

NEEDS ANALYSIS OF FLIGHT ATTENDANT STUDENTS IN LEARNING ENGLISH AT LKP GRAHA WISATA NUSANTARA SCHOOL PADANG

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Abstract

Developing a suitable specific material of English course is really needed to teach English for Flight Attendant at LKP Graha Wisata Nusantara School. This study aims to figure out the needs of flight Attendant students in learning English. This study is a research and development design which uses Four-D model including defining, designing, developing, and disseminate phases. In defining phase, needs analysis was conducted to attain the information about students' leaning needs and target situation needs. Students' learning needs were obtained through the questionnaire to 20 students of Flight Attendant program and the interview of the chairman of LKP Graha Wisata Nusantara School. Meanwhile, the target situation needs were attained through open questionnaire of 9 international flight attendants. The result showed that students of Flight Attendant program need to focus on listening and speaking activities, for they are going to do direct intecation and communication with passengers.

Keywords: Needs Analysis, English for Flight Attendant, English for specific purpose

Introduction

The phenomenon that English is really important in work field can be seen from the requirement of the worker candidates who ask them to have the good ability in English either spoken or written. It is also the reason that in order to face the globalization era in which every country needs to communicate with other countries, English is the general bridge to help them reach the goal of agreement. In Indonesia, according to *National Qualification Framework (KKNI)*, people need to pass the standardized test and get the certificate as the proof that they are proper to work in that field. Thus, their ability in their own skill also should be supported with the ability to communicate, especially in using English which also lead to different needs of English they use in their working activities.

Using English for different needs of English is known as English for Specific Purposes. ESP should be applied in every different discipline and the vocational courses as well. Dudley-Evan and St. John (1998) stated that ESP implies the research to produce pedagogically suitable material and exercises for the learners in a specific context. It is also supported by Hutchinson and Waters (2008) that ESP is an approach to language learning which based on learners' needs. When the needs have been identified, they need to be transferred into the terms of goals an objective as the bases to develop the suitable tests, materials, teaching activities and evaluation strategies (Brown, 1995). Determining the needs of students can help teachers to define the group of people and to decide to what extend the materials and activities used in the classroom (Masoumpanah and Tahririan, 2013). So, analyzing the needs gives chance to the ESP course designer to set the syllabus, contents, and methods in accordance with the special needs of the learners.

One of vocational courses which need to implement the ESP is Lembaga Kursus dan Pelatihan Graha Wisata Nusantara School (LKP GWNS) Padang. LKP GWNS is a course which runs in hospitality industry. The majors offered are Flight attendant, Air ground staff and guiding, Hotel management and Cruish Ship programs. These majors rely on the language abilities and communicative skills to handle all sorts of the enquiries and requests with the passengers or customers. So, the ability of English use is really needed to make them able to cope with all problems and situations, especially when facing the foreign customers or passengers.

The special concern is put to Flight Attendant program that the Federal Aviation Authority (FAA) in Uraipan (2010) considered creating requirement for flight attendants to understand sufficient English language to communicate, coordinate and perform all required safety related duties. Being flight attendant requires them to be able to have good communication in English. Therefore, English course for Flight

Attendant students offered at LKP GWNS has been designed based on the topics which are commonly found in aviation industry. The students have been introduced to the general knowledge of how English use in aviation industry.

However, it was not complete yet. After reviewing the material used, it was found that the material given did not completely fulfill the needs of Flight attendant students. Only few materials of flight attendant context were inserted in the English course. After that, there was no needs analysis conducted before designing the material. The instructor developed the material from the general overview of the chairman of LKP GWNS, her personal experiences in travelling with airplane, and some sources from internet. It can be seen that the result of material did not touch all aspects of flight attendant needs in using English for communication.

To find out the learners' needs in designing the course, needs analysis should be conducted. Needs analysis can be defined as the process of establishing *what* and *how* of a course. Jordan (1997:22) states that needs analysis should be the starting point for devising syllabuses, courses, materials and kinds of teaching and learning that takes place. It was supported by Dudley and St. John (1998:121) who see needs analysis as the corner stone of ESP. It leads to a very focus course. Therefore, needs analysis is used to gather the data by using some fundamental questions to see the appropriate type of analysis and the data needed.

There are at least two needs analyzed in this research; they are target situation analysis and learning needs analysis. The aim of target situation analysis is to provide information about to what language to teach (Hutchinson and Waters, 2008). It is also about the tasks and activities in which English is used. Then, the learning needs analysis is conducted to attain the information about the effective ways of learning skill and language. It includes language learning information about knowledge of how language and skills are used in target situation. To design a suitable English course for Flight Attendant students, the needs of students should be analyzed. The result of analysis can be used to design and develop the suitable English materials for them. Therefore, the research aims to find out the current needs of Flight Attendant students in learning English.

Method

The data attained were about target needs and students learning needs in learning English for Flight Attendant context. The needs analysis was used to get the instructional goals for the course design. To gather the data of target needs, 9 flight attendants of international airlines have been questioned related to the importance of English in their duty. The questions were developed from the theory of target situation analysis from Hutchinson and Waters (2008). The respondent was chosen through snowball sampling technique. The main respondents were EAR from Saudi Arabian Airlines, IS from Air Asia X Airline, and LO from EagleXpress Airline. Then, they recommended some names to be contacted such as YSH from Garuda Indonesia Airline, AMI from Pulmantul Airline, RF from Wamos Airline, DMW from Saudi Arabian Airline, and DMW and NYS from EagleXpress Airline. Meanwhile, the data of learning needs were attained through the interview with the chairman of LKP GWNS and through questionnaire for 20 flight attendant students of LKP GWNS. The interview and questionnaire were developed from the theory of learning needs of Hutchinson and Waters (2008) as well. The conclusion of the needs analysis was specified into instructional goals of English course for Flight Attendant program.

Findings and Result

The findings of needs analysis can be tailored as follow:

1. Target Situation Analysis

The findings of target needs were resulted from the questionnaire given to the flight attendants. The results are described based on the indicators.

a. Reason for English needs at work

Based on the result of questionnaire with the 9 flight attendants as stated before, it was revealed that having ability in using English was very important for flight attendant, so that there was a need of mastering English. The reasons why English was so important were varied. The primary reason why English needed was because the flight attendant manual book (FAM) were written in English. In the training process, the material and training were also presented in English, so that the needs of mastering English was necessarily important for flight attendant. Another reason was because English was universal language which was widely used in the different countries. Thus, flight attedant, especially that who has international flight duty, tended to use English to communicate with other crews or passengers.

b. The way English used at work

The way English used by flight attendant in working condition were almost similar each other. The result showed that all of English skills were used by flight attendant in working situation. Some of respondents explained that the use of listening, speaking, reading and writing depended on the situation they faced.

EAR stated that speaking was mostly used but listening and reading were also important. YSH also added that all of skills were very necessary for flight attendant. Which one more important would depend on what she/he did at that moment. Speaking and listening were considered more necessary because flight attendant mostly communicated with passengers during the flight. Meanwhile, reading and writing were considered important for flight attendant itself. These skills were used as medium to learn in training process. The FAM was written in English so that flight attendant needed to have good reading ability in comprehending the material given. Then, writing was needed in dealing with forms. Flight attendant have to write the flight report in every duty. Therefore, they needed to master these skills in supporting their duty.

Moreover, the way English used was also seen from the channel used. It can be figured out that almost all flight attendants used English through face to face interaction. It can be seen from the beginning passengers boarding, flight attendant should be ready to greet them, to assist them with their stuff and seat, to deal with their needs during flight and to disembark them in the final destination. Thus, there was a large amount of interaction between flight attendant and passengers.

The second mostly used channel was interphone. Interphone was used to communicate with passengers and captain. Flight attendant used interphone to give announcement so that the passengers could hear information in the cabin through the sound system. Whereas, the interphone was also used when flight attendant talked to captain about the flight condition in cabin.

Another consideration in the way English used by flight attendant was seen from the types of text mostly used at work. There were many texts, utterances and expressions used while flight attendant did the job during flight. The primary text mostly used were greeting, offering help, responding to passengers' complain, giving instruction and prohibition, and making announcement.

c. The topics communicated at work

There are some topics are likely to be talked in target situation. According to EAR, the topics were related to the safety and flight information like ETA, special needs such as asking for medicine, food menu, offering help and so on. IS also added that passengers talked about safety information, medical problem and menu offered on that flight. YSH gave the same answer that the topics were about the passengers' feeling during flight, duty-free items, but it was not appropriate to talk about the personal business. So, the topics talked during the flight were varied accordingly the situations and the needs of passengers at that time.

Furthermore, to communicate these topics, flight attendant should have good standard of English ability, so that the communication will run smoothly. EAR, IS and YHS agreed that the flight attendants should have good English ability in serving passengers. The level can be measured from intermediate to advance level.

d. The partner of using English at work

Flight attendant mostly faced non-English native speaker who has different level of English competence. Those people can be passengers, or the crews like flight crew and ground crew. Concerning on designing English course for flight attendant students, they are likely to be able to use English with English native or non-English native speaker in doing their job.

e. The setting of using English

The result showed that flight attendant used English inside and outside the office. English was used at office concerning the activity of flight attendant there. It can be to do pre-flight briefing or to discuss the related information with the flight attendant. Then, English seemed mostly used outside the office such as airport, aircraft, hotel/apartment and public places. It can be drawn that the activities of flight attendant can be found in aircraft and airport. The time spent in aircraft was longer than other areas.

2. Learning Needs Analysis

Learning needs analysis was conducted to see the students' needs in English. The data were attained from the interview of the chairman of LKP GWNS about the learning condition of English course itself. Her explanation then was correlated with the students' responses toward the questionnaire given about their learning condition.

a. Reason the students take English course

The results are shown in the following figure:

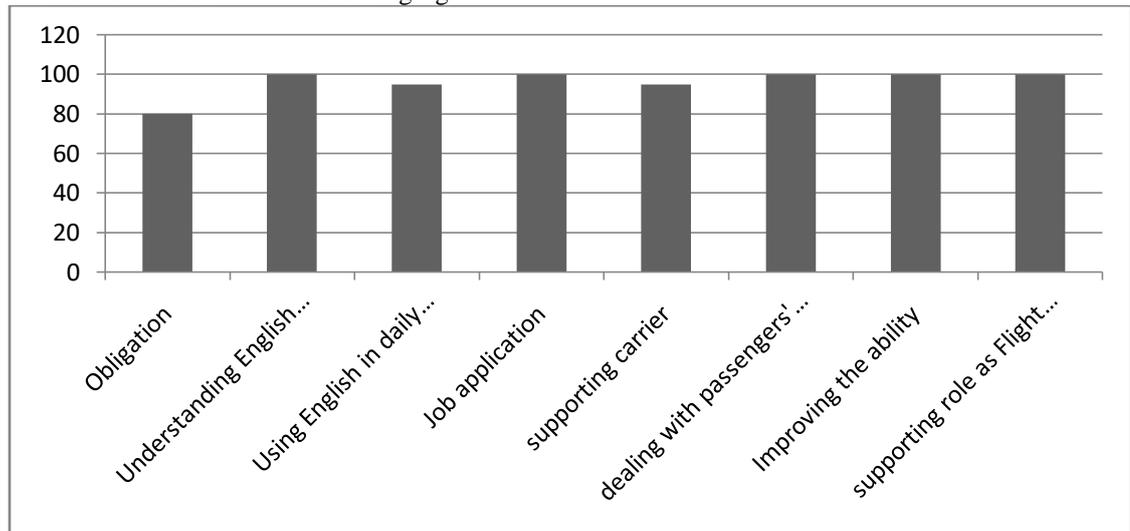


Figure 1. Reason the students take English course

The result of interview indicated that students were obligated to take English course. English course offered to the students was purposed to support students to be able to use English to communicate in target language in real work condition. She emphasized that what was primarily needed in aviation industry was the labours who have good skills in English as it is used as international language to communicate.

The chairman' vision was similar to the students' expectation toward the English course given. Flight attendant students have to take English course as the compulsory subject in their department. It was also as the standard of achievement of students in reaching out the purpose of the course. However, those were not the only reasons. Students also had bigger expectation in taking English course since they had to prepare themselves to use English for applying job, communicating in daily life and supporting their role as flight attendant as well.

b. The way students learn

Another consideration in analyzing students' needs is the way students learn. The following figure reveals the findings of research.

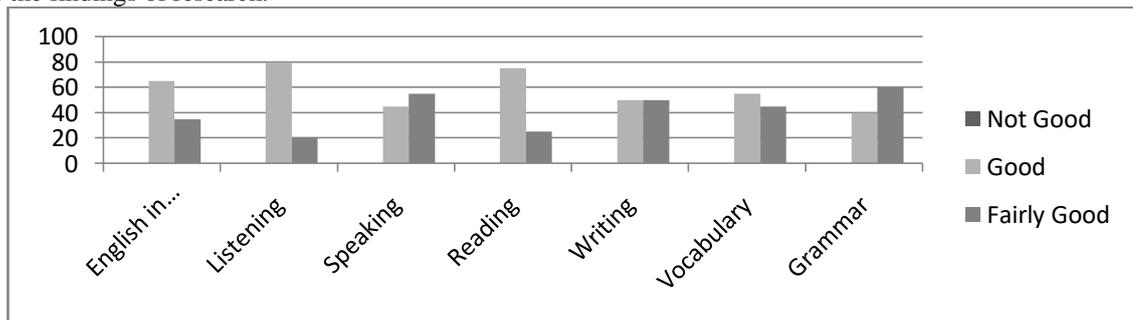


Figure 2. Students' Learning Background

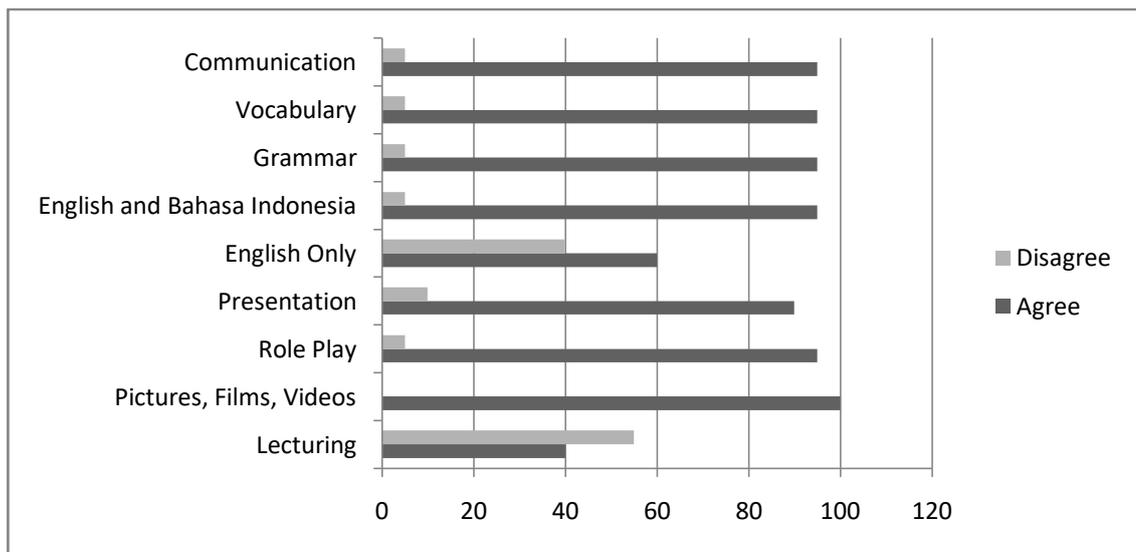


Figure 3. Methods of Learning

From the description above, it was revealed that the chairman of LKP GWNS referred to the students' background when they were in high school. It was assumed that students should have had knowledge about the basic use of English so that they were able to learn English for specific purposes such as English for flight attendant. Nevertheless, this assumption was far from the expectation. Students needed intensive learning to help them reach the purpose of learning. This condition was correlated with the students' responds related to their judgement of their own ability in using English. It was found that flight attendant students were not really good in mastering the English skills so that they needed intensive English course to support their improvement in using English itself.

The table also showed that flight attendant students at LKP GWNS were likely to study by using pictures, films, and videos. They also liked to study through role play and presentation in which they could express and perform their ability in communicating in English. Then, in the process of teaching and learning, they preferred to use English and Bahasa as the medium of communication because they could have better understanding when the instructor stressed the key points in Bahasa. Since they were not really able to use English perfectly, they really wanted if English can be taught through the grammar, vocabulary and communication as well.

c. The learning source available

The information about the learning source available is really needed. The learning source can be found in form of the professional or competence teacher, the attitude the teacher toward ESP, materials, media and the opportunity of students to have outside class activities. The following figure describes the needs of students related to the sources available in learning English.

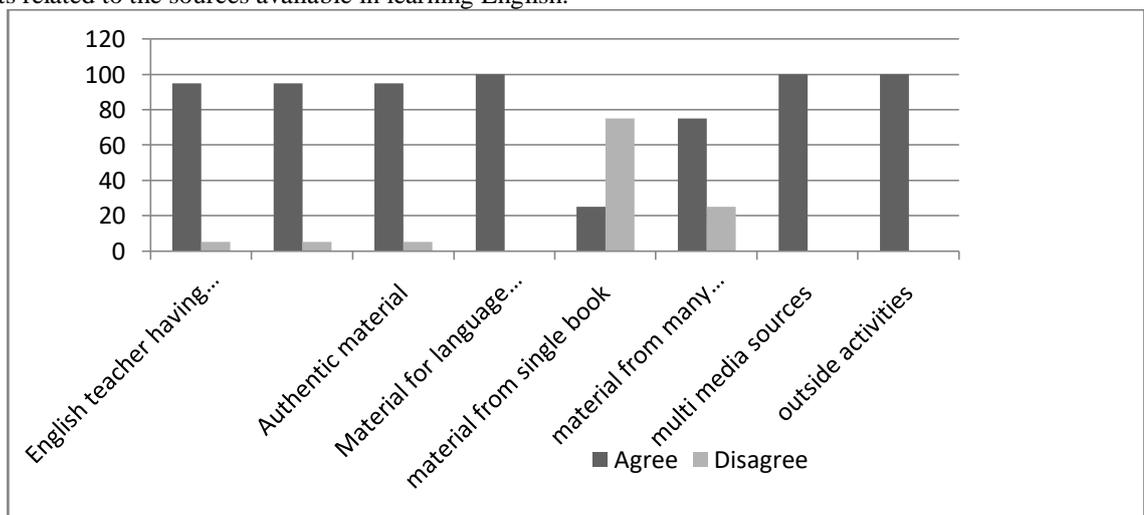


Figure 4. The learning source available

It can be tailored from the table that English for Flight Attendant class can be taught for both flight attendant who had English knowledge and the English teacher who was able to understand the context of flight attendant. Then, the subject contents were about general English and flight attendant context. The materials can be supported by using some devices such as projector and sound system to visualize the picture or videos provided for learning. Finally, the outside classroom activity can be facilitated if the instructor was willing to take it into part of the lesson plan.

d. *The students' characteristic*

The information about students' interest is also needed in tailoring the students' needs in learning English. The following figure shows the students' characteristics.

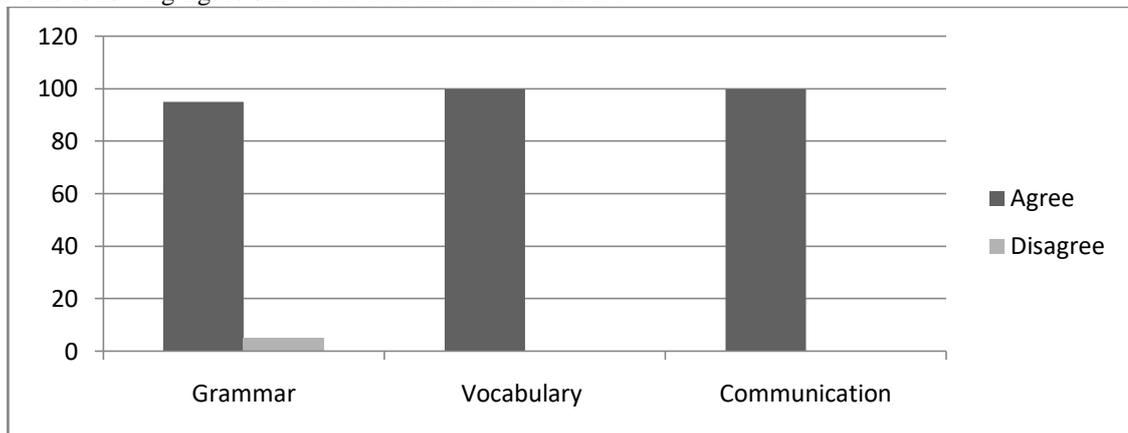


Table 4. The students' characteristics

From the interview result, it was found that students should have understood the basic knowledge of English because they have had English course since they were in Junior High School and in Senior High School. Then, to reach the goal of English learning, the chairman of LKP GWNS stressed the conversation as the main ability to comprehend. It meant that students should be able to have good listening and speaking ability to communicate with people in English. So, the communication became the most important thing for students to achieve. From the students' side, they were asked to choose what focus they wanted English taught in English course. The responds were a little bit different from the chairman expectation. It was important for them to have grammar and vocabulary, so that they could express their ideas to get done good communication.

e. *The setting of English course*

The setting in which the English course takes place includes the place students learn and how many time students study English in a week. The setting of English takes place should include the place and the frequency of English taught. The classroom environment can influence students' ability in learning English. Both classroom activity or outside classroom activity should encourage students learn English well. Then, the frequency of English taught a week also affects students to be familiar with English itself.

As shown in the result of needs analysis above, Flight Attendant students are required to have good ability in using English both oral and written. The good English ability is useful for them in coping the job responsibilities related to English such as communicating with passengers. Since the purpose of the course emphasizes on the communicative ability in using English, the students specific needs in learning English for Flight Attendant are learning listening and speaking skills.

So, it can be concluded that analyzing needs of students toward the English course can be seen from target and learning needs. After analyzing each of needs, the material designed for English for Flight attendant should cover the items below as it is described in the following table.

Table 1. Learning materials, learning methods, learning aids suggested for English for Flight Attendant course

No.	Topic	Task	Learning method	Learning aids
1.	Welcoming passenger	Greeting Settling passengers Asking for information	Role-play	Pictures Videos
2.	Giving first announcement	Reading safety announcement Giving instruction and prohibition	Presentation Role-play	Videos Audio-recording

Table 1. Cont

3.	Serving foods and drinks	Offering choices Taking order	Role-play	Pictures Videos
4.	Selling duty-free goods	Making money transaction	Role-play	Videos Audio-recording
5.	Dealing with passengers' needs	Finding out passengers' problems Dealing with passengers' complaint	Group discussion Presentation Role-play	Videos Audio-recording
6.	Dealing with emergency evacuation	Giving instruction and prohibition	Group discussion Role-play	Videos
7.	Dealing with Medical emergency	Giving instruction and prohibition	Group discussion Role-play	Videos
8.	Landing and parting	Saying good bye Reading final announcement	Presentation Demonstration	Videos Audio-recording

Conclusion

Learning material of English course in LKP GWNS has been created through the use of English in aviation world. However, the content focus on the context Air Ground Staff rather than the context of Flight Attendant, so that there is a need to develop English learning material for flight attendant context. After conducting needs analysis, it was found that students need to have good listening and speaking abilities because the main concern is the flight attendants do direct communication in serving the passengers on board. So, to meet the needs the course was designed to help students learn English through the tasks flight attendants do in their duties.

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