

## CHAPTER IV FINDINGS AND DISCUSSION

This chapter deals with the research findings and discussion of the study. The researcher describes and analyses the data which are obtained during the research process. It includes the results of students' needs questionnaire, interview and material checklist. The researcher distributed the questionnaire to students of ATC of Civil Aviation Safety and Engineering Academy of Surabaya. Then the researcher also did interview to the teacher of ATC. After doing the interview, the researcher was doing material checklist to know the material that teacher did in teaching learning English at ATC of Civil Aviation Safety and Engineering Academy of Surabaya.

In addition, this chapter also contains the discussion about the answer of the research problems.

### **A. Research Findings**

#### **1. Students' Needs Analysis**

This finding aims to answer the first research question (*What are students' needs in learning English at Civil Aviation Safety and Engineering Academy of Surabaya*). There are nine parts in the questionnaire of students' need; they are Goal, Necessities, Lacks, Wants, Input, Procedure, Setting, Teacher's Role and Learner's Role. The data for each part is presented on the table and chart. The finding from questionnaire of students' need is presented as follow:

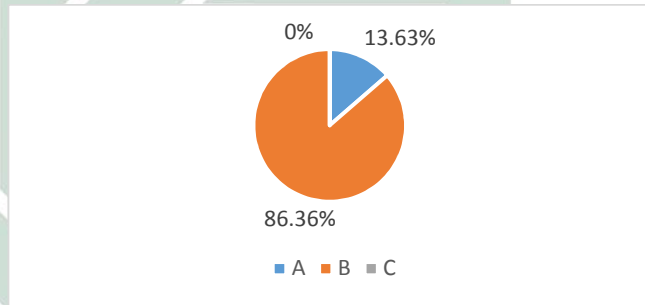
##### **a. Goal**

This section is aimed to find out the students' expectation toward the learning English. There is one question about students' goal of learning English in ATC of Civil Aviation Safety and Engineering Academy of Surabaya.

The question (1): what is your purpose learning English in his academy?

**Table 4.1 Students' Goal**

<b>Items</b>	<b>Number</b>	<b>Percentage</b>
To get many vocabularies about my department for my job	3	13.63%
<b>To master spoken and written English for my job</b>	<b>19</b>	<b>86.36%</b>
To pass English course in academy	0	0%



**Chart 4.1 Students' Goal**

Based on the table, it can be seen that 19 students answered that their goal in learning English in academy is to master spoken and written English for their job. It is proved by 86.36% of respondents chose it as their goal in teaching learning English in ATC. It means that their goal in learning English is for mastering English in aviation term. Then 3 students answered that their goal is to get many vocabularies about their department for their job. It can be seen that 13.63% of respondents select it as their goal. Then it is little students learn English to get vocabularies. The last, no one learned English to pass English course in academy. Therefore, most ATC students in Civil Aviation Safety and Engineering Academy of Surabaya learned English to master spoken and written English for their job.

b. Lacks

The purpose of this section is to find out the gap between students' existing knowledge and the required knowledge level.

The question (2): in what level is your English?

Table 4. 2 Students' Lack

Item	Number	Percentage
Beginner	2	9.09%
<b>Intermediate</b>	<b>19</b>	<b>86.36%</b>
Advanced	1	6%

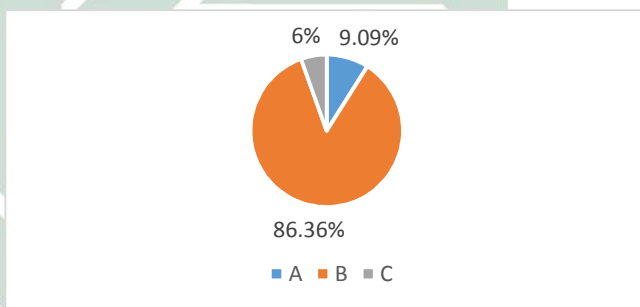


Chart 4. 2 Students' Lack

From the table above, it is clear that most of students' English level is in intermediate. There are 19 ATC students of Civil Aviation Safety and Engineering Academy of Surabaya said that their level is in intermediate English level. It can be seen that 86.36% of respondents believed that they are in intermediate level. It means that their Then 2 students are in beginner English level. It is proved by 9.09% of respondents argued that they are in beginner level. Then just 1 student believed that she is in advanced English level. Therefore, most ATC students of Civil Aviation Safety and Engineering Academy of Surabaya are in intermediate English level.

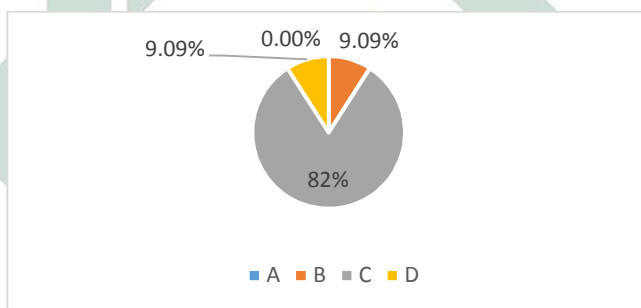
c. Necessities

This section is aimed to find out the students' needs in terms of the target situation. There are three questions in this section.

The question (3): for supporting your job, what is your target level in English?

**Table 4. 3 Students' Necessity**

Item	Number	Percentage
Beginner	0	0%
Intermediate	2	9.09%
<b>Advanced</b>	<b>18</b>	<b>82%</b>
Super advanced	2	9.09%



**Chart 4. 3 Students' Necessity**

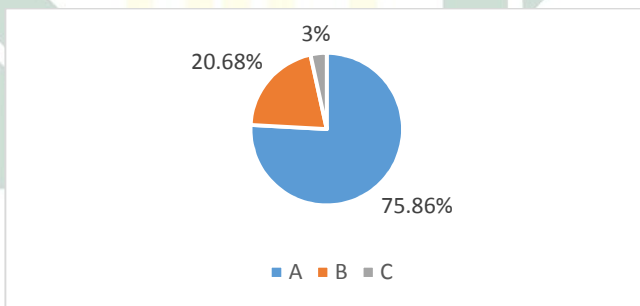
Based on the table, it can be seen that ATC students' target level in teaching learning English is advanced. There are 18 students answered that their English target level is advanced. It can be seen that 82% of respondents answered that their target level English is advanced level. It means that the students' target level in learning English is high. There are 2 respondents answered that their English target level is intermediate and also 2 respondents answered that their English target level is super advanced. Therefore, no one answered that their English target level is beginner. In conclusion, most of students answered that their English target level is advanced. It is clear

that an Air Traffic Controller need advanced English to support their job because they communicate to pilot by using English. Therefore, they must master advanced English to support their job as an ATC.

The question (4): what theme of text did usually you find in your work as Air Traffic Controller? (The students can select more than one choice)

**Table 4. 4 Text in ATC**

Item	Number	Percentage
<b>Communication between ATC and pilot in English</b>	<b>22</b>	<b>75.86%</b>
Update information and news about aviation in English	6	20.68%
History about aviation in English	1	3%



**Chart 4. 4 Text in ATC**

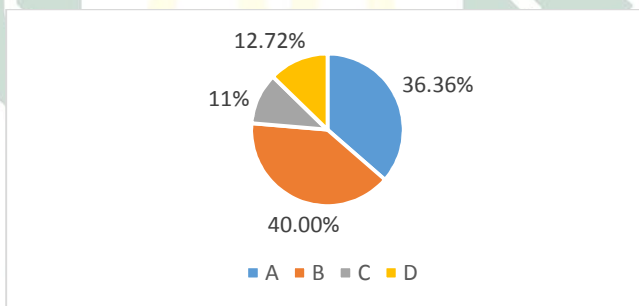
From the table above, most of students argued that they usually found text about communication between ATC and pilot in English in their job. 75.86% of respondents believed that they commonly found text dealing with communication between ATC and pilot in English in their work. While 20.68% of respondents believed that they often

find text dealing with update information and news about aviation in English. Then 3% of respondents answered that text related to history of aviation English is text that they commonly found. Therefore, most of ATC students of Civil Aviation Safety and Engineering Academy of Surabaya usually found text about communication between ATC and pilot in their job.

The question (5): what English skill do usually you use as Air Traffic Controller? (The students can select more than one choice)

**Table 4. 5 English Skill in ATC**

Item	Number	Percentage
Listening	20	36.36%
<b>Speaking</b>	<b>22</b>	<b>40%</b>
Reading	6	11%
Writing	7	12.72%



**Chart 4. 5 English Skill in ATC**

Based on the table, most of students argued that they usually used as ATC is speaking in ATC department. 40% of respondents believed that speaking is English skill that they commonly use as ATC. Speaking is commonly used in learning English in Civil Aviation Safety and Engineering Academy of Surabaya. Then 36.36% of respondents answered that they commonly use listening as ATC. While 12.72% of respondents argued that writing is English skill that they usually use as ATC. 11% of respondents believed

that as ATC they commonly use reading. Therefore, most of ATC students believed that they usually use speaking skill as an ATC.

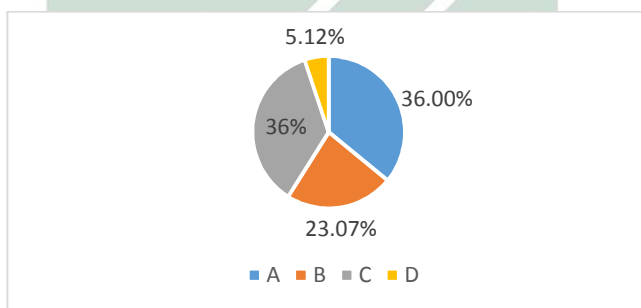
d. Wants

The purpose of this section is to find the students' wants related to the materials.

The question (6): in general, what is your target in teaching learning English? (The students can select more than one choice)

**Table 4. 6 Students' Want**

Item	Number	Percentage
<b>Be able to master vocabularies in general or aviation well</b>	<b>14</b>	<b>36%</b>
Be able to master grammar well	9	23.07%
<b>Be able to master and use every word, sentence and expression in English</b>	<b>14</b>	<b>36%</b>
Be able to distinguish between formal and informal expression in a text	2	5.12%



**Chart 4. 6 Students' Want**

From the table above, target of teaching learning English of most ATC students is to master

vocabularies in general or aviation well and to master and use every word, sentence and expression in English. 36% of respondents argued that being able to master vocabularies in general or aviation well is their target of teaching learning English. While 36% of respondents also believed their target is being master and use every word, sentence and expression in English. Then 23.07% of respondents answered that their target is being able to master grammar well. The last 5.12% of respondents thought that their target is being able to distinguish between formal and informal expression in a text. In conclusion, most of ATC students learned English at Civil Aviation Safety and Engineering Academy of Surabaya to be able to master and use every word, sentence and expression in English and to master vocabularies in general or aviation well.

e. Input

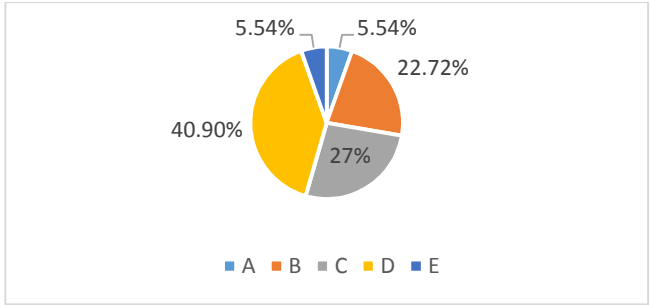
This section is aimed to find out the content that should be carried out in the designed tasks.

The question (7): in learning listening, what kind of text do you want in input text?

**Table 4. 7 Listening Input**

<b>Item</b>	<b>Number</b>	<b>Percentage</b>
Monolog and dialog	1	5.54%
Monolog and dialog also picture	5	22.72%
Monolog and dialog with new vocabularies	6	27%
<b>Authentic material like news, movie and song</b>	<b>9</b>	<b>40.9%</b>
Conversation between pilot and ATC	1	5.54%





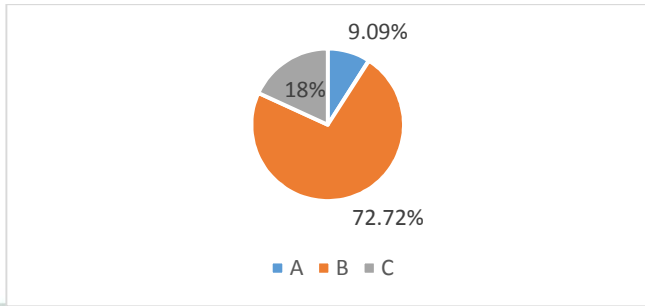
**Chart 4.7 Listening Input**

From the table above, it can be figured out that ATC students liked authentic material as input in learning listening. It was found that 9 students who want authentic material like news, song and movie as input in learning listening. It can be seen that 40.9% of respondents chose it. While 6 students liked monolog and dialog with new vocabularies as input of learning listening. It is proved 27% of respondents chose it. Then 5 students answered that they want monolog and dialog also picture as input of learning listening. The last, there was 1 student who liked monolog and dialog and also 1 students who wanted conversation between pilot and ATC as input of learning listening. So most of ATC students of Civil Aviation Safety and Engineering Academy of Surabaya wanted authentic material like news, song and movie as input in learning listening.

The question (8): how long is text as input learning listening that you can understand?

**Table 4.8 Listening Input 2**

Items	Number	Percentage
>250 (long)	2	9.09%
<b>150-250 (medium)</b>	<b>16</b>	<b>72.72%</b>
<150 (short)	4	18%



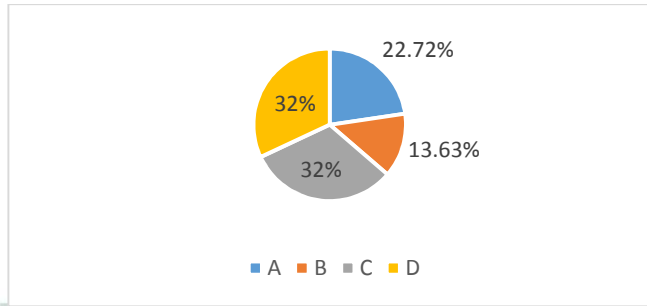
**Chart 4. 8 Listening Input 2**

From the table above, it can be seen that 16 students thought that they can understand the text about 150-250 words as input in learning listening. It can be seen that 72.72% of respondents chose it. While 4 students answered that they can understand the text less of 150 words as input learning listening. It is proved 18% of respondents chose it. Then 2 students answered that they can understand the text more of 250 words as input learning listening. Therefore most of ATC students Civil Aviation Safety and Engineering Academy of Surabaya can understand about 150-250 words as input learning listening.

The question (9): is in learning speaking, what kind of text do you want in input text?

**Table 4. 9 Speaking Input**

Item	Number	Percentage
Monolog and dialog	5	22.72%
Monolog and dialog also picture	3	13.63%
<b>Monolog and dialog with new vocabularies</b>	<b>7</b>	<b>32%</b>
<b>Authentic material like news, movie and song</b>	<b>7</b>	<b>32%</b>



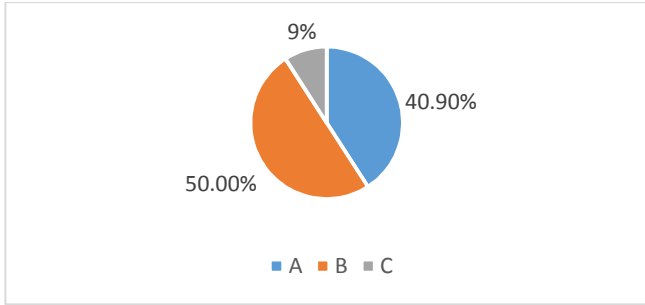
**Chart 4.9 Speaking Input**

From the table above, it can be seen that most of ATC students wanted to monolog dialog with new vocabularies and authentic material as input text in learning speaking. There are 7 students believed that they want authentic material like news movie and song as input in learning speaking. While 7 students also liked monolog and dialog with new vocabularies as input of learning speaking. Then there are 5 students answered that they like monolog and dialog as input in learning speaking. It is proved that 22.72% of respondents selected it. Then 3 students wanted to have monolog and dialog also picture as input of learning speaking. It can be seen that 13.63% of respondents chose it. Therefore, most of ATC students of Civil Aviation Safety and Engineering Academy of Surabaya wanted to have authentic material and monolog dialog new vocabularies as input text in learning speaking.

The question (10): how long is text as input learning speaking that you can understand?

**Table 4.10 Speaking Input 2**

Items	Number	Percentage
>250 (long)	9	40.9%
<b>150-250 (medium)</b>	<b>11</b>	<b>50%</b>
<150 (short)	2	9%



**Chart 4. 10 Speaking Input 2**

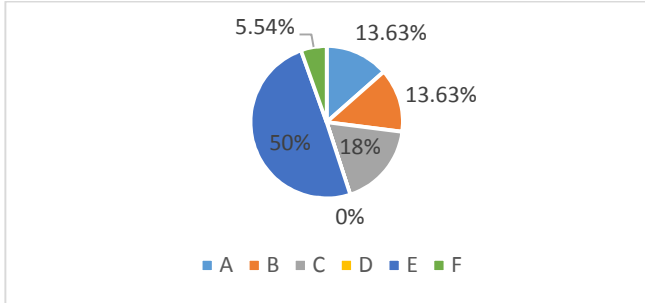
Based on the table, most of students can understand text in medium level or between 150-250 words in input text speaking. There are 11 students believed that they can understand text speaking about 150-250 words or in medium level. It can be seen 50% of respondents selected it. While 9 students answered that they can understand more 250 words of text speaking or in long level. Then just 2 students answered that they can understand text speaking less than 150 words. In conclusion, most of ATC students of Civil Aviation Safety and Engineering Academy of Surabaya believed that they can understand text speaking in medium level or about 150-250 words.

The question (11): in learning reading, what kind of text do you want in input text?

**Table 4. 11 Reading Input**

Item	Number	Percentage
Reading text consist of some paragraphs	3	13.63%
Reading text with list of vocabularies	3	13.63%
Reading text with some pictures	4	18%
Reading text with table, diagram or graphic	0	0%
<b>Authentic material that usually we found in daily life (magazine,</b>	<b>11</b>	<b>50%</b>

<b>newspaper, brochure)</b>		
Documents about English aviation	1	5.54%



**Chart 4.11 Reading Input**

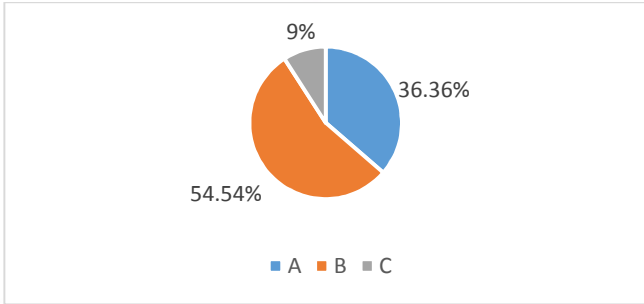
From the table above, it can be concluded that most ATC students wanted to have authentic material that usually found in daily life as input text in learning reading. There are 11 students answered that they liked authentic material as input text in learning reading. It is proved by 50% respondents chose it. It means a half of respondents want authentic material as their material in teaching learning English. While 4 students liked reading text with some picture as input text in learning reading. Then 3 students believed that they want reading text with list of vocabularies. Also 3 students liked reading text consists of some paragraphs as input text in learning reading. Then just 1 student wanted documents about English aviation as input text in learning English. In conclusion, input text in learning reading that ATC students like was authentic material that usually found in daily life like magazine, newspaper and brochure).

The question (12): how long is text as input learning reading that you can understand?

**Table 4.12 Reading Input 2**

Items	Number	Percentage
>300 (long)	8	36.36%

>200-300 (medium)	12	54.54%
>150-200 (short)	2	9%



**Chart 4. 12 Reading Input 2**

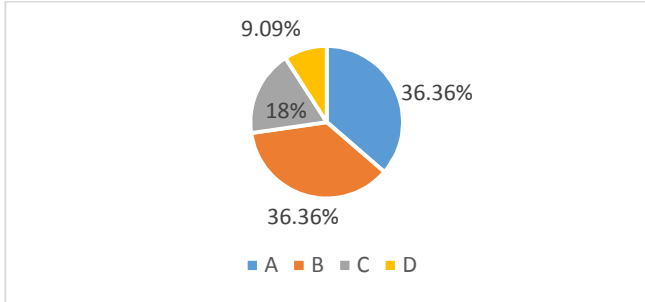
From the table above, it is clear that most of ATC students can understand input text in learning reading in medium level. There are 12 students who can understand input text about 200-300 words. Then 8 students believed that they can understand more than 300 words input text in learning reading. While just 2 students can understand input text in leaning reading in short level or about 150- 200 words. So, most of ATC students of Civil Aviation Safety and Engineering Academy of Surabaya can understand about 200-300 words input text in learning reading.

The question (13): in learning writing, what kind of text do you want in input text?

**Table 4. 13 Writing Input**

Item	Number	Percentage
Text that will be learnt or used in writing exercise	8	36.36%
Vocabularies that will be used in text with the definition	8	36.36%
Sentence that related with	4	18%

the text		
Picture, table, diagram or graphic	2	9.09%



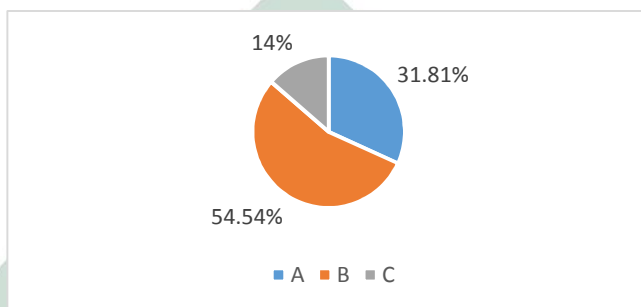
**Chart 4.13 Writing Input**

Based on the table, it can be seen that most of ATC students wanted a text that will be learnt or used in writing exercise and vocabularies that will be used in text with the definition as input text in learning writing. There are 8 student want text that will be learnt or used in writing exercise as input text in learning writing. While 8 students also wanted vocabularies that will be used in text with the definition as input text in learning writing. Then 4 students liked sentence that related with the text as input text in learning writing. The last, just 2 students wanted picture, table, diagram or graphic as input text in learning writing. In conclusion, most of ATC students of Civil Aviation Safety and Engineering Academy of Surabaya wanted text that will be learnt or used in writing exercise and vocabularies that will be used in text with the definition as input text in learning writing

The question (14): how long is text as input learning writing that you can understand?

**Table 4. 14 Writing Input 2**

<b>Items</b>	<b>Number</b>	<b>Percentage</b>
>300 (long)	7	31.81%
<b>&gt;200-300 (medium)</b>	<b>12</b>	<b>54.54%</b>
>150-200 (short)	3	14%



**Chart 4. 14 Writing Input 2**

Based on the table, the highest percentage is 54.54% calculated in medium level. There are 12 students believed that they can understand about 200-300 words input text in learning writing. While 7 students answered that they can understand more than 300 words or in long level. Then just 3 students answered that they can understand input text about 150-200 words. So, most of ATC students of Civil Aviation Safety and Engineering Academy of Surabaya can understand input text of learning writing in medium level or about 200-300 words.

f. Procedure

This section is to find out what students should do with the tasks.

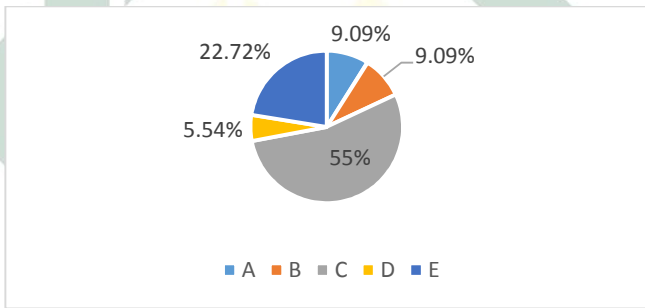
The question (15): what kind of learning listening do you want?

**Table 4. 15 Listening Procedure**

<b>Item</b>	<b>Number</b>	<b>Percentage</b>
Listening and completing blanks on an incomplete	2	9.09%



text		
Listening and writing down some important points of the texts	2	9.09%
<b>Listening and retelling a story with own words</b>	<b>12</b>	<b>55%</b>
Listening and identifying the general point of the text	1	5.54%
Listening and identifying the detail information of the text by answering the questions provided	5	22.72%



**Chart 4. 15 Listening Procedure**

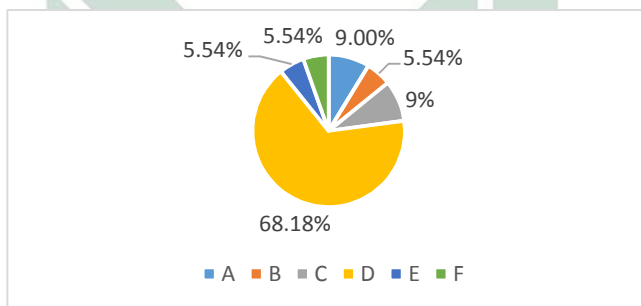
From the table above, the difference can be seen clearly that 12 students wanted listening and retelling a story with their own words as kind of learning listening. It is provided that 55% of respondents selected it. While 5 students wanted listening and identifying the detail information of the text by answering the questions provided as kind of their learning listening. Then 2 students chose listening and completing blanks on an incomplete text as kind of their learning listening and also 2 students wanted listening and writing down some important points of the texts. Only 1 student wanted to learn listening by listening and identifying the general point

of the text. Therefore, most of ATC students of Civil Aviation Safety and Engineering Academy of Surabaya wanted to learn listening by listening and retelling a story with own words.

The question (16): what kind of learning speaking do you want?

**Table 4. 16 Speaking Procedure**

Item	Number	Percentage
Demonstrating a dialog/monolog which is provided in the textbook	2	9%
Writing a dialog and demonstrating it	1	5.54%
Role-playing	2	9%
<b>Discussing a topic and giving opinion about the topic</b>	<b>15</b>	<b>68.18%</b>
Presenting a report, story, speech etc.	1	5.54%
Dialog between ATC and pilot	1	5.54%



**Chart 4. 16 Speaking Procedure**

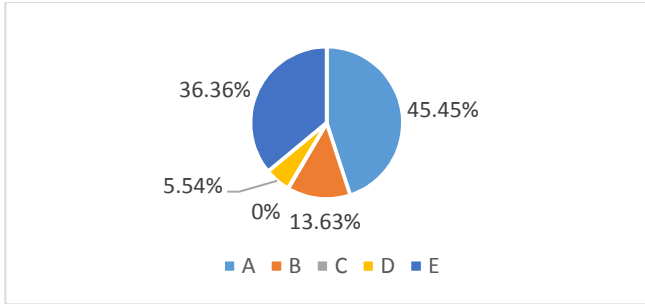
Based on the table, it is clear that most of ATC students wanted to learn speaking by discussing a topic and giving opinion about the topic. There are 15 students that chose discussing a topic and giving opinion about the topic as kind of learning speaking. It

is proved that 68.18% respondents choose it as kind of learning speaking. Then 2 students wanted to learn speaking by role-playing. While 2 respondents wanted demonstrating a dialog/monolog which is provided in the textbook as kind of learning speaking. 1 student wanted dialog between ATC and pilot as kind of learning speaking and 1 student wanted to learn speaking by presenting a report, story, speech etc. Then only 1 student wanted writing a dialog and demonstrating it as kind of learning speaking. In conclusion, most of ATC students wanted discussing a topic and giving opinion about the topic as kind of learning speaking at Civil Aviation Safety and Engineering Academy of Surabaya.

The question (17): what kind of learning reading do you want?

**Table 4. 17 Reading Procedure**

<b>Item</b>	<b>Number</b>	<b>Percentage</b>
<b>Reading a text and answering some questions based on the text</b>	<b>10</b>	<b>45.45%</b>
Reading aloud	3	13.63%
Arranging jumbled paragraph into a well meaningful paragraph	0	0%
Reading then summarizing a text	1	5.54%
Reading and discussing the topic of text	8	36.36%



**Chart 4.17 Reading Procedure**

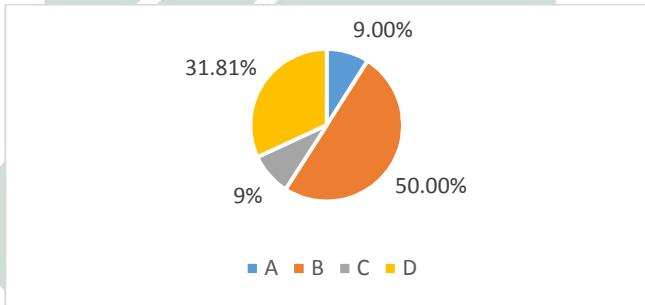
From the table above, it is clear that most of ATC students wanted to learn reading by reading a text and answering some questions based on the text. 10 students liked reading a text and answering some questions based on the text as kind of their learning reading. It can be seen that 45.45% of respondents select it. Then 8 students wanted to learn reading by reading and discussing the topic of text. While 3 students wanted learn reading by reading aloud. Just 1 student liked reading then summarizing a text as kind of learning reading. The last no one wanted to learn reading by arranging jumbled paragraph into a well meaningful paragraph. So reading a text and answering some questions based on the text was a kind of learning reading that most of students of ATC at Civil Aviation Safety and Engineering Academy of Surabaya want.

The question (18): what kind of learning vocabularies do you want?

**Table 4.18 Vocabularies Procedure**

Item	Number	Percentage
Finding new words in a text and finding the meaning in the dictionary	2	9%
<b>Finding new vocabularies and identify the meaning based on the context</b>	<b>11</b>	<b>50%</b>

Completing blanks on incomplete sentences or paragraph	2	9%
Listing and categorizing new vocabularies based on its meaning, pronunciation, parts of speech, synonym, antonym, etc.	7	31.81%



**Chart 4.18 Vocabularies Procedure**

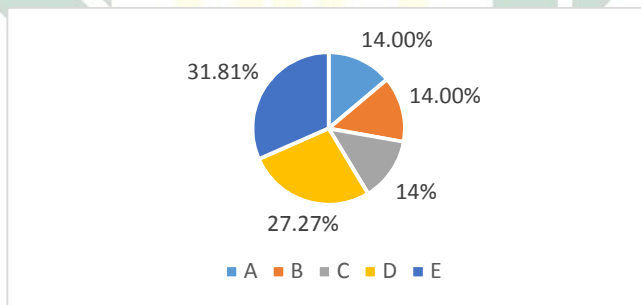
From the table above, it can be seen that most of ATC students wanted learn vocabulary by finding new vocabularies and identify the meaning based on the context. 11 students chose finding new vocabularies and identify the meaning based on the context as kind of learning vocabulary that they want. It is proved that 50% of respondents selected it. 7 students wanted to learn vocabulary by listing and categorizing new vocabularies based on its meaning, pronunciation, parts of speech, synonym, antonym, etc. While 2 students chose completing blanks on incomplete sentences or paragraph as kind of learning vocabulary that they want. In addition, 2 students wanted to learn vocabulary by finding new words in a text and finding the meaning in the dictionary. Therefore, finding new vocabularies and identify the

meaning based on the context was the kind of learning vocabulary that most of ATC students want.

The question (19): what kind of learning writing do you want?

**Table 4. 19 Writing Procedure**

Item	Number	Percentage
Rewriting a text as same as the model text	3	14%
Completing blanks on an incomplete paragraph	3	14%
Writing a simple text	3	14%
Arranging jumbled paragraph into a well-meaning paragraph	6	27.27%
<b>Writing a text based on pictures, tables, diagrams, or graphics provided.</b>	<b>7</b>	<b>31.81%</b>



**Chart 4. 19 Writing Procedure**

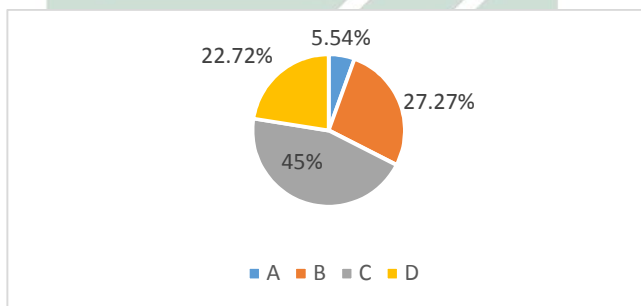
Based on the table, writing a text based on pictures, tables, diagrams, or graphics provided is kind of learning writing that most of ATC students chose. 7 students wanted to learn writing by writing a text based on pictures, tables, diagrams, or graphics provided. It can be seen that 31.81% of respondents chose it. Then 6 students liked arranging jumbled paragraph into a well-meaning paragraph as kind of

learning writing. While 3 students wanted to learn writing by writing a simple text. There are also 3 students who liked rewriting a text as same as the model text as kind of learning writing. The last 3 students chose completing blanks on an incomplete paragraph as kind of learning writing that they want. Therefore, most of ATC students wanted writing a text based on pictures, tables, diagrams, or graphics provided as kind of learning writing at Civil Aviation Safety and Engineering Academy of Surabaya.

The question (20): what kind of learning grammar do you want?

**Table 4. 20 Grammar Procedure**

<b>Item</b>	<b>Number</b>	<b>Percentage</b>
Memorizing the grammar formulas	1	5.54%
Doing exercise about grammar	6	27.27%
<b>Writing a sentence based on the formula</b>	<b>10</b>	<b>45%</b>
Identifying incorrect sentence structures and correcting them	5	22.72%



**Chart 4. 20 Grammar Procedure**

From the table above, it can be seen that writing a sentence based on the formula was kind of learning grammar that most of ATC students want. 10

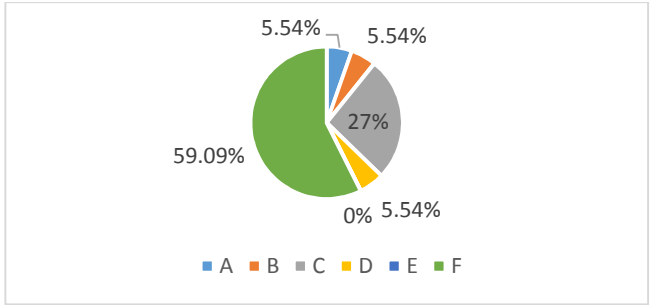
students chose writing a sentence based on the formula as kind of learning grammar. Then 6 students wanted to learn grammar by doing exercise about grammar. While 5 students liked identifying incorrect sentence structures and correcting them as kind of learning grammar. The last, just 1 student wanted to learn grammar by memorizing the grammar formula. Therefore, most of ATC students wanted to learn grammar by writing a sentence based on the formula as kind of learn grammar at Civil Aviation Safety and Engineering Academy of Surabaya.

The question (21): what kind of learning pronunciation do you want?

**Table 4. 21 Pronunciation Procedure**

<b>Item</b>	<b>Number</b>	<b>Percentage</b>
Learning how to pronounce a word from dictionary	1	5.54%
Reading aloud	1	5.54%
Listening and repeating the way the teacher pronounce words	6	27%
Pronouncing word by word	1	5.54%
Pronouncing words which have sound alike	0	0%
<b>Pronouncing a sentence with stressing and intonation</b>	<b>13</b>	<b>59.09%</b>





**Chart 4.21 Pronunciation Procedure**

From the table above, it is clear that most of ATC students at Civil Aviation Safety and Engineering Academy of Surabaya wanted to learn pronunciation by pronouncing a sentence with stressing and intonation. 13 students wanted pronouncing a sentence with stressing and intonation as kind of learning pronunciation. Then 6 students wanted to learn pronunciation by listening and repeating the way the teacher pronounce words. While 1 student wanted to learn pronunciation by pronouncing word by word and also 1 student chose learning how to pronounce a word from dictionary as kind of learning pronunciation. 1 student wanted to learn pronunciation by reading aloud. The last no one chose pronouncing words which have sound alike. In conclusion, pronouncing a sentence with stressing and intonation was kind of learning pronunciation that most of ATC students want.

g. Setting

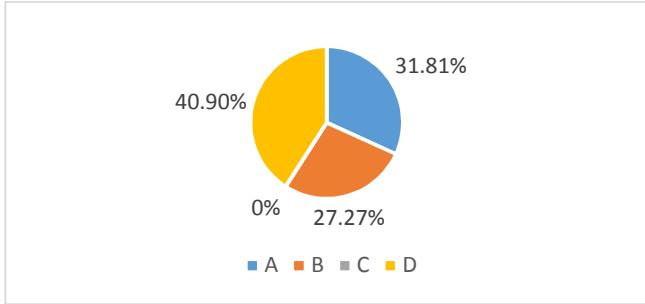
This section is aimed to find out how the tasks are carried out (group work, pair work or individually).

The question (22): where is your comfortable place for teaching learning English?

**Table 4.22 Setting**

Item	Number	Percentage
Classroom	7	31.81%
Outdoor e.g. garden,	6	27.27%

hall or field		
Library	0	0%
<b>Language laboratory</b>	<b>9</b>	<b>40.9%</b>



**Chart 4.22 Setting**

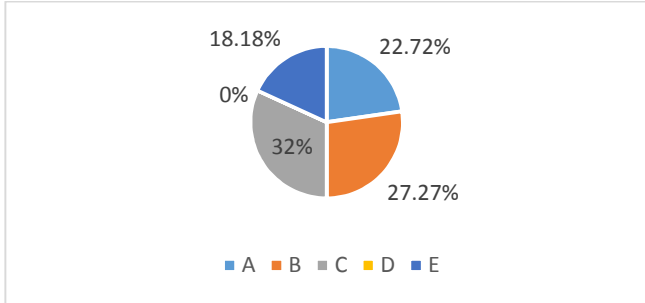
Based on the table, it can be seen that most of ATC students were comfortable to learn English in language laboratory. 9 respondents believed that language laboratory is the comfortable place to learn English. It is proved that 40.09% of respondents were comfortable to learn English in language laboratory. Then 7 students argued that classroom is the comfortable place to learn English. While 6 students wanted to learn English outdoor like in the garden, hall or field. Then no one liked learn English in the library. Therefore, most of ATC students of Civil Aviation Safety and Engineering Academy of Surabaya wanted to learn English in language laboratory.

The question (23): in teaching learning English, you want to do English job by ...

**Table 4.23 Doing Work**

Item	Number	Percentage
Individually	5	22.72%
In pairs	6	27.27%
<b>In a small group (3-4 students)</b>	<b>7</b>	<b>32%</b>

In a large group	0	0%
Work with all classmates	4	18.18%



**Chart 4. 23 Doing Work**

From the table above, it can be seen that most of ATC students wanted to work their English job in a small group consist of 3-4 students. 7 students liked to work English job in a small group. Then 6 students wanted to do English job in pairs. While 5 students wanted to do their English job individually. Then 4 students liked to work English job with all classmates. No one wanted to work English job in large group. In conclusion, most of ATC students of Civil Aviation Safety and Engineering Academy of Surabaya chose to work their English job in a small group.

h. **Learner's Role**

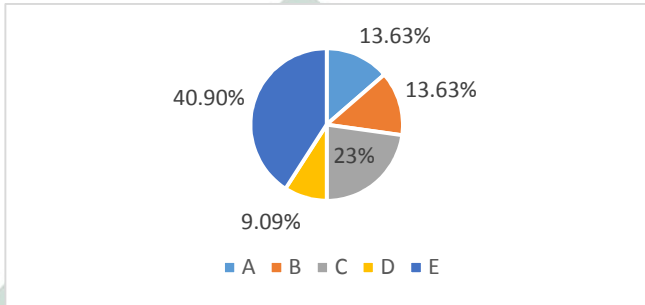
The purpose of this section is to find out the learner's role in the classroom.

The question (24): what do you like in process teaching learning English?

**Table 4. 24 Learner's Role**

Item	Number	Percentage
Listening to the teacher	3	13.63%
Being guided when doing the tasks	3	13.63%
Using the creativity in doing the tasks	5	23%

Asking questions and giving opinion	2	9.09%
<b>Discussing and being involve to solve the tasks</b>	<b>9</b>	<b>40.9%</b>



**Chart 4. 24 Learner's Role**

Based on the table, it is clear that most of ATC students liked to learn English by discussing and being involve to solve the tasks. 9 students liked discussing and being involve to solve the tasks as process of teaching learning English. It can be seen that 40.9% of respondents selected it. Then there are 5 students wanted to learn English by using the creativity in doing the tasks. While 3 students liked being guided when doing the tasks as the process of teaching learning English. Then 3 students wanted learn English by listening the teacher. Just 2 students wanted learn English by asking questions and giving opinion. So, most of ATC students liked discussing and being involve to solve the tasks as process of teaching learning English.

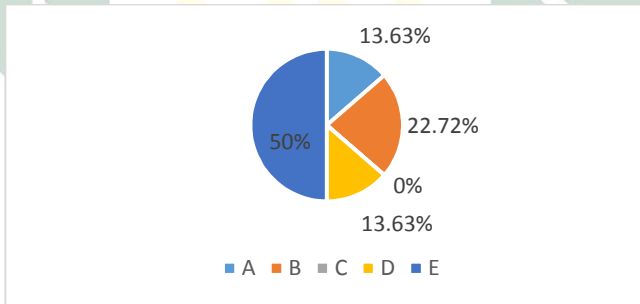
i. Teacher's Role

This section is aimed to find out the teacher's role in the classroom.

The question (25): what teacher's role do you like in teaching learning English?

**Table 4. 25 Teacher's Role**

<b>Item</b>	<b>Number</b>	<b>Percentage</b>
Motivating the students in doing the tasks	3	13.63%
Supporting and guiding the students to use their creativity	5	22.72%
Guiding the students in doing the tasks	0	0%
Giving advice, correction, and opinion to the students' work	3	13.63%
<b>Creating a good atmosphere to get the students involve in the classroom activity</b>	<b>11</b>	<b>50%</b>



**Chart 4. 25 Teacher's Role**

From the table above, it is clear that most of ATC students wanted teacher to create a good atmosphere to get the students involve in the classroom activity. 11 students wanted their teacher to create a good atmosphere to get the students involve in the classroom activity. It is proved that 50% of respondents chose it. There are 5 students that wanted the teacher to support and guide them to use their creativity. While 3 students wanted their teacher to give advice, correction, and opinion to the students'

work. Then 3 students wanted their teacher to motivate them in doing the tasks and no one wanted their teacher to guide the students in doing the tasks. In conclusion, ATC students wanted their teacher to create a good atmosphere to get the students involve in the classroom activity in process teaching learning English.

## 2. Material Development for ATC Students

### a. Material for ATC Students

Content of the material in ATC was determined in document 9835 and secular 38. Then the material was determined there, and the teacher must follow them. Therefore, teacher should choose the material that is suitable with document 9835 and secular 38. Some materials is used in Air Traffic Controller (ATC) at Civil Aviation Safety and Engineering Academy of Surabaya:

#### 1) Textbook

The textbook that is used in ATC of Civil Aviation Safety and Engineering Academy of Surabaya is Aviation English written by Henry Emery and Andy Roberts and it is produced by Mc Millan. This book is completed. The student can learn four skills in this book (Reading, Writing, Listening and Speaking). This book is standard of International Civil Aviation Organization (ICAO) compliance. ICAO is standard for aviation academy. Therefore, aviation academy has to use ICAO as standard of teaching learning.

The teacher and students of ATC at Civil Aviation Safety and Engineering Academy of Surabaya used Aviation English book as standard book for teaching learning English. Although many materials that teacher used in the class, Aviation English is the fundamental book that must be learnt by ATC students. Other

materials can be supporting material that teacher used.

In Aviation English book, students can learn four skills in English. They are listening, speaking, reading and writing. Students can listen the real conversation between pilot and ATC at airport. They felt the real conversation between them. They also can discuss and answer some questions from listening. In speaking skill, students discussed or played a role in the book. They can be active speaking with their friends or teacher. In reading skill student had a reading comprehension to answer some questions. They also had some texts about aviation. In writing skill, students have to write the report because an ATC must write the report of conversation between pilot and ATC.

## 2) Youtube

Teacher usually used Youtube to give information to the students about aviation. Teacher usually used video of situation in airport. Except that, teacher also gave video about emergency situation or accident in airport. It was given for giving information to the students about their job so ATC students can understand the situation of their job.

Youtube also can be alternative. Teacher sometimes asked students to analyse the video about emergency situation or accident. Teacher asked student to discuss about the video, and asked to them some questions about the video. Youtube is so useful for teacher and ATC students because so many materials in Youtube for them to learn.

Teacher asked students to watch and listen the Youtube video about aviation. Then teacher asked them to discuss about the video or retell what video about. So the students used their

listening and speaking skill. Sometimes, the teacher also asked them to write the conclusion and read it in front of class after watch the video. Therefore, the students can use listening, writing and reading skill in that activity.

The teacher used Youtube because there are many video that can be accessed in Youtube. Youtube can give many information and video about aviation, not only aviation in domestic area but also aviation in international area. The teacher and students can know the news, information, technology about aviation by Youtube video.

### 3) News

News is so useful for teaching learning at ATC of Civil Aviation Safety and Engineering Academy of Surabaya. Teacher gave ATC students news about aviation in Indonesia or abroad. Teacher wanted to give new information in aviation. The news is dealing with emergency, abnormal situation, accident, trouble, new technology, and so on. Teacher wanted ATC students to know about new information in aviation by giving them news.

Teacher said that ATC students have to learn something new about ATC then after that they must discuss it. News is one of important material for ATC students. It can develop reading and speaking skill for students. They can read the news and then discuss it with their classmates. It is alternative to teach ATC student so the students are not boring in teaching learning process.

News is important material for teacher and students ATC at Civil Aviation Safety and Engineering Academy of Surabaya. They can update their information by reading news. They not only read it, but also discussed about the



news. Therefore, the students can use reading and speaking skill. Teacher said news is material that can be developed to many activities.

#### 4) Module

Teacher gave ATC students module except the textbook. Module was written by the teacher of ATC of Civil Aviation Safety and Engineering Academy of Surabaya. This module is for beginner or for freshman. The content of this module is about background of aviation English. There are some vocabularies and text about aviation in this module. Therefore, freshman can understand about vocabularies in aviation by learning this module.

Teacher wrote this module to give ATC students background about aviation because most of students are from senior high school. The teacher said that most of students did not know about aviation English before. For that reason, teacher wrote module to introduce aviation English to the students easily. Therefore, before learning about aviation English the students learnt background about aviation by using module which written by teacher of ATC at Civil Aviation Safety and Engineering Academy of Surabaya.

Teacher said that this module is useful for freshman because it helped them to know about aviation. There are many freshmen who did not know about aviation because they have just studied at aviation academy. Therefore, teacher wrote the module to introduce aviation to them. Then after they have known about aviation, they study English Aviation book. In this module, also have four skills, so students have many activities to do in this module.

This module is important for teacher and students. It can help teaching learning process in

ATC department. Teacher can introduce aviation to freshmen and students can learn about what aviation is. There are four skills in this module so there are many activities that students can do.

b. Developing Material

Teacher said that material development is important for Air Traffic Controller department. Base of material has selected in the document. Material of teaching and learning at ATC of Civil Aviation Safety and Engineering Academy of Surabaya need to be developed by teacher to make students understand easily. Then teacher must develop the material for students to make them understand. Developing material also can make the teacher has many activities to do. Therefore, the teacher have many activities for teaching learning process.

Teacher developed material based on document 9835 and secular 38. Those documents are the standard of teacher to teach and train the students. The document was structured by the government. The teacher must to follow that document. Teacher can search and select the material based on document 9835 and secular 38. Then the teacher developed the materials for the students based on that document because in that document has been organized rule to teach and train ATC students in aviation academy.

Commonly, teacher observed the students before. The teacher gave the material that suitable with the students. Teacher developed material before teaching learning process. Teacher prepared some materials or activities for teaching the students. Beside prepare the main material, the teacher also prepared some developing material for the students. Therefore, the teacher had many materials to give to the students. It can make students fun to learn and also understand the content.

After teaching learning process, the teacher always reviewed the material development. The

teacher used related materials between one with others. Then after teaching learning process, teacher did the progress test for the students. So, the teacher always known the advantages and disadvantages the material development for the students. Teacher evaluated the material development after teaching learning process, so the teacher can give better material for the next. Teacher gave the students test to know they understand the materials or not. By that way, the teacher can give materials for the students easily. Therefore, the students can understand the material that teacher teach.

In developing material, all skills have to develop to make the students easy to understand. The teacher said that listening and speaking are the most important skills to develop. In ATC department, listening and speaking are skill that is always used by ATC in airport. An ATC must have good listening and speaking because ATC have to communicate with pilot in the airport. An ATC and pilot have to communicate to avoid the accident. Therefore, there is IELP test before ATC students practice in the airport. IELP test is standard test for ATC students to be an ATC in the airport.

In listening skill, the teacher usually used the real conversation between an ATC and pilot to give to the students. By this material, the students can know some conversations that usually pilot and ATC talk. It made students happy because the teacher give them real conversation between pilot and ATC. In speaking skill, the teacher usually asked the students to discuss about aviation news. Other activity for developing material in speaking is role-play. The students played the role pilot and ATC with their friends. It can make the students understand about their job. Therefore, they can practice their speaking with their classmates.

There are some ways to develop material at Civil Aviation Safety and Engineering Academy of Surabaya. Those ways are:

1) Selection

In selection, teacher usually searched what customer need is, what updating need in airport then selected the material that is suitable with ATC department at Civil Aviation Safety and Engineering Academy of Surabaya based on customer need. Teacher has to follow customer need for teaching the students because they will work in the airport then they have to service the customer. Teacher has to select the material well for the students. Therefore, teacher has to know the customer need and updating need to develop and select the suitable material for ATC students.

Teacher selected material carefully because not all material can be taught to the students. Material that is suitable for students has to be update and related to real condition. Teacher usually used selection for developing material to ATC students. There are many materials for teaching learning but the teacher has to select the suitable material for ATC students of Civil Aviation Safety and Engineering Academy of Surabaya. The example of selection of material development are news about aviation, news about accidents of flight and video about aviation. It can help the teacher and students in teaching learning process.

The teacher selected some materials for teaching students. By selecting material, the teacher had many activities to do in teaching learning process. The teacher has to select the suitable material because not all material can be taught in ATC department. Therefore selecting material is one of important thing that teacher must do in developing material.

## 2) Creation

One way to develop material is by creating the material. In creation, the teacher said that she wrote module and media for the students. The module is for the students who do not know about aviation. In this module, the students can study and know what aviation is. This module is written by the teacher, so the students can know and understand easily. The students who are confused about aviation can learn this module to make them understand.

Then the media can help teaching learning process. In media, the teacher was helped by her student to make it. By media, the teacher can teach the students easily. Teacher can give example of the content. So students can understand what teacher teach to them. The media also helped the teacher to make some activities to do in the class. Therefore, in teaching learning process there are many activities that teacher and students do in the classroom.

## 3) Adaption

Teacher said that she adapts some material for teaching learning process. Teacher adapted material from ICAO, Proficiency Test in English Language for Air Traffic Controllers (PELA) and Royal Melbourne Institute of Technology (RMIT). Teacher said that she adapts them to teach in ATC of Civil Aviation Safety and Engineering Academy of Surabaya. ICAO, PELA and RMIT are actually from abroad, and then the teacher adjusted them in Indonesia especially at Civil Aviation Safety and Engineering Academy of Surabaya. Therefore, in adaption teacher adapted material from abroad that has excellent material.

The teacher not only adapted the material but also selected the material which is

suitable for ATC students at Civil Aviation Safety and Engineering Academy of Surabaya. The teacher has to give good material for her students. The teacher adapted material about communication between pilot and an ATC, accidents in airport and so on. The teacher adapted material from abroad because material in Indonesia is limited. Therefore, the teacher must do adaption material for the students to make teaching learning run well.

### 3. Appropriate Material with Students' Need

In this finding, the researcher explained the materials that teacher usually uses. The materials that teacher usually used are book "Aviation English", Youtube, News and Module. The teacher used them in English teaching learning. Therefore, teacher needs the materials to make the students understand easily. The checklist can be seen in the appendix.

#### a. Book "Aviation English"

The book that is used in ATC of Civil Aviation Safety and Engineering Academy of Surabaya is Aviation English. The writers of Aviation English book are Henry Emery and Andy Roberts. It is produced by Mc Millan. The book is written for ATC and pilot. The teacher said that this book is special for ATC and pilot. This book is standard of ICAO compliance. Therefore, this book is completed.

The goal of book "Aviation English" is clear. The goal of this book is to fulfil ATC students' need that is based on ICAO compliance. It covered the purpose of teaching learning in ATC of Civil Aviation Safety and Engineering Academy of Surabaya. The students need the book for mastering English aviation. The students need it to guide them because English aviation is different with general English. Therefore,

the teacher gave book “Aviation English” to the students for mastering English in aviation.

Book “Aviation English” did not mention about comprehension, fluency or interaction. This book mentioned in general such as speaking, listening, reading and writing. The teacher said that is better to mention the comprehension, fluency or interaction. Then the teacher has to mention about comprehension, fluency or interaction because students need to know about that. In general, students’ want has been covered in this book. All lessons of English in aviation are in this book. Even, this book has covered all lessons of English in aviation but teacher also has to mention the part of comprehension, fluency or interaction.

The teacher said that input of the book “Aviation English” is suitable with students. There are some inputs in this book, those are reading, listening vocabularies and so on. The inputs are suitable with students need because this book is based on ICAO compliance. Then the procedure was mentioned clearly in this book. The procedure is for guiding the teacher and students to do teaching learning well. In this book, there are some procedures to do activities teaching learning process. Therefore, the teacher and students have to understand the procedure of the book to make teaching learning running well.

The teacher and students usually used book “Aviation English” in language laboratory. The teacher can be focus to discuss the lesson in language laboratory. Then the students also can be focus learn English by using textbook there. Teacher said that she usually asks the students to learn by themselves. The teacher used learner centre in teaching learning process. She seldom explained the lesson in the class. Therefore, students learnt the lesson by themselves. The teacher only gave the questions then the students have to answer the questions.

Those are some explanations that teacher said about book “Aviation English”. The book is written based on ICAO compliance, so the book is standard of ICAO. In general, this book can be taught for ATC in every aviation academy. Besides, the teacher also has to develop material from lesson in this book. The teacher has to develop material to make students understand well about the lesson.

b. Youtube

The teacher usually used video from Youtube to support teaching learning in ATC of Civil Aviation Safety and Engineering Academy of Surabaya. Teaching by Youtube can give students more information about aviation world. The teacher gave video about news, technology and accident to the students, so the students can understand news about aviation. Then after watching video, the teacher asked the students to discuss and answer questions from the teacher.

The goal of using Youtube video is to give information, news and something update about aviation. It is clear to make the students know their job and their duty. Then Youtube can gives many information about that. Textbook cannot give video about aviation, so the teacher has to find out the suitable video for the students. The students also need the video for giving them information about aviation and their job. The video can be fun material for the students. It is also easy to learn by watching video. Therefore, the students can know their job in the airport.

The video can exercise students’ listening and speaking skill. After watching and listening the video, ATC students have to discuss about it with their friend. The students can work out their listening and speaking skill not with writing and reading skill. So the teacher has to work out their writing and speaking skill also. In general, teacher wanted to give



information to the students. Then it can be found in Youtube. It is also fun material for teaching learning process. The teacher can find it simply and the students can learn easily.

Youtube just gives video in general not video for teaching learning. The teacher has to design the video as material for teaching learning process. It can support the teacher to teach students by using fun materials. The students also can get the lesson easily. Usually when using Youtube video, the teacher asked the students to watch video the after that the students discuss with their friends. Then the students can understand information in video and they also can learn about the information. Therefore, the teacher has to design the video well for supporting teaching learning English in ATC of Civil Aviation Safety and Engineering Academy of Surabaya.

The teacher said that she usually used video in the language laboratory. The teacher gave the students video then they watch it together. The teacher just gave it and after watching it, she asked students to discuss about the video. As teacher said, she want teaching learning process by students centre. So teacher just gave instructions and the students learnt about video by themselves. It made students active to learn and discus with their friend. Therefore, by giving Youtube video, the students can be active to learn by themselves.

c. News

The goal of using news in teaching learning English in ATC of Aviation Safety and Engineering Academy of Surabaya is for knowing what update news in aviation and discussing what, why, how that happen. The students can learn from discussion with their friends about that news. ATC students need using news for supporting their teaching learning process. News can be from newspaper, magazine, internet and television. Teacher gave them news because teacher

knows that ATC students need to know what happen in the aviation.

The teacher can improve students' reading, listening and speaking skills. The students can improve reading skill by reading the news, or they can improve listening skill by listening it. Then they can improve speaking skill by discussing about the news with their friends. It can help the students in teaching learning English, and then they can improve their knowledge about aviation. Therefore, news is useful material for ATC students to improve their skill and knowledge.

News from media is different. The teacher must choose the suitable news for the students. The teacher has to know about the students' ability. The suitable news can support teaching learning for ATC students. Then the students also can understand about the purpose of using news. The teacher gave news to the students then they have to read or listen it carefully. After that the teacher asked them to discuss about the news, what happen, why, how can it happen and so on. Therefore, the students can learn it by themselves. As teacher said that teaching learning process in ATC by using students centre.

By using students centre, the teacher just controlled the students. The teacher gave the news and asked the students to learn the news. Then teacher asked the students to discuss about the news. Sometimes, the teacher gave the question about the news. Teaching learning by using news is so effective because it is suitable with student centre that the teacher said. Therefore, news is material that usually used by the teacher in teaching learning process in ATC of Aviation Safety and Engineering Academy of Surabaya.

d. Module

The aim of using module in teaching learning process is for introducing freshmen to aviation. It is

because freshmen are from senior high school and they did not know about aviation. Therefore, the teacher gave them module to introduce aviation vocabulary, focus, problem and so on. Freshmen need it to know what they will learn about. They learnt about English in aviation so they also have to know aviation itself.

The module is written by ATC teacher and it is just for ATC of Aviation Safety and Engineering Academy of Surabaya. The contents of module are vocabularies, reading comprehension and worksheet. It aims to introduce the vocabularies that usually use in aviation. Freshmen can increase their vocabularies by using module in teaching learning process. The students must know aviation vocabularies before learn about English in aviation. Therefore, the teacher always used the module for teaching freshmen.

The teacher gave the lesson by using module to make students understand about English in aviation. The module is containing vocabularies and reading comprehension. The teacher asked the students to memorize the vocabularies then they also have to do some works in the module. Time by time the students can understand about aviation then they can learn English in ATC well. Therefore, the module is fundamental material for freshmen to learn English in ATC of Aviation Safety and Engineering Academy of Surabaya.

The teacher wrote the module for freshmen because many freshmen did not know about aviation before. It can make freshmen easy to learn English in aviation because they have known about aviation. The module is based on freshmen want. The students want to know about aviation vocabularies, aviation job, aviation problem and so on. Therefore, the teacher gave them in the module for teaching learning freshmen.

## B. Discussion

### 1. Discussion of Students' Needs Analysis

The researcher analysed students' needs in ATC of Civil Aviation Safety and Engineering Academy of Surabaya to know students necessity. As Tom Hutchinson argued that every course should be based on analysis of student requirement.<sup>73</sup> Therefore, teacher needs to know students' necessity before teaching learning process. Teacher should analyse students' precondition before teaching students. However asking learners about the themes they are interested in discussing can tell the needs analysis<sup>74</sup>. Needs analysis can help teacher in teaching learning process. Need analysis is a method that is started by mentors, teachers and course designers to establish the fundamentals for developing a course and its application.<sup>75</sup> Then the researcher discussed ATC students' needs at Civil Aviation Safety and Engineering Academy of Surabaya.

Almost all of ATC students at Civil Aviation Safety and Engineering Academy of Surabaya want to learn English to master spoken and written English for their job. It is normal because when they are graduated from the academy they can work in airport directly. Then they need English to support their job as an ATC. The students learn ESP because they learn English focus on ATC itself. Helen Basturkmen said that ESP course is narrower in attention than common ELT courses because they centre on study of learners' necessity.<sup>76</sup> Therefore, the students' necessity in learning English is for supporting their job as an ATC.

Most ATC students argued that their level in English is in intermediate. Meanwhile they need to

---

<sup>73</sup> Tom Hutchinson and Alan Waters, *English for Specific Purposes: A Learner Centered Approach*.

<sup>74</sup> Steve Mann and Fiona Copland, *Materials Development*, 6.

<sup>75</sup> Tom Hutchinson and Alan Waters, *English for Specific Purposes: A Learner Centered Approach*.

<sup>76</sup> Helen Basturkmen, *Developing Course in English for Specific Purpose*.

improve their English level in advanced to support their job as an ATC. The teacher should know their level to know students' ability, so the teacher knows what should teach in the class. As the researcher wrote in the background of the study, an ATC should communicate with the pilot. Then the pilot is not only from Indonesia but also from abroad. The students believed that they need advanced English to communicate with the pilot. Therefore, the students have to master English so well to support their job as an ATC.

ATC students will work as an ATC in the airport to communicate with the pilot for controlling the plane's traffic lane. They have important responsibility to take the plane arrive in the airport safely. In communicating with pilot, an ATC need good listening and speaking skills for support their job. Meanwhile the students in ATC at Civil Aviation Safety and Engineering Academy of Surabaya also argued that English skills usually used in ATC are speaking and listening. It is supported by previous study entitled "*A Study of Teacher's Lesson Plan Design Based on Students' Need at Hospitality Program of State Vocational High School 1 Buduran Sidoarjo*" conducted by Ulil Fauziyah. This previous study state that speaking is the most important English skill.<sup>77</sup> The students know that they will work as an ATC in the airport and they will always use speaking and listening skills. Therefore, they have to improve speaking and listening skills.

English in ATC of Civil Aviation Safety and Engineering Academy of Surabaya is English for Specific Purpose (ESP) because teaching learning English in ATC department is focus on learning English for their job. ESP attention when, where and why students want the language moreover in study or work condition.<sup>78</sup> Then the teacher and students are focus teaching learning English to support

---

<sup>77</sup> Ulil Fauziyah, *A Study of Teacher's Lesson Plan Design Based on Students' Need at Hospitality Program of State Vocational High School 1 Buduran Sidoarjo*, Undergraduated Thesis, (Universitas Islam Negeri Sunan Ampel Surabaya, 2016)

<sup>78</sup> Ibid.

students' job. Most students want to learn English for supporting their necessity as an ATC. They want to master aviation vocabularies and terminology. Therefore, the teacher has to consider students' needs to run teaching learning process well.

In teaching reading, most ATC students want authentic material to support teaching learning process. Students argued that they like authentic material which is around them such as magazine, newspaper, brochure and so on. It is supported by previous study conducted by Amal M.A. Ibrahim that the ESP material should be appropriate and authentic. Then the teacher or course designer must be ready to develop courses based on accurate needs analysis and appropriate materials and methodology.<sup>79</sup> Authentic material can be found in daily life, so the students can find it easily. Meanwhile material can make students easy to understand the lesson. It also can be source of the lesson for teaching learning process. Therefore, teacher should use material for teaching learning English to have various activities and tasks.

In speaking lesson, discussing a topic and sharing opinion are activities that ATC students like. Speaking is essential skill that ATC students must have. They considered that they need good speaking to be an ATC in the airport. An ATC has to communicate with the pilot to manage plane traffic lane. An ATC has important job to take the plane passenger to the destination safely. Therefore, the students have to develop their speaking skill by discussing a topic or sharing opinion with their friends. By speaking training, the students can increase their speaking skill so they can communicate with the pilot well.

Except improving speaking skill, ATC students also have to increase their pronunciation. They have to pronounce the word rightly to avoid miscommunication between an ATC and pilot when they work in airport.

---

<sup>79</sup> Amal M.A. Ibrahim, *Designing an ESP Course for Students of Business Jeddah University Elkamel Branch*, Research Article, International Journal of English Language, Literature and Translation Studies (IJELR) Vol. 2. Issue 3., 2015 (July-Sept.)

Miscommunication happens when an ATC does not have good speaking skill and pronunciation. It is dangerous for pilot and plane passengers when an ATC and pilot get misunderstanding. The students and the teacher have to consider that speaking and pronunciation lesson are vital for ATC students. ATC students like to exercise pronunciation and stress of word. Therefore, it can help them in their pronunciation.

Language laboratory is favourite place for studying English for ATC students. The teacher usually taught in language laboratory. Teaching learning in language laboratory can make the students easy to learn because there are many facilities to support English teaching learning process. Listening is the important skill that ATC students must master then the teacher can give the students listening in language laboratory. Except listening, teacher also can give some activities in language laboratory such as watching video, speaking, online test etc. Therefore, teacher can teach the students easily in language laboratory. Then the students also are comfortable with teaching learning English in language laboratory.

Students like studying with their friends in small group consist of 3-4 students. Group work can make students more diligent to study because of the environment. As Harmer argued that group work allows learners to work in a conducting and facilitating environment.<sup>80</sup> By group working, the learners can be active to learn with their friend. Gower also said that group working could motivate the students' experience of various types of interaction and helps to generate a more comfortable and supportive classroom environment.<sup>81</sup> Therefore, group working can help the learners to create positive atmosphere for learning actively.

The teacher used learner centre in ATC of Civil Aviation Safety and Engineering Academy of Surabaya. Learner centre is suitable with students want. The students

---

<sup>80</sup> Jeremy Harmer, *The Practice of English Language* (London: Longman, 1991).

<sup>81</sup> R. Gower, *Speaking* (Oxford: Oxford University Press, 1987).

want to discuss the problem and active to do the work. Leo Jones noted that the learners talk more, share their ideas and learn from each other in student centre classroom.<sup>82</sup> The teacher designed student centre classroom to make the students active in teaching learning process. The learners also want to be active to discuss or solve the problem by themselves. Therefore, the teacher and learners agreed with student centre classroom in ATC of Civil Aviation Safety and Engineering Academy of Surabaya.

Most ATC students want the teacher to create supportive atmosphere to help them to be active in teaching learning process. Angela Lumpkin said that teacher could play an essential role in helping students learn and apply a moral reasoning process.<sup>83</sup> Teacher's role can help students to be active in teaching learning process. Then the teacher should create helping environment to support students' role in learner centre classroom. Therefore, the teacher has vital role in designing atmosphere for supporting the learners in teaching learning process.

## 2. Discussion of Material Development

In this discussion, the researcher explained about the way teacher develops material for ATC students in Civil Aviation Safety and Engineering Academy of Surabaya. As Kathleen Graves said that material development is the arrangement method by which teacher makes parts and instructions within those units to convey the aims and points of the course.<sup>84</sup> However, David Nunan suggested that material development or evaluation should be largely based on the collection and analysis of classroom data.<sup>85</sup> There are three issues of material

---

<sup>82</sup> Leo Jones, *The Student-Centered Classroom* (New York: Cambridge University Press, 2007).

<sup>83</sup> Angela Lumpkin, "Teachers as Role Models Teaching Character and Moral Virtues," No. 2, 79 (February 2008).

<sup>84</sup> Kathleen Graves, *Designing Language Courses: A Guide for Teacher*, 149.

<sup>85</sup> David Nunan, *Language Teaching Methodology: A Textbook for Teachers*, 227.



development which the researcher discussed here, those issues are:

a. Selection

In findings, the researcher explained that before selecting material, the teacher searched what customer need is and what updating need in the airport. Then the teacher can select the suitable material for ATC students because the goal of the ATC students in learning English is for developing their spoken and written English for their job. As purpose of learning ESP is to use English in specific board.<sup>86</sup> Therefore, in teaching learning English, the teacher used material that the students need to master for their job in airport.

In selecting material for the students, the teacher has to select the material carefully. Not all material can be taught to the students because the teacher has to consider the customer's need and students' need. The teacher said that the suitable material for ATC students has to be update and related to real condition. The materials that the teacher commonly used in teaching learning English are textbook, video, news and module. Therefore, the teacher has to consider the suitable material for teaching learning ATC students.

The teacher used textbook "English Aviation" in teaching learning in ATC of Civil Aviation Safety and Engineering Academy of Surabaya. However, English Aviation book is standard of ICAO compliance. Even this book is produced in abroad, this book have standard for aviation academy. The book has goal and objective in ATC program because this book is for ATC and pilot. David Nunan argued that it is important for the teacher selects commercial materials to match the materials

---

<sup>86</sup> Shaeda-isani & Brian Paltridge, Sue starfield (Eds), *The Handbook of English for Specific Purposes*, (Boston:Isey Blackwell, 2013), accessed: <http://asp.revues.org/pdf/3806>, on: 25-03-2017

with the goals and objectives of the program, and to ensure that they are consistent with one's belief and preferences.<sup>87</sup> Therefore, the teacher should select material that has goals and objectives of the program. It is not only for textbook but also for all materials that teacher used.

In conclusion, the teacher should select materials for ATC students carefully. The teacher should consider about costumer's needs and students' needs before selecting materials. The suitable material for ATC students should be update and related to real condition. The materials should have goals and objectives of the program to support teaching learning ESP. Therefore, the teacher has to consider some aspects before selecting suitable materials for ATC students of Civil Aviation Safety and Engineering Academy of Surabaya.

b. Creation

In creation, the teacher argued that she has written module and created media for the students. Module and media are for facilitating the students to support teaching learning ATC students. Module is written by the teacher to introduce freshmen who do not know about aviation before. Therefore, freshmen can learn the module to know aviation itself.

In writing module, the teacher considered about vocabularies and text that usually used in aviation. The content of module are vocabularies, texts, tasks and topics of aviation. As David Nunan said that the materials designer should collect or creates texts and tasks around topic.<sup>88</sup> The teacher as the creator of the module considered the topic of aviation for freshmen in ATC of Civil Aviation Safety and Engineering Academy of Surabaya. The goal of the module is introducing aviation to freshmen.

---

<sup>87</sup> David Nunan, *Language Teaching Methodology: A Textbook for Teachers*, 209.

<sup>88</sup> *Ibid.*, 215.

Module is an efficient media that the teacher created for ATC students. Many freshmen do not know about aviation before because most of them are from senior high school. Module helped the freshmen in understanding, vocabularies, topic and focus of aviation. By learning module, freshmen can understand about aviation itself. It is efficient media for freshmen before they learn about English in aviation. However, it supported previews study that is conducted by Handoyo Puji Widodo that changing management can be an important role in making the condition for implementing material development as pedagogical innovation. Therefore, the teacher introduced aviation to freshmen by module before they learn English in aviation by textbook.

Meanwhile, the teacher argued that she has created media with the student. She gave the lesson content in the media and the student makes the media. Then the teacher helped the students in contributing of media content. The media is for helping ATC students in teaching learning English. Therefore, the teacher has created module and media in teaching learning English in ATC Civil Aviation Safety and Engineering Academy of Surabaya.

The teacher created module and media for helping ATC students in teaching learning English. The module helped introducing aviation to the freshmen before they learn about English in aviation. By learning module, the students can know about topic that usually used in aviation because the contents of the module are vocabularies, texts, tasks and topics of aviation. The teacher gave the content of media to help the student created media for supporting teaching learning English. The teacher considered the texts and tasks around topic before creating media.

c. Adaption

The teacher adapted materials from ICAO, PELA and RMIT for teaching learning English in

ATC of Civil Aviation Safety and Engineering Academy of Surabaya. ICAO, PELA and RMIT are standard materials for an ATC and pilot. The teacher considered the reputable authors for an ATC before adapting materials. As David Nunan argued that before adapting materials, it should be kept in mind that materials from reputable authors and publishers have been carefully written and extensively trialled and it is therefore before experimenting and adapting them.<sup>89</sup> Therefore, reputable authors and publisher are things that have to be considered by the teacher before adapting materials for the students.

Meanwhile, the teacher has to adapt materials which covered students' need. The teacher should adapt the materials which facilitate students for learning English. Although the teacher adapted materials from abroad, she adjusted the materials with students' need. The teacher used materials to make the students easy learning it. The materials are chosen which are suitable with students' need. Therefore, the teacher adapted materials that is suitable and covered students' need. It is to make students easy to learn English by adopting materials from abroad.

Students' interest is also important thing before adopting materials. Teacher can know students' interest by doing need analysis to the students. The teacher should consider that students' and teacher interest is significant in adopting materials. As Steve Mann and Fiona Copland said that it is significant to consider the students' interest and preferences as well as students' interest.<sup>90</sup> Therefore, teacher should consider the students' interest before adapting materials. Then teacher can know students' interest by doing need analysis.

It is important for the teacher to consider reputable authors and publishers before adopting

---

<sup>89</sup> Ibid., 216.

<sup>90</sup> Steve Mann and Fiona Copland, *Materials Development*, 7.

materials for the students. Then the teacher also should ponder students' need to know what students need and want in teaching learning English. Materials which were covered students' need is efficient materials for teaching learning for the students. Then understanding students' interest also is important thing that teacher has to know before adapting materials. The teacher can know it by doing need analysis.

### 3. Discussion of Appropriate Material with Students' Need

In this discussion, the researcher discussed materials that are commonly used by the teacher in teaching learning English ATC students in Civil Aviation Safety and Engineering Academy of Surabaya. According to Steve Mann and Fiona Copland, need analysis in ESP helps the teacher to recognize the key features of the local framework that must be addressed by the materials.<sup>91</sup> Then the researcher analysed the material whether the material is appropriate with students' needs or not. She teacher said that she usually used four materials in teaching learning process. Those materials are:

#### a. Book "Aviation English"

Book "Aviation English" is used in ATC of Civil Aviation Safety and Engineering Academy of Surabaya. Book "Aviation English" is written by Henry Emery and Andy Roberts. The teacher used this book because it is standard of ICAO compliance. The goal of this book is like students' goal of learning English in ATC that is to master spoken and written English for students' job. As goal of learning ESP is to use English in specific board<sup>92</sup>. This book is written for an ATC and pilot.

Meanwhile, the students need to learn book about aviation. They need to improve their English

---

<sup>91</sup> Ibid., 5.

<sup>92</sup> Shaeda-isani & Brian Paltridge, Sue starfield (Eds), *The Handbook of English for Specific Purposes*, (Boston:Isey Blackwell, 2013), accessed: <http://asp.revues.org/pdf/3806>, on: 25-03-2017

especially in aviation. It is supported by previous study “*ESP for Collage Students in Taiwan: A Survey of Student and Faculty Perceptions*”, it stated that ESP courses should be different from EGP in materials, objectives and approach.<sup>93</sup> The students learn English in specific focus that is aviation. They need advanced English for their job as an ATC. They want improve their English to advanced level, then this book can help the students to improve their English. This book is covered students’ want in general. They can get topic, text and exercise about aviation. Therefore, the students can know more about aviation by learning book “Aviation English”.

Students need text about aviation because they want to improve their vocabularies, information and knowledge about aviation. Then, this book covered texts, vocabularies and information about aviation. The student can improve their knowledge aviation by learning this book. Students not only learnt about skill that they use in job but also got information about aviation in this book. Therefore, this book is efficient to improve students’ skill and knowledge about aviation. It is important for their job as an ATC

Book “Aviation English” covered all English skills that students want to become an ATC especially speaking and listening. There are listening and speaking section to improve their skills to be an ATC. Then the procedure is mentioned clearly in this book. The teacher and the students can learn English well by this book. The teacher just gave some supporting materials for teaching learning such as example of accident or aviation topic in Indonesia. Therefore, the teacher said that this book is covered students’ want to become an ATC.

---

<sup>93</sup> Cindy C.H. Tsao, Allison M.S. Wei and Alice S.H. Fang, *ESP for College Students in Taiwan: A Survey of Student and Faculty Perceptions*, International Symposium on ESP 2008.

In conclusion, book “Aviation English” covered students’ need. The purpose of this book is fulfil ATC students’ need that is based on ICAO compliance. As students’ goal of learning English in ATC is to master spoken and written English for their job as an ATC. The teacher also argued that this book is covered students want in general. By learning this book, the students can improve their skills to be an ATC. The students can learn both English skill and information about aviation in this book. Therefore, book “Aviation English” is standard of ICAO compliance and covered students’ need.

b. Youtube

Teacher said that she can give many information about aviation from Youtube. Youtube is material that commonly teacher used in teaching learning process for ATC students. The teacher used Youtube video to give the students information about aviation such as update technology, accident, history and news. Using Youtube videos to teach English classes as supplementary material will provide students with good understanding and knowledge of their lectures.<sup>94</sup> Many videos can help students in teaching learning in Youtube. Understanding information about aviation is important for their job as an ATC. Therefore, the teacher used Youtube as material to make students understand about aviation well.

The purpose of using Youtube as material is for giving the students information about aviation. As the students said that they learn English for mastering spoken and written English for their job. Then the students also want to learn vocabularies and terms which are related to aviation. Helen Basturkmen

---

<sup>94</sup> Wael Abdulrahman Almurashi, “The Effective Use of Yotutube Videos for Teaching English Language in Classrooms as Supplementary Material at Taibah University in Alula,” *International Journal of English Language and Linguistics Research*, 4 (April 2016).

believed that ESP course is narrower in attention than common ELT course because they centre on study of students' necessity.<sup>95</sup> Meanwhile Youtube video can be materials for teaching learning English. Many teacher used it for teaching learning English. Many teachers taught English language by using Youtube.<sup>96</sup> Therefore, the teacher gave Youtube video for supporting their teaching learning process.

However, the teacher must select the suitable video for the students. In Youtube, the teacher can access many videos. It is teacher's job to select the video that is given to the students. Even there are many video in Youtube, the teacher should give the video that is suitable with students' condition. That is why the teacher has to consider students' need. Therefore, before selecting video for ATC students, the teacher has to consider students' need so the students can accept the lesson in the video well.

Meanwhile the teacher should have procedure to use Youtube video. In Youtube, there is no procedure which is used for teaching learning so the teacher has to get procedure to use Youtube video for ATC students. There are some activities which use Youtube as material in teaching learning process. Commonly, the teacher used Youtube video to give information about aviation. Then the teacher asked the students to discuss about the video. It can improve students' listening and speaking skills. The students can improve both information about aviation and their English skill.

In conclusion, Youtube video can give many information about aviation that students want. It can improve not only students' knowledge about aviation but also their English skills. As Boster et al argued

---

<sup>95</sup> Helen Basturkmen, *Developing Course in English for Specific Purpose*, 3.

<sup>96</sup> Wael Abdulrahman Almurashi, "The Effective Use of Youtube Videos for Teaching English Language in Classrooms as Supplementary Material at Taibah University in Alula."



that videos could affect educational achievement in a positive way.<sup>97</sup> The teacher can access Youtube easily but the teacher also has to consider about students' need before selecting the video. However, there is no procedure to use Youtube video as material for teaching learning process so the teacher should have procedure to use the video for the students. Youtube video is material for students to get many information about aviation but the teacher should have procedure to use it for teaching ATC students.

c. News

News that commonly used by teacher for teaching learning in ATC of Civil Aviation Safety and Engineering Academy of Surabaya is from newspaper, magazine, internet and television. The aim of using news as material is to know what update news in aviation and discussing what, why, how that happen. The teacher used news as material for the students to give information about update news about aviation. As previous study that is conducted by Ulil Fauziyah suggested for teacher to design activities and add material based on the learning outcomes of the day.<sup>98</sup> The students should know about update news in aviation to support their job as an ATC. Therefore, the students need to know what update news in aviation.

Selecting news as material is like selecting Youtube as material. The teacher should consider to students interest because teaching learning English in ATC of Civil Aviation Safety and Engineering Academy of Surabaya is ESP. Then in ESP, teacher should do need analysis to know the students' needs. A need analysis will identify the learners' needs in these areas so that materials can be selected that

---

<sup>97</sup> Ibid.

<sup>98</sup> Ulil Fauziyah, *A Study of Teacher's Lesson Plan Design Based on Students' Need at Hospitality Program of State Vocational High School 1 Buduran Sidoarjo*, Undergraduated Thesis, (Universitas Islam Negeri Sunan Ampel Surabaya, 2016)

support successful learning.<sup>99</sup> Teaching learning process by using material will be effective if the teacher uses material related to students' interest. Therefore, news that teacher select should be related to students' need.

As Youtube video, there is no procedure to use news as material in teaching learning process. Then the teacher should have own procedure for using news as material for support teaching learning process. Commonly, the teacher asked the students to read or watch the news. After reading aviation news, the teacher asked the students to discuss with their classmates or answer teacher's questions. Therefore, the teacher has to get own procedure for news as material in teaching learning process because there is no procedure for news. Then the teaching learning process by using news as material can run well.

Teaching learning by using news as material can develop students' knowledge and students' skills. The teacher may ask students to read or watch news about aviation. Then they discussed about content of news. The teacher commonly asked questions about it then give conclusion about it. By using news as material the students can get more update information or update announcement about aviation. They can get many reports from news. Then the students also can develop their English skills by using news in teaching learning English. They read the news, listen to the news, and discussed about the news. It can develop their reading, listening and speaking skills. Therefore, students can improve their knowledge and English skills by using news as material.

Teaching learning by using news is effective for ATC students in Civil Aviation Safety and Engineering Academy of Surabaya. The aim of using news as material is for giving update report for the

---

<sup>99</sup> Steve Mann and Fiona Copland, *Materials Development*, 5.

students. The students can get many advantages in using news as material in teaching learning. They can develop their aviation information and English skills. Meanwhile there is no procedure in using news as teaching learning material. Then the teacher should have the procedure in using it. The teacher also considered to students interest before selecting material for the students.

d. Module

The teacher used module as teaching learning material for freshmen. The aim of using module as material is for introducing aviation to freshmen. Freshmen are usually is from senior high school and they did not know about aviation before. Then the teacher wrote the module for freshmen to know more about aviation, topic of aviation, and all things that related to aviation. Learning English in Civil Aviation Safety and Engineering Academy of Surabaya is not as learning in senior high school because it used ESP. ESP has a narrower emphasis in learning process than the English for General English (EGP).<sup>100</sup> In senior high school, the students learnt general English but in Civil Aviation Safety and Engineering Academy of Surabaya, the students learnt ESP related to aviation.

The writer of the module is the teacher of ATC in Civil Aviation Safety and Engineering Academy of Surabaya. The teacher wants freshmen to know topic and focus of aviation. Then the teacher wrote the module to introduce freshmen easily about aviation. In previous study entitled “*Developing Learning Materials for Specific Purpose*” conducted by Y. M. Harsono argued that the teacher have to develop their own material for their own specific target learners.<sup>101</sup> Freshmen learnt the module before learning book “Aviation English”. It will make students easy to learn English in ATC of Civil

---

<sup>100</sup> Helen Basturkmen, *Developing Course in English for Specific Purpose*, 1–3.

<sup>101</sup> Y. M. Harsono, “Developing Learning Materials for Specific Purpose.”

Aviation Safety and Engineering Academy of Surabaya. Students have to know vocabulary, topic and theme of aviation before they learn it. Therefore, the teacher wants to introduce aviation to them by using module.

The module is related to students' interest because the writer of the module is the teacher itself. The teacher have known what freshmen need to understand aviation. Then the students can easy to understand aviation because it is related to students' need. The content of the module are about texts, vocabularies and tasks. By learning module, the students can know what aviation is. Therefore, the teacher wrote the module which related to students' interest to make them happy and want to learn aviation.

The teacher gave clear procedure in the module to make students easy to learn the module. Giving clear procedure can make teaching learning run well. ATC students are not confuse to use the module because there is clear procedure in using it. Clear procedure may make the students are clear to learn the module. They knew what they have to do in using module. They knew to do text, vocabulary and task. Therefore, clear procedure helped them to learn the module well.

In conclusion, the teacher wrote the module to introduce freshmen to aviation. Many freshmen did not know aviation before because they are from general senior high school. Then by using module, the teacher helped introducing aviation to the students. The students have to know aviation before they learn about aviation. However, the module is related to students need because it is written by the teacher itself. Then the procedure in the module is clear to help students to learn. It can help the students in using module, so they have to know what they have to do in the module. Therefore, using module in teaching

learning English can help freshmen to recognise aviation.

