CHAPTER I

INTRODUCTION

1.1 Background of Study

English is crucial in life and a tool for communicating something, especially in the global community. English is also known as lingua franca. This 21st-century era of development has led people to be ready to enter international world relations, such as knowing and sharing information through science and technology and communicating something through every global activity and job. In addition, English has grown rapidly worldwide as a global language and communication (Cao & Wei, 2019; Tauchid et al., 2022). Thus, we are required to master English well.

There are a lot of people nowadays who are employed in the aviation field. Some professions are widely known as pilots, flight attendants, and airport staff. The International Civil Aviation Organization (ICAO) in 2004 has a set of language proficiency requirements in aviation. The ICAO requires the aviation staff to have language proficiency based on international communication standards, such as mastering and conceptualizing English as a second language in communication (Hyejeong Kim, 2013). He also mentioned that the aviation-related jobs require not only knowledge related to the aviation flights itself but also practical knowledge related to the aviation academy, as well as mastering English for specific purposes.

The implementation of learning materials should consider students' future career needs. This is achieved through needs analysis, which identifies learners' language requirements by distinguishing between target needs (what learners need in real-life language situations) and learning needs (what they need to acquire the language) as stated by Hutchinson & Waters (1987). By addressing both these aspects, language curriculum design can effectively provide end goals and educational pathways.

A key component of this process is Target Situation Analysis (TSA), a specific application of needs analysis, as stated by Hutchinson and Waters (1987). According to Li (2014), the "target needs" are the "product" of a target situation analysis. TSA focuses on the language and communication needs learners will encounter in professional contexts, preparing them to use the language effectively in these real-world situations. This ensures that language teaching is relevant and practical, directly addressing the demands learners will face in their careers.

Needs analysis, also known as needs assessment, is essential for designing and implementing any language course, whether for English for Specific Purposes (ESP) or General English (Serafini et al., 2015; Tang, 2023; Zrníková, 2015). Teachers gain valuable insights through needs analysis to create engaging and pertinent teaching and learning experiences. This process helps bridge the gap between teachers and students, ensuring that educational content aligns with students' needs and prepares them for future professional endeavours.

By integrating the principles of needs analysis and TSA, educators can develop a comprehensive understanding of learners' language needs and apply this

understanding to create targeted, effective language instruction. This approach enhances the relevance and effectiveness of language education and equips students with the skills necessary to succeed in their specific professional fields. Considering the above explanations, this needs analysis is the basis of English for Specific Purposes. Laborda (2011) stated that English for Specific Purposes (ESP) is divided into two aspects: Language for Special Purposes (LSP) and English for Specific Purposes (ESP). Meanwhile, ESP, known as English for Specific Purposes, is related to teaching English for a specific or particular purpose (Huang & Yu, 2023; Pham, 2023), for instance, English for Aviation Academy, English for Hospitality, English for Food and Beverages, English for Customers Service, etc.

Furthermore, ESP is also classified as special language, English for Academic and Occupational Purposes, and English with specific topics (Anthony, 2018; Basturkmen, 2021). In this case, this ESP can build the student's interests and motivations according to the student's needs. Teachers must design an effective and interesting course through several collaborations with experts or specialists to develop the course (Hutchinson & Waters, 1987). Furthermore, teachers are required to be able to evaluate the students' achievements according to the goals of the course. Therefore, the English language materials given to the students should be related to the majors in order to assist them in communicating with others about their work.

Due to the need for related language materials, teachers are expected to be able to design suitable learning materials, especially for aviation students. This is because learning materials provide systematic information about students' needs in

the work industry to support their learning. Learning materials have important roles in the learning process. Azizah et al. (2021) stated that learning materials and modules used to be a learning objective for the students, which is one reason why learning materials can be an easy way to learn. Through using modules as learning materials, all of the requirements can be assessed properly. This is because the contents of the learning materials can be used to evaluate whether students can reach each content's goals.

Modules, also known as teaching material, are easy to understand students (Azizah et al., 2021), especially for vocational or training students. On the other hand, learning material or modules are used by a teacher as a tool to develop students' abilities and skills. In addition, modules are also designed and created according to the student's level, needs, and age. According to Pattaufi et al. (2023), learning material can guide students during the learning process. Thus, students can be directed to learn systematically from the learning material.

Therefore, learning methods or techniques teachers or instructors use are required. Using blended learning methods in aviation can be considered one of the best ways. Blended learning is a set of learning methods that combines face to face instruction and e-learning that is suitable for related language teaching (H. Li & Yoon, 2024; Sun et al., 2024). It usually combines the classic teaching approach and the online method. Moreover, people nowadays live in the 21st century, where people are accustomed to using smartphones to access anything, particularly in this context, such as accessing teaching materials or conducting teaching using technology. Therefore, blended learning with a flipped learning model efficiently

improves students' and teachers' teaching and learning process. The flipped learning model allows students to have prior knowledge before entering the classroom in the learning process; they can study on their own first before the class. From the student's perspective, they will have prior knowledge, and if they encounter difficulties with certain materials, they can discuss them with their teacher during the face-to-face session. Teachers will know the results of the exercises before the face-to-face session, whether the students have completed the tasks in flipped learning if there is any confusion and so on.

According to Tomlinson (2012), blended learning is a flexible teaching method in the ESP field; its flexibility makes it an effective teaching method in the ESP. By combining the strengths of traditional and online learning, blended learning addresses the unique needs of ESP learners, providing a dynamic and adaptable educational experience. This approach enhances language proficiency and equips learners with the skills necessary to excel in their specific professional domains. Blended learning allows teachers and students to discuss material through two learning methods (Joy et al., 2023; Sun et al., 2024). Teachers are not focused on online learning; instead, they use face-to-face meetings to observe the students' achievements, do practice and evaluations, and give feedback. Therefore, teachers must be able to understand well and capable of designing the modules as well as possible, following what students need.

Supplemented material can be adjusted to what students need during the learning process if there is still a lack of completion of the learning object with fixed material. Supplemented learning material is additional material given to students

with the purpose of fulfilling students' learning achievement while also paying attention to the need analysis. The researcher, involved at *AVIA Kampus Penerbangan Bali*, found several situations, including the first learning materials not using need analysis, the second having no suitable materials related to the aviation fields, and the third English teacher not having experience in aviation fields.

Furthermore, one of the urgencies in developing learning materials is the absence of suitable aviation-related materials. For instance, current issues of learning material used at *AVIA Kampus Penerbangan Bali* by Leo (2017) as one of the primary limitations of its focused scope, which, while thorough, may not fully address the diverse and rapidly evolving challenges faced by airline professionals today. The learning material emphasizes practical communication skills through guided, semi-guided, and free learning activities. However, it might lack depth in addressing advanced topics such as crisis communication, digital transformation in customer service, and integrating new technologies in airline operations. Another limitation is its potential reliance on traditional teaching methods, which might not fully engage learners accustomed to more interactive, technology-driven learning environments. At the same time, it offers systematic guides and creative activities, but digital resources or online interactive components are still unavailable. The analytical syllabus will deliver language based on the communicative meaning and relate the elements of learning by the student in order to master the language items (Khoshhal, 2017). Another weakness of previous research is the research conducted; the researcher found similar materials from a previous study by Jumiati

(2019). The research by Jumiati (2019) did not extensively address the long-term impact of the developed teaching materials on students' actual performance in real flight attendant roles. This is a significant oversight, as the ultimate goal of educational materials is to prepare students effectively for their future careers. Without long-term studies or follow-up assessments, it is challenging to determine whether the materials truly enhance students' skills and knowledge in a practical, real-world setting. For instance, while the materials may seem effective in a classroom environment, their real value lies in how well they prepare students for the demands and challenges of being a flight attendant. This includes their ability to handle in-flight emergencies, provide excellent customer service, and communicate effectively with passengers from diverse backgrounds. Therefore, assessing the long-term impact would involve tracking the students' career progress, gathering feedback from employers, and possibly comparing the performance of students who used the developed materials with those who did not. Such comprehensive evaluation is crucial for truly understanding the practical efficacy of the teaching materials and making necessary improvements. Based on the analysis of the weaknesses above, it is necessary to develop learning materials. Based on preliminary studies, The researcher guarantees that the learning materials created are the best.

For this reason, the researcher decided to research developing English materials for flight attendants at *AVIA Kampus Penerbangan Bali*. Despite the existing significance of English at the institution, initial observations from interviews with staff management, students, and subject specialists in this case are

flight attendants revealed that students were only receiving general English material. All the instructors realized that all the students needed to master the ESP materials. Furthermore, as potential employees at *AVIA Kampus Penerbangan Bali*, students should be able to understand and explain aviation knowledge using an intermediate English level, especially for students who want to continue to pursue their careers in the aviation sector.

The urgency of researching developing English materials for flight attendants at *AVIA Kampus Penerbangan Bali* stems from several critical needs. Firstly, the current learning materials lack alignment with the specific demands of the aviation industry, failing to adequately address its evolving challenges, such as crisis communication, digital transformation in customer service, and the integration of new technologies. Secondly, there is a noticeable gap where General English is taught instead of English for Specific Purposes (ESP), which is essential for students aiming to excel in aviation careers. This research aims to create tailored ESP materials that equip students with the necessary language skills to confidently communicate aviation knowledge and meet industry standards, enhancing their employability and professional competence in the aviation sector.

1.2 Identification of Problems

The identification of problems based on the research background can be summarized as follows:

Firstly, there is a significant issue with the current English for Aviation module at *AVIA Kampus Penerbangan Bali*, which is deemed inaccurate and

irrelevant to the aviation field. This inadequacy fails to meet the specific communication needs of aviation professionals such as pilots, flight attendants, and airport staff. Despite the importance of English as a global lingua franca, the module provided does not cater to the specialized requirements of the aviation industry, which demands high proficiency in English for specific purposes (ESP) as set by the International Civil Aviation Organization (ICAO).

Secondly, the current learning materials lack practical application related to the use of English in flight attendant jobs. The existing module primarily focuses on general English, neglecting the specific contexts and vocabulary necessary for aviation-related roles. This gap in the curriculum prevents students from acquiring the practical language skills required to perform effectively in their future aviation careers.

Thirdly, the blended learning method, which combines traditional face-to-face sessions with online learning, is not being utilized to its full potential. This suboptimal implementation is largely due to insufficient and tailored English learning material modules designed specifically for flight attendants.

Lastly, there is an urgent need to develop comprehensive learning materials that include theoretical evaluations and practical assessments. The current modules lack structured evaluations such as quizzes, multiple-choice questions, dialogues, and essays, essential for assessing students' understanding and progress. The absence of these evaluations makes it challenging to measure whether students have achieved the learning objectives and acquired the necessary skills.

The problems identified include the irrelevance and inaccuracy of current learning materials, the lack of practical application for flight attendant roles, the underutilization of blended learning methods due to insufficient specialized materials, and the absence of structured evaluations in the learning modules. Addressing these issues is crucial for developing effective, efficient, and accurate learning modules that meet the specific needs of aviation students at *AVIA Kampus Penerbangan Bali.*

1.3 Statements of the Problem

The following are some difficulties that might be detected based on the background that has been described that occasionally occur:

a. What are the needs of supplemented blended learning material at *AVIA Kampus Penerbangan Bali*?

b. How is the supplemented blended learning material developed for *AVIA Kampus Penerbangan Bali* students?

c. How is the quality of supplemented blended learning material being developed?

1.4 Limitation of Study

Based on the above explanation, a limitation of the study could be the potential challenge in ensuring that the developed English materials effectively address all specific needs and challenges faced by flight attendants in the aviation industry. The study might also face limitations in accessing diverse perspectives

and expertise from industry professionals and educators to ensure comprehensive and practical content development. Additionally, the reliance on traditional teaching methods without incorporating modern, interactive learning techniques could limit the engagement and effectiveness of the materials for students accustomed to more dynamic learning environments.

1.5 Purposes of the Study

Based on the problem of the study stated above, this study has several objectives of the study which were aimed at:

a. To identify the needs of learning materials at *AVIA Kampus Penerbangan Bali*.

b. To develop the supplemented blended learning material for *AVIA Kampus Penerbangan Bali* students.

c. To identify the quality of the supplemented blended learning material developed for *AVIA Kampus Penerbangan Bali* students.

1.6 Significance of the Study

The results of this study are expected to make a positive contribution to *AVIA Kampus Penerbangan Bali*. This research used English materials to help the students gain a good knowledge and mastery of English for aviation and learn about aviation service standards and service procedures in aviation jobs.

1.6.1 Theoretical Significance

This research is expected to contribute to any theoretical support and enrichment of how English materials are implemented for *AVIA Kampus Penerbangan Bali flight attendants.*

1.6.2 Practical Significance

This study is anticipated to improve knowledge development, particularly in designing and creating a module based on the Blended Learning method.

1.6.2.1 For Instructors

The goal of this study is to improve the knowledge of English materials in aviation academies, especially in teaching strategies and designing and creating English modules based on the Blended Learning method. The research results are also expected to impact the students at *AVIA Kampus Penerbangan Bali.*

1.6.2.2 For Students

Through this research, students who participate in it expect to receive improved instructions, especially in terms of English class. They can anticipate improved learning quality, and students will be easier to do their future jobs through the impacts.

1.7 Definitions of Key Terms

The definition of key terms is the explanation of several certain objects related to the terminologies of the study or research. It is crucial because the researcher needs to define key terms at the beginning of this research. The purpose is to give insights referring to the terminologies of this research. The terminologies, indeed, will be explained conceptually and operationally. There are two definitions for the terms discussed in this research: Conceptual definitions and operational definitions. This study's four main key terms are English materials, flight attendant, ESP (English for Specific Purposes), and blended learning. Here are some explanations and descriptions of those two categories of definitions:

1.7.1 Conceptual Definitions

A conceptual definition is a result of the theories advanced by an expert. The following explanation provides the four conceptual explanations of the key terms used in this study:

1.7.1.1 English Materials

Material is an important thing in learning and teaching. Material can guide a teacher to teach something and might be a reference for a student. Material is crucial for teachers because it can facilitate the instructors when learning a language. In order to create an effective and efficient learning atmosphere, as instructors, we need materials or modules, such as English materials or English modules. This English material may be visual, auditory, linguistic, etc. In addition,

the materials can also be presented in print, audio, video, film, documentary, CD/DVD, on the sites/internet, or even through performances (Richards et al., 2002).

1.7.1.2 Flight Attendant

A flight attendant has to master good and professional service. Through the quality of their service, they will compete with other workers in the aviation field. According to Castro (2011), a flight attendant should have good quality and ensure service and client satisfaction despite destructive passengers because their life is for others' satisfaction. For instance, a flight attendant should have a great attitude towards customers or passengers and provide friendly service and a warm welcome.

1.7.1.3 English for Specific Purposes (ESP)

ESP, or English for Specific Purposes, is required in aviation, especially for flight attendants. Flight attendant needs to master English according to their future career because they have to learn how to welcome a passenger using English, how to treat passengers using formal English, etc. English for Specific Purposes is a term that refers to teaching or studying English related to a specific or specialist career, for instance, English for Aviation, English for Hospitality, English for Nursing, etc. Therefore, English for Specific Purposes is crucial for any flight attendant.

1.7.1.4 Blended Learning

Blended learning is a teaching method that uses two kinds of methods: online meetings and face-to-face meetings. It is used online, through the internet, media, or online applications (Google Classroom, Padlet, Schoology, etc.) or mobile learning (WhatsApp, Telegram, etc.). Furthermore, face-to-face meetings are conducted through traditional learning, constituting approximately 60-70% of the course, while the remaining 30-40% consists of online components, thus creating a blended learning continuum (Kharb & Samanta, 2016).

1.7.2 Operational Definitions

An operational definition is one of the definitions that applies the four essential words employed in this research. Furthermore, the four key terms of operational definitions are as follows:

1.7.2.1 English Materials

Material is known as a center of education. It can facilitate the instructors' and students' learning of a language properly. In aviation school, English materials are really required. Thus, the development of English materials or modules was measured in terms of quality according to the students' needs in AVIA *Kampus Penerbangan* Bali.

1.7.2.2 Flight Attendant

The flight attendant is the closest job in terms of using and mastering English, both in communication and other activities. For instance, they have to welcome foreign passengers using English.

1.7.2.3 English for Specific Purposes (ESP)

ESP, or English for Specific Purposes, refers to teaching and studying English for a particular and related job. For instance, English is for medicine, English is for aviation, English is for flight attendants, English is for law, etc. Unlike general English, ESP (English for Specific Purposes) is needed by adults to achieve their future careers.

1.7.2.4 Blended Learning

Blended learning in this study is defined as a teaching method that combines online and face-to-face instruction. Online meetings are conducted through the internet using digital platforms such as Google Classroom, Padlet, and Quizziz. Face-to-face meetings refer to traditional classroom interactions where instructor and students meet in a classroom, constituting the majority of the course content. The online components include educational activities conducted via online platforms and mobile applications, making up the teaching learning process more engaging. Thus, this integration of face-to-face and online instruction creates an effective blended learning method and providing a range of learning experiences.