

Developing Task-Based English Speaking Learning Materials for Students of Cabin Crew Study Program at Sekolah Tinggi Teknologi Kedirgantaraan (STTKD) Yogyakarta

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Abstract: The objectives of this study are 1) to describe the target and learning needs of pre-service cabin crew in terms of the English speaking teaching and learning context, and 3) to develop an appropriate English speaking learning materials for students of cabin crew study program of STTKD Yogyakarta. This was an educational research and development study. The steps of the materials development were 1) proof of concept, 2) product planning and design, 3) preliminary product developed, 4) preliminary field test, and 5) revisions to prototype. The data collection instruments were a needs analysis questionnaire and an expert judgment questionnaire. The research findings showed that the developed speaking learning materials were considered appropriate. The mean score of all aspects of three developed units was 3.13 which was good.

Keywords: *speaking, TBLT, materials*

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Introduction

Many Indonesian people want to work as cabin crew in international airlines. Nevertheless, most of them fail in the recruitment day as they lack the qualification to be able to communicate well in English. Quoting Asadi (1990:10), an ESP course should be related to the learners' specialty area and, consequently, the language to be taught should be specific. However, English courses for pre-service cabin crew which are provided in many institutions, especially in the Cabin Crew Study Program, are not ESP-based.

According to KKNi or IQF (2010: 25), students of cabin crew study program who are high school graduates and take one year education in maximum (diploma) are categorized into level 3. One of specific descriptions of level 3 is that the diploma graduates are expected to be able to cooperate and communicate very well within their scope of work. In their discussion, Brown and Yule (1983) also make a useful distinction between the interactional and transactional functions of speaking. The former serves to establish and maintain social relations, while the latter focuses on the exchange of information. Meanwhile, Brown (2001: 267) states that when someone speaks a language, it means that he is able to carry on a conversation reasonably and competently. Moreover, he also states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

It was found that the English learning materials used in many cabin crew study programs are still limited to General English, while they should be ESP-based. It

makes the students lack of exposure or input of English in their work place especially in international airlines. The English speaking learning materials for pre-service cabin crew are hard to find. If there is one, it does not give a big picture on how and what it is like to work especially in international airlines. It makes the English skill of pre-service cabin crew not increase. In addition, the tasks and input given in the teaching process are still focused on written English skills, such as reading and writing. The spoken English skills, such as listening and speaking, are given less attention. It was also found that the materials do not contain adequate functional expressions used in relation to the job of a cabin crew. Many of them also do not pay attention to the stress, pronunciation and intonation of language expressions. Besides, methods and tasks used in the English speaking teaching and learning context of pre-service cabin crew do not vary in types. It makes the teaching and learning process boring. The last problem is related to the appearance of the learning materials. The layout is not interesting. It influences the eagerness of the pre-service cabin crew to learn English.

Harsono (2007: 178) states that developing teaching/learning materials for ESP is more demanded than that for General English because the availability of the ESP learning materials in public is very rare. Consequently, English teaching and learning materials for pre-service cabin crew need to be developed in order to help the trainers and the ESP practitioners in teaching and training them to be able to communicate in English so well that it can help them in their future job.

Task-based language teaching is aimed to provide learners with a natural context for language use (Freeman, 2000:144). It is considered the suitable method to improve the learners' speaking ability and communicative skill.

Research Method

The type of this research was educational Research and Development (R and D). The procedure adapted in this research was the model proposed by Gall, Borg, and Gall's (2003) with some modifications. The first step is proof of concept. The researcher gathers all information needed in developing the product. The most essential process in this step is the needs analysis. The next step was product planning and design. The results of needs analysis are then analyzed to get the data about the target and learners' needs in relation to the materials developed. Then, the researcher uses all the theories from literature review and information of the needs to plan, design, and develop the materials. In the preliminary product developed step, the researcher has produced the first draft of the product. It is a prototype from all the information gathered previously. It may still need some revisions. Next, the first draft of the product is evaluated by the experts in preliminary field test step. The researcher will get feedback from experts and evaluation. After getting the feedback and evaluation from experts, the researcher writes the revisions of the product in revisions to prototype step. The revised draft is considered as the final draft of the product. This is the last step of the research procedure.

The research was conducted at STTKD Yogyakarta. The subjects were thirty seven first semester students of Cabin Crew Study Program. The data collection

technique used by the researcher in this study was questionnaire. There were two kinds of the questionnaire. They were needs analysis questionnaire which was in form of multiple choice questions and expert judgment questionnaire which was in form of numerical scale. The results of needs analysis questionnaire were in form of percentages. The percentages which were more than 50% were considered as representation of students' needs. The results from expert judgment questionnaire were converted into descriptive analysis.

Finding and Discussions

There were two considerations when the researcher developed the English speaking learning materials. They were the result of the needs analysis and the document of the curriculum. The content should meet the criteria available in those concerns. The results of the needs analysis were employed by the researcher to design the kind of task, while the document of the curriculum, especially the standard of competence and basic competences, were utilized to determine the indicator that should be achieved by the students. After being assessed by the expert, revised by the researcher and the final score was converted into qualitative data, it was found that the result of the expert judgment showed that the materials developed are good.

Based on the findings, the developed materials have met the criteria of good materials. It provides the students and ESP practitioners with many interesting tasks which are developed using Task-Based Language Teaching method that help the students to fulfill their target and learning needs. The English speaking learning materials were equipped with vocabulary list and phonetic transcription to help students increase their vocabulary and pronunciation skill. They were also equipped with the answer key and audio script. They promoted autonomous learning and self-assessment because the students can learn the materials and assess their learning progress by themselves.

According to the result of the expert judgment, the researcher found that The materials developed are in accordance with the competence and goals of the English speaking learning for the students of Cabin Crew Study Program that are going to be achieved, the learning context and the needs analysis. The unit topic of the learning materials is relevant to the real life context of the students of Cabin Crew Study Program. Furthermore, the materials (texts, pictures and tables) are relevant to the topic being discussed.

Based on the result of the expert judgment, the tasks are arranged systematically from the easiest to the hardest and they help students to learn individually, in pairs and in groups. It also can be seen that the colors used in presenting the materials are good. They do not interfere the meaning delivery. The type and size of font are also good. They are clear and readable. Overall, the developed English speaking learning materials are good and interesting.

Conclusion

As a product-based research, this research aims to develop an appropriate English speaking learning materials for students of Cabin Crew Study Program at

STTKD Yogyakarta based on several considerations. Some of them are the result of the needs analysis and the document of curriculum. Overall, it can be said that the developed English speaking learning materials have covered the learning needs, the target needs of the students, and also the requirements of the curriculum implemented in STTKD Yogyakarta by looking at the standard of competence and basic competences. It is also appropriate to be used to help the students to improve their speaking skill in a more fun way

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