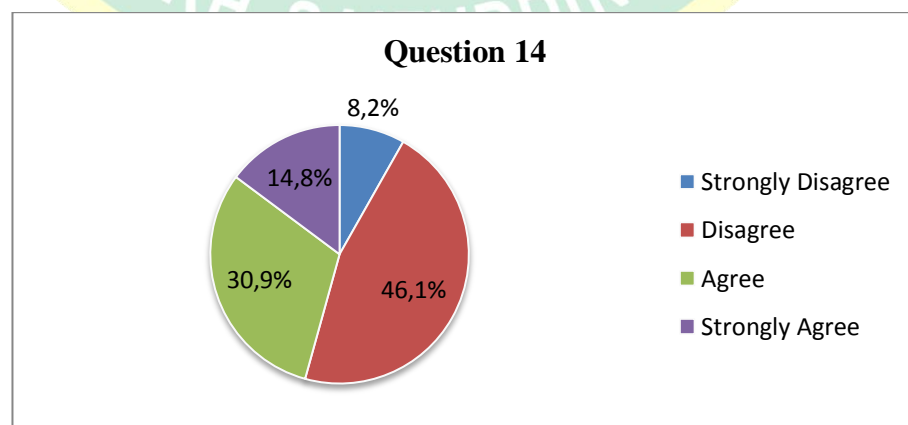erstand the meaning of the English texts they read. The average percentage of this question was 75%, so it was included in the high category. Then, it can be concluded that the majority of students perceived that they found it difficult to understand the meaning of the English texts they read.

22. Question 22: The purpose of reading English texts is for the sake of education, entertainment, and not to miss the latest news.
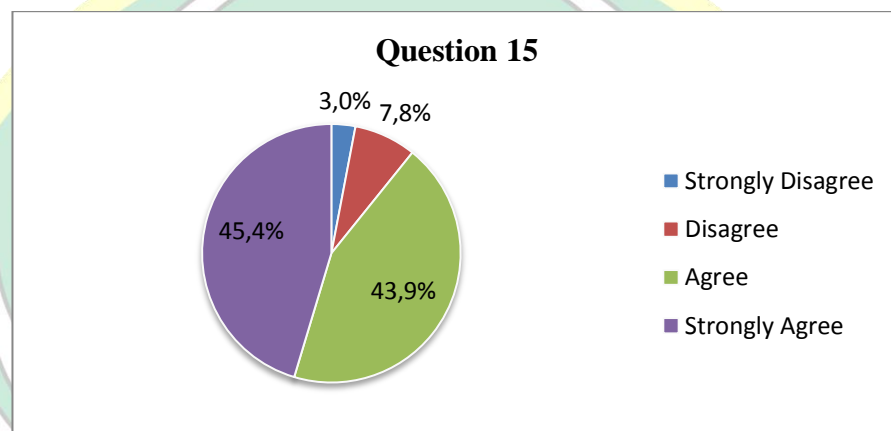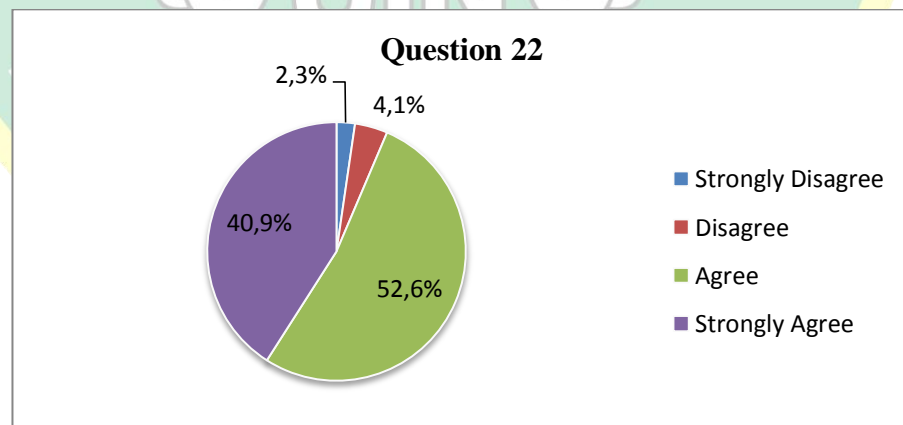
Question 22

Based on the question, 2.3% of students strongly disagree, 4.1% of students disagree, 52.6% of students agree, and 40.9% of students strongly agree that their purpose of reading English texts is for the sake of education, entertainment, and not to miss the latest news. The

average percentage of this question was 78%, so it was included in the high category. Then, it can be concluded that the majority of students perceive that their purpose in reading English texts is for the sake of education, entertainment, and not to miss the latest news.

23. Question 23: I find it difficult to read English texts because there is a lot of unfamiliar vocabulary that I rarely read and don't know how to pronounce.

Question 23

1,8% 5,3%

38,6%

54,4%
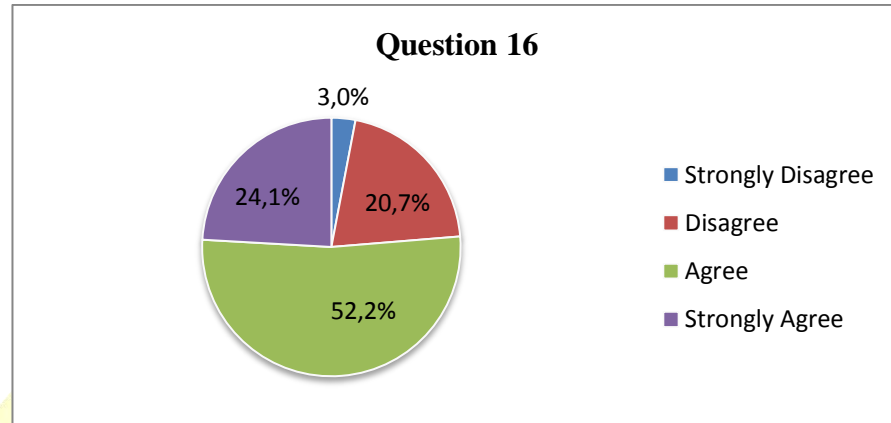
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
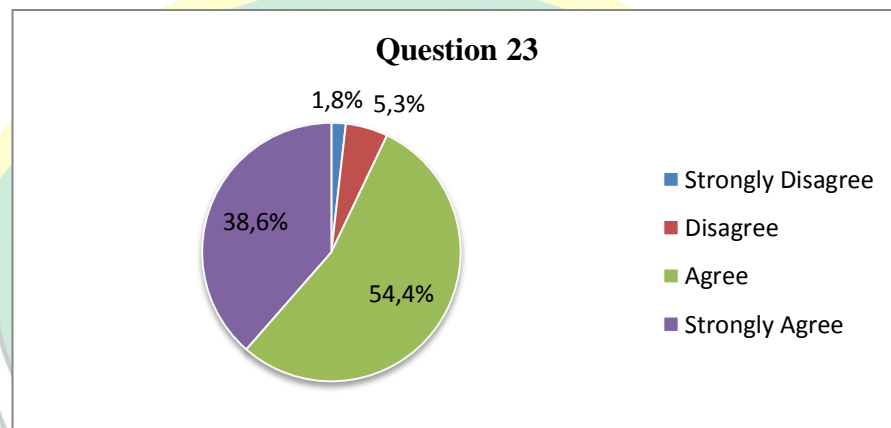
Based on the question, 1.8% of students strongly disagree, 5.3% of students disagree, 54.4% of students agree, and 38.6% of students strongly agree that they found it difficult to read English texts because there is a lot of unfamiliar vocabulary and they don't know how to pronounce. The average percentage of this question was 78%, so it was included in the high category. Then, it can be concluded that the majority of students perceived that they found it difficult to read English texts because there is a lot of unfamiliar vocabulary and they don't know how to pronounce.

24. Question 24: I most often write in English for school assignments.

Question 24

5,6%

20,7%

32,6%

41,1%

- Strongly Disagree
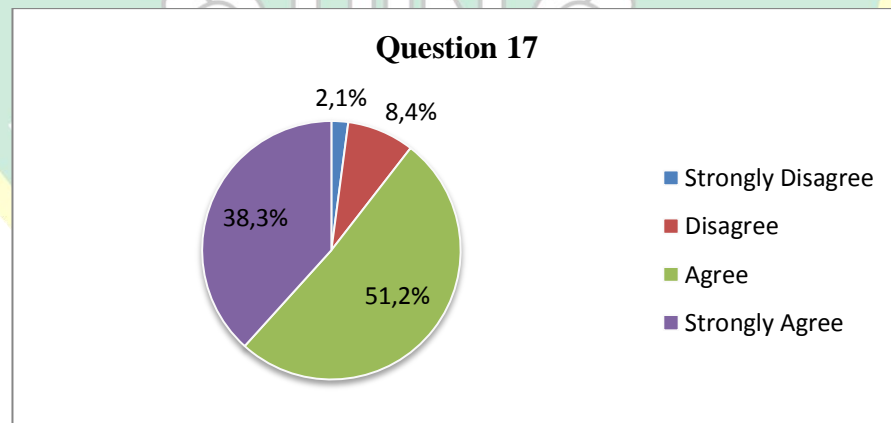- Disagree
- Agree
- Strongly Agree
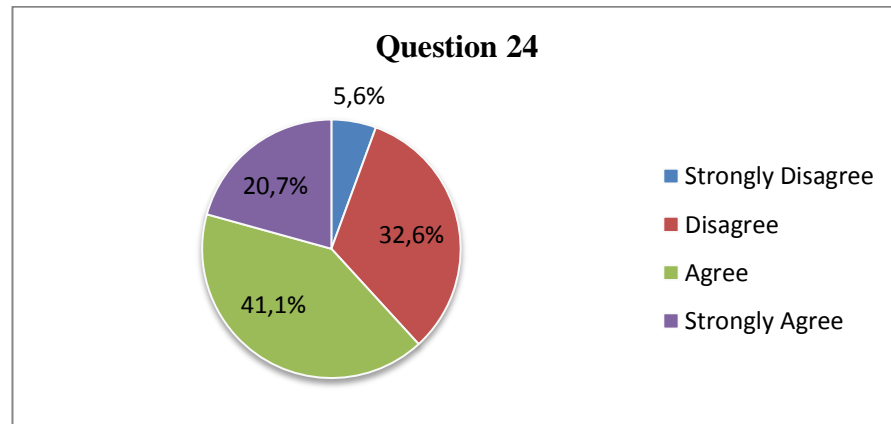
Based on the question, 5.6% of students strongly disagree, 32.6% of students disagree, 41.1% of students agree, and 20.7% of students strongly agree that they most often write in English for school assignments. The average percentage of this question was 61%, so it was included in the high category. Then, it can be concluded that the majority of the students perceive that they most often write in English for school assignments.

25. Question 25: I find it difficult to write in English because of my lack of grammatical understanding.

Question 25

4,2%   9,0%

28,2%

58,7%

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
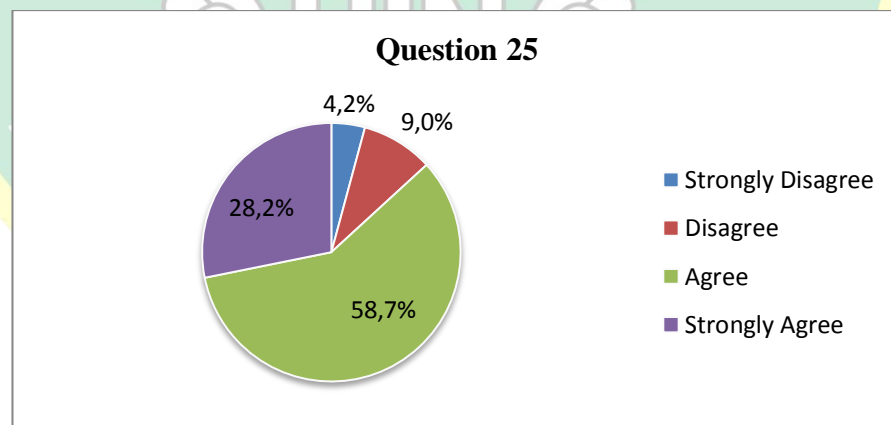
Based on the question, 4.2% of students strongly disagree, 9% of students disagree, 58.7% of students agree, and 28.2% of students strongly agree that they found it difficult to write in English because of a lack of grammatical understanding. The average percentage of this question was 71%, so it was included in the high category. Then, it can

be concluded that the majority of students perceived that they found it difficult to write in English because of a lack of grammatical understanding.

26. **Question 26: I like writing in English not only at school, but also through a variety of social media platforms.**
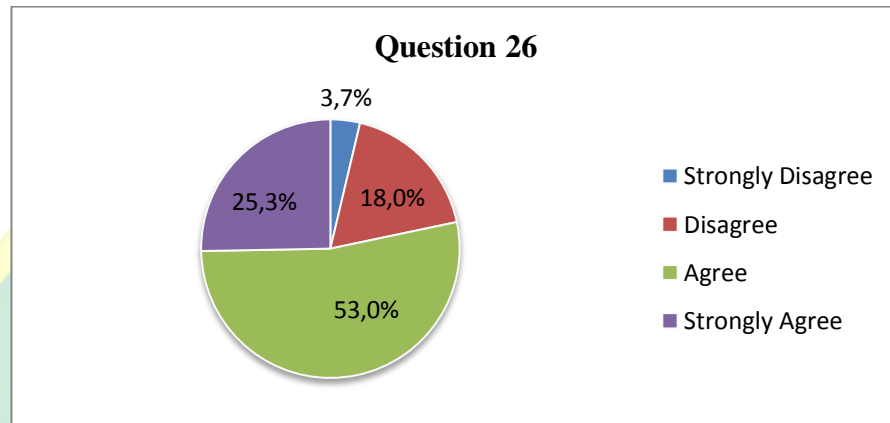
Question 26

Based on the question, 3.7% of students strongly disagree, 18% of students disagree, 53% of students agree, and 25.3% of students strongly agree that they like to write in English not only at school but also through a variety of social media platforms. The average percentage of the question was 68%, so it was included in the high category. Then, it can be concluded that the majority of students perceive that, aside from writing in school, they also like to write in English through a variety of social media platforms.

27. **Question 27: I feel that writing in English can improve my critical thinking and creativity.**
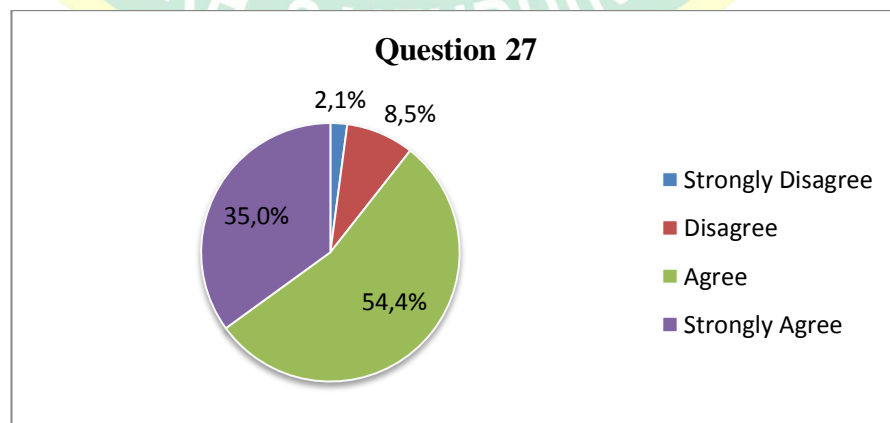
Question 27

Based on the question, 2.1% of students strongly disagree, 8.5% of students disagree, 54.4% of students agree, and 35% of students strongly agree that they felt writing in English can improve their critical thinking and creativity. The average percentage of this question was 75%, so it was included in the high category. Then, it can be concluded that the majority of the students perceived writing in English as improving their critical thinking and creativity.

28. **Question 28: I don't understand spelling well, so I often know what words to write but don't know how to write them.**
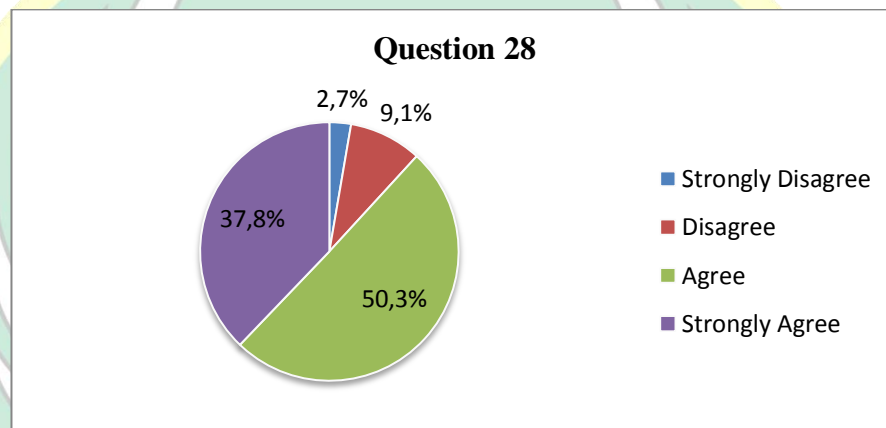
Based on the question, 2.7% of students strongly disagree, 9.1% of students disagree, 50.3% of students agree, and 37.8% of students strongly agree that they don't understand spelling well, so they often know what words to write but don't know how to write them. The average percentage of this question was 75%, so it was included in the high category. Then, it can be concluded that the majority of students perceive that their low understanding of spelling makes it difficult to write words correctly.

B. Discussion

Since this research aimed to understand the students' perceptions on English language skills in office administration major, there are five indicators used to gain the information about it. Previously, the findings were presented and further discussed in this section, as follows:

1. Students' Perceptions on Listening Skills

To understand about the students' perceptions on listening skills, there were five questions used in the questionnaire. As mentioned in the findings, 16% of students perceived listening skill as the most important skill to learn, 18% of students perceived listening as the most difficult skill to learn, 36% of students perceived listening as the easiest skill to learn, and 29% of students perceived listening as the most frequently used skill. In addition, students believed that listening skills are very important in office administration major with a percentage of 84%, so that it can be categorized in the very high category. However, students found some difficulties while learning it. As many as 77% of students found it difficult to understand the materials they listened and 81% of students found it difficult to understand to native speakers. Then, 80% of students found it difficult to respond to what they heard and 79% of students often misunderstand the words they hear. In fact, those aspects are important stages in the listening process. As explained by Tyagi (2013), understanding is required to obtain information and make sense of what being spoken. While responding demonstrate that understanding and allows the speaker to know that the messages delivered was well received by the listener. Therefore, mastering those aspects will certainly improve students' understanding of the materials they are listening to and their communication skills.

Furthermore, in addition to the obstacles that students face when listening, there are advantages that students might receive by being able to listen to English properly. According to the findings, 78% of

students like listening through songs and movies. Obviously, this is not simply for enjoyment; it could have an impact on students' English language skills, particularly their listening skills. Because the more they listen to stuff in English, the more new vocabulary they learn and how to pronounce that word correctly. Then, those advantages may enhance the functions of listening skills stated by Tyagi (2013), that developing listening skills enables students to communicate more effectively, reducing misunderstandings, and establishing relationships with those they are interacting with. Aside from that, effective listening skills allow students to better understand material and acquire new ideas, which can help them grow themselves and their thinking behaviors. Then, with the many factors that can influence students' perceptions on listening skills, it can be concluded that the results are in the high category with a percentage of 80%. So, it means students' perceived listening skills as important and useful especially in office administration major.

2. **Students' Perceptions on Speaking Skills**

In the questionnaire, there were five questions to gather information about students' perceptions on speaking skills. After the data was collected and analyzed, the findings revealed that students perceived speaking skills as important yet difficult to learn. The results are 57% of students perceived speaking as the most important skill to learn, 58% of students perceived speaking skill as the most difficult to learn, 3% of students perceived speaking as the easiest skill to learn, and 3% of students perceived speaking as the most frequently used skill. Moreover, 85% of students perceived speaking skills are very important, especially in office administration major. Then, the most common response to the question "I can speak English fluently" was "disagree" with the average percentage of 55%. This may be related to the responses of subsequent questions that demonstrate their difficulty in speaking English, such as 76% of students have limited vocabulary

and 76% of students have an inability to pronounce words. In fact, comprehension of vocabulary and pronunciation are essential aspects of speaking. This is in line with Brown (2004) stated that, aside from vocabulary and pronunciation, students need to understand grammar, fluency, and comprehension in order to speak effectively in English.

Aside from the difficulty that students have when speaking English, it appears that students try a variety of methods to improve their speaking skills. Students not just have a plenty of opportunities to practice speaking English at school as the average percentage was 68%, but 68% of students also frequently practice speaking English on their own. This is an excellent step, because speaking English has several functions that can be useful for students. As mentioned by Richards (2008) that, if students can speak English fluently, they will be able to converse with their friends and others in English, do public speaking in English, and deliver presentations in English. So, students must continue to improve their speaking skills in order to broaden their knowledge and relationship in the worldwide realm. Then, it can be concluded that, overall, students perceptions on speaking skills are in the high category with the average percentage of 71%. So, it means students perceived speaking skills as important and useful specifically in office administration major.

3. **Students' Perceptions on Reading Skills**

Five questions were used to elicit information on the students' perceptions on reading skills. Previously, the findings revealed that students regarded reading skills as the most regularly used which the percentage is 45%. Next, 14% of students perceived reading skill as the most important skill to learn, 17% of students perceived reading skills as the most difficult to learn, and 29% of students perceived reading skill as the easiest skill to learn. In addition, 85% of students also believed that reading skills are very important in office administration major. Even though it was the most commonly used

skill, students had difficulty understanding English texts. According to the findings, 70% of students found it difficult to identify the primary idea of the text they read, 75% of students difficult to understand the content of the text, and 78% difficult to understand unusual vocabulary words that they rarely read. In fact, these issues had an impact on the students' reading skills. As explained by Pang et al. (2003), vocabulary is crucial to ensuring that students understand the text they read and become recognized as proficient readers.

Aside from the obstacles that students confront with their reading skills, there were several positive responses. According to the data, 78% of students enjoy reading English text for educational purposes, amusement, and to stay up to date on current issues, including reading procedure text with the percentage of 71%, which provide a wealth of knowledge. This was in line with what Nunan in Elliott (2021) explained, that reading serve various valuable functions for students. These functions include acquiring knowledge, receiving guidance on how to complete certain tasks relating to everyday life or work, being aware of current situations, and experiencing pleasure or passion. As a result, it is critical for students to be able to read English proficiently in order to access information and knowledge from both domestic and international sources. Then, it can be concluded that the students' perceptions on reading skills with the average percentage of 76% are in the moderate category. So, it means that students perceived reading skills as important and useful specifically in office administration major.

4. **Students' Perceptions on Writing Skills**

Based on the students' responses to questions about English writing skills, there are 85% students perceived writing skills as very important especially in office administration major. This is possible because students enjoy and gain benefits from writing in English. The findings showed that, 61% students not only writing for school

assignments but 68% students also enjoy writing in English on their social media. Furthermore, 75% students perceived that writing in English might help them develop their critical thinking skills and creativity. As Bora (2023) stated, writing in English serves multiple functions that can be beneficial for students. These functions of writing help students express themselves, develop critical thinking, and boost creativity. Moreover, writing in English is not only important for daily purposes, but it may also assist students in improving their performance in the workplace in the future.

Even though students feel the benefits of writing in English, it is undeniable that they face a number of challenges relating to their ability to write in English. As many as 71% students struggle with grammar and 75% struggle with spelling, which may affect the quality of their work. In fact, those aspects are important in writing. As mentioned by Jacobs et al. in (Javadi-Safa et al., 2013; Shanorra et al., 2021), content and language use, including grammar, vocabulary, and spelling, are necessary to create good writing that is easy to understand. Furthermore, if students continue to practice their English writing skills, they will be able to produce good writing in the future and support their quality when working in office administration fields. Aside from that, 13% students perceived writing skills as the most important skill to learn, 17% perceived writing skills as the most difficult skill to learn, 32% students perceived writing skills as the easiest skill to learn, and 24% of students perceived writing skill as the most frequently used. Then, it can be concluded that students' perceptions on writing skills with the average percentage of 73% are in the high category. So, it means that writing skills are important and useful specifically in office administration major.

5. **Students' Perceptions on English Language Skills in Office Administration Major**

The questionnaire results revealed that students responded well to their English language skills. Students considered English language skills crucial to develop, particularly in the office administration major. Speaking was rated by the students as the most crucial skill to develop, despite being the most challenging to learn. Then, the students perceived listening as the easiest skill to learn, whereas reading was the most commonly used English skill. Even though they believe that English language skills are necessary and beneficial, there is no denying that students struggle with the learning process. Despite the problems they face, they discover things that are simple to do or learn from these skills, and they continue to work to enhance their English skills.

The results were in accordance with what has been conveyed in several studies by (Muhammad & Utami, 2023; Selfiana, 2018; Sudomo & Munadzdzofah, 2018). They mentioned that English plays an essential role in office administration. This is directly related to the skills that graduates need to work in related industries, one of which is secretary. In addition to mastering essential secretarial competences, students need to acquire minimal English skills in order to communicate with international parties and develop their professionalism in the workplace. Then, with the average percentage of 75% for all the skills, students' perceptions on English language skills in office administration major are in the high category. Hence, students are already aware that English language skills are valuable and useful. Through this awareness, students will keep working to learn and develop their English skills.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of the research that have been presented and discussed, it can be concluded that the students respond positively to English language skills. Students of SMK Ma'arif NU 1 Cilongok perceived English language skills as useful and important in office administration major. The responses showed that English language skills are familiar for the students because they already used them, both in school and in their daily lives. From the findings, it can be understood that the most important skill to learn is speaking, with a percentage of 57%; the most difficult skill to learn is also speaking, with a percentage of 58%; the most easiest skill is listening, with a percentage of 36%; and the most frequently used skill by students is reading, with a percentage of 45%. Then, English language skills are important in office administration major with, 85% of speaking, 84% of listening, 85% of reading, and 87% of writing. Moreover, the average percentage of each skill is, 80% for listening, 71% for speaking, 76% for reading, and 73% for writing.

Then, the overall average for all skills is 75% which categorized as high. However, even though students understand how crucial and useful English language skills are in the office administration major, it is undeniable that they have some issues with their English language skills. However, students have been making several attempts to improve their English language skills because they found several things that they like to do and learn from these skills. As a result, students must continue to acquire and enhance their English language skills so they not only understand basics English for everyday communication but also become proficient in English for their future work.

B. Limitations of the Research

This research has been carried out as good as possible, but it is still far from faultless and has various limitations, including the following:

1. This research only focused on students' perceptions on English language skills in the office administration major, without delving deeper into the solutions to the challenges that students faced.

2. This research had limited time, so it was not possible to explore students' perceptions on English language skills through various research methods.

3. This research was highly limited to the office administration major and does not cover other majors.

C. Suggestion

This research was conducted and yielded positive results. After analyzing the research findings, it is clear that students not only have good perceptions on English language skills, but they also have difficulties related to it. Therefore, this research would provide several suggestions that are expected to have a favorable impact on the continuation of learning English language skills, particularly for students in office administration major, as follows:

1. From the students' awareness of the benefits of English language skills and how important these skills are for them, teacher may evaluate the materials and learning methods used to ensure that they are more appropriate for the needs of students in the office administration major and obtain maximum learning outcomes.

2. The school is also expected to facilitate students learning English better. Aside from improving learning outcomes, this is also useful in ensuring that graduating students have strong competencies and can compete with other school graduates.

3. The next researchers are expected to develop this research into a better research. Aside from that, the next researchers can delve deeper into students' perceptions on English language skills, particularly in the office administration major.

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APPENDICES

Appendix 1 Questionnaire Guidelines

<h2 style="text-align:center">QUESTIONNAIRE GUIDELINES</h2>

<p style="text-align:center">STUDENTS' PERCEPTIONS ON ENGLISH LANGUAGE SKILLS IN OFFICE ADMINISTRATION MAJOR AT SMK MA'ARIF NU 1 CILONGOK</p>

Name:

Class:

Instruction

Put a checklist (√) in the column that represents your choice.

Description of The Response:

SD = Strongly Disagree

D = Disagree

A = Agree

SA = Strongly Agree

1. English Language Skills in Office Administration Major

English Language Skills in Office Administration Major						
			Response			
Indicator	No	Questions	Listening	Speaking	Reading	Writing
Muhammad & Utami (2023), Selfiana (2018), and Sudomo & Munadzdzofah (2018) a. Students will primarily study English so they are prepared to Email or call	1.	Which of the following English skills is most important to learn?				
	2.	Which of the following English skills is most difficult to learn?				

			SD	D	A	SA
international leaders or guests from other companies.	3.	Which of the following English skills is easiest to learn?				
b. A secretary must be able to speak English well and have a TOEFL score more than four hundreds.	4.	Which English skills do you use most often?				
			SD	D	A	SA
c. Skills in speaking, listening, reading, and writing in English are the main demands basic qualifications of a secretary.	5.	English speaking skills are very important in office administration major.				
	6.	English listening skills are very important in office administration major.				
	7.	English writing skills are very important in office administration major.				
	8.	English reading skills are very important in office administration major.				

2. Listening Skills

Listening Skills						
			Response			
Indicator	No	Questions	SD	D	A	SA
Tyagi (2013) a. Process of Listening b. Key Components of Listening c. Functions of Listening	9.	I often find it difficult to understand the listening material played by the teacher.				
	10.	I like listening English				

				SD	D	A	SA
			through movies and songs.				
	11.		I find it difficult to listen to native speakers because they speak too fast.				
	12.		I can sometimes understand what other people say in English, but I find it difficult to give an appropriate response.				
	13.		I often misunderstand the words I hear, which affects my understanding of the audio I listen to.				

3. **Speaking Skills**

Speaking Skills							
Indicator	No		Questions	Response			
				SD	D	A	SA
a. Brown (2004) Aspects of Speaking	14.		I can speak English fluently.				
b. Richards (2008) Functions of Speaking	15.		I often feel hesitant when speaking in English because of the limitation of the vocabulary.				
	16.		I have plenty of opportunities to practice speaking in English at school.				
	17.		I often have difficulty pronouncing English words.				
	18.		I like to practice alone to				

| improve my English speaking skills. | | | | |

4. Reading Skills

Reading Skills						
Indicator	No	Questions	Response			
			SD	D	A	SA
a. Pang et al. (2003) Aspects of Reading b. Elliott (2021) Functions of Reading	19.	I find it difficult to find the main idea of the English text I read.				
	20.	I like reading procedure texts, because usually the text presented is shorter and clearer so it is easier to understand.				
	21.	I often find it difficult to understand the meaning of the English texts I read.				
	22.	The purpose of reading English texts is for the sake of education, entertainment, and not to miss the latest news.				
	23.	I find it difficult to read English texts because there is a lot of unfamiliar vocabulary that I rarely read and don't know how to pronounce them.				

5. Writing Skill

Writing Skills						
Indicator	No	Questions	Response			
			SD	D	A	SA
a. Jacobs et al. in (Javadi-Safa et al., 2013; Shanorra et al., 2021) Aspects of Writing b. Bora (2023) Functions of Writing	24.	I most often write in English for school assignments.				
	25.	I find it difficult to write in English because of my lack of grammatical understanding.				
	26.	I like writing in English not only at school, but also through a variety of social media platforms.				
	27.	I feel that writing in English can improve my critical thinking and creativity.				
	28.	I don't understand spelling well, so I often know what words to write but don't know how to write them.				

Questionnaire Indicator List		
No.	Indicator	References
1.	**English Language Skills in Office Administration Major** a. Students will primarily study English	a. Muhammad, A. S., & Utami, A. T. (2023). Needs Analysis Of Esp (English For Specific Purposes) For

	so they are prepared to Email or call international leaders or guests from other companies. b. A secretary must be able to speak English well and have a TOEFL score more than four hundreds. c. Skills in speaking, listening, reading, and writing in English are the main demands basic qualifications of a secretary.	Office Administration Students. *Jurnal Pendidikan Tambusai*, 7(1), 1522-1526. b. Selfiana. (2018). Kompetensi Sekretaris Terkini Menghadapi Era Revolusi Industri 4.0 Di Sepuluh BUMN Indonesia. *Jurnal Administrasi Kantor*, 6(2), 183-192. c. Sudomo, A., & Munadzdzofah, O. (2018). Kesesuaian Kurikulum Bahasa Inggris Dengan Standar Kompetensi Kerja Nasional Indonesia (SKKNI) Di Program Studi Sekretaris ASM Bina Insani. *Jurnal Administrasi Kantor*, 6(1), 73-82.
2.	**Listening Skills** a. Process of Listening b. Key Components of Listening c. Functions of Listening	Tyagi, B. (2013). Listening: An Important Skill and Its Various Aspects. *The Criterion An International Journal in English,* 12.
3.	**Speaking Skills** a. Aspects of Speaking b. Functions of Speaking	a. Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. Longman. b. Richards, J. C. (2008). *Teaching Listening and Speaking*. Cambridge University Press.
4.	**Reading Skills** a. Aspects of Reading b. Functions of Reading	a. Pang, E. S.., Muaka, A., Bernhardt, E. B., & Kamil, M. L. (2003). *Teaching Reading.* International Academy of

			Education (IAE).
		b.	Elliot, L. (2021). Teaching Reading Skills to English Language Learners. *Journal of School of Foreign Languages*, 8.

5.	**Writing Skills**
	   a. Aspects of Writing
	   b. Functions of Writing
		a.	Javadi-safa, A., Vahdany, F., & Khalili Sabet, M. (2013). A Study of The Relationship between Persian and English Writing Skills among Adult EFL Learners in Iran. International Journal of Applied Linguistics & English Literature, 2(2), 43-52. https://doi.org/10.7575/aiac.ijalel.v.2n.2p.43 Shanorra, T. T., Sofyan, R., & Sumbayak, D. M. (2021). A Writing Skills Assessment of The First Semester English Department Students of The Universitas Sumatera Utara. *BAHAS*, 32(3).

		b.	Bora, P. (2023). Importance of Writing Skill to Develop Students' Communication Skill. *Journal for Research Scholars and Professionals of English Language Teaching,* 7(35). https://doi.org/10.54850/jrspelt.7.35.009

Appendix 2 Questionnaire Results

1. Questionnaire Results No. 1-4

No	Name	Questions Items/Results															
		Q1				Q2				Q3				Q4			
		Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing
1.	R1		1					1					1				1
2.	R2		1			1						1				1	
3.	R3		1			1						1				1	
4.	R4	1					1			1						1	
5.	R5		1				1			1				1			
6.	R6		1				1					1				1	
7.	R7		1					1		1							1
8.	R8	1					1			1				1			
9.	R9			1			1			1						1	
10.	R10		1				1			1						1	
11.	R11		1				1			1				1			
12.	R12				1		1			1				1			
13.	R13			1			1			1				1			
14.	R14		1						1			1				1	
15.	R15		1				1			1				1			
16.	R16		1				1					1		1			
17.	R17		1				1			1						1	
18.	R18		1					1		1				1			
19.	R19				1	1						1				1	

No.	Kode																
20.	R20		1			1						1				1	
21.	R21	1						1					1				1
22.	R22		1					1					1				1
23.	R23		1			1							1				1
24.	R24		1					1					1	1			
25.	R25		1					1					1				1
26.	R26		1						1			1		1			
27.	R27				1		1			1				1			
28.	R28		1				1					1					1
29.	R29			1			1					1				1	
30.	R30		1					1		1				1			
31.	R31	1					1					1			1		
32.	R32		1				1					1					1
33.	R33		1			1						1		1			
34.	R34		1				1					1		1			
35.	R35		1				1				1					1	
36.	R36		1				1					1		1			
3.	R37		1			1							1			1	
38.	R38			1			1					1				1	
39.	R39		1				1						1			1	
40.	R40		1				1						1			1	
41.	R41		1				1						1			1	
42.	R42		1				1						1				1
43.	R43	1					1						1			1	
44.	R44				1		1			1						1	

No	Code															
45.	R45				1		1				1					1
46.	R46			1			1				1			1		
47.	R47			1			1				1			1		
48.	R48		1					1	1					1		
49.	R49	1				1					1			1		
50.	R50		1				1		1			1				
51.	R51				1		1				1			1		
52.	R52		1				1		1							1
53.	R53	1					1				1	1				
54.	R54			1			1		1			1				
55.	R55			1		1					1			1		
56.	R56				1		1	1								1
57.	R57		1			1					1	1				
58.	R58		1				1				1					1
59.	R59		1				1				1			1		
60.	R60		1					1			1			1		
61.	R61		1					1			1					1
62.	R62			1		1				1					1	
63.	R63		1					1	1					1		
64.	R64				1		1					1	1			
65.	R65		1					1				1	1			
66.	R66	1							1				1			
67.	R67		1								1					1
68.	R68		1					1	1				1			
69.	R69		1			1					1			1		

No.	Kode														
70.	R70		1				1		1						1
71.	R71			1			1		1			1			
72.	R72				1	1						1		1	
73.	R73		1				1			1			1		
74.	R74	1				1						1			1
75.	R75	1				1					1	1			
76.	R76		1			1				1			1		
77.	R77		1			1				1			1		
78.	R78			1				1				1			1
79.	R79		1			1				1			1		
80.	R80				1		1					1			1
81.	R81		1			1						1	1		
82.	R82		1			1						1	1		
83.	R83	1				1			1				1		
84.	R84		1			1						1			1
85.	R85			1		1			1						1
86.	R86		1				1					1	1		
87.	R87			1		1						1			1
88.	R88		1			1						1			1
89.	R89				1			1	1						1
90.	R90	1										1			1
91.	R91	1										1	1		
92.	R92		1										1		
93.	R93			1			1						1		
94.	R94	1					1		1			1			

No.		D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12	D13	D14	D15	D16
95.	R95		1				1			1						1	
96.	R96		1				1						1			1	
97.	R97		1			1								1		1	
98.	R98		1						1				1			1	
99.	R99		1						1	1						1	
100.	R100	1					1							1	1		
101.	R101		1				1			1						1	
102.	R102		1				1			1						1	
103.	R103				1		1						1			1	
104.	R104			1			1			1							1
105.	R105				1				1			1		1			
106.	R106	1						1		1				1			
107.	R107	1					1			1				1			
108.	R108				1		1							1	1		
109.	R109	1					1						1				1
110.	R110		1						1	1						1	
Total		18	63	15	14	20	64	19	7	40	3	32	35	32	3	49	26
Percentage		16%	57%	14%	13%	18%	58%	17%	6%	36%	3%	29%	32%	29%	3%	45%	24%
%		100%				100%				100%				100%			

2. Precentage per questions No. 5-28

Q5				Q6				Q7				Q8			
Score	**F**	**Total**	**%**	**Score**	**F**	**Total**	**%**	**Score**	**F**	**Total**	**%**	**Score**	**F**	**Total**	**%**
SD (1)	7	7	1,9%	SD (1)	5	5	1,4%	SD (1)	2	2	0,5%	SD (1)	7	7	1,9%
D (2)	3	6	1,6%	D (2)	4	8	2,2%	D (2)	4	8	2,1%	D (2)	3	6	1,6%
A (3)	41	123	33,1%	A (3)	47	141	38,1%	A (3)	45	135	35,4%	A (3)	41	123	33,1%
SA (4)	59	236	63,4%	SA (4)	54	216	58,4%	SA (4)	59	236	61,9%	SA (4)	59	236	63,4%
Total	110	372	100%	**Total**	110	370	100%	**Total**	110	381	100%	**Total**	110	372	100,0%
Max Score	440			**Max Score**	440			**Max Score**	440			**Max Score**	440		
Percentage	85%			**Percentage**	84%			**Percentage**	87%			**Percentage**	85%		
Category	Very High			**Category**	Very High			**Category**	Very High			**Category**	Very High		
Q9				Q10				Q11				Q12			
Score	**F**	**Total**	**%**	**Score**	**F**	**Total**	**%**	**Score**	**F**	**Total**	**%**	**Score**	**F**	**Total**	**%**
SD (1)	10	10	2,9%	SD (1)	6	6	1,8%	SD (1)	5	5	1,4%	SD (1)	7	7	2,0%
D (2)	10	20	5,9%	D (2)	18	36	10,6%	D (2)	8	16	4,5%	D (2)	12	24	6,8%
A (3)	51	153	45,1%	A (3)	45	135	39,6%	A (3)	54	162	45,6%	A (3)	44	132	37,6%
SA (4)	39	156	46,0%	SA (4)	41	164	48,1%	SA (4)	43	172	48,5%	SA (4)	47	188	53,6%
Total	110	339	100%	**Total**	110	341	100%	**Total**	110	355	100%	**Total**	110	351	100%
Max Score	440			**Max Score**	440			**Max Score**	440			**Max Score**	440		
Percentage	77%			**Percentage**	78%			**Percentage**	81%			**Percentage**	80%		
Category	High			**Category**	High			**Category**	Very High			**Category**	High		
Q13				Q14				Q15				Q16			
Score	**F**	**Total**	**%**	**Score**	**F**	**Total**	**%**	**Score**	**F**	**Total**	**%**	**Score**	**F**	**Total**	**%**
SD (1)	5	5	1,4%	SD (1)	20	20	8,2%	SD (1)	10	10	3,0%	SD (1)	9	9	3,0%
D (2)	6	12	3,4%	D (2)	56	112	46,1%	D (2)	13	26	7,8%	D (2)	31	62	20,7%

xiv

Score	F	Total	%		Score	F	Total	%		Score	F	Total	%		Score	F	Total	%
A (3)	64	192	55,0%		A (3)	25	75	30,9%		A (3)	49	147	43,9%		A (3)	52	156	52,2%
SA (4)	35	140	40,1%		SA (4)	9	36	14,8%		SA (4)	38	152	45,4%		SA (4)	18	72	24,1%
Total	110	349	100%		Total	110	243	100%		Total	110	335	100%		Total	110	299	100%
Max Score	440				Max Score	440				Max Score	440				Max Score	440		
Percentage	79%				Percentage	55%				Percentage	76%				Percentage	68%		
Category	High				Category	Moderate				Category	High				Category	High		

Q17					Q18					Q19					Q20			
Score	F	Total	%		Score	F	Total	%		Score	F	Total	%		Score	F	Total	%
SD (1)	7	7	2,1%		SD (1)	9	9	3,0%		SD (1)	12	12	3,9%		SD (1)	9	9	2,9%
D (2)	14	28	8,4%		D (2)	31	62	20,7%		D (2)	19	38	12,3%		D (2)	18	36	11,5%
A (3)	57	171	51,2%		A (3)	51	153	51,0%		A (3)	57	171	55,3%		A (3)	63	189	60,2%
SA (4)	32	128	38,3%		SA (4)	19	76	25,3%		SA (4)	22	88	28,5%		SA (4)	20	80	25,5%
Total	110	334	100%		Total	110	300	100%		Total	110	309	100%		Total	110	314	100%
Max Score	440				Max Score	440				Max Score	440				Max Score	440		
Percentage	76%				Percentage	68%				Percentage	70%				Percentage	71%		
Category	High				Category	High				Category	High				Category	High		

Q21					Q22					Q23					Q24			
Score	F	Total	%		Score	F	Total	%		Score	F	Total	%		Score	F	Total	%
SD (1)	7	7	2,1%		SD (1)	8	8	2,3%		SD (1)	6	6	1,8%		SD (1)	15	15	5,6%
D (2)	13	26	7,9%		D (2)	7	14	4,1%		D (2)	9	18	5,3%		D (2)	44	88	32,6%
A (3)	62	186	56,2%		A (3)	60	180	52,6%		A (3)	62	186	54,4%		A (3)	37	111	41,1%
SA (4)	28	112	33,8%		SA (4)	35	140	40,9%		SA (4)	33	132	38,6%		SA (4)	14	56	20,7%
Total	110	331	100%		Total	110	342	100%		Total	110	342	100%		Total	110	270	100%
Max Score	440				Max Score	440				Max Score	440				Max Score	440		
Percentage	75%				Percentage	78%				Percentage	78%				Percentage	61%		

Category	High			Category	High			Category	High			Category	High		
Q25				**Q26**				**Q27**				**Q28**			
Score	F	Total	%	Score	F	Total	%	Score	F	Total	%	Score	F	Total	%
SD (1)	13	13	4,2%	SD (1)	11	11	3,7%	SD (1)	7	7	2,1%	SD (1)	9	9	2,7%
D (2)	14	28	9,0%	D (2)	27	54	18,0%	D (2)	14	28	8,5%	D (2)	15	30	9,1%
A (3)	61	183	58,7%	A (3)	53	159	53,0%	A (3)	60	180	54,4%	A (3)	55	165	50,3%
SA (4)	22	88	28,2%	SA (4)	19	76	25,3%	SA (4)	29	116	35,0%	SA (4)	31	124	37,8%
Total	110	312	100%	Total	110	300	100%	Total	110	331	100%	Total	110	328	100%
Max Score	440			Max Score	440			Max Score	440			Max Score	440		
Percentage	71%			Percentage	68%			Percentage	75%			Percentage	75%		
Category	High			Category	High			Category	High			Category	High		

3. Questionnaire results per skills

Questionnaire Results/Skills							
Listening Skills		Speaking Skills		Reading Skills		Writing Skills	
No.	%	No.	%	No.	%	No.	%
6.	84%	5.	85%	8.	85%	7.	87%
9.	77%	14.	55%	19.	70%	24.	61%
10.	78%	15.	76%	20.	71%	25.	71%
11.	81%	16.	68%	21.	75%	26.	68%
12.	80%	17.	76%	22.	78%	27.	75%
13.	79%	18.	68%	23.	78%	28.	75%
Average	80%	Average	71%	Average	76%	Average	73%
75%							
High							

Appendix 3 Research Permission Letter

LEMBAGA PENDIDIKAN MA'ARIF NU KABUPATEN BANYUMAS
AKTE NOTARIS MUNYATI SULLAM, S.H.,MA NO.04/2013

SMK MA'ARIF NU 1 CILONGOK

Komplek Lapangan Cilongok 53162 Telp./Fax. (0281) 655337
Website : www.smkmaarifcilongok.sch.id Email : smkmaarifcilongok@gmail.com

SURAT KETERANGAN
Nomor : 054/LPM/33.08/SMK-04/G/VI/2024

Bismillahirrahmanirrahim

Yang bertanda tangan di bawah ini Kepala SMK Ma'arif NU 1 Cilongok, Kecamatan Cilongok Kabupaten Banyumas menerangkan bahwa :

Nama	:	Nunik Ismu Hidayah
NIM	:	1917404054
Semester	:	10 (Sepuluh)
Program Studi	:	Tadris Bahasa Inggris
Tahun Akademik	:	2023/2024
Alamat	:	Jatisaba, RT 01 RW 03 Cilongok

Bahwa mahasiswa tersebut benar-benar telah selesai melaksanakan kegiatan **Riset Individu** di SMK Ma'arif NU 1 Cilongok pada tanggal 19 - 22 Juni 2024 dengan Objek "Persepsi Siswa Terhadap Ketrampilan Bahasa Inggris di Jurusan Administrasi Perkantoran".

Demikian surat keterangan ini dibuat dengan sebenar-benarnya untuk menjadi periksa bagi yang berkepentingan.

Wallahul Muwaffiq Ila Aqwamith-thariq

Cilongok, <u>14 Dzulhijjah 1445 H.</u>
22 Juni 2024

Kepala Sekolah

H. Fatkhul Aziz, S.Ag

LEMBAR VALIDASI AHLI

INSTRUMEN PENELITIAN

Nama : Nunik Ismu Hidayah

NIM : 1917404054

Jurusan/Prodi : FTIK/TBI

Judul Penelitian : Students' Perceptions on English Language Skills in Office Administration Major at SMK Ma'arif NU 1 Cilongok

Petunjuk :

a) Bapak / Ibu validator dimohon memberikan penilaian dengan memberikan tanda cek ☑ pada kolom skor penilaian yang tersedia. Deskripsi skala penilaian sebagai berikut:
   1 = Tidak Sesuai
   2 = Kurang Sesuai
   3 = Sesuai
   4 = Sangat Sesuai

b) Apabila menurut bapak/ibu validator instrument ini perlu adanya revisi, mohon ditulis pada bagian komentar dan saran guna perbaikan.

No	Aspek yang Divalidasi	Penilaian			
		1	2	3	4
1	Kalimat pada soal mudah dipahami				✓
2	Kalimat menggunakan bahasa yang baik dan benar			✓	
3	Soal sudah sesuai dengan teori yang digunakan		✓		

Komentar dan Saran

....
....
....
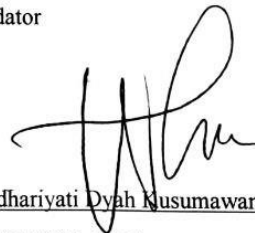
Kesimpulan

Berdasarkan penilaian di atas lembar instrument soal ini dinyatakan:

a. Layak digunakan tanpa revisi
b. Layak digunakan dengan revisi
c. Tidak layak digunakan

Purwokerto, 19 Juni 2024

Dosen Pembimbing,

Irra Wahidiyati, M.Pd.
NIP. 198811302019081001

Validator

Windhariyati Dyah Kusumawanti, M.A., M.Pd.
NIDN. 2001049001

xviii

BIOGRAPHY

A. Profile

    1. Name   : Nunik Ismu Hidayah

    2. Student Number   : 1917404054

    3. Place/Date of Birth   : Banyumas, 09 October 2001

    4. Address   : Jatisaba RT 01/03, Cilongok, Banyumas

    5. Name of Father   : Sarwin

    6. Name of Mother   : Dasinah

B. Educational Background

    a. TK Pertiwi Sudimara, graduation year: 2007

    b. SD Negeri Sudimara, graduation year: 2013

    c. MTs Ma'arif NU 1 Cilongok, graduation year: 2016

    d. SMK Ma'arif NU 1 Cilongok, graduation year: 2019

    e. S1 UIN Prof. K.H. Saifuddin Zuhri Purwokerto, year of entry: 2019

C. Scientific Paper

Participated in journal article:

1. The Difficulties Teaching Speaking For Young Learners: Teachers' and Students' Perspectives by Lulu Mubarokah, Nunik Ismu Hidayah, and Nur Aolia Faozah. Published by Jurnal Bahasa Asing LIA vol. 4 no. 1 June 2023.

2. The Role of Google Translate as a Learning Medium for EFL Students: Systematic Review by Maulidiya Umi Handayani, Lulu Mubarokah, Mutmainah Fahmi Karimatunnisa, & Nunik Ismu Hidayah. Published by Conference on English Language Teaching (CELTI) 2 year 2022.

D. Organizational Experience

Students Association of English Education as SOSWIR (2021)

Purwokerto, 05 July 2024

Nunik Ismu Hidayah