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The 61st TEFLIN

**International Conference 2014**

**Solo, 7 - 9 October 2014**

**PROCEEDINGS**

*English Language Curriculum Development:*
*Implications for Innovations in Language Policy and Planning,*
*Pedagogical Practices, and Teacher Professional Development*

**ENGLISH EDUCATION DEPARTMENT**
**TEACHER TRAINING AND EDUCATION FACULTY**
**SEBELAS MARET UNIVERSITY**

**BOOK 1**

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International
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# PROCEEDINGS

*English Language Curriculum Development:*
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# FOREWORD

These proceedings feature 335 papers out of 531 papers presented at the The 61st TEFLIN International Conference. Enmeshed in the theme, *"English Language Curriculum Development: Implications for Innovations in Language Policy and Planning, Pedagogical Practices, and Teacher Professional Development",* the papers present different lines of scholarship which address such topics as (1) language policy, (2) language planning, (3) needs analysis, (4) language syllabus and lesson planning, (5) language materials evaluation and development, (6) instructional design and language teaching methodology, (7) instructional media and technology, (8) language classroom management, (9) language testing and assessment, (10) language program evaluation, and (11) teacher professional development. The proceedings are alphabetically organized based on authors' names.

All the papers in these proceedings were not peer-reviewed, but the papers published in these proceedings met the basic requirements set out by the committee. All the papers do not exceed a total of five pages (including tables, figures, and references). In the editing process, the editors extended the maximum page limit up to six pages in order to include more papers.

Neither the Conference Committee nor the Editors are responsible for the content, outlook, opinions, and arguments made in the papers. The sole responsibility concerning the ethical aspect, validity of methodology, and political views in the papers rests with the individual authors.

Finally, we would like to extend our sincere gratitude to all of the paper presenters who have shared their bright and inspiring ideas at the conference, and to the board of reviewers and editors who have worked hard in screening all the submitted abstracts. We do hope that readers enjoy reading the papers in the proceedings and find them enlightening and useful.

Surakarta, 7 October 2014
The Committee

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for The 61st International TEFLIN Conference**

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# DESIGNING NEEDS ANALYSIS-BASED
## ENGLISH TRAINING MATERIALS FOR TOURIST DRIVERS
## AS A MEANS OF TRANSPORTATION SERVICE IN YOGYAKARTA

**Hermayawati**
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**Abstract**: this research aimed at Designing Needs Analysis-Based English Training Materials for Tourist Drivers as a Means of Transportation Service in Yogyakarta. It was a multi-design research granted by the directorate of higher education. It focuses on designing English training materials especially for foreign tourist drivers (FTD) by using cultural language learning approach (CLLA) in order to preserve Javanese culture as one of Yogyakarta's missions defined in its 2004-2025 long-term development. It involved 40 FTD as participants through taxonomic ADDIE procedure which included: (1) analysis (on the FTD needs), (2) designing (prototype of English for Foreign Tourist Drivers/EFTD), (3) developing and (4) implementing (the designed prototype), and (5) evaluating (the developed EFTD). This project found as follows. First, the needs of the FTD was English for survival needs program for false-begining level. Second, based on the results of implementation (training) conducted cyclicaly, EFTD was judged as training materials especially for FTD. Third, the result of evaluation towards the designed product showed that EFTD was significantly able to improve FTD's English competence. Based on such findings, EFTD is recommended to use as a training materials for FTD who particularly domicile in Yogyakarta.

*Keywords*: *ADDIE, needs analysis, multi-design research, approach, culture*

## Introduction

This paper illustrates the writer's (second year from the totally three years) research project granted by the Directorate of Research and Community Service, Directorate General of Higher Education, the Ministry of Education and Culture of The Republic of Indonesia 2014 to provide both theoretical and practical reference for the readers. This project generally aimed at designing English training materials especially used for the drivers to enable them to communicate in English with foreigners visiting Yogyakarta through an English training. The training was conducted by using "English for Foreign Tourist Drivers (EFTD)" model. It was done by considering that Yogyakarta is one of the tourism destination for it has antique cultural heritages and potentially to increase regional income. But unfortunately, it is not facilitated with professional services, especially of the stakeholders such as the tour guides, the drivers and hawkers.

As a place of interest, Yogyakarta has not been completed with adequate communicative services because most of the relevant stakeholders are not able to communicate in English as an international language. This matter, of course, may reduce the convenience of foreign tourists in enjoying the atmosphere during relaxation which is caused by the existence of miscommunication when they serve foreigner. Eventhough many tourist guides are available in this city, but not all foreigners visiting Yogyakarta would make use of them by considering the expensive charge either for their services or by privacy reasons.

## Research Method

Appropriately to the issues written above, this project used developmental research by using ADDIE model (analysis, design, development, implementation and evaluation). Figure 1 shows the procedure of ADDIE Model.
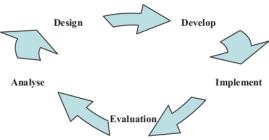


**Figure 1. Taxonomic Procedure of ADDIE Model**

Being inspired by such model, this project involved taxonomical activities as follows: (1) analysing trainees' needs, (2) designing training materials prototype, (3) developing training materials prototype, (4) implementing and (5) evaluating the training activities and the used materials. In this case, activities were conducted as follows: (1) observing the training needs, (2) preparing training prototype, (3) implementing English training using threshold level for survival needs mainly focused on speaking skill practices, (4) conducting assessment to measure the success of training, and (5) establishing English Community for Foreign Tourist Service Drivers to keep the sustainability of the program.

The training needs analysis was conducted by gathering informations concerning with the needs of the trainees in their language learning, such as language skills, discourse types, language aspects, and materials content. The result of the needs analysis was used as the basic of designing materials prototype. The designed prototype was, then, developed and implemented in the training process.

Implementation process lasted cyclically, in which every cycle was observed accurately. It was intended to get in detail informations about the trainees learning achievement progress and the appropriateness of the developed materials with the learning needs. When it was appropriately with the defined training goals, the activity was continued to the last procedure, namely, evaluation. This activity was intended to find the data related to the trainees learning achievement in general, through testing. The test was lasted twice, that is, in the forms of pretest and posttest. When the average result of posttest is higher than the pretest , it means that the designed materials can be judged as the training materials for foreign tourist driver (FTD). In this case, the average of posttest result was higher than the pretest so that it can be concluded that the learning materials being evaluated matched with the FTD needs.

### Research participants

This research involved 40 research subjects who earned their living by providing driving services for foreign tourists visiting Yogyakarta, Indonesia. To improve their services to the foreign tourists especially visiting Yogyakarta, they need to be able to communicate in English, at least at the threshold level. Their English competences are beneficial to improve tourists length of stay that may increase the regional income and affect to the people's welfare.

### Data gathering and its analysis

There were two types of data in this study, namely qualitative (the various documents used) and quantitative data (test results). Data in this study was in the form of the results of training needs analysis, design, development, implementation and evaluation processes. The gathered data was analysed using statistical computation by calculating the standard deviation of the test results. Since there is only one group of trainees in this area (single-shot data anaysis), the analysed quantitative data is in the form of the pretest and post-test results design (Cohen, *et al.*, 2000) which is calculated using standard deviation (SD) formula. SD is equal to the square root of the averaged square distance of the scores from the mean. The higher the SD, the more varied and more heterogeneous a group is on a given behavior, since the behavior is distributed more widely within the group (Seliger & Shohamy, 1989).

In this study, computing SD formula (as written in Nunan & Bailey, 2011) was performed as follows:

$$SD = \sqrt{\frac{\sum (X - \overline{X})^2}{N - 1}}$$

where X= student's score; $\Sigma$ = sum of; N= number of students; $\overline{X}$ = mean; $\sqrt{\phantom{x}}$ = square root. In this study, N is 40 trainees who get pretest and post-test. The pretest was conducted before getting materials training while the post-test was performed after getting training. It aimed at obtaining the trainees' gain scores within the two tests. Gain score is the gap between the average or the mean difference of pretest and post-test of the total scores.

### English training and assessment
**Table 1. English training materials design content**

| Training Competency | | Activities and Language Functions |
|---|---|---|
| Competency Standard | : | Threshold Level English Competency for Foreign Tourist Drivers (FTD) |
| Basic Competences | : | Spoken and Written English Competence for False-beginning level |
| Training Indicators | : | |
| I. Listening & Speaking | : | Trainees are able to: Listen and/or response dialogues related to providing transportation service for foreign tourists visiting Yogyakarta |

1. *Greetings customers* ➔ text with pictures
2. *Offering helps* ➔ text with pictures
3. *Showing Direction* ➔ text with pictures
4. *Cultural Tourist Resorts Destination*
5. *Inviting tourists to enjoy the Tourist Places ordered*
6. *Writing Invoice in English*
7. *Thanking*) ➔ text with pictures

II. Reading : Trainees are able to: Reading aloud and comprehension related to Travel Services for foreign tourists

1. Practice reading texts concerning to the various tourist places of interest available in Yogyakarta;
2. Practice reading texts concerning to describing various kinds of places of interest in Yogyakarta;
3. Practice reading procedure texts concerning to Showing the Direction on how to visit the Javanese cultural heritage places;
4. Practice reading procedure texts concerning on how to make various kinds of Javanese beverages;
5. Practice reading on procedure to offer travel services

III. Writing : Trainees are able to: practice writing simple procedure texts on how to provide travel services

1. Writing simple texts of tourist resorts list

2. Writing SMS on the customer's needed service
3. Writing SMS on Asking the Customer's Adress to Pick up

4. Writing an invoice for the given service

The training aimed at providing transportation service with English communicative skill particularly for the threshold level, namely adequate language mastery for survival life inspired by Van Ek (1987) and (Wilkins, 1987) but in which contents are integrated with the javanese culture. This is important to perform by remembering that one of the regional missions of Yogyakarta is to become a well known tourism resort through out South East Asia. The training which lasted for 14 meetings was conducted for 40 drivers. This was intended to introduce the Javanese culture heritage through their daily life communication with their users. Threshold level in this case was trained to the trainees with various study backgrounds. Though most of them had ever learnt English before, but they kept unable to use it to communicate with foreigners. According to Bailey (2005), it is categorized into "false-beginners level".

The designed materials consists of 9 Chapters in which each chapter develops integrated language skills, but stressing on the speaking practices. The developed language functions are: "Greetings", "Offering Helps", "Asking about the Origin", "Telling Various Tourist Places of Interest", "Writing Invoice", "Returning Rest Money", "Showing Direction", and "Thanking & Inviting for Travelling Service". Each topic was inserted with the Javanese culture heritage as means of introducing such culture to foreigners. The whole contents written above were performed and tested cyclically until the trainees reached the expected target language and language contents that must be achieved as written in the syllabus content (See Table 1).

To obtain data on trainee learning achievement, a test is needed. This test is conducted by using authentic assessment including oral and written language of the performance of the participants during the training/learning process (O'Malley & Pierce, 1996). Trainee's language performance are arranged in the form of portfolio to get data on the progress of their learning using the studied materials.

The quantitative data which was in the form of speaking test result and trainee's language performance was analysed using scoring rubric for assessing speaking competence as suggested by O'Malley & Pierce (1996). They suggest scoring rubric for six levels of language learning, namely pre-beginning, beginning, pre-intermediate, intermediate, pre-advanced and advanced levels. In this project, scoring rubric was used as a guide to assess learners' language acquisition in their language performances. Referring to such scoring rubric, the trainees were treated as the false-beginning level which are similar to the pre-elementary and elementary level (level 1 and 2).

**Findings**

This study resulted both theoretical and practical findings, as the following. First, the trainee's needs was threshold English materials for survival needs which was in the form of a simple text-book called "English for Foreign Tourist Drivers (EFTD)" using cultural language learning approach or CLLA. It was shown by their motivation during the learning process. Second, the EFTD prototype was designed based on the result of needs analysis (NA). Third, the prototype was developed while implementing it cyclically. The adequacy or the necessity of the cyclical implementation depended on the defined trainees' learning level of achievement. In this case, the defined criteria of the average learning achievement was 7.0. The learning process (implementation) was stopped when the trainees' average achievement reached 7.0. Since the demanded learning achievement point was fulfilled, the training was stopped. This means that the developed prototype can be judged matched as

training materials especially for the FTD service purposes. As an illustration, Figure 1 presents the procedure on conducting the FTD training using ADDIE model.



**Figure 2. Cyclical procedure in conducting English for FTD training using ADDIE model**
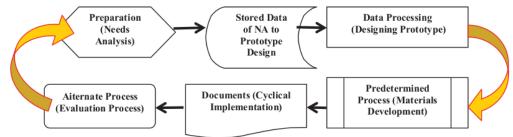
**Significance of the Project**

As it is an on-going second year project (from the totally three years projects) granted by the Directorate of Higher Education, the Ministry of Education and Culture of Republic of Indonesia, thus, it is presented to provide both theoretical and practical findings that are expected to be beneficial as a reference for the relevant researcher and practitioner. Theoretically, it provides a new reference to conduct relevant research and English teaching method as the result of ESP development called EFTD. Practically, it provides a new EFTD materials that may be used for the relevant trainings. Besides, this research findings will also be used to provide theoretical reference for the next (third year) research of my project.

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