

**DEVELOPING COMMUNICATIVE ENGLISH MATERIALS FOR THE
JOB INTERVIEW FOR THE STUDENTS OF THE AIRLINE STAFF
DEPARTMENT AT *PENDIDIKAN STAFF PENERBANGAN DAN
PRAMUGARI (PSPP), YOGYAKARTA***

A Thesis

**Submitted as Partial Fulfillment of the Requirements for Attainment of
the Degree of *Sarjana Pendidikan* in English Education**

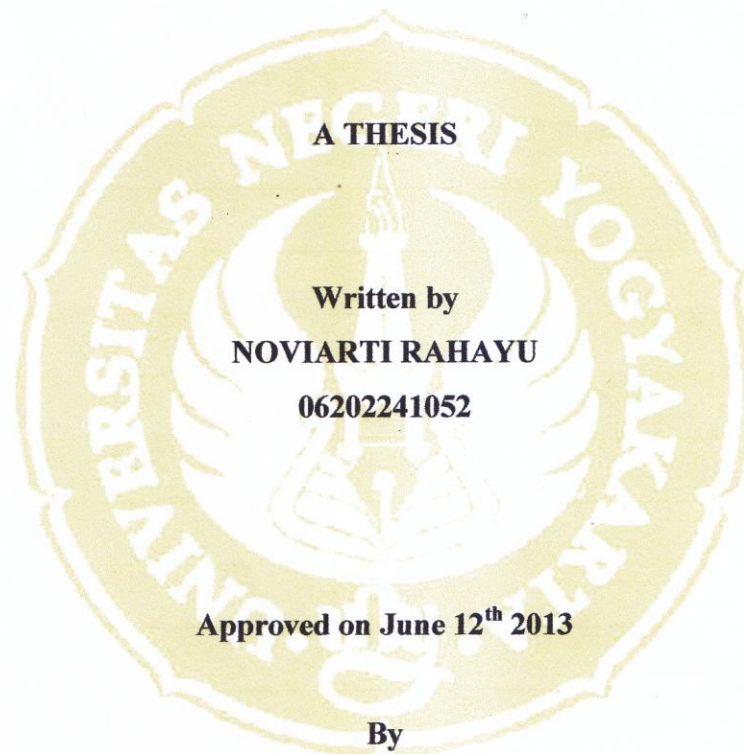


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FACULTY OF ARTS AND LANGUAGES
STATE UNIVERSITY OF YOGYAKARTA
2013**

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**DEVELOPING COMMUNICATIVE ENGLISH MATERIALS FOR THE
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DEPARTMENT AT *PENDIDIKAN STAFF PENERBANGAN DAN
PRAMUGARI (PSPP) , YOGYAKARTA***



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RATIFICATION

DEVELOPING EFFECTIVE ENGLISH MATERIALS FOR THE JOB INTERVIEW FOR THE STUDENTS OF THE AIRLINE STAFF DEPARTMENT AT *PENDIDIKAN STAFF PENERBANGAN DAN PRAMUGARI (PSPP)*, YOGYAKARTA

A THESIS

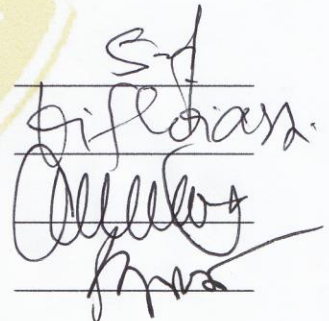
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Accepted by the Board of Thesis Examiners Faculty of Languages and Arts, Yogyakarta State University, on June 17th and declared to have fulfilled the Requirements for the Attainment of a *Sarjana Pendidikan* Degree in English Language Education.

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PERNYATAAN

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 12 Juni 2013

Penulis,



Noviarti Rahayu

MOTTOS

"5. So verily, with the hardship there is a release"

"6. Verily, with hardship there is a release."

-(Qur'an: Al - Inshirah: 5-6)-

Love your life and beautify it".

-Act of Valor-

"Live as if you were to die tomorrow. Learn as if you were to live forever".

-Mahatma Gandhi-

DEDICATION

*This thesis is lovingly dedicated to my late mother.
You are my greatest motivation for every single step I take.*

ACKNOWLEDGEMENTS

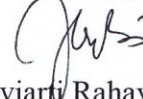
Alhamdulillah, praise be to Alloh the Almighty, The most Merciful and the Beneficial. Because of Alloh's blessings, I finally could finish my thesis. I would like to show my sincere gratitude to all people who have supported me in finishing my thesis. My appreciations and thanks are due to:

1. my beloved family; my father (Udis Haryono), my mother (Wachidah), my brothers (Edi Handoyo, Dwi Susilo, Yuli Setiono), my sister in law (Ato, Asni, Ning), my nieces and nephews (Zahwa, Dinar, Jibril, Nanta) who have given me motivation and support to finish my thesis,
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3. Popy Ervina, S.S, the teacher of *Pendidikan Staf Penerbangan dan Pramugari* (PSPP) Yogyakarta, and the students of the Airline Staff Department PSPP Yogyakarta for their support and participation,
4. my classmates (Class C PBI 2006) for motivating me all the time, and
5. my wonderful partner, Satria Bayu Candra for supporting me always.

Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being outstanding. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, June 12th 2013

The writer,



Novianti Rahayu

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ABSTRACT

The objectives of this research were: 1) to identify the needs of the students of the airline staff department, 2) to develop the communicative English materials for the job interview class for the students of the airline staff department.

This study was a research and development (R & D) study. The stages were conducting the needs analysis, writing the course grid, writing the materials, reviewing and evaluating the materials by experts, and writing the final draft of the materials. The subjects of the research were 26 students of the Airline Staff department. The quantitative data were obtained from questionnaires and the qualitative data were obtained from the interview.

Based on the research findings, the materials provide language functions, grammar lessons, and vocabulary lessons. There are two units developed based on the needs of the students of the airline staff department of *PSPP* Yogyakarta. The first unit is entitled "Tell me About Yourself" and the second unit is entitled "I am an Airline Staff". From the results of the materials evaluation, the mean values (\bar{x}) of the statements are 3.83 to 4.43 for the materials. It can be concluded that the materials are well-developed. It is supported by the interview results stating that the components of the tasks in the units are good.

CHAPTER I

INTRODUCTION

A. Background to the Study

In this global era, English is widely used as the international language by people in the world. It is used by people in many fields of life. It becomes one of the main requirements in various professional affairs in this field of life. In line with that, English is included as the main subject taught in educational institutions in various types and grades.

One of the educational institutions which includes English as the main subject being taught is *Pendidikan Staff Penerbangan dan Pramugari (PSPP)* Yogyakarta. PSPP Yogyakarta is a non-formal vocational educational institution which is aimed at developing learners potentials to fulfil the market labor in the airline scope. In the airline scope, English is very essential. It is because the airline scope provides a huge access for people around the world to meet and communicate each other. Therefore, the students of PSPP Yogyakarta are required to be able to mastering English well especially for oral communication.

For students of the airline staff department at PSPP Yogyakarta, English is very essential. Mastering English well is beneficial for them since most jobs require English ability; even most companies require a job interview in English. Therefore, people who are more proficient in English will obtain better achievement than who do not.

In order to prepare the students to achieve good English proficiency to pass the job interview, English for the job interview becomes one of the main subjects taught in PSPP Yogyakarta. This subject is aimed to make students having good preparation in facing job interview in English.

English for the job interview proficiency is one of the crucial competences for the graduates of airline staff students of PSPP Yogyakarta; therefore the teaching and learning process in English for the job interview class should be more communicative. The communicative English teaching and learning process should also be supported by English learning materials which help to organize the teaching and learning process.

There is a prepared module for English for the job interview class. However, the modul does not meet the students' needs. According to the English for job interview teacher of PSPP Yogyakarta, it is hard to find a set of specific English materials for the job interview that is provided for and ready to be used by the students. English learning materials for the job interview will be better, if the module provide appropriate texts and communicative activities for the students. In fact, the English for job interview teacher of PSPP Yogyakarta finds it difficult to develop or design the materials to help the students in achieving the communicative English competence for the job interview.

To design English learning materials for the job interview, we should consider the input and activities that lead the students to reach the objective of this class. The objective of this class is to prepare the students to have English communicative competence to pass the job interview. Since the job interview is

one of the speaking competence, the learning materials for English for the job interview should have comprehensible content, communicative activities, and coherence between units that leads the students to achieve the communicative English competence to face the job interview.

Unfortunately, the current modul given by PSPP Yogyakarta is less appropriate in helping the students develop their competence. It is because the modul is less contextual; the instructions of the activities tend to develop writing skill (like grammar translation method); there is no audio material and it does not provide sufficient inputs. In each of its unit, the modul only provides one dialog then followed by grammar translation method. Indeed, the students need more examples, ilustrations, explanations and practices.

Accordingly, this study is designed to provide suitable materials that fulfill the students' needs in the English for the job interview class at *PSPP* Yogyakarta. This study is proposed to design English speaking materials for the job interview of the airline staff department at *PSPP* Yogyakarta.

B. Identification of the Problems

Based on the background of the study, it can be concluded that English learning materials in the teaching and learning process are important. However, the English materials in the teaching and learning process are (1) less contextual; (2) the instructions of the activities tend to develop writing skill (as grammar translation method); (3) there is no audio material and it does not provide sufficient inputs.

In PSPP Yogyakarta, the modul for English for the job interview class is less contextual. The English materials in the modul does not considers the students needs. It provides the dialogs that are not in line with English for the job interview.

The second second problem is the activities in the modul. The activities in the modul of English for the job interview for the students of the airline staff department at PSPP Yogyakarta are less communicative and only tend to develop the writing skill. In each unit of the modul, there is only one dialog that followed by some translation activities and grammar knowlege. The translations activities start with vocabularies translation which provide the words use in the dialog then followed by sentences translation. The modul is lack of communicative activities that lead the students to practice their communicative English competence. For example, the module is only provide the translation activity that require the students to translate some words or sentences in *Bahasa Indonesia* into English.

The third problem is the absence of audio materials. There is no audio materials provided for the English for the job interview class in the Airline staff department at PSPP Yogyakarta. The materials are only available in the written form.

C. Limitation of the Problems

Based on the identification of the problem above, this study focuses on the design of the communicative English materials for the job interview class. This materials are for the students of the airline staff department at *Pendidikan Staff*

Penerbangan dan Pramugari (PSPP) Yogyakarta. The researcher also limits the materials which be developed. The researcher design communicative English materials for the job interview for the students of the airline staff department at *Pendidikan Staff Penerbangan dan Pramugari (PSPP) Yogyakarta*.

D. Formulation of the Problems

Based on the background, identification, and limitation to the problem, this research is formulated as follow:

1. What are the needs of the students of the airline staff department?
2. How are the communicative English learning materials for the job interview that are suitable for the student of the airline staff department developed?

E. Objectives of the Study

Based on the limitation of the problem above, the objective of this research are:

1. To identify the needs of the student of the airline staff department.
2. To develop the communicative English materials for the job interview for the students of the airline staff department.

F. Significance of the Study

This study is expected to give some contributions to the English teaching and learning as follow:

1. English Department

The researcher hopes that this study can give sufficient input or reference related to the materials design and development as well as English for specific purposes.

2. Other Researchers

The finding of this study is expected to become one of the considerable resources or reading material either to enrich their reference in writing their thesis or to improve their knowledge in English teaching and learning processes.

3. English teachers

The researcher expects the result of this study will be useful in giving appropriate English learning materials for their students.

4. The students of the Airline Staff Department

The researcher expects that the result of this study will give more knowledge and enhance the students communicative English competence that can ease them in passing the job interview.

CHAPTER II

LITERATURE REVIEW, RELEVANT STUDIES, AND CONCEPTUAL FRAMEWORK

Chapter II presents a review of theories related to the study, relevant studies, and conceptual framework. All of those are elaborated as follows.

A. Literature Review

1. English for Specific Purposes

a. The Definition of ESP

English for specific purposes is an approach to language teaching which is based on the learners' needs (Hutchinson and Waters, 1987). It is in accordance with Richards (2001) that the ESP learners learning English to deal with a particular role, such as non-English background engineers, mechanics, doctor or flight attendant. The ESP learners do not need English lesson in general, but the ESP learners need the training of the specific English lessons that the English learners would use in their specific occupations. The teacher should know what the learner needs for learning English is.

The above definitions show that the main point of ESP is the learner's needs. According to Hutchinson and Waters (1987) the learning needs is the kinds of learning situation that most suitable and attractive to the learners so that they would learn effectively.

Moreover, Richards (2001: 33) described that the ESP learner's needs are the term in which the learner will have the ability to performing the language at the end of the lesson. The information of the learner needs can be gathered from the questionnaires, interviews, observations, etc.

b. The Teacher's Role in ESP

Hutchinson and Waters (1987: 157) state that the ESP teachers are different with the the general English teachers. The ESP teachers deal with the needs analysis, syllabus design, materials writing or adaptation and evaluation. Besides, they explain that the second difference between the general English teachers and the ESP teachers is that the ESP teachers should orientate themselves to a new environment that they have not been well-prepared.

2. Materials Development

a. The Definition of Learning Materials

The term material in language teaching learning can be defined as everything used to help teaching language learners (Tomlinson, 1998) and to facilitate the teacher and the learners in the language teaching (Richards & Schmidt, 2002). The learning materials can be in the form of linguistic, visual, auditory, or kinaesthetic, and they may be presented in print (a textbook, a workbook, a photocopied

handout, etc.), audio or video form, on CD-ROMS, on the Internet or through live performance or display. Everything which presents or informs about the language being learned (English) can be used as the learning materials.

In using the learning materials, the teachers can use the available learning materials in the form of textbooks, modul and students workshet or develop learning materials by compiling from some sources such as newspaper, the Internet, etc. and then adapt them with the learner needs.

b. The Principles of Learning Materials

The principles of good learning materials should be considered in developing the learning materials. Hutchinson and Waters (1987: 107-108) identify some principles which will guide in writing the materials as follows:

- 1) Materials provide a stimulus to learning. Good materials do not teach: they encourage learners to learn.
- 2) Materials provide a clear and coherent unit structure.
- 3) Materials embody a view of the nature of language and learning.
- 4) Materials reflect the nature of the learning task.
- 5) Materials can have a very useful function in broadening the basis of teacher training, by introducing teacher to new techniques.

- 6) Materials provide models of correct and appropriate language use.

c. Characteristics of Effective Learning Materials

In the teaching and learning process, materials help teachers and learners to understand better what is being learnt. So, Materials should be used effectively in the teaching and learning process. This is important to know the criteria of effective materials. Tomlinson (1998) identify criteria of effective materials as follows:

- 1) Materials should achieve impact. Good materials should have impact to the learners. The impact of materials can be noticed from the effects on the learners, such as their attraction, intention, and interest in the materials.
- 2) Materials should help learners to feel at ease. The materials that make the students confident are those which are not difficult to solve.
- 3) Materials should expose the learners to language in authentic use. In order to make the learners produce authentic language use, the comprehensible and authentic input should be used.
- 4) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes. Good materials should facilitate the learners in negotiating of meaning. So the learners are forced in using the target language.

- 5) Materials should not rely too much on controlled practice. The materials should be varied from the guided task, semi guided task, to production task. They should be arranged in balance.

d. Designing Learning Materials for Specific Purposes

There are some stages in designing learning materials. According to Richard as quoted by Masuhara (in Tomlinson, 1998: 247), one of the stages of designing materials is course design. Therefore, it is necessary to see the relationship between them. The sequence of course design recommended by the experts can be summarized as the linear Model X as follows:

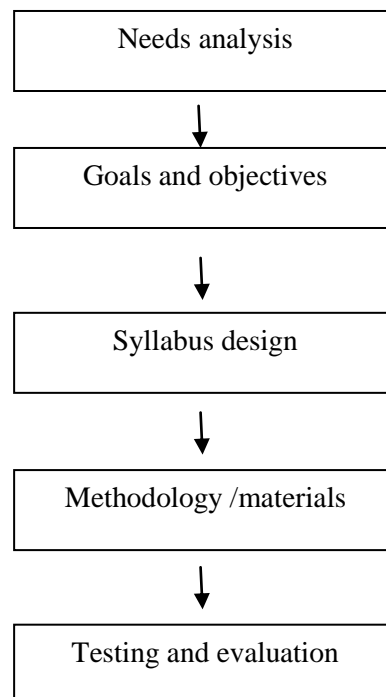


Figure 1: *Model X of course design procedures proposed by Masuhara (in Tomlinson 1998, p. 247)*

The Model X above shows that the learner's needs provide a framework for the objectives. All of the decisions about the best methods and materials then being made accordingly.

Hutchinson and Waters (1987: 21 & 65) propose 4 steps in developing materials:

1) Needs analysis

Hutchinson and Waters (1987:54) suggest that need analysis will be the first procedure conducted in the process of the course design. Conducting need analysis is the process of identify and describe students' needs in their learning process. Need analysis identifies and describes the learners' characteristics such as their social cultural and education background, their expectation and interest, learners' personal, what learner needs to do in the program, the context in which they will do it and what their current level of English. The identification and description will form the syllabus of the ESP.

The purposes of need analysis according to Richard (2001: 52) are:

- a). To find out what language skills a learner needs in order to perform a particular role.
- b). To help determine if an existing course adequately addresses the needs of potential students.

- c). To determine which students from a group are most in need of training in particular language skills.
- d). To identify a change of direction that people in a reference group feel is important.
- e). To identify a gap between what students are able to do and what they need to be able to do.
- f). To collect information about a particular problem learners are experiencing.

2) The syllabus

The term syllabus can be defined as a document that says what will (or at least what should) be learnt (Hutchinson and Waters, 1987 : 80). They explain that syllabus is also an essential thing that must be considered by material designers. Further they give eight reasons why a designer needs a syllabus in the material design process. First, language is a complex unity and it can be learnt instantly. It needs ways to break down it is complex into manageable units. Second, a syllabus also gives moral support to the teacher and students. So, it makes the language learning task appear manageable. Third, it shows thought and planning. Fourth, it will let the teacher and students to know what they are going to do in the teaching and learning process. Fifth, it is an implicit statement of views on the nature of language and learning. Sixth, it provides a set of criteria for materials

selection and writing. Seventh, a syllabus is one way in which standardization is achieved (or at least attempted). The last, it provides a visible basis for testing.

3) Material design model

Based on the principles above Hutchinson and Waters (1987 : 108) propose a materials design model which aims to provide a coherent framework for the integration of the various aspects of learning. This model consists of four elements, namely, input, content focus, language focus and task.

a) Input

It refers to anything that can be used as the materials for teaching. Input can be in the form of a text, dialogue, video recording, diagram or any piece of communication data. The input provides stimulus material for activities, new language items, correct models of language use, a topic for communication, opportunities for learners to use their information processing skills and their existing knowledge both of the language and the subject matter.

b) Content focus

Language is used to express our feeling about something that conveys information. Therefore, the content of non-linguistic must be occurred to arouse meaningful communication in the classroom.

c) Language focus

The aim of language focus is enable the learners to apply the language. Language focus gives students the chance to apply the language until its pieces, learn how it works, and practice how to put it back together again.

d) Tasks

The important purpose of language learning is language use. The students have a chance to use the content of learning and language knowledge they have formed through the unit toward communicative task in the materials that are designed.

These four elements are combined in the model as follows:

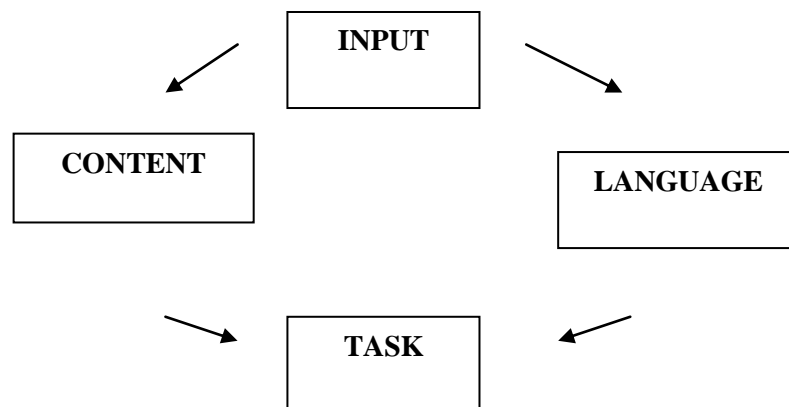


Figure 2: A material design model (Hutchinson and Waters, 1987: 109)

3. Communicative Language Teaching

a. The Definition of Communicative Language Teaching

Harmer (2001:84) states that Communicative Language Teaching (CLT) is the name for a set of beliefs, which is included not only a re-examination of what aspects of language to teach, but also a shift in emphasis in how to teach. It means that in teaching English, it should not only stress on the teaching of grammar and vocabulary, but it also should focus on the significance of language functions. It will train the students to use the language forms appropriately in a variety of context and for a variety of purposes.

b. The Characteristics of Communicative Language Teaching

Communicative Language Teaching (CLT) has some characteristics. There are six characteristics of CLT as stated by Brown (2001:43). They are as follows:

1. Classroom goals focused on all the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals therefore must intertwine the organizational aspects of language with the pragmatic.
2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language form are not the central

focus, but rather aspects of language that enable the learner to accomplish those purposes.

3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
4. Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.
5. Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.
6. The role of the teacher is that of facilitator and guide, not an all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

c. Principles of the Communicative Language Teaching

There are five principles of communicative language teaching proposed by Morrow in Johnson and Morrow (1981: 59-66) that

could be taken into consideration in the classroom. The five principles are as follows:

1) Knowing what you are doing

The 'Knowing what you are doing' principle means every lesson should be focussed on the performance of some operation-learning how to do something. Learners know exactly what they will do through the target language in the classroom and what the goal of it. Every lesson should end in a situation in which learners can know clearly that they can do something that cannot they do before the lesson.

2) The whole is more than the sum of the parts

The communicative model will operate with stretches of language above the sentence level and relate with the real language in real situations. A communicative language teaching is usually making use of two procedures, those are analytic and synthetic. The analytic procedure will introduce complete interaction of text and focus on learning purposes on the way they are constructed. The synthetic procedure involves learners in learning forms individually and then practicing how to combine them. Both procedures are made to share the same concern with the 'whole rather than the parts'.

3) The processes are as important as the forms

To develop students' ability in communicating with the target language, a teaching method can replicate as far as possible the real processes of communication. There are three processes that can be used in the English teaching and learning process to make teaching more communicative:

a) Information gap activity

In real communication, information gap happens between two or more people, one of whom knows something that is unknown to the others. A communication process is aimed at bridging this information gap. The concept of information gap is one of the fundamental principles in the communicative language teaching. The teachers can set up a situation with the existence of the gap to motivate students doing real communication with the target language to bridge their information.

b) Choice

In communication, participants have choice, both in terms of what they will say and more particularly, how they will say it. From the speakers' point of view, in communicating with others they need to choose not only the idea he wants to express at the moment, but also what linguistic construction and form are the most appropriate

in expressing them. In the communicative language teaching, the exercise to practice this aspect of communication must be designed.

c) Feedback

In real communication, for getting the aim in exchanging information the speaker and listener need to pay attention to each other. When the speaker delivers the message, the listener must pay attention and evaluate the message and then give responses to the speaker. When the responses given, the speaker will evaluate them and give the listener feedback. This natural process in communication is adapted in the language teaching.

In conclusion, the development of any procedure for applying the communicative language teaching must integrate the above three processes.

4) To learn it, do it

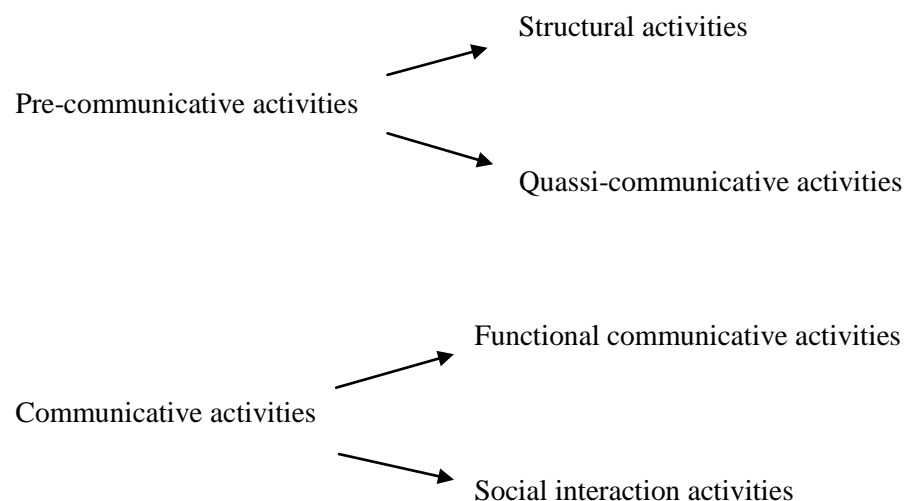
The principle of “to learn it, do it” is the term of involving students in every practice in the classroom. In learning a language communicatively, students can learn to communicate only by practicing communicative activities.

5) Mistakes are not always mistakes

The last principle ‘mistakes are not always mistakes’ means that when students have made something wrong or mistakes in the instructional process, it is not always a mistake for them. Learner made mistakes because s/he was trying to do something s/he has not been told or shown. On the other hand, a communication involves using appropriate forms in appropriate way, so a language teaching must have two phases; those are learning the form and learn to use them in communication.

d. Methodological Framework of Communicative Language Teaching

Littlewood (1981: 85-87) proposed the methodological framework designed in the communicative language teaching. He suggests the useful methodological framework in language learning as follows:



1) Pre-Communicative Activity

Pre-communicative activities are divided into structural activities and quasi-communicative activities.

a) The Structural Activities

The emphasis of the structural activities is on the language structure, which is grammar and vocabulary for both oral and written. In this phase, students are given rule and language used for preparing the next activities, for example past tense, preposition and other structures.

b) The Quasi-Communicative Activities

This activity tries to link the structure given to the functional meaning. In this phase, students are taught language expressions, for example, the expressions for suggesting, accepting or refusing help, etc. In these activities, students will be able to use structure (for example gerund) and also expressions (functionally).

2) Communicative Activity

Communicative activities are divided into the functional activities and social interaction activities.

a) The Functional activities

In this level, students will be placed in the situation where they

must perform the task as best as they can. So, they will try to use the language at this stage. The criterion of the practice is very practical.

b) Social Interaction Activities

In this social interaction activity, students are encouraged to consider the social context in order to develop greater social acceptability in the language they use. There should be information/ opinion/ attitude gap in the activity. Learners will try to bridge the gap through the activity. The examples of the technique used in the activities are interviews, role-plays, and simulations.

e. Types of Communicative Activities in Communicative Language Teaching

There are some activities can be designed and done in the communicative language teaching. Those activities should deal with the content (meaning), the language form, and the language function or communication in the integrated manner. Hutchinson and Waters (1987: 108-109) argue that the communicative activities in the EFL teaching consists of content focus, language focus, and communication focus.

In the content focus, teachers should help learners to understand the meaning or content of the expression presented in the input text. Learners should understand the meaning and after that comprehend the expression used in the context. The language focus on the other

hand gives learners chance to take the language into pieces. They study how it works then practice putting it back together again. The next activity is the communication focus. Communication focus uses the content and language knowledge to communicate in a context.

4. The Nature of Speaking

a. Micro-skills of Speaking

Brown (2001: 271-272) proposes a list of micro skills for oral communication which focus on both the form of language and the function of language. They are mentioned as follows:

1. Produce chunks of language of different lengths.
2. Orally produce differences among the English phonemes and allophonic variants.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.

8. Use grammatical word phrases (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to situations, participants, and goals.
13. Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

b. Teaching Speaking

In teaching speaking, we are engaged in two processes: forging an instrument and giving the students practice in its use (Rivers, 1981:190-192). He explains further, that ‘at the first level of activity, the forging of the instrument, the aim of the teacher is to present students with a functioning language system which becomes more and more sophisticated in its operation, and to give students well-designed practice in the various functions, individually and always ultimately in combination, so that when they wish to express something in the new language they can concentrate on what they want to say rather than on the details of how to say it acceptably. At this level of activity, the students are required to do much practice in the obligatory associations of the new language: lexical items, morphological and syntactical patterns, sentence type. While in the second level of the activity, ‘such practice can be built into a competitive activity or a game, students will repeat the activity a number of times much more willingly.

Besides, Harmer (2007: 345-348) gives some important points related to the teaching of speaking. They are the reluctance of the students to speak and take part and the teacher’s role. He adds some useful ways to minimize the students’ reluctance in speaking, including:

Preparation: giving enough time to think in their head about how they will speak, or it may mean letting them practice dialogues in pairs before having to do anything more public.

The value of repetition: allowing them to improve on what they did before, getting chance to analyze what they have already done, and getting them to draft and re-draft their writing. Paul Howarth (2001a and b), as Harmer (2007:346) quotes, characterizes the process of speaking by the pattern:

plan → perform → analyze ↔ repeat

Big groups, small groups: making sure that they get chances to speak and interact in big or small groups.

Mandatory participation: allowing the students to equally engage in a task without knowing who gets the turn first and who gets the next.

In relation to the teaching of speaking, Brown (2001: 275-276) proposes some principles for designing speaking teaching techniques. They are presented as follows:

- a. Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.
- b. Provide intrinsically motivating techniques.
- c. Encourage the use of authentic language in meaningful contexts.
- d. Provide appropriate feedback and correction.

- e. Capitalize on the natural link between speaking and listening.
- f. Give students opportunities to initiate oral communication.
- g. Encourage the development of speaking strategies, such as
 - Asking for clarification (what?).
 - Asking someone to repeat something (Hub? Excuse me?).
 - Using fillers (Ub, I mean, Well).
 - Using conversation maintenance cues (Ub bub, Right, Yeah, Okay, Hin).
 - Getting someone's attention (Hey, Say, So).
 - Using paraphrases for structures one can't produce.
 - Appealing for assistance from the interlocutor (to get a word or phrase, for example).
 - Using formulaic expressions (at the survival stage) (How much does___ cost? How do you get to the___?).
 - Using mime and nonverbal expressions to convey meaning.

5. Learning Context

a. English Teaching and Learning Context

Brown (2000: 7) stated that learning is a getting of knowledge of a subject or a skill by study, experience, or instruction. This means that learning is knowledge gain by study.

In addition Brown (2000: 7) explain that teaching as showing or helping someone to learn how to do something, giving instruction,

guiding in the study of something, providing with knowledge, and causing to know or understand. This means that teaching is guiding someone in studying something which results in the improvement of his or her knowledge.

Teaching and learning is a unit than cannot be separated each other. If there is teaching, there must be learning. Teaching is the activity of guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning. Teaching always happens in one process named a teaching learning process. Teaching is done by a teacher. The teacher will help the students to learn something.

English as a foreign language refers to English taught in countries (such as Japan, Egypt, or Venezuela) where English is not a major language of commerce and education (Brown , 2001: 3). He explains that foreign language contexts are those in which students do not have ready-made context for communication beyond their classroom. They may be obtainable through language clubs, special media, opportunity tools, or an occasional tourist, but efforts must be made to create such opportunities.

In Indonesia, English is a foreign language that is taught formally at schools. Richard (2002: 93) state three approaches in teaching, that are:

- a) Communicative Language Teaching: the need to make communication the primary focus of teaching materials and classroom activities has long been a core assumption of communicative methodology.
 - b) Task-based Language Teaching: The use of tasks that serve to facilitate meaningful communication and interaction lies at the heart of various proposals for “task-based instruction”, which is an attempt to apply principles from second language acquisition research to language teaching.
 - c) Content-based Instruction: a focus on real-world content and the understanding and communication of information through language is the key to second language learning and teaching in this approach.
- b. Teaching English for Job Interview for the Students of the Airline Staff Department of PSPP Yogyakarta**

English for the job interview class for the students of the Airline Staff Department is taught two times in a week. The duration is 100 minutes for each meeting.

In this class, there is a module used as the learning materials for the students. The module concerns more on the reading and writing skills. In each unit of the module, there is a dialog that is followed by writing tasks like the grammar translation method.

English for the job interview is aimed to enable the students to communicate appropriately based on the context of their departments in the form of spoken.

English for the job interview is regarded as an important subject in this department because it will give support to the students' future profession. There are two objectives of English for the job interview for the students of the Airline Staff Department of PSPP Yogyakarta:

1. to equip students with communicative skills of English that are suitable with some professions in the airline scope and,
2. to pass the job interview.

Further, the students of Airline Staff Department are prepared to be workers such as, a ticketing officer, airport administration officer, greeting service officer, check in counter officer, and steward or stewardess. Some English topics that may support their jobs later on are job interview, how to handle the guest reservations, airport - airplane announcement, check in counter, and handle the guest in a flight. The teaching learning of English for job interview in the airline staff department of PSPP Yogyakarta aims at preparing the students to have communicative English skill in order to make the students capable to face a job interview in the airline scope.

B. Relevant Research Studies

There are some previous studies that have been done related to the development of speaking skills and the English learning materials for specific purposes. The following studies are relevant with the studies conducted by the researcher :

- a) Budi Wahyono (2012) developed English in Action Club (EAC) leaning tasks for grade VII students of SMP 1 Kalasan. The learning tasks was developed to increase students' speaking skill. The result of the study shows that this learning tasks is well developed and effective for teaching English which promote communicative competence.
- b) Hesti Widyasari (2011) did, she developed a set of English learning materials for Grade X students majoring *Teknik Pengolahan Hasil Pertanian* (TPHP) at SMK N 1 Nanggulan. She produced a set of English learning materials for Semester 1. The result of the study shows that all of the learning materials were well-developed.

C. Conceptual Framework

As explained in the background of the problem and the identification of the problem, The nature of English for job interview for the students of Airline Staff Department is English for specific purposes which concern more on speaking skill. Therefore, this research is proposed to design English learning materials for the students of Airline Staff Department. The researcher used

Research and Development (R & D) research design in this study. The steps of materials design is as follows:

- a) Researching and collecting information
- b) Planning
- c) Writing the instructional materials
- d) Implementing the first draft
- e) Conducting the evaluation and revision of the first draft
- f) Implementing the second draft
- g) Conducting evaluation and revisions of the second draft
- h) Writing the final draft

CHAPTER III

RESEARCH METHOD

The theories of the relevant studies of this study have been discussed in the previous section which mainly discuss and aim at developing communicative English for job interview materials for the Airline Staff Department. In this chapter, the researcher elaborates the design of the research, the research setting and research subject, the instruments of the research, the data collection technique, the data analysis technique, and the research procedure.

A. The Design of the Research

This research is aimed at developing communicative English materials for the job interview class for the students of the Airline Staff Department at Pendidikan Staf Penerbangan dan Pramugari (PSPP) Yogyakarta. The design of this study is Research and Development (R & D). Borg and Gall (2003:569) stated that R & D is an industry-based development model, in which the findings research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards. In doing this research, the researcher followed the R & D stages.

B. Research Setting and Research Subject

The subjects of the research were the students of Airline staff department at PSPP Yogyakarta in the second batch 2013, one English for the job interview teacher and one lecturer of English Education Department of Yogyakarta State University. The number of population was 26 students coming from one class. The researcher used all students of Airline staff department at PSPP Yogyakarta as the sample of the study.

PSPP Yogyakarta is located in Jalan Seturan Raya 13 B, Catur Tunggal, Depok, Sleman, Yogyakarta. The school has one department that is the Airline Staff department. The department has one class. Since the purpose of this study is to design English for job interview materials for the students of Airline Staff Department, the research conducted in English for the job interview class of the Airline Staff Department.

C. The Instrument of the Research

Instruments used to collect the data were questionnaires and interview guides.

1. Questionnaire

There were two questionnaires. The first questionnaires were distributed to find out the students' needs and the second questionnaires were distributed to get feedback from the material expert, and then were used to revise the first draft

a. The Questionnaire Used in the Needs Analysis Stage

The first questionnaire is the questionnaire that is used in the needs analysis stage. It was in the form of multiple choice questions. It consisted of 20 questions. The purposes of the questions in the questionnaire were to find out the learners' needs and the learning needs.

The instrument had construct validity because it was developed based on the theory of needs assessment proposed by Hutchinson and Waters (1987). The reliability of the instrument was obtained by consulting the items in the questionnaire to the experts. The organization of the questionnaire is available in Table 1, while the questionnaire is available in Appendix B.

Table 1: The Organization of the First Questionnaire

The purpose of the question	Item number	Number of item	References
To find out the reasons of learning English	1,2	2	Hutchinson and Waters (1987)
To find out the techniques of learning English	3	1	Hutchinson and Waters (1987)
To find out the media needed in learning English	4	1	Hutchinson and Waters (1987)
To find out the contents/materials in learning English	5, 6, 7, 8, 9	5	Hutchinson and Waters (1987)
To find out the partners of speaking English	10	1	Hutchinson and Waters (1987)
To find out the forms of using English	11	1	Hutchinson and Waters (1987)

(continued)

(continued)

The purpose of the question	Item number	Number of item	References
To find out the time and places of using English	12, 13	2	Hutchinson and Waters (1987)
To find out the procedures of doing the tasks of English learning materials (individually, in pairs, or in groups)	14	1	Hutchinson and Waters (1987)
To find out students' difficulties in learning English.	15	1	Hutchinson and Waters (1987)
To find out the suitable activities used that students want the most	16, 17, 18	3	Nunan (2004)
To find out the role of the learner in the learning process	19	1	Nunan (2004)
To find out the role of the teacher in doing the task	20	1	Nunan (2004)

b. The Questionnaire Used in the Materials Evaluation Stage

In this stage, a questionnaire was distributed to the material expert to collect data about the effectiveness of the materials. Then, it was used to evaluate the draft of the materials. The questionnaire used a 5-point of *Likert*-type scale. The expert chose one of the options of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), or Strongly Disagree (SD) to the statements.

The organization of the second questionnaire is available in Table 2, while the questionnaire is available in the Appendix.

Table 2: The Organization of the Second Questionnaire

Aspect	Goal	Item Number	Number of Item	Reference
Goal	To evaluate the goal of the developed material	1	1	Brown (2001)
Format	To evaluate the format of the developed material	2, 3, 4	3	Brown (2001)
Instruction	To evaluate the instructions of the developed materials	5	1	Brown (2001)
Content	To evaluate the topic of the material	6	1	Brown (2001)
	To evaluate the speaking activities	7	2	Brown (2001)
	To evaluate the input texts	8, 9	2	Brown (2001)
Vocabulary	To evaluate the vocabulary used on the developed material	10	1	Brown (2001)
Sequence	To evaluate the tasks	11, 12	2	Brown (2001) Hutchinson and Waters (1987)
Methodology	To evaluate the teaching an learning technique used in the developed material	13	1	Hutchinson and Waters (1987)
	To evaluate the setting of the developed material	14	1	Brown (2001) Hutchinson and Waters (1987)

2. Interviews

The interview was done to obtain the data related to the teacher's opinion about the English for job interview materials.

D. Data Collection Technique

In the beginning of the research, the first questionnaires about the learner's and learning needs were distributed. The interview was also conducted to the English for job interview teacher. The data obtained then used as the guideline to develop the materials.

After the developed materials was completed, the second type of the questionnaire was distributed to the materials expert to collect the data about the effectiveness of the materials. The data obtained then was used to evaluate the developed materials.

E. Data Analysis Technique

This research used two approaches of collecting information: quantitative and qualitative (i.e. interview). Therefore, the collected data were analyzed differently.

1. Data from Questionnaires

Because there were two kinds of questionnaires, the researcher analyzed the data differently. For the questionnaire used in the needs analysis stage, the researcher used frequencies and percentages. The highest percentage was considered representing students' needs. For the questionnaire used in the materials evaluation stage, the quantitative data were obtained from the five points agreement questionnaires (Likert – scale). The following options were used in the questionnaires:

5 → SD, if you strongly agree with the statement

4 → A, if you agree with the statement

3 → U, if you neither agree nor disagree or doubt about the statement

4 → D, if you disagree with the statement

1 → SD, if you strongly disagree with the statement

To make the quantitative data easier to read, the researcher converted the quantitative data which were the computation of results of the questionnaire, into the interval of mean values.

Then, to put all the mean values in the category, range was used to classify the mean values in classes (Suharto, 2006: 52). The method for calculating it was the same as that in the score conversion, i.e. finding the class interval for determining the category. The class interval was calculated based on the following procedure: firstly, we had to find the formula ($R = X_{\text{highest}} - X_{\text{lowest}}$), then the result of the calculation was divided by the desired number of the class (in these case 5 classes). Based on the calculation, the class interval could be presented as follows:

Table 3: Quantitative Data Conversion

Range	Category
2.00 – 2.60	Very Poor
2.61 – 3.21	Poor
3.22 – 3.82	Fair
3.83 – 4.43	Good
4.44 >-	Very Good

The average mean value aspect in the second questionnaire was consulted to the table proposed by Suharto (2006) to decide whether the developed materials were good and meet the learners' need or not.

2. Data from Interviews

The data obtained from the interview were analyzed qualitatively. The interviews were recorded and then transcribed.

Referring to the qualitative data analysis from Miles and Huberman (1994), the data in the form of interview transcripts were analyzed in four steps. The first step is collecting all of the data. The second step is data reduction. In this step, the researcher selected limited, simplified, and transformed the data by summarizing or paraphrasing the interview transcripts. The next step is data display. The last step is drawing the conclusions.

F. Research Procedure

This research used Research and Development proposed by Borg and Gall (1983). As a basis of developing the materials, the researcher used the system approach model from Dick & Carey (in Borg, Borg, and Gall (2003)).

However, because of the limitation of the time, the model of the development was simplified to shorten the research time and make it more effective. The simplified model is illustrated in Figure 3.

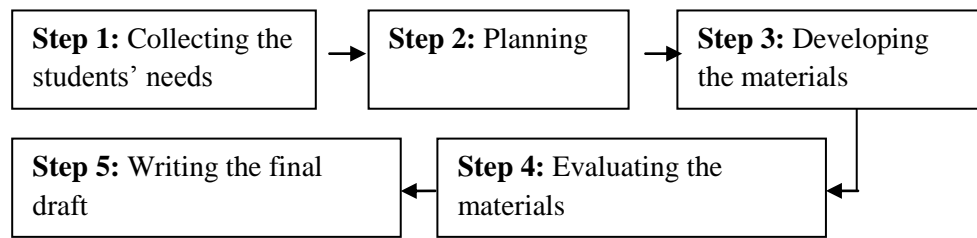


Figure 3: **The Simplified Model of the Research Procedure**

Further, the procedure of the research is described below:

1. Step 1: Collecting the students' needs

The needs analysis was done to gather the information of the learning and the learners' needs. Then, the data were analyzed as the basis of developing English learning materials for the learners.

2. Step 2: Planning

In this stage, the course grid was developed based on the students' needs. The course grid consisted of unit title, topic, language function, basic competence, input text, learning activities and key vocabulary.

3. Step 3: Developing the materials

The English materials were developed based on the course grid. The materials were consulted to the consultant. The materials in this phase was called the first draft of the communicative materials.

4. Step 4: Evaluating the materials

The first draft of the communicative materials was then consulted to the material expert. The second questionnaires were distributed to know the experts' comments and suggestions on the materials.

5. Step 5: Writing the final draft

The results of the questionnaire were analyzed and were used to evaluate and revise materials in order to get the final set of communicative English learning materials for the students of the Airline Staff Department at Pendidikan Staf Penerbangan dan Pramugari (PSPP) Yogyakarta.

G. Validity

In this research, the researcher used content validity. To obtain the content validity, the researcher measured the materials to determine whether they were in line with the learners' needs of learning English. The central tendencies show the content validity of the materials. The higher value of the mean shows the expert's agreement to the developed materials. The validity of the materials was also measured from the experts' opinion about the developed materials.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

Chapter IV presents the findings of the research study. It covers the process of the needs analysis, the course grid, the draft of the materials, the review and evaluation, the revision, and the final draft of the materials. All of them are described, analyzed, and discussed in a sequential order.

A. Research Findings

1. The Needs Analysis

In the first stage of developing the English learning materials, the learners' and learning needs were analyzed. The needs analysis result was managed to design the English learning materials that suit the students' needs.

a. The Analysis of the Learners' Needs

A questionnaire was administered in order to find the learners' needs to the learning materials. There were two components to be fulfilled, i.e. the goal and the input. These components facilitated the 'what to learn' matters for the students. the results of the learners' needs can be seen in the Appendix.

The questionnaire was mainly about the needs and difficulties that the learners encountered in speaking, speaking inputs, speaking activities. There are twelve componentsts that were analyzed.

The first component analyzed was the reasons and purpose of learning English. Most of the students (92.30 %) choose to ease them in looking for a job and (80.76%) choose to be able to communicate orally using good English in a daily context.

In terms of learning technique, most of the students (92.30%) choose interactive ways between the teacher and the learners then followed by the others (57.69%) who choose games as the preferable technique of learning speaking.

The next component analyzed was the media in learning English. Most of the students (92.30%) choose the terms related to airline staffs duties then followed by pictures and instructions which has been chosen by 30.48% of the students of each option.

In terms of content/materials in learning English, there were five aspects that were analyzed. The first aspect was materials that will support the learners future job. Most of the learners (92.30%) choose the technical terms about the duties related to airline staffs. For the content of the speaking materials, the most preferable option (73.07%) was practice simple dialogues or monologue in front of the class. For the length of the input text as speaking materials, most of the learners (88.46%) choose 200–250 words. The next aspect was the topic of the input text as speaking materials, all of the learners choose interview as the topic of the input text as speaking materials and most of the learners (73.07%) liked handling the customers. The last aspect analyzed was the speaking activity. Most of the learners (92.30%) liked practice the dialog in pair.

In the case of the partners of speaking English, all of the learners (100%) choose the domestic or foreign customers. For the forms of using English, most of the learners (100%) choose oral form. For the time of using English, most of the learners (96.15%) choose communicating with foreign customers, and the others (73.07%) choose in understanding passage, brochure, booklet, ticket, letter in English that related to their duties. For the place of using English, most of the learners (92.30%) choose aviation company.

The next component analyzed was the procedures of doing the tasks of English learning materials. Most of the students (96.15%) choose to discuss the tasks in pairs.

In the case of students difficulties in learning English, the data obtained shows that most of the learners' difficulties are in the use of the vocabulary and expressions because they were lack of knowledge about them.

In the terms of activities that the learners like, there were three aspect analyzed. For the vocabulary building, there were 80.76 % of the students choose find the words in Bahasa Indonesia which is equal in meaning with the English words based on the context being learned and the other 69.23% choose match the English words with the equal words in Bahasa Indonesia. For the grammar learning activities, most of the learners (57.69%) choose writing sentences based on the pattern being learned. The last aspects was the pronunciation activities. All of the learners (100%) choose repeating after the teacher rather than learning the phonetic transcriptions given for the difficult words.

In the case of the learners role in taching and learning activities, most of the learners (84.61%) choose participate in solving a problem in teaching learning process.

The last component analyzed was the role of the teacher. Most of the learners (76.92%) want the teacher to give the example first, then ask the learners to do the task.

b. The Analysis of Learning Needs

Referring to Hutchinson and Waters (1987), learning needs are what the learner needs to do in order to learn. These needs were closely related to the procedure, setting, learner role, and teacher role. Below are the results of the learning needs.

Table 4: The Analysis of the Learning Needs

No	Learning Needs	%
1.	The learners wanted to learn English in order to ease them in looking for a job.	92.30%
2.	The learners wanted to be able to communicate orally using good English in a daily context	80.76%
3.	The learners wanted the teaching learning process happen in two ways, the teacher and the learners communicatively.	92.30%
4.	The learners wanted the the teacher to apply terms related to airline staffs as the media in teaching and learnig process.	92.30%
5.	The learners wanted to master the technical terms about the duties related to airline staffs since it supports their future job.	92.30%
6.	The learners wanted the practice of simple dialogues or monologue in front of the clas as the content of the speaking materials.	73.07%
7.	The learners wanted the lenght of the the input text as speaking materials are around 200 – 250 words	88.46%

(continued)

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8.	The learners wanted interview as the topic of the input text as the speaking materials.	100%
9.	The learners wanted to practice the dialog in pair as the activity in learning speaking.	92.30%
10.	A vocabulary task that the students wanted is translating the English vocabulary into Indonesian language based on the context.	80.76%
11.	A grammar task that the students wanted is writing a sentence based on the pattern that has been learned.	57.69%
12.	A pronunciation task that the students wanted is repeating after the teacher.	100%
13.	The learners wanted to do the tasks in pairs.	96.15%
14.	The learners wanted to participate in solving the problem.	84.61%
15.	The learners wanted the teacher to give an example first.	76.92%

As shown in Table 4, it appeared that 92.30% learners wanted to learn English in order to ease them in looking for a job and 80.76% learners wanted to be able to communicate orally using good English in a daily context.

In the teaching and learning process 92.30% learners wanted two ways activity between the teacher and the learners. Besides, 92.30% learners wanted the teacher to apply terms related to airline staffs as the media in teaching and learning process and 92.30% learners wanted to master the technical terms about the duties related to airline staffs since it supports their future job.

In speaking activities, based on Table 5, 73.07% learners wanted the practice of simple dialogues or monologue in front of the class as the content of the speaking materials. The 88.46% of learners wanted the length of the input text is about 200 – 250 words and the topic of the input text is job interview. 92.30% of the learners choose to practice the dialog in pair as the activity in learning speaking.

The next activity is for vocabulary building task. In this part, 80.76% learners choose translating the English vocabulary into Indonesian language based on the context. The next activity is for grammar task. In this part, 57.69% students choose is writing a sentence based on the pattern that has been learned. The last activity is for pronunciation task. It appeared that all of the learners choose repeating after the teacher.

The last part is setting of the teaching and learning process. In the process of teaching learning activities, 96.15% learners choose to have discussion in pairs. The next parts are about learners' role and teachers' role. In this part, 84.61% learners wanted to participate in solving the problem. For the teachers' role, 76.92% learners wanted the teachers to become a facilitator by giving an example before asking the students to do the task.

2. The Course Grid

The course grid is written based on the results of the needs analysis. This course grid consists of unit title, topic, language function, basic competence, input texts, learning activities and key vocabulary.

The materials in each unit will only have a topic as the theme. The topic is designed to be relevant to the study program. The vocabulary used is also based on the topic.

The title of the unit in the materials is taken from one of the expressions used in the unit. The title reflects the topic that is used in the unit. Besides, the course grid

consists of language function. Language function consists of the expressions related to the basic competency.

The input is organised based on the topic and the basic competency. The input is in the form of a dialog or picture that is related to the topic. The course grid also consist of learning activities. There are three main sections of learning activities in each unit of the materials. The first section is *Let's Get Started* which contains some tasks as the lead-in activities. The next section is *Let's Act* which contains some task as the guided activities. The last section is *Let's Do More* as the free activities.

The key vocabulary provides some words related to the topic. The detailed course grid can be looked up in the Appendix.

3. Unit Design

The materials are developed based on the course grid. A topic and a title related to the basic competency are applied in every unit. Beneath the unit title, there is an overview paragraph that explains the learning objectives.

Then, a lead-in task is designed in *Let's Get Started* section. The task in this section is also used to elicit the students about the topic. Then, it is followed by *Let's Act* section that provides some tasks as guided speaking activities for the students. The *Let's Do More* section is designed to enforce the language function. It is in the form of free production tasks or semi guided tasks.

4. The First Draft of the Materials

The researcher developed the communicative English learning materials based on the course grid. In this phase the developed materials are called the first draft. The description of each unit of the first draft is explained broader as follows.

a. The Description of Unit 1

Unit 1 entitled *Tell Me about Yourself* that is taken from one of the expressions in the unit. The topic of this unit is personal detail. There are some expressions that will be learnt in this unit, i.e. *Expressing telling/ asking for someone's personal detail*.

This unit consists of nine tasks. Task 1 is a part of *Let's Get Started* section. The task is designed to prompt and to introduce the topic. The task consists of a picture and three comprehension questions related to the picture..

The next section is *Let's Act* section. There are six tasks in this section. Task 2 is vocabulary task. Task 2 facilitates the students to understand the meanings of the words and how to pronounce them. The goal of this unit is improve the students' vocanulary mastery.

Task 3 is a dialog that situated in a job interview. After the students study the dialog, they should practice the dialog in pairs. This task is to check their pronunciation and intonation. Task 4 is to facilitate the students to find the information detail from the dialog in task 3. In this section, students will be given six statements and they have to check whether each statement is true / false based on the

information in the dialog. After answering true or false, students should giving correction on the false statement.

Task 5 is to facilitate the students in learning the expressions found from the dialog in Task 3. This task presents some examples of the expression of asking and telling someone's personal detail. Task 6 is a guided task. Task 6 will force the students to apply the expressions learnt in the previous task.

Task 7 is an explanation of the tenses found from the dialog in previous task. This task also provides an exercise to facilitates the students in understanding the simple present tenses.

The next section is *Let's Do More*. There are two tasks in this section. Task 8 and 9 consist of guided and free practice activities. In Task 8, students should complete the table by interviewing their friends using the expressions of asking and telling one's personal details. Then, in Task 9 students should tell the result of Task 8 in front of the class. This section facilitate the students to practice what they have learnt in unit 1.

b. The Description of Unit 2

The second unit's title is *I am an Airline Staff*. The topic of this unit is applying for a job. There are some expressions that will be learnt in this unit, *i.e. asking and telling about job descriptions*.

Task 1 and task 2 are involved in *Let's Get Started* section. Task 1 is designed to prompt and to introduce the topic. The task consists of some pictures of some airline staffs. Each picture is followed by the word with missing vowel. The word

refers to the name of the profession shown by the picture. In this task students should complete the word with the missing vowels based on the picture. Task 2 is a pronunciation activity. There are lists of some words and the phonetic transcriptions, students should repeat after their teacher. The goal of this task is to facilitate students to have good and correct pronunciation.

The next section is *Let's Act*. This section consists of five tasks. Task 3 is vocabulary task. Task 3 facilitates the students to understand the meanings and pronunciation of the words. The goal of this task is to improve the students' vocabulary mastery. Task 4 is speaking tasks. Task 4 is a conversation between an interviewer and an interviewee, they are talking about the descriptions of the job that the interviewee apply. This task facilitates the students in practicing their intonations and pronunciations properly. Task 5 is a comprehension task. This task facilitates the students to look for information detail from the dialog in task 4.

Task 6 is to facilitate the students in learning the expressions found from the dialog in Task 4. This task presents some examples of the expression of asking and telling someone's job description. Task 7 is a guided task. Task 7 will force the students to apply the expressions learnt in the previous task.

The next section is *Let's Do More*. This section consists of Task 8 and Task 9. Task 8 is a semi guided speaking activity. Task 8 is to facilitate the students in practicing what they have learnt this unit. Task 9 is a vocabulary activity. Task 9 is to facilitate the students in mastering the vocabulary.

5. Materials Riwews by the Material Expert

The materials were evaluated by a lecturer of English Education as the material expert. The material expert validated the materials, gave comments, suggestions and feedbacks in order to improve the content and instructional quality of the communicative English for job interview for the airline staff department.

Table 5: The Result of Questionnaire from the Material Expert.

No	Statement	Score	
		Unit 1	Unit 2
A. The Goal			
1.	The developed materials is in line with the objective of the English teaching and learning process.	4	2
B. Format			
2.	The general layout is comfortable and interesting.	5	5
3.	The type setting is suitable	5	5
4.	The illustration is attractive.	5	5
C. Instruction			
5.	The instructions in every task is understandable and clear for both the teacher and the students	3	4
D. Content			
6.	The topic of the developed material is suitable with the educational background of the learners.	4	4
7.	The activities in the developed materials give opportunities for the students to learn speaking	4	4
8.	There are various input texts included in the developed materials (i.e. monolog, dialog, etc.).	4	4
9.	The explanation of the grammar and expression is clear.	3	4
E. Vocabulary			
10.	The developed material pays attention to the words and the word study	3	2
F. Sequence			
11.	The tasks in each unit of the developed materials are sequenced from guided to free.	4	3
12.	The tasks in each unit of the developed materials are sequenced from comprehension to production.	4	3

(continued)

(continued)

G. Methodology			
13.	The activities in the developed materials are various (i.e. role play, games, survey, etc.).	4	4
14.	The setting of the developed materials varies from group work, small group work, in pair group work, individual work.	4	4
Mean of each unit		4	3.78
Mean		3.89	

The data computation of this research referred to the formula proposed by Suharto (2006). Based on the data collection in Table 5, the highest score was 5 and the lowest score was 2. Therefore, to find the range, the computation is by finding the difference between the highest score and the lowest score. Since the highest score was 5 and the lowest score was 2 so the range was 3.

$$\begin{array}{l}
 Xh - Xl = R \\
 5 - 2 = 3
 \end{array}$$

R = Range
 X = The Highest Score
 Xl = The Lowest Score

The range was used to make a scoring conversion. There were five categories of the scoring i.e. very good, good, fair, poor, very poor. Before making the scoring conversion, the class interval can be found by dividing the range with the quantity of the categories. The computation of the class interval is as follows.

$$\begin{array}{l}
 \frac{Xh - Xl}{5} = i \\
 \frac{5 - 2}{5} = 0.6
 \end{array}$$

i = Interval
 Xh = The Highest Score
 Xl = The Lowest Score
 5 = The Category Quantity

Based on the computation the class interval was 0.6. The class interval then was used to make ranges of score of each category. The following is the scoring conversion based on the previous computation.

Table 6. The scoring conversion.

Range	Category
4.44> -	Very Good
3.83 – 4.43	Good
3.22 – 3.82	Fair
2.61 – 3.21	Poor
2.00 – 2.60	Very Poor

Based on the data on the Table 5, the mean score was 3.89. The data can be categorized as good as long as the mean score of the mean ranged from 3.83 – 4.43. Since the mean score of the data from the material expert was 3.89, the developed materials were suitable for the students of the airline staff department.

a. The Evaluations and the Revisions of Unit 1

The evaluation and the revision of the first draft of Unit 1 can be seen in Table 7, and the revised materials can be seen in the appendix.

Table 7: The Evaluation and the Revision of the First Draft of Unit 1

Tasks	Evaluation	Revision	Purpose
Task 1	The comprehensions' questions are unrelated and not significant to the topic.	Revising the questions.	To make the questions related and significant to the topic.
Task 3	There are some missing punctuation.	Adding the punctuations	To make the sentences clear.
	There is inappropriate collocation in "biggest strenght"	Changing the phrase into "greatest strenght"	To make the question clear.

Tasks	Evaluation	Revision	Purpose
	There is a grammar mistake in “Well, now tell me why should we hire you?”	Changing the sentence into “Well, now tell me why we should hire you?”	To make the question understandable.
Task 4	There is a mistype in “weaknes”	Correcting the word into “weakness”	To make the sections of the task clear.
smart tips section	There is a grammar mistake in “...what are your recent activities.”	Changing the sentence into “...what your recent activities are?”	To make the sentence understandable
smart tips section	There is no example.	Giving an example.	To make the sections clear.
Task 6	There is an incorrect use of word in “confidence”.	Changing the word into “confident”	To make the sections of the task clear.
Task 7	There is an incorrect use of word in “confidence”.	Changing the word into “confident”	To make the sections of the task clear.
	There is a mistype in theh use of “ ,,,,, ”	Changing it into “.....”	To make the section of theh task clear.

Beside answering the questionnaire, the material expert also gave some comment and suggestions about the developed materials. In her opinion, the expert said that the design of the material is interesting and achievable. However, the coverage of the material was too limited. At the end of the lesson, the students are only able to produce one kind of sentence “S + V(be) + Adj”. Therefore, the researcher revised the materials by adding more grammar explanation and activities.

b. The Evaluations and the Revisions of Unit 2

The evaluation and the revision of the first draft of Unit 2 can be seen in Table 8, and the revised materials can be seen in the appendix.

Table 8: The Evaluation and the Revision of the First Draft of Unit 2

Tasks	Evaluation	Revision	Purpose
Task 1	The instruction is not clear enough.	Revising the instruction and give more clue.	To make the instructions understandable.
Task 2	There is an error in the print out material that makes the phonetic symbol error.	Refine the phonetic symbol and reprint it.	To make the phonetic symbol clear.
Task 4	There are some punctuation errors.	Correcting the punctuations.	To make the sections of the task clear and understandable.
Task 8	The task needs more information / guidance so that students can develop a conversation more complete.	Modifying the tasks to give more information and guidance.	To facilitate the students practice the speaking activity.
Task 9	The puzzle is too difficult. It needs more clues and options (the words) to be put in the boxes.	Giving clues by put the words in the boxes as the options.	To make the sections of the task clear.

From the data obtained in the questionnaire, the materials developed was good enough.

6. The Final Draft

After the materials had been revised based on the feedback from the lecturer as the material expert, the second draft materials was called as the final draft of the communicative English for the job interview materials. The overall views of the final draft can be seen in the appendix.

B. Discussion

The nature of English for the job interview for the students of the airline staff department is English for Specific Purposes (ESP), therefore, the materials in this study were developed using the ESP approach. It is in line with Hutchinson and Waters (1987) that ESP is an approach to language teaching which is based on the learners needs.

A needs analysis was conducted in order to make the materials relevant to the students' needs. The learners' needs and the learning needs were gathered by using the questionnaire. It referred to the theory from Richards (2001:33) that the ESP learner's needs are the term in which the learner will has the ability to performing the language at the end of the lesson. The information of the learner needs can be gathered from the questionnaires, interviews, observations, etc.

The course grid was developed based on the needs analysis. The course grid contains two basic competences. Two basic competences were developed into two units. Each unit consists of 10 - 11 tasks. In developing the tasks, the researcher using the principles of communicative language teaching as proposed by Morrow in Johnson and Morrow (1981) and the the methodological framework designed in the communicative language teaching proposed by Littlewood (1981).

Each unit consists of Introduction, Main Activities, and Reinforcement. The introduction consists of a unit title and an overview paragraph which aim to introduce students to the materials they are going to learn. The Main Activities consist of a

warming up task and oral cycle. The Reinforcement consists of free production tasks about language function and language focus and the vocabulary list.

Each task is organized from six components of task as proposed by Nunan (2004). The components are goal, input, activity, setting, learner role and teacher role. The components are used to obtain the data in materials evaluation.

The research findings indicate that the effective materials for the students are materials that have goals to ease the students in looking for jobs. The goal can be achieved by doing the tasks provided in each unit.

Regarding to the input, contextual inputs are important. The students should be engaged in real world activities related to the inputs. The real world activities were provided in the tasks of each unit.

In term of setting, it was found that pair works is the effective setting in the task. The students could finish the task in the class when they worked with their partners. At last, relating to the learner and teacher roles, the most effective role for the students is being active participant in the learning process. The teacher gives the example first, and then students do all tasks.

From the research findings, it showed that the materials were well-developed. It can be seen from the mean value of each item of questionnaire of the material expert's responses on the effectiveness of the materials. The range of the developed material's mean value was 3.83 to 4.43. Referring to the quantitative data conversion by Suharto (2006), those ranges are in the good category.

CHAPTER V

CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

This chapter presents three main points. They are conclusions, implications, and suggestions. Each point is explained below.

A. Conclusion

The purpose of this research study is developing communicative English materials for the job interview class for the students of the airline staff department. It aims to create communicative English materials for the job interview class that facilitate the students to have communicative activities in English for the job interview class.

The materials must be developed based on the students' needs and characteristics. There are research findings and discussions in Chapter IV lead to the following items of conclusion.

1. The students of the airline staff department need materials that ease them in looking for a job. The materials also have varied activities and the key vocabulary is also related to the students' study background.
2. There are 5 stages in developing the materials. They are (a) conducting needs analysis, (b) writing a course grid, (c) developing materials, (d) reviewing and evaluating the materials by the material expert and (e) writing the final draft of the materials.
3. The developed materials are relevant to the students of the airline staff department. They need English learning materials that are relevant to their

background knowledge that is about English for airline in a job interview context. The topics and contents of the materials are also appropriate to their study program. From the questionnaire in the materials evaluation, the mean values range from 3.83 to 4.43. There are two units developed and each unit has 10-11 tasks. Each task consists of 6 elements: activities, goals, settings, inputs, teacher roles, and learner roles. Based on the research findings, the tasks in the materials can reach the learning objectives. There are many kinds of activities in the units. There are various inputs such as, dialogs and pictures. In terms of setting, the students are able to do the activities individually, in pairs, or in groups. The learner roles are as the participant and doer while the teacher roles are as a guide, a model, a presenter, and an observer.

4. The materials are effective in improving the students' motivation and involvement. Because the materials provide inputs and vocabulary that are suitable with the students' background study, they become more familiar with the specific terms in airline staffs. Through various tasks, the students can improve their speaking skills that specially designed to face the job interview. They can also get involved in the learning process because there are many kinds of activities in the materials.

B. Implications

1. Because the students of the airline staff department need materials that ease them in looking for a job and relevant to their study program, the

English teacher of English for the job interview for the airline staff department can develop such materials to be used in the learning process. They will help the students be familiar with the terms related to their field.

2. The English learning materials must have communicative tasks, so that the students can get involved in the learning process communicatively.

C. Suggestions

In regard to the implication of the finding, some suggestions are proposed to the English teachers and other researchers.

1. English Teacher

The English teachers of a vocational educational institution have an important role in facilitating students with the appropriate materials that meet their needs in learning English. The selected materials should be based on the students' needs and the study background because relevant materials will give impacts to the students' English skills and it will help them in passing job interview.

2. Other Researchers

The researcher expects the other researcher who will conduct a similar research to be able to develop better communicative English materials. The researcher expects that more investigation would be done in this field of life in order to improve the quality of the vocational educational institutions' outcomes.

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APPENDICES

- 1. Appendix A: Respondents**
- 2. Appendix B: The Instrument of the Research**
- 3. Appendix C: The Course Grid and the Draft of the Materials**
- 4. Appendix D: Quantitative Data**
- 5. Appendix E: Qualitative Data**

Appendix A

The Respondents

Appendix A

Respondents

Table 1: Students of the Airline Staff Study Program at PSPP Yogyakarta

No.	Name	Sex	No	Name	Sex
1.	Andreven	M	14.	Puspitalani	F
2.	Anjar Susanto	M	15.	Rosy Ambarwati	F
3.	Atria Tinggarani	F	16.	Sherliana May Sarah	F
4.	Deni Alvian	M	17.	Siti Aminah	F
5.	Erin Yustiani Hapsari	F	18.	Suwandi	M
6.	Esa Andriani	F	19.	Tiwi Tri Ayuni	F
7.	Harlian Baladi	M	20.	Toni Isman	M
8.	Hilman Riyanda	M	21.	Veny Maulitawati	F
9.	I Ketut Destrian	M	22.	Vicryantito	M
10.	Lisa Amelia	F	23.	Wahyu Hermansyah	M
11.	Mala Yuliana	F	24.	Yayuk Yuniarti	F
12.	Mei Lestari	F	25.	Yeni Imawati	F
13.	Nurul Annisa	F	26.	Yosevi Gustina	F

The respondent of the interview:

Name : Poppy Ervina

Sex : Female

Education : S1 Graduated

Appendix B

The Instrument of the Research

Appendix B

Grideline Needs Analysis

Table 2: The Organization of the Questionnaire for Needs Analysis

The purpose of the question	Item number	Number of item	References
To find out the reasons of learning English	1,2	2	Hutchinson and Waters (1987)
To find out the techniques of learning English	3	1	Hutchinson and Waters (1987)
To find out the media needed in learning English	4	1	Hutchinson and Waters (1987)
To find out the contents/materials in learning English	5, 6, 7, 8, 9	5	Hutchinson and Waters (1987)
To find out the partners of speaking English	10	1	Hutchinson and Waters (1987)
To find out the forms of using English	11	1	Hutchinson and Waters (1987)
To find out the time and places of using English	12, 13	2	Hutchinson and Waters (1987)
To find out the procedures of doing the tasks of English learning materials (individually, in pairs, or in groups)	14	1	Hutchinson and Waters (1987)
To find out students' difficulties in learning English.	15	1	Hutchinson and Waters (1987)
To find out the suitable activities used that students want the most	16, 17, 18	3	Nunan (2004)
To find out the role of the learner in the learning process	19	1	Nunan (2004)
To find out the role of the teacher in doing the task	20	1	Nunan (2004)

Questionnaire for Needs Analysis



JURUSAN PENDIDIKAN BAHASA INGGRIS FAKULTAS BAHASA DAN SENI UNIVERSITAS NEGERI YOGYAKARTA

Alamat: Karangmalang, Caturtunggal, Depok, Sleman,
Yogyakarta 55281

Kepada : Adik-adik peserta kelas English for job interview

Pendidikan Staff Penerbangan dan Pramugari Yogyakarta

Dalam rangka penelitian tentang pengembangan materi pembelajaran Bahasa Inggris untuk job interview yang efektif bagi siswa Pendidikan Staff Penerbangan dan Pramugari Yogyakarta, maka pada kesempatan ini saya meminta kesediaan adik-adik untuk mengisi kuesioner ini.

Kuesioner ini tidak bermaksud menguji kemampuan adik-adik, melainkan untuk mengetahui kebutuhan materi pembelajaran Bahasa Inggris untuk job interview yang efektif bagi siswa Pendidikan Staff Penerbangan dan Pramugari Yogyakarta. Jawaban jujur dan murni dalam mengisi kuesioner ini dari adik-adik akan sangat membantu dalam penelitian ini.

Jawaban dan identitas akan saya jamin kerahasiaannya sesuai dengan kode etik penelitian.

Terimakasih.

Untuk kritik dan saran, silakan
hubungi no berikut,
085643964976

Yogyakarta, Mei 2013

Peneliti,

Noviarti Rahayu

NIM. 06202241052

Data Responden

Nama :

Jenis Kelamin :

Jurusan :

Berikut ini adalah beberapa pertanyaan yang menunjukkan keadaan diri adik-adik. Pilihlah salah **satu atau lebih** dari alternatif jawaban yang disediakan atau isilah titik-titik dengan jawaban yang menggambarkan keadaan diri adik-adik yang sebenarnya.

1. Saya perlu mempelajari Bahasa Inggris untuk *job interview* dengan alasan ...
 - a. agar lulus ujian.
 - b. agar mudah mencari pekerjaan.
 - c. agar benar-benar menguasai Bahasa Inggris dengan baik.
 - d. lainnya.....

2. Pembelajaran Bahasa Inggris untuk *job interview* seharusnya menjadikan saya
 - a. mampu menguasai kosakata (*vocabulary*) Bahasa Inggris dengan baik, terutama yang berkenaan dengan *job interview* dalam Bahasa Inggris.
 - b. mampu menggunakan tata bahasa (*structure*) dengan baik.
 - c. mampu memahami makna dan penggunaan setiap kata, kalimat, dan ungkapan dalam Bahasa Inggris.
 - d. mampu membedakan ungkapan-ungkapan formal dan non-formal yang digunakan dalam *interview* dengan baik
 - e. mampu mengekspresikan ungkapan-ungkapan formal dan non-formal yang digunakan dalam *interview* dengan baik
 - f. mampu berkomunikasi secara lisan dengan menggunakan Bahasa Inggris sederhana dengan baik dalam *job interview*
 - g. lainnya.....

3. Teknik pengajaran Bahasa Inggris yang saya sukai adalah...
 - a. monolog (satu arah hanya dari guru).
 - b. dialog.
 - c. *role play* (seperti drama).
 - d. *games* (permainan).
 - e. lainnya.....

4. Media pembelajaran yang saya sukai untuk diterapkan di dalam kelas adalah...
 - a. *manuals* (petunjuk kerja).
 - b. instruksi kerja dalam Bahasa Inggris.
 - c. istilah-istilah yang berhubungan dengan profesi staff penerbangan.
 - d. *picture* (gambar).
 - e. *magazines/newspaper* (Koran/majalah).
 - f. lainnya.....

5. Jenis materi Bahasa Inggris yang akan mendukung dalam pekerjaan saya nantinya adalah...
 - a. istilah-istilah dalam dunia penerbangan yang berhubungan dengan pekerjaan sebagai staf penerbangan.
 - b. langkah-langkah dalam memberikan pelayanan yang berhubungan dengan pekerjaan sebagai staf penerbangan.
 - c. dialog formal dalam dunia kerja.
 - d. lainnya.....

6. Dalam kelas Bahasa Inggris untuk *job interview*, saya lebih suka jika materi untuk *speaking skill* (keterampilan berbicara)...
 - a. diberikan model monolog/dialog singkat.
 - b. diberikan model monolog/dialog singkat yang dipraktikkan di depan kelas.
 - c. dikenalkan terlebih dahulu kosakata yang berkaitan dengan input teks.
 - d. dikenalkan terlebih dahulu struktur kalimat yang berkaitan dengan input teks.
 - e. input teks disertai gambar.
 - f. lainnya.....

7. Panjang input teks *speaking* yang saya inginkan...
 - a. 200 kata – 250 kata
 - b. 250 kata – 300 kata

- c. 300 kata – 350 kata
 - d. 350 kata – 400 kata
8. Topik input teks *speaking* yang saya inginkan adalah tentang
- a. interview
 - b. melayani pelanggan (reservasi tiket)
 - c. menanggapi keluhan pelanggan
 - d. lainnya
9. Jenis kegiatan *speaking* (berbicara) yang saya sukai adalah...
- a. mempraktikkan dialog secara berpasangan
 - b. mempraktikkan dialog berdasarkan gambar yang diberikan guru
 - c. bermain peran (role play)
 - d. bertukar informasi antar teman dalam kelompok
 - e. berdiskusi terhadap permasalahan tertentu dan mencari penyelesaiannya
 - f. menceritakan tentang kehidupan sehari-hari
10. Orang yang akan sering berhubungan dengan saya dalam menggunakan Bahasa Inggris adalah...
- a. konsumen dari dalam/luar negeri.
 - b. partner bisnis.
11. Saya akan sering menggunakan Bahasa Inggris dalam bentuk...
- a. lisan (berkomunikasi dengan konsumen).
 - b. tulisan (membaca dan memahami manual/instruksi kerja alat, memahami *technical terms*/istilah dalam bidang penerbangan).
 - c. lainnya.....
12. Saya akan sering menggunakan Bahasa Inggris ketika...
- a. memahami jadwal penerbangan
 - b. menerjemahkan istilah/instruksi dalam Bahasa Inggris.
 - c. memahami bacaan, brosur, booklet, tiket, surat dalam Bahasa Inggris yang berhubungan dengan pekerjaan saya.
 - d. berkomunikasi dengan konsumen luar.
 - e. lainnya.....
13. Saya akan menggunakan Bahasa Inggris di tempat-tempat seperti...
- a. perusahaan berskala nasional/internasional.
 - b. perusahaan penerbangan.
 - c. lainnya.....
14. Pada saat mengerjakan tugas, saya lebih suka apabila...
- a. mengerjakannya secara individu.
 - b. berdiskusi dan mengerjakannya dengan teman sebangku.
 - c. berdiskusi dan mengerjakannya secara berkelompok.
 - d. lainnya.....

15. Kesulitan yang biasa saya hadapi dalam belajar Bahasa Inggris adalah...
- kesulitan menggunakan struktur kalimat Bahasa Inggris yang benar.
 - tidak tahu kosakata atau ungkapan yang tepat untuk digunakan.
 - tidak tahu pelafalannya yang benar dalam suatu kata atau ungkapan.
 - lainnya.....
16. Jenis kegiatan *penambahan kosakata* yang saya sukai adalah
- mencocokkan kata-kata bahasa Inggris dengan makna yang telah disediakan
 - mengartikan kata-kata bahasa Inggris berdasarkan konteks yang dibaca/didengar
 - melengkapi kalimat/paragraf dengan kata yang disediakan
 - melengkapi kalimat/paragraf dengan kata-kata sendiri
17. Jenis kegiatan *belajar tata bahasa (grammar)* yang saya sukai adalah
- mengidentifikasi kesalahan struktur kalimat
 - membenarkan kesalahan struktur kalimat
 - menulis kalimat berdasar pola yang telah dipelajari
18. Jenis kegiatan *cara baca (pronunciation)* yang saya sukai adalah
- menirukan guru dengan keras
 - diberikan *phonetic transcription* pada kata-kata yang sulit
19. Dalam proses pembelajaran bahasa Inggris di kelas, saya lebih suka jika saya....
- hanya mendengarkan penjelasan guru
 - ikut memecahkan masalah yang muncul selama proses pembelajaran
 - menulis semua informasi yang saya dapatkan
20. Dalam mengerjakan tugas bahasa Inggris di kelas, saya lebih suka jika guru....
- membahas langsung jawaban tugas tersebut
 - memberikan contoh terlebih dahulu sebelum meminta siswa mengerjakannya
 - memberikan jawaban secara spontan bila siswa menemui kesulitan dalam mengerjakan tugas
 - berkeliling sekedar untuk mengamati siswa dalam mengerjakan tugas
 - berkeliling dengan memberikan komentar terhadap tugas yang sedang dikerjakan oleh siswa

-Terima Kasih ☺-

Grideline Material Review and Evaluation

Table 3. The Organization of the Questionnaire for Materials Review and Evaluation

Aspect	Goal	Item Number	Number of Item	Reference
Goal	To evaluate the goal of the developed material	1	1	Brown (2001)
Format	To evaluate the format of the developed material	2, 3, 4	3	Brown (2001)
Instruction	To evaluate the instructions of the developed materials	5	1	Brown (2001)
Content	To evaluate the topic of the material	6	1	Brown (2001)
	To evaluate the speaking activities	7	2	Brown (2001)
	To evaluate the input texts	8, 9	2	Brown (2001)
Vocabulary	To evaluate the vocabulary used on the developed material	10	1	Brown (2001)
Sequence	To evaluate the tasks	11, 12	2	Brown (2001) Hutchinson and Waters (1987)
Methodology	To evaluate the teaching an learning technique used in the developed material	13	1	Hutchinson and Waters (1987)
	To evaluate the setting of the developed material	14	1	Brown (2001) Hutchinson and Waters (1987)

Questionnaire for Materials Review and Evaluation

Questionnaire for Expert

a. Respondent Identity

Name :

Age :

Sex : F/M

Education : () S1 Graduated

: () S2 Graduated

: () S3 Graduated

b. Material Evaluation

Give checklist (√) in the following column:

(SA) = if you strongly agree with the statement

(A) = if you agree with the statement

(U) = if you neither agree nor disagree or doubt about the statement

(D) = if you disagree with the statement

(SD) = if you strongly disagree with the statement

No.	Statement	SA	A	U	D	SD
A. Goal						
1.	The developed materials is in line with the objectives of the English teaching and learning process that is to prepare the students to have English basic speaking skill in order to do simple English communication concerning with the related field.					
B. Format						
2.	The general layout is comfortable and interesting					
3.	The typesetting is suitable					
4.	The illustration (i.e. pictures, cartoon, etc) is attractive					
C. Instruction						
5.	The instructions in every task are understandable and clear for both the teacher and the students.					

D. Content					
6.	The topic of the developed material is suitable with the educational background of the learners.				
7.	The activities in the developed materials give opportunities for the students to learn speaking				
8.	There are various input texts included in the developed materials (i.e. monolog, dialog, etc.).				
9.	The explanation of the grammar and expression is clear.				
E. Vocabulary					
10.	The developed material pays attention to the words and the word study.				
F. Sequence					
11.	The tasks in each unit of the developed materials are sequenced from guided to free.				
12.	The tasks in each unit of the developed materials are sequenced from comprehension to production.				
G. Methodology					
13.	The activities in the developed materials are various (i.e. role play, games, survey, etc.).				
14.	The setting of the developed materials varies from group work, small group work, in pair group work, individual work.				

Interview Guideline

Transkrip Interview Dengan Guru

1. Bagaimana biasanya Ibu mengajarkan materi di kelas?
2. Apa saja input yang digunakan untuk mengajar English for job-interview?
3. Apakah ada kendala yang ibu hadapi dalam pembelajaran English for job interview ini?
4. Menurut Ibu, apakah materi yang ada di modul sudah cukup / sesuai dengan kebutuhan siswa?
5. Apa saja kesulitan yang dihadapi siswa dalam pembelajaran English for job interview?
6. Bagaimana dengan aktivitas siswa di dalam kelas? Aktivitas apa saja yang biasanya Ibu berikan saat mengajar English for job interview ini?
7. Lalu aktivitasnya secara individu, berpasangan atau kelompok Bu?

Appendix C

The Course Grid and the Draft of the Materials

Appendix C.

Table 4. THE COURSE GRID OF THE COMMUNICATIVE ENGLISH FOR JOB INTERVIEW FOR THE STUDENTS OF THE AIRLINE STAFF DEPARTMENT OF PSPP YOGYAKARTA

UNIT	Components					
	Topics	Language Function	Basic competences	Input Text	Learning Activities	Key Vocabulary
One: Tell Me about Yourself	Personal detail	Asking and Telling information about oneself.	Understanding simple conversations in an interview in personal context	- Dialog - pictures	1. Warming up - Answering questions based on the picture 2. Main Activity - finding the mening of words and pronouncing them. - practicing the dialog - doing the exercise (T/F) based on the dialog	- resume - recommendat ion - workaholic - sociable

					<ul style="list-style-type: none"> - studying the expressions -doing the task (fill in the missing sentence in a short dialog) - completing the sentences - fill in the missing word with the correct verb <p>3. Production Activity</p> <ul style="list-style-type: none"> -doing interview game, using the expression of asking/telling about one's personal detail 	
Two: I Am a Stewardess	Applying for a job	Asking and telling about job description.	Describing job orally	<ul style="list-style-type: none"> - Dialog - Pictures 	<p>1. Warming up</p> <ul style="list-style-type: none"> - completing the words with the missing vowels based on the 	<ul style="list-style-type: none"> - duty - responsible - stewardsess -

					<p>pictures</p> <ul style="list-style-type: none"> - pronouncing the words correctly <p>2. Main Activity</p> <ul style="list-style-type: none"> - finding the meaning of words and pronouncing them. - practicing the dialog - doing the exercise - studying the explanations of the expressions - rearranging jumbled sentences into a good conversation between an interviewer and the interviewee - completing the dialog that situated in a job 	
--	--	--	--	--	--	--

					interview 3. Production Activity - Make a dialog based on the job and the jobs descriptions given then practice in front of theh class	
--	--	--	--	--	---	--

TELL ME ABOUT YOURSELF...

In an interview, the interviewer may give questions to know the personality details of the interviewee. Then he/she asks the interviewee to tell about his/her self. How does the interviewer say to ask the interviewee to introduce his/her self? What should the interviewee say to introduce his/her self? Let's discuss it more in this unit. We will also learn the simple present tense and simple past tense. Are you ready to go?



A. LET'S GET STARTED

Task 1

Look at the picture. Analyze and discuss it with your classmates. Then, answer the questions.



Picture: blog.powerwallet.com

1. Can you guess what kind of activity shown in the picture?
2. What do we call the person who asks the questions during an interview?
3. What do we call the person who answers the questions during an interview?



B. LET'S ACT

Task 2

You will find these following words in the dialog in task 3. Find the meaning in your dictionary. Then, repeat after your teacher with a good pronunciation.

No	Words	Meaning
1.	Stewardess /stju.ədis/	
2.	Summarize /sʌm.əraɪz/	
3.	Honest /ɒn.ɪst/	
4.	Workaholic /wɜ:kəhɒlɪk/	
5.	Sociable /səʊ.ʃə.bəl/	
6.	Strenght /strenθ/	
7.	Hire /haɪər/	
8.	Resume /rez.ju.meɪ/	
9.	Recommendation /rek.ə.mendeɪ.ʃən/	
10.	qualification /kwɒlɪ.fɪkeɪ.ʃən/	

Task 3

Study the job interview bellow. Work in pair and practice the dialog.



Interviewer: Good morning Ms. Najlia Ahla.

Interviewee: Good morning Mrs. Kardyn.

Interviewer: How are you today?

Interviewee: I'm fine, thankyou. How about you?

Interviewer: I'm fine too. OK. I've read your application letter. You want to be a stewardess, don't you?

Interviewee: Yes, I do.

Interviewer: First of all, could you tell me more about yourself?

Interviewee: I can summarize who I am in three words. I am honest, workaholic and sociable. When I was child, I always wanted to be a stewardess. I want to go around the world and I like to be around people.

Interviewer: OK. Now, What is your biggest strenght?

Interviewee: I can handle stress. I have the ability to work under pressure.

Interviewer: Well, now tell me why should we hire you?

Interviewee: As mentioned in my resume and recommendation, I have fulfilled the qualification required.

Interviewer: OK. Miss Najlia Ahla, that's all for the interview today. I'll call you for the result later.

Interviewee: Thank you for the interview.

Adapted from: <http://www.job-interview-site.com>. picture: <http://www.news.everest.edu>

Task 4

Reread the text. Decide whether the statement is true (T) or false (F).
Correct the statement if it is false. Number 1 has been done for you
as an example.

No	Statements	T/F	Correction
1.	Kardyn is the interviewee.	F	<i>She is the interviewer.</i>
2.	The interviewee wants to be a stewardess since she was child.		
3.	The interviewer is sociable.		
4.	The interviewee has weaknes.		
5.	The interviewee has not get the result of the interview yet.		
6.	The interviewee can not work underpressure.		

SMART TIPS:

- If the interviewer ask "Tell me about yourself.." question, use it to tell about some interesting points in yourself, in brief, that can show you are good and qualified for the job.
- It is not the question about what are your recent activities.


Task 5

Study the explanation below.

From the dialog, you can find these sentences;

- a) **“Could you tell me more about yourself?”** and
- b) **“I am honest, workaholic and sociable”**

Sentence (a) shows the expression of asking someone’s personal detail, while sentence (b) tells the personal detail of Najlia Ahla.

Now, reread the dialog in the previous task. Can you find another examples of asking and giving personal detail in the dialog? Discuss with your partner.

Comprehend the explanation below. There are some expression of asking and telling about someone’s personal detail.

Asking about one’s personal detail	Telling about one’s personal detail
<ul style="list-style-type: none"> - I would like to know about yourself. - Would you describe yourself in five words? - Can you tell me what your weakness is? 	<ul style="list-style-type: none"> - I am a hardworker. - People who know me best said that I am smart, loyal, honest, fun, and sociable. - I always look for perfection and don't feel good until the work is done on time.


SMART TIPS:

In answering question about your weakness, don’t use the words "weakness" or "weaknesses" in your responses. Rather, frame your interview answers so they are as positive as possible.

Task 6

Work in pairs. Fill the missing sentences below with asking or telling personal detail expressions. After that, act them out in front of the class.

1.

Mr.Yosia: Good morning, Mr. Handy.

Handi: Good morning, Mr. Yosia.

Mr. Yosia: I would like to know more about you. _____?

Handi: I am self motivating, confidence and a hardworker.

Mr.Yosia: OK. Why should we hire you?

Handi: _____.

2.

Mrs.Rula : Good evening, Miss Zahra.

Zahra : Good evening, Mrs. Rula.

Mrs.Rula : I think I want to know about your weakness. _____?

Zahra : _____.

3.

Mr.Jono: Good morning, Miss Aissa.

Aissa : Good morning, Mr.Jono.

Mr.Jono: _____?

Aissa: I think I have good qualification to work in this position Sir.

Mr.Jono: What is your biggest strenght?

Aissa: _____.


Task 7

Study the explanation below.

The Simple Present Tense

From the dialog above, you find the sentence using the simple present tense:

“I am self motivating, confidence and a hardworker.”

Now, look at the table below. Study the pattern.

I	am	adjective
You	are	
We		
They		
He	is	
She		
It		

Examples:

1. I am confidence.
2. She is smart and loyal.
3. They are professional.

Now, complete the sentences in the exercise bellow.

1. Lisa cheerful and fun.
2. I lazy.
3. He ,,,, diligent.
4. Tony and Vicky smart boys.
5. We strong.



C. LET'S DO MORE

Task 8

Complete the table below by interviewing your friends. You should use the expressions of asking and telling about one's personal detail.

No.	My Friend's Name	The expression I use to ask for his/her personal detail	Her / his answer
1.	Shanti	Would you tell me about yourself?	I am autonomous, smart and fun.
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Task 9

Now, you have to tell the result of the activity in task 8 in front of the class.

For Example:

- Shanti is autonomous, smart and fun.

I Am An Airline Staff...

After graduating from school, you will look for a job. In applying for a job, you will have a job interview. Sometimes in a job interview, you will ask to explain the description of the job you apply for. What is your ideal job in the future? Do you know the job description of your ideal job? In this unit you will learn the expression of asking and telling about job description in an interview. Are you ready to go?



A. LET'S GET STARTED

Task 1

Look at the picture. Analyze and discuss it with your classmates. Then, complete the words under the pictures with the missing vowels.



picture 2.1

1. gr__t__ng s_rv_c_s



picture 2.2

2. c_st_m_r s_rv_c_s



picture 2.3



picture 2.4

3. ch_ck_n_c_nt_r

4. st_w_rd_ss



picture 2.5



picture 2.6

5. b_gg_g_h_ndl_r

6. t_ck_t_ng_g_nt

Task 2

Repeat after your teacher with a good pronunciation.

Vocabulary list:			
1.	greeting services /gri.ti η s3 .vi s/	4.	stewardess /stju.ədis/
2.	customer services /kΛ s.tə.mə s3 .vi s/	5.	baggage handler /bæg.i dʒ hænd.lə/
3.	check in counter /tʃ ek.i n kaʊ n.tə/	6.	ticketing agent /ti k.i .ti η ei .dʒ ə nt /



B. LET'S ACT

Task 3

You will find these following words in the dialog in task 4. Find the meaning in your dictionary. Then, repeat after your teacher with a good pronunciation.

No	Words	Meaning
1.	application /æp.lɪ keɪ .ʃ ə n/	
2.	responsibility /rɪ spɒ n t .sɪ bɪ l.ɪ .ti/	
3.	validity /vəlɪ d.ɪ .ti/	
4.	flight date /flaɪ t deɪ t/	
5.	match /mætʃ /	
6.	driving license /draɪ .vɪ ŋ laɪ .s ə n t s/	
7.	boarding pass /bɔ .dɪ ŋ pɑ s/	
8.	tear /teə r/	

Task 4

Study the job interview bellow. Work in pair and practice the dialog.



picture 2.7

Interviewer : Good morning Miss.Vika Dama.
 Interviewee : Good morning Mr.Dagy.
 Interviewer : How are you today?
 Interviewee : I'm fine, thank you. How about you?
 Interviewer : Fine, thanks. OK.
 Well, I read on your application letter that you apply or a position as a check in counter officer. So, can you tell me about the responsibilities as a check in counter officer?

- Interviewee : A check in counter officer is responsible for reporting of the passenger who will use the flight services. A check in counter officer's job are checking the validity of passanger's ticket, flight date, route and class; match the passenger's documents for example identity card, driving liscence or passport with the ticket; and tear the flight coupon.
- Interviewer : One more, deciding passenger's sheet number and printing out the boarding pass.
- Interviewee : Oh, yes Sir.
- Interviewer : Well, why do you want to work here?
- Interviewee : I have the background knowledge on how to handle the check in process of the passenger when I was studying in airline staff training.
- Interviewer : OK. Now why should we hire you?
- Interviewee : As stated in my resume and recommendation, I have fulfilled the qualification required.
- Interviewer : Do you have any question Miss Vika?
- Interviewee : No Sir, I don't.
- Interviewer : OK, Miss Vika Dama, that's all for the interview today. I'll call you for the result on next Monday.
- Interviewee : Thankyou for the interview.


Task 5

Reread the dialog in task 4. Then, answer the following questions.

Compare your result with your friends' answer.

1. Who is the interviewee?
2. What kind of position does she apply?
3. Can you mention what her duties are?
4. When will Vika Dama get the result of the interview?
5. Why should Mr.Dagy hire Vika Dama?

Task 6

Study the explanation below.

From the dialod, you found these sentences;

a) “Can you tell me about the responsibilities as a check in counter officer?”

and

b) “A check in counter officer is responsible for reporting of the passenger who will use the flight services.”

Sentence (a) is the example of the expression of asking someone’s job description, while sentence (b) tells the job description.

Now, comprehend the explanation below. You will find some expression of asking and telling about job description.



Asking about one’s job description

Formal

- Could you tell me what your duties are?
- I would like to know whether you know about your responsibility.
- Can you tell me what your task is?
- I would like to know about what you have to do.

Informal

- What are your duties?
- What is your responsibility?
- What is your task?
- What do you have to do?

Picture 2.8

Telling about one’s job description

- I receive guests and in-coming phone calls.
- A ticketing agent is responsible for ticket reservation.
- My duty is to handle the passenger.
- My task is welcoming the passengers.
- I have to check the validity of passenger’s ticket.

Task 7

Work in pairs. Rearrange the sentences below to make a good conversation between an interviewer and the interviewee. Then, act it out with your partner.



Picture 2.9

Interviewer: How are you?

Interviewer: Good afternoon Miss Yolanda April.

Interviewer: I'm fine too, thanks. Can we start now?

Interviewer: Very good. I think that's all for now. You can see the result at 5 p.m.

Interviewer: Well, I see here in your recommendation that you want to be a customer services. I would like to know whether you know about your duties. So, please tell me what are your duties as a customer services?

Interviewee: With pleasure Mrs. Debora.

Interviewee: I'm fine. How about you?

Interviewee: As a customer services my duties are provide the customers with the information to address inquiries regarding products and services, communicate effectively and clearly with the customer, making or changing something according to the customer's need.

Interviewee: Thankyou Mrs. Debora.

Interviewee: Good afternoon Mrs. Debora.



Picture 2.10



C. LET'S DO MORE

Task 8

These are job descriptions of some professions. Choose two of the jobs and job descriptions. Then, make two dialogs with your partner to ask and tell about the job descriptions. Act them out in front of the class.

Greeting services

Greeting passengers with a warm welcome, directing the passengers to their seating position in a flight.

Baggage handler

Handle load and unload customer's baggage and cargo onto an aircraft with safety and standard procedures, ensure the delivery of them into the right owner and protect them from theft, damage and loss.

Ticketing agent

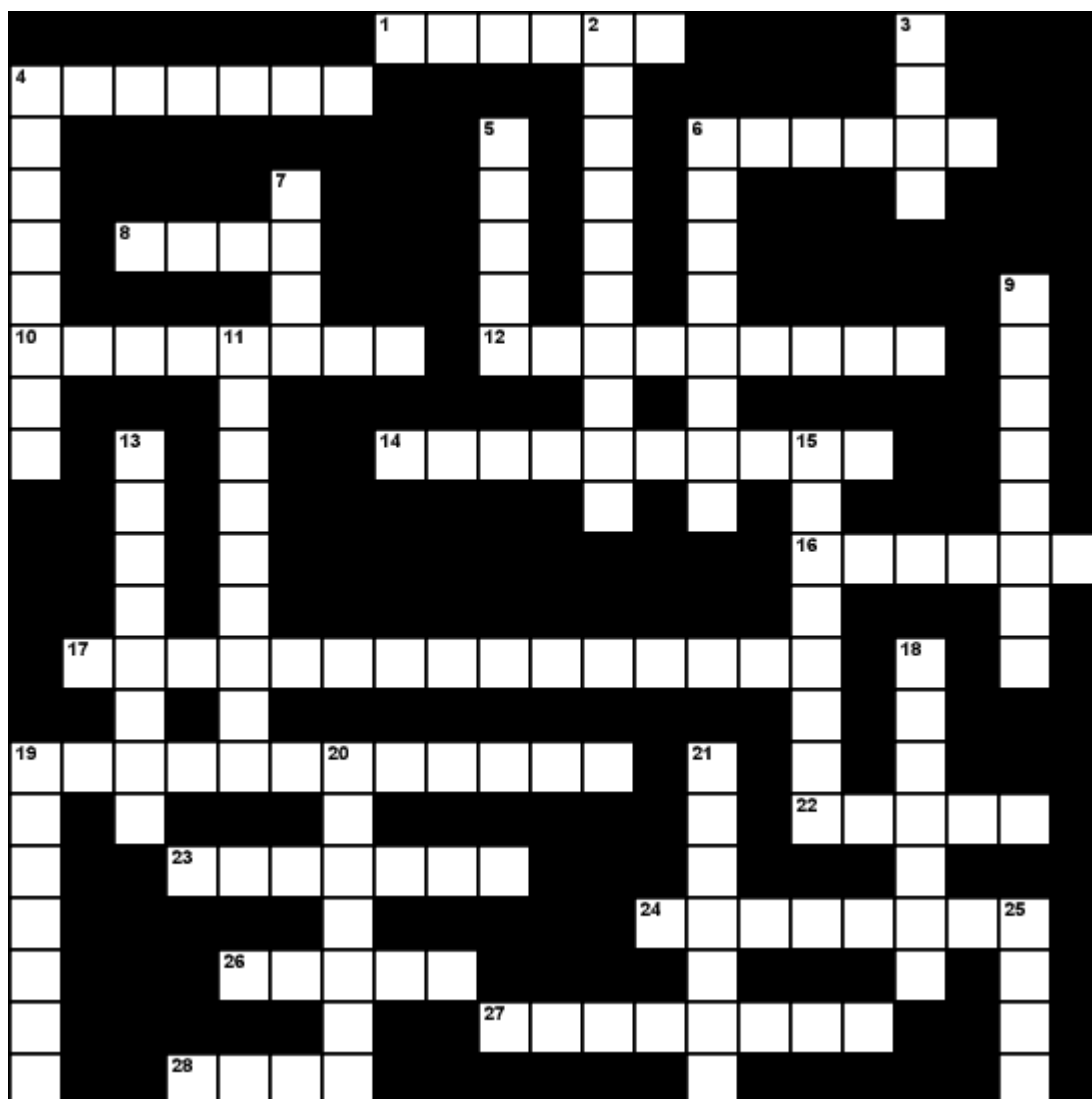
Selling ticket and deal with planning a schedule for the customer, helping them reach their destination via the best route and at the lower cost.

stewardess

Ensure the airline passengers comfort and safety during flights, work closely with the rest of the airline crew including the captain to ensure the flight goes as smoothly as possible.


Task 9

In a group of four, discuss and complete the following crossword puzzle.

**Across:**

1. a trip by air
 4 the coming to a place, appearance
 6 a person who works at an airport, carrying luggage
 8 a taxicab or cab
 10 the sky above a country
 12 an act of departing, a leaving
 14 a thin luggage bag with a zipper used to carry suits and dresses

- 16 place where airplanes take off and land
 17 a person who serves passengers on a

Down:

- 2 an aircraft with one or two motorized blades on its top
 3 a type of strong light that passes through the body and makes a picture of bones and other body parts
 4 an airplane, glider, or other flight vehicle
 5 to enter a ship, train, etc.
 6 people who help keep buildings and other areas safe, guards
 7 a foreign travel authorization

- 9 a flat, sturdy box with a top and bottom, usu. attached by hinges on one side and

<p>plane and is responsible for their safety</p> <p>19 the building in an airport where air traffic is routed in and out of the airport</p> <p>22 a person who flies an aircraft</p> <p>23 bags, suitcases, etc. used to carry clothing and other goods while traveling</p> <p>24 a station, depot (rail, bus, airline)</p> <p>26 an airplane</p> <p>27 not requiring payment of duty fees</p> <p>28 entrance or exit, usu. at an airport</p>	<p>held closed by latches, and with a handle for carrying; made to carry suits and other clothes when traveling</p> <p>11 a person (other than the driver) who rides in a bus, boat, car, taxi, etc., esp. one not steering it</p> <p>13 a machine for flying passengers or goods</p> <p>15 a small path or field for planes to take off and land</p> <p>18 a business that carries passengers and cargo by airplane</p> <p>19 describing a bag that is carried on an airplane, bus, etc., instead of being stored in the luggage compartment</p> <p>20 suitcases and bags used to carry clothing while traveling</p> <p>21 a rise or ascent, as of an aircraft from the runway</p> <p>25 to reach land</p>
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AIRLINE
STAFF
DEPATMENT

ENGLISH FOR JOB INTERVIEW



Written by: | Novianti Rahayu (06202241052)

TELL ME ABOUT YOURSELF...

In an interview, the interviewer may give questions to know the personality details of the interviewee. Then he/she asks the interviewee to tell about him/her self. How does the interviewer say to ask the interviewee to introduce his/her self? What should the interviewee say to introduce him/her self? Let's discuss it more in this unit. We will also learn the simple present tense and simple past tense. Are you ready to go?



A. LET'S GET STARTED

Task 1

Look at the picture. Discuss with your friends and answer the questions.



Picture 1.1

1. Can you guess what kind of activity shown in the picture?
2. Have you ever involved in a job interview?
3. What are the most popular job interview questions?



B. LET'S ACT

Task 2

You will find these following words in the dialog in task 3. Find the meaning in your dictionary. Then, repeat after your teacher with a right pronunciation.

No	Words	Meaning
1.	Stewardess /stju.ədis/	
2.	Summarize /sʌm.əraɪz/	
3.	Honest /ɒn.ɪst/	
4.	Workaholic /wɜ:kəhɒlɪk/	
5.	Sociable /səʊ.ʃə.bəl/	
6.	Strenght /streŋθ/	
7.	Hire /haɪər/	
8.	Resume /rez.ju.meɪ/	
9.	Recommendation /rek.ə.mendeɪ.ʃən/	
10.	qualification /kwɒlɪ.fɪkeɪ.ʃən/	

Task 3

Study the job interview bellow. Work in pair and practice the dialog.



Interviewer: Good morning, Ms. Najlia Ahla.
 Interviewee: Good morning ,Mrs. Kardyn.
 Interviewer: How are you today?
 Interviewee: I'm fine, thank you. How about you?
 Interviewer: I'm fine too. OK. I've read your application letter that you want to be a stewardess, don't you?

picture 1.2

Interviewee: Yes, I do.
 Interviewer: First of all, could you tell me more about yourself?
 Interviewee: I can summarize who I am in three words. I am honest, workaholic and sociable. When I were child, I always wanted to be a stewardess. I want to go around the world and I like to be around people.

Interviewer: OK. Now, What is your greatest strenght?

Interviewee: I can handle stress. I have the ability to work under pressure.

Interviewer: Well, now tell me why should we hire you?

Interviewee: As mentioned in my resume and recommendation, I have fulfilled the qualification required.

Interviewer: OK. Miss Najlia Ahla, that’s all for the interview today. I’ll call you for the result later.

Interviewee: Thank you for the interview.

Adapted from: <http://www.job-interview-site.com>. picture: <http://www.news.everest.edu>



Task 4

Reread the text. Decide whether the statement is true (T) or false (F). Correct the statement if it is false. Number 1 has been done for you as an example.

No	Statements	T/F	Correction
1.	Kardyn is the interviewee.	F	<i>She is the interviewer.</i>
2.	The interviewe wants to be a stewardess since she was child.		
3.	The interviewer is sociable.		
4.	The interviewee has weakness.		
5.	The interviewee has not get the result of the interview yet.		
6.	The interviewee can not work underpressure.		

SMART TIPS:



- If the interviewer ask “Tell me about yourself..” question, use it to tell about some interesting points in yourself, in brief, that can show you are good and qualified for the job.
- It is not the question about what your recent activities are.



Task 5

Study the explanation bellow.

From the dialog, you can find these sentences;

- a) “Could you tell me more about yourself?” and
- b) “I am honest, workaholic and sociable”

Sentence (a) shows the expression of asking someone’s personal detail, while sentence (b) tells the personal detail of Najlia Ahla.

Now, reread the dialog in the previous task. Can you find other examples of asking and giving personal detail in the dialog? Discuss with your partner.

Comprehend the explanation bellow. There are some expression of asking and telling about someone’s personal detail.

Asking about one’s personal detail	Telling about one’s personal detail
- I would like to know about yourself.	- I am a hardworker.
- Would you describe yourself in five words?	- My passion is to meet new people.
- Can you tell me about yourself?	- People who know me best said that I am smart, loyal, honest, fun, and sociable.
	- I love travelling.

SMART TIPS:



In answering question about your weakness, don’t use the words "weakness" or "weaknesses" in your responses. Rather, frame your interview answers so they are as positive as possible. For example:
“I always look for perfection and don't feel good until the work is done on time.”

Task 6

Work in pairs. Fill the missing sentences below with asking or telling personal detail expressions. After that, act them out in front of the class.

1.

Mr.Yosia: Good morning, Mr. Handy.

Handi: Good morning, Mr. Yosia.

Mr. Yosia: I would like to know more about you. _____?

Handi: I am self motivating, confident and a hardworker.

Mr.Yosia: OK. Why should we hire you?

Handi: _____.

2.

Mrs.Meyvi : Good Morning, Miss Lana.

Lana : Good morning, Mrs.Meyvi.

Mrs.Meyvi : How are you today?

Lana : _____ . How about you?

Mrs.Meyvi : I'm fine too. Thanks. _____?

Lana : I love helping people.. My motto is to be kind, generous, helpful, and honest.

3.

Mr.Jono : Good morning, Miss Aissa.

Aissa : Good morning, Mr.Jono.

Mr.Jono : _____?

Aissa : I think I have good qualification to work in this position Sir.

Mr.Jono : What is your greatest strenght?

Aissa : _____.

Task 7

Study the explanation below.

The Simple Present Tense

From the dialogs above, you find the sentence using the simple present tense:

1. "I am self motivating, confident and a hardworker."
2. "I love helping people."

Now, look at the table below. Study the pattern.

I	V ₁	object/ complement	or	I	am	adjective	
You				You	are		
We				We	are		
They				They			
He	V _{1(s/es)}			He	is		
She				She			
It				It			

Examples:

1. I am autonomous. 2. She is smart and loyal. 4. They are professional.	5. I work everyday. 6. He reads the flight schedule.
--	---

Spelling of final –s and es

1. Final –s is added to most verbs	talk – talks, suggest – suggests
2. Many verbs end in –e. Final –s is simply added	write – writes believe – believes
3. The verbs ending in –sh, –ch, –ss, –x, –o get a final –es	wash-washes, discuss-discusses catch-catched, do-does
4. If the verb ends in a –y coming after another consonant letter, -y is omitted and –ies is added to the verb	consonant + y: cry – cries fly – flies try – tries
5. If the verb ends in a –y coming after a vowel letter, -s is simply added to the verb; -ies is not used.	vowel + y: play – plays stay-stays

Task 8

Complete the sentences below.

1. Lisa cheerful and fun.
2. I lazy.
3. He diligent.
4. Tony and Vicky smart boys.
5. We strong.

Task 9

Read the explanations in Task 7 and choose the correct verb. Do it individually.

1. I (live/lives) in Jakarta.
2. They(support/supports) me.
3. The stewardess (help/helps) the passenger in a flight.
4. My brother (work/works) at the airport.
5. New workers often (experiece/experience) a difficulty in their first few year.



C. LET'S DO MORE

Task 10

Complete the table bellow by interviewing your friends. You should use the expressions of asking and telling about one's personal detail.

No.	My Friend's Name	The expression I use to ask for his/her personal detail	Her / his answer
1.	Shanti	Would you tell me about yourself?	People who know me best said that I am autonomous, smart and fun.
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Task 11

Now, you have to tell the result of the activity in task 8 in front of the class.

For Example:

- Shanti is autonomous, smart and fun.

Glossary

Summarize /ˈsʌm ə.raɪ z/	: a short clear description that gives the main facts or ideas about something
Honest /ˈɒn.ɪ st/	: telling the truth or able to be trusted and not likely to steal, cheat or lie
Workaholic /wɜː .kəhɒl.ɪ k/	: a person who works a lot of the time and finds it difficult not to work
Sociable /səʊ .ʃ ə.bl ɪ/	: describes someone who likes to meet and spend time with other people
Strenght /streŋθ/	: a good characteristic
Hire /haɪ ə r/	: to employ someone or pay them to do a particular job
Resume /rez.ju.meɪ /	: a short statement of the important details of something (CV)
qualification /kwɒl.ɪ .fɪ keɪ .ʃ ə n/	: an ability, characteristic or experience that makes you suitable for a particular job or activity
autonomous /ɔ tɒ n.ə.məs/	: independent and having the power to make your own decisions
loyal /lɔɪ .əl/	: firm and not changing in your friendship with or support for a person or an organization, or in your belief in your principles
schedule /ʃ ed.jul/	: a list of the times when events are planned to happen, especially the times when buses, trains and planes leave and arrive
experience /ɪ kspɪ ə.ri. ə n t s/	: If you experience something, it happens to you, or you feel it

I Am An Airline Staff...

After graduating from school, you will look for a job. In applying for a job, you will have a job interview. Sometimes in a job interview, you will be asked to explain the description of the job you apply for. What is your ideal job in the future? Do you know the job description of your ideal job? In this unit you will learn the expression of asking and telling about job description in an interview. Are you ready to go?



A. LET'S GET STARTED

Task 1

Look at the pictures. Analyze and discuss them with your classmates. The pictures show some professions as airline staffs. Then, complete the words under the pictures with the missing vowels.



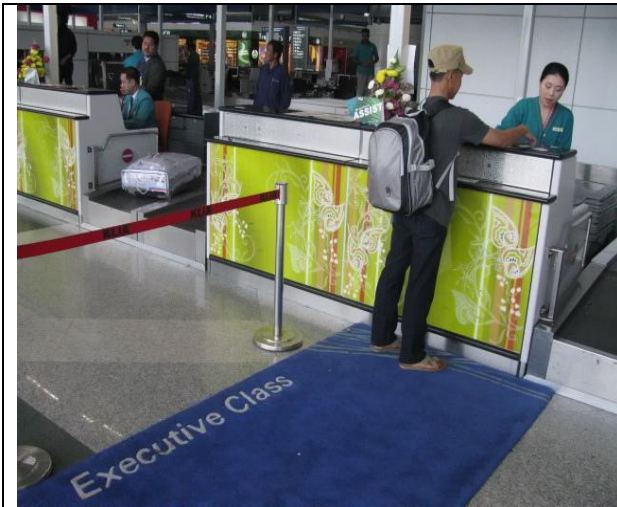
picture 2.1

1. gr _ t _ ng s_rv_c_s



picture 2.2

2. c_st_m_r s_rv_c_s



picture 2.3



picture 2.4

3. ch_ck _n c_nt_r

4. st_w_rd_ss



picture 2.5



picture 2.6

5. b_gg_g_ h_ndl_r

6. t_ck_t_ng _g_nt

Task 2

Repeat after your teacher with a right pronunciation.

Vocabulary list:

1. greeting services /gri.tɪŋ sɜː.vɪs/	4. stewardess /stjuː.ədɪs/
2. customer services /kʌ.s.tə.mə sɜː.vɪs/	5. baggage handler /bæɡ.ɪ.dʒ hænd.lə/
3. check in counter /tʃ ek.ɪ.n kɑʊ n.tə/	6. ticketing agent /tɪ.kɪ.tɪŋ eɪ.dʒ ənt/



B. LET'S ACT

Task 3

You will find these following words in the dialog in task 4. Find the meaning in your dictionary. Then, repeat after your teacher with a right pronunciation.

No	Words	Meaning
1.	application /æp.lɪ keɪ .ʃ ə n/	
2.	responsibility /rɪ spɒ n t .sɪ bɪ l.ɪ .ti/	
3.	validity /vəlɪ d.ɪ .ti/	
4.	flight date /flaɪ t deɪ t/	
5.	match /mætʃ /	
6.	driving license /draɪ .vɪ ŋ laɪ .s ə n t s/	
7.	boarding pass /bɔ̃ .dɪ ŋ pɑ̃ s/	
8.	tear /teə r /	

Task 4

Study the job interview bellow. Work in pair and practice the dialog.



picture 2.7

Interviewer : Good morning, Miss Vika Dama.
 Interviewee : Good morning, Mr. Dagy.
 Interviewer : How are you today?
 Interviewee : I'm fine, thank you. How about you?
 Interviewer : Fine, thanks. Well, I read on your application letter that you applied on the position as a check in counter officer. So, can you tell me about the responsibilities as a check in counter officer?

- Interviewee : A check in counter officer is responsible for reporting the passenger who will use the flight services. A check in counter officer's jobs are checking the validity of passanger's ticket, flight date, route and class; match the passenger's documents for example identity card, driving lisenec or passport with the ticket; and tear the flight coupon.
- Interviewer : One more, deciding passenger's sheet number and printing out the boarding pass.
- Interviewee : Oh, yes Sir.
- Interviewer : Well, why do you want to work here?
- Interviewee : I have the background knowledge on how to handle the check in process of the passenger when I was studying in airline staff training.
- Interviewer : OK. Now why should we hire you?
- Interviewee : As stated in my resume and recommendation, I have fulfilled the qualification required.
- Interviewer : Do you have any question Miss Vika Dama?
- Interviewee : No Sir, I don't.
- Interviewer : OK, Miss Vika Dama, that's all for the interview today. I'll call you for the result next Monday.
- Interviewee : Thank you for the interview.

Task 5

Reread the dialog in task 4. Then, answer the following questions.

Compare your result with your friends' answer.

1. Who is the interviewee?
2. What kind of position does she apply?
3. Can you mention what her duties are?
4. When will Vika Dama get the result of the interview?
5. Why should Mr.Dagy hire Vika Dama?

Task 6

Study the explanation bellow.

From the dialod, you found these sentences;

a) **“Can you tell me about the responsibilities as a check in counter officer?”**

and

b) **“A check in counter officer is responsible for reporting the passenger who will use the flight services.”**

Sentence (a) is the example of the expression of asking someone’s job description, while sentence (b) tells the job description.

Now, comprehend the explanation below. You will find some expression of asking and telling about job description.



Picture 2.8

Asking about one’s job description

Formal

- Could you tell me what your duties are?
- I would like to know whether you know about your responsibility.
- Can you tell me what your task is?
- I would like to know about what you have to do.

Informal

- What are your duties?
- What is your responsibility?
- What is your task?
- What do you have to do?

Telling about one’s job description

- I receive guests and in-coming phone calls.
- A ticketing agent is responsible for ticket reservation.
- My duty is to handle the passenger.
- My task is welcoming the passengers.
- I have to check the validity of passenger’s ticket.

Task 7

Work in pairs. Rearrange the sentences below to make a good conversation between an interviewer and the interviewee. Then, act it out with your partner.



Picture 2.9

Interviewer: How are you?

Interviewer: Good afternoon Miss Yolanda April.

Interviewer: I'm fine too, thanks. Can we start now?

Interviewer: Very good. I think that's all for now. You can see the result at 5 p.m.

Interviewer: Well, I see here in your recommendation that you want to be a customer service. I would like to know whether you know your duties. So, please tell me what your duties as a customer service are?

Interviewee: With pleasure, Mrs. Debora.

Interviewee: I'm fine. How about you?

Interviewee: As a customer service my duties are providing the customers with the information to address inquiries regarding products and services, communicating effectively and clearly with the customer, making or changing something according to the customer's need.

Interviewee: Thank you, Mrs. Debora.

Interviewee: Good afternoon, Mrs. Debora.



Picture 2.10

Task 8

Work in pairs. The following dialog situated in a job interview. Complete the dialog by fill in the missing sentences with the suitable expressions. Some of the expressions are taken from Unit 1. After that, act them out in front of the class.

Mr.Adam : Good morning, Mr.Abel.

Abel : _____(1).

Mr.Adam : How are you today?.

Abel : _____(2). Thank you. How about you?

Mr.Adam : I'm fine too. OK. First of all, _____(3)?

Abel : I am self motivating, sociable, confident and autonomous.

Mr.Adam : Well, what is your greatest strenght?

Abel : _____(4).

Mr.Adam : I've read your application letter that you apply for a position as a greeting service. Could you tell me what your responsibility is?

Abel : _____(5)

Mr.Adam : OK. I think that's all for now. I'll call you for the result next Monday.

Abel : Thank you, Mr.Adam.



C. LET'S DO MORE

Task 9

These are job descriptions of some professions. Choose two of the jobs and job descriptions. Then, in pair make two complete dialogs, start from greeting and then ask and tell about the job descriptions. Act them out in front of the class.

Greeting services

Greeting passengers with a warm welcome, directing the passengers to their seating position in a flight.

Baggage handler

Handle load and unload customer's baggage and cargo onto an aircraft with safety and standard procedures, ensure the delivery of them into the right owner and protect them from theft, damage and loss.

Ticketing agent

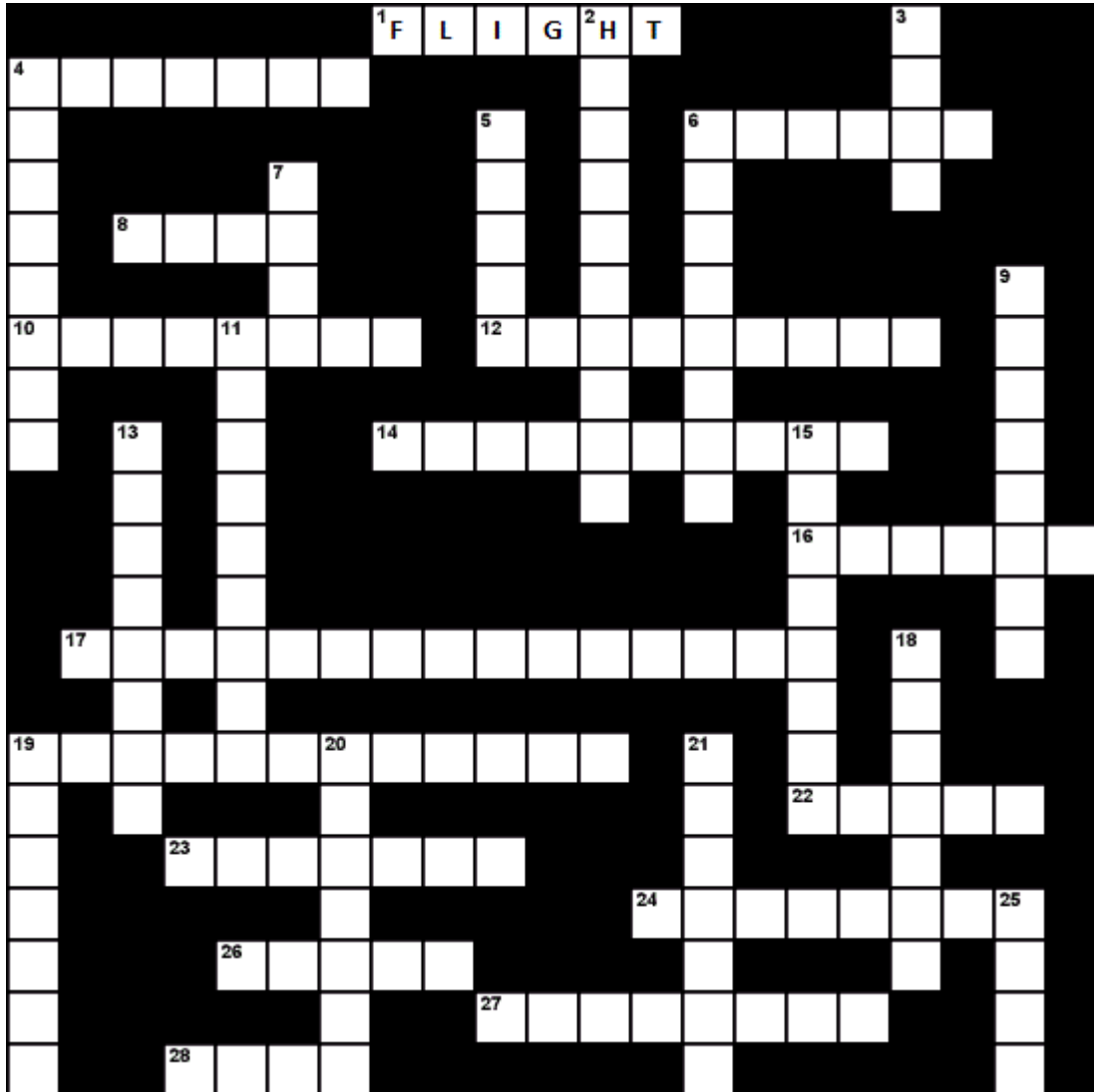
Selling ticket and dealing with planning a schedule for the customer, helping them reach their destination via the best route and at the lower cost.

stewardess

Ensure the airline passangers' comfote and safety during flights, work closely with the rest of the airline crew including the captain to ensure the flight goes as smoothly as possible.

Task 10

In a group of four, discuss and complete the following crossword puzzle. You can choose one of the words in the box which is suitable with the clue given in each number. Number one has been done for you as the example.



Across:

- 1. a trip by air
- 4 the coming to a place, appearance
- 6 a person who works at an airport, carrying luggage
- 8 a taxicab or cab
- 10 the sky above a country
- 12 an act of departing, a leaving

Down:

- 2 an aircraft with one or two motorized blades on its top
- 3 a type of strong light that passes through the body and makes a picture of bones and other body parts
- 4 an airplane, glider, or other flight vehicle
- 5 to enter a ship, train, etc.
- 6 people who help keep buildings and other areas safe, guards

- | | |
|---|---|
| <p>14 a thin luggage bag with a zipper used to carry suits and dresses</p> <p>16 place where airplanes take off and land</p> <p>17 a person who serves passengers on a plane and is responsible for their safety</p> <p>19 the building in an airport where air traffic is routed in and out of the airport</p> <p>22 a person who flies an aircraft</p> <p>23 bags, suitcases, etc. used to carry clothing and other goods while traveling</p> <p>24 a station, depot (rail, bus, airline)</p> <p>26 an airplane</p> <p>27 not requiring payment of duty fees</p> <p>28 entrance or exit, usu. at an airport</p> | <p>7 a foreign travel authorization</p> <p>9 a flat, sturdy box with a top and bottom, usu. attached by hinges on one side and held closed by latches, and with a handle for carrying; made to carry suits and other clothes when traveling</p> <p>11 a person (other than the driver) who rides in a bus, boat, car, taxi, etc., esp. one not steering it</p> <p>13 a machine for flying passengers or goods</p> <p>15 a small path or field for planes to take off and land</p> <p>18 a business that carries passengers and cargo by airplane</p> <p>19 describing a bag that is carried on an airplane, bus, etc., instead of being stored in the luggage compartment</p> <p>20 suitcases and bags used to carry clothing while traveling</p> <p>21 a rise or ascent, as of an aircraft from the runway</p> <p>25 to reach land</p> |
|---|---|

ARRIVAL	XRAY	RUNWAY
TAXI	PASSENGER	TERMINAL
DEPARTURE	AIRCRAFT	SKYCAP
FLIGHT ATTENDANT	SECURITY	DUTYFREE
BAGGAGE	AIRSTRIP	GARMENTBAG
AIRSPACE	VISA	AIRLINE
PLANE	LUGGAGE	LAND
CONTROLTOWER	AIRPLANE	SUITCASE
GATE	CARRYON	HELICOPTER
PILOT	TAKEOFF	BOARD

Glossary

customer services /kʌ s.tə.mə sɜː .vɪ s/	: the part of an organization which answers customers' questions, exchanges goods which have been damaged, etc.
check in counter /tʃ ek.ɪ n kaʊ n.tə/	: the place at an airport where you show your ticket so that you can be told where you will be sitting
stewardess /ˈstjuː.ədis/	: a person (female) who serves passengers on a ship or aircraft
baggage handler /ˈbæg.ɪ dʒ hænd.lə/	: a person who takes passengers' bags and cases, and puts them onto an aircraft or removes them from an aircraft
ticketing agent /ˈtɪ k.ɪ .tɪ ŋ eɪ .dʒ ə nt/	: the agent of production or selling of tickets
application /æp.lɪ keɪ .ʃ ə n/	: a letter of application
responsibility /rɪ spɒ n t .sɪ bɪ l.ɪ .ti/	: something that it is your job or duty to deal with
flight date /flaɪ t deɪ t/	: the date of the journey in an aircraft
match /mætʃ /	: something which is similar to or combines well with something else
driving license /draɪ .vɪ ŋ laɪ .s ə n t s/	: official permission for someone to drive a car, received after passing a driving test, or a document showing this
boarding pass /bɔː .dɪ ŋ pɑː s/	: a card that a passenger must have to be allowed to enter an aircraft
tear /teə r /	: to pull or be pulled apart, or to pull pieces off
passenger /pæs. ə n.dʒ ə r /	: a person who is travelling in a vehicle but is not driving it, flying it or working on it

Appendix D

Quantitative Data

Appendix D**The result of th First Questionnaire (Need Analysis)**

No.	Statement	Options	Total Answer	%
1.	The reasons why the learners need to learn English are...	a. to pass the final examination.	0	0
		b. to ease the students in looking for jobs.	24	92.30
		c. to master English well.	6	23.07
		d. other:	0	0
2.	The purposes why the learners need to learn English are...	a. to be able to master the vocabulary well, especially related to English for job interview..	13	50
		b. to be able to master the grammar well.	2	7.69
		c. to be able to understand the meaning of words, sentences, and expressions in English.	8	30.76
		d. to be able to differentiate formal and non-formal expressions in monologues and dialogues.	8	30.76
		e. to be able to express formal and non-formal expressions in monologues and dialogues in front of the class.	15	57.69
		f. to be able to communicate orally using good English in a daily context.	21	80.76
		g. other:	0	0
3.	The techniques in English teaching that the learner likes	a. one way, only from the teacher	1	3.84
		b. two ways, the teacher-the learners.	24	92.30

	are...	c. role play.	7	26.92
		d. games.	15	57.69
		e. other.	0	0
4.	The media that the learner likes to be applied in the classroom are...	a. mamuals	2	7.69
		b. instructions in English	10	38.46
		c. terms related to airline staffs	24	92.30
		d. pictures.	10	38.46
		e. magazines/newspapers.	0	0
		f. Others:	0	0
5.	The English materials that will support the future job is...	a. the technical terms about the duties related to airline staffs.	24	92.30
		b. the procedures on how to give service to the customer as an airline staffs.	19	73.07
		c. formal dialog used in the job activity.	8	30.76
		d. Others: ...	0	0
6.	The content of the speaking materials that the learner likes is...	a. simple dialogues or monologues.	9	34.61
		b. practice simple dialogues or monologue in front of the class	19	73.07
		c. the introduction of the vocabulary before the texts.	10	38.46
		d. the explanation about the grammar before the input texts	6	23.07
		e. input tesxt with picture	2	7.69
		f. Others:	0	0
7.	The lenght of the the input text as speaking materials that the learners like is	a. 200 – 250 words	23	88.46
		b. 250 – 300 words	3	11.53
		c. 300 – 350 words	0	0
		d. 350 – 400 words	0	0

8.	The topic of the input text as speaking materials that the learners like is	a. interview	26	100
		b. handling the customers	19	73.07
		c. dealing with customers complain	12	46.15
		d. Others:	0	0
9.	The speaking activity that the learners like is	a. practice the dialog in pair	24	92.30
		b. practice the dialog based on the picture given by the teacher	2	7.69
		c. role play	10	38.46
		d. share information with friends in a group	13	50
		e. discuss certain problem and find the solution	0	0
		f. tell about daily activities	11	42.3
10.	The partners to use English are...	a. the domestic or foreign customers	26	100
		b. bussiness partners.	0	0
11	The form to use English is in.....	a. Oral	26	100
		b. written	4	15.38
		c. Others:	0	0
12.	The time to use English is when the learners..	a. understanding flight schedule	8	30.77
		b. translating terms / instructions in English	0	0
		c. Understanding passage, brochure, booklet, ticket, letter in English that related to my duties	19	73.07
		d. communicating with foreign customers	25	96.15
		e. Others:	0	0
13	The places to use English are in...	a. the national or international company	3	11.53
		b. aviation company	24	92.30
		c. Others:	0	0

14.	The procedures of doing the tasks are...	a. to do the tasks individually.	3	11.53
		b. to discuss the tasks in pairs.	25	96.15
		c. to discuss the tasks in a group.	2	7.69
		d. Others:	0	0
.15.	The difficulties in learning English are.... (continued)	a. less knowledge on how to use correct grammar.	12	46.15
		b. less knowledge about the use of the vocabulary and expressions.	21	80.76
		c. less knowledge about how to pronounce the words or expressions correctly.	13	50
		d. less knowledge about how to pronounce the words or expressions correctly.	13	50
		e. less knowledge about how to pronounce the words or expressions correctly.	13	50
		f. Others:	0	0
16	The kind of vocabulary building activities that the learners like are	a. match the English words with the equal words in <i>Bahasa Indonesia</i>	18	69.23
		b. Find the words in Bahasa Indonesia which is equal in meaning with the English words based on the context being learned.	21	80.76
		c. Fill in the blank in a sentence/paragraph with the suitable word/s based on the word/s given as the	5	19.23

		clues		
		d. Fill in the blank in a sentence/paragraph by your own word/s,	2	7.69
17.	The grammar learning activity that the learners like is	a. Identifying sentence structure's errors	6	23.07
		b. Correcting sentence structure's errors	10	38.46
		c. writing sentences based on the pattern being learned	15	57.69
18	The pronunciation activities that the learners like are	a. Repeating after the teacher	26	100
		b. the phonetic transcriptions given in the difficult words	5	19.23
19.	In the English teaching and learning process the learners prefer	a. listen to the explanation given by the teacher	3	11.53
		b. participate in solving a problem in teaching learning process	22	84.61
		c. write all of the information	8	30.76
20.	The role of the teacher in giving the tasks that the learners like is	a. Discuss the result immediately	2	7.69
		b. Give the example first, then ask the learners to do the task	20	76.92
		c. answers the learners questions spontaneously when the learners find difficulties in doing the tasks	0	0
		d. mingles to control the learners in doing the task	1	3.84
		e. mingles and comments on the task done by the students	19	73.07

Table.5 The Result of Second Questionnaire (Material Review by the Expert)

No	Statement	Score	
		Unit 1	Unit 2
A. The Goal			
1.	The developed materials is in line with the objective of the English teaching and learning process.	4	2
B. Format			
2.	The general layout is comfortable and interesting.	5	5
3.	The type setting is suitable	5	5
4.	The illustration is attractive.	5	5
C. Instruction			
5.	The instructions in every task is understandable and clear for both the teacher and the students	3	4
D. Content			
6.	The topic of the developed material is suitable with the educational background of the learners.	4	4
7.	The activities in the developed materials give opportunities for the students to learn speaking	4	4
8.	There are various input texts included in the developed materials (i.e. monolog, dialog, etc.).	4	4
9.	The explanation of the grammar and expression is clear.	3	4
E. Vocabulary			
10.	The developed material pays attention to the words and the word study	3	2
F. Sequence			
11.	The tasks in each unit of the developed materials are sequenced from guided to free.	4	3
12.	The tasks in each unit of the developed materials are sequenced from comprehension to production.	4	3
G. Methodology			
13.	The activities in the developed materials are various (i.e. role play, games, survey, etc.).	4	4
14.	The setting of the developed materials varies from group work, small group work, in pair group work, individual work.	4	4
Mean of each unit		4	3.78
Mean		3.89	

Appendix E

Qualitative Data

Transkrip Interview Dengan Guru

Researcher : Berkaitan dengan pembelajaran English for job interview, bagaimana biasanya Ibu mengajarkan materi di kelas?

Guru : Ya biasanya saya mengajarkan materi sesuai yang ada di modul Mbak, kan kebetulan dari PSPP sendiri sudah ada modul ya. Ya sesuai modul saja.

Researcher : Jadi sumbernya dari modul ya Ibu? Apakah ada input lain yang Ibu berikan?

Guru : Kebetulan tidak ada, saya ambil dari modul saja, ya paling kalau ada tambahan sedikit saya tulis- tulis begitu.

Researcher : Apakah ada kendala yang ibu hadapi dalam pembelajaran English for job interview ini?

Guru : Kendalanya materi si Mbak sebenarnya. Yang di modul itu bahasanya terlalu kompleks, terlalu tinggi untuk siswa ya. Jadi perlu waktu lebih untuk memberi penjelasan.

Researcher : Oh, begitu. Lalu menurut Ibu, apakah materi yang ada di modul sudah cukup / sesuai dengan kebutuhan siswa?

Guru : Jujur, sebenarnya masih kurang Mbak. Karena materi yang ada di modul itu terlalu tinggi begitu.

Researcher : Terlalu tinggi bagaimana ya Ibu?

Guru : Bahasanya terlalu kompleks, lalu topiknya malah menurut saya ada beberapa yang kurang sesuai dengan pembelajaran ini ya.

Researcher : Jadi terlalu kompleks dan topik kurang sesuai ya. Bisa ibu berikan contoh Bu kira-kira kompleks dan kurang sesuai bagaimana?

Guru : Iya, jadi kan beberapa siswa di sini sudah ada yang mengikuti interview kerja Mbak, nah dari cerita mereka itu bahasa Inggris yang digunakan pada saat interview itu ternyata simpel-simpel, contohnya memperkenalkan & menceritakan tentang diri – sendiri. Selain itu rata-rata ditanyai tentang job deskripsi dalam bahasa Inggris. Sementara, yang di modul itu isinya malah di luar interview contohnya menanyakan lokasi ruang interview pada satpam atau sekretaris, itu kan kurang sesuai.

Researcher : Bisa Ibu ceritakan Bu pengalaman mereka saat diinterview seperti apa?

Guru : Ya sebagian besar diminta untuk memperkenalkan diri menggunakan bahasa Inggris, ditanyai kelebihan dan kelemahan mereka ya lebih ke personality. Kemudian pertanyaan yang agak kompleks biasanya tentang job deskripsi, salary dan menanggapi keluhan pelanggan.

Researcher : Oh, ya ya ya. Kalau dari siswa sendiri menurut Ibu, apakah mereka ada keluhan mengenai pembelajaran English for job interview ini? Kesulitan – kesulitan siswa seperti apa begitu Bu.

Guru : Ya ada sih Mbak. Siswa sini kan sebagian besar dari luar Jawa ya Mbak, dari Sumatera. Rata-rata bahasa Inggrisnya itu masih kurang Mbak. Bahkan cardinal & ordinal number saja ada yang tidak

paham loh. Jadi sebenarnya mereka perlu diajari secara lebih mendetail lagi.

Researcher : Bagaimana dengan aktivitas siswa di dalam kelas? Aktivitas apa saja yang biasanya Ibu berikan saat mengajar English for job interview ini?

Guru : Kalau aktivitas ya standar saja Mbak, kan di modul sudah ada contoh dialog ya biasanya saya memberikan contoh kemudian mereka mempraktikkan dialog itu. Kemudian mempelajari kata-kata yang sukar. Setelah itu mengerjakan latihan yang ada di modul, menerjemahkan kalimat Bahasa Indonesia ke dalam Bahasa Inggris Mbak.

Researcher : Lalu aktivitasnya secara individu, berpasangan atau kelompok Bu?

Guru : Ya kombinasi si Mbak biar siswa tidak bosan ya.