JOB-DESK BASED TEXTBOOK FOR WORKING STUDENTS IN SPEAKING CLASS IN BATAM

Eky Erlanda Edel
English Department of Faculty of Language and Literature
Putera Batam University
Jalan Letjen Soeprapto Tembesi Batam 29434
ekyedel@gmail.com

Abstract

The aim of this research is to identify the outlines of job-desk based speaking textbook for working students.By having this, it is expected that a decent job-desk textbook for working students who want to improve their performance at work in speaking area can be produced. Based on the conducted *pre-research*, it was found that the English Department worker students in Batam are charged with using English actively in presenting, introducing, explaining, discussing, negotiating, giving direction, and serving. Furthermore, based on those things above, the textbook used so far does not meet the needs of working students. Therefore, the researcher formulated a job-desk based textbook in speaking class to fulfill the working students' needs specifically. This case study qualitative research on the students of English Department is conducted by applying purposive sampling technique. In addition, the data was collected through questionnaire and interview which were adjusted as the indicators of the textbook. The result showed that the students who work in Batam have problems in grammar, vocabularies, pronunciation and the language expressions in presenting, discussion, giving instruction and negotiating. Based on those problems, the researcher composed a textbook that could possibly solves the students' problems at work.

Keywords: Job-desk based textbook, Working students, Speaking

A. INTRODUCTION

In supporting Batam as industrial city, the government is not only expanding media and infrastructures aspects, but also covers the improvement of Human Resources (HR). The importance of improving the quality of human resources as one of the important assets of a company or business is confirmed by Weatherly in Endri (2012) who says that a company or industry which is well-prepared has three main components; a) Financial Assets, b) Physical Assets, and c) Intangible Assets. In this case, Financial Assets are holdings and securities; Physical Assets are buildings, equipments, and facilities; and Intangible Assets are business relation/ company, consumer, brand, quality, and Human Resources (HR), which has the significant role in a variety of ways to improve the performance of the companies/ industries. For that reason, it can be concluded that the companies and industries in Batam demand the qualified human resources to run the pace of development of this city

To responds the challenges from the field of employment, based on the official site of Pemerintah Kota Batam (Batam Local Government) (2012), there are 1 state university and 6 private universities whose students are commonly working students, students who work in the morning and study in the evening. Furthermore, the 1.699 foreign companies in Batam (BP Batam, 2015) have chance to propose the general requirements to the candidates who will be accepted as the employees. Hati (2013) states that commonly the companies in Batam need the employees who have the English ability, able to operate computer, hard worker, and experienced on the needed field. It is later proved that the first condition proposed by companies, especially foreign companies is the ability of the candidates of employees in English.

The need of foreign language proficiency, further trigger the development of universities and force the universities to offer improvements in the aspect of facilities, the quality of curriculum, and the successful alumni. In facility, several universities in Batam offers flexible schedules for working students, the shift system in which students can take the classes in the morning or evening.

However, it cannot be denied that in the development of universities in Batam, the universities still need a deep correction, especially about the lecture processes for the working students. Working students have different characteristics with the students in general. Working students in Batam generally experience the shift system in their work and gives the negative effects toward the student itself; psychologically and physically. Pulat in Kodrat (2011) reveals that shift system in company, especially night shift affected the imbalance rhythm in the system of body which will affect on concentration, appetite, blood pressure, cardiovascular and hormonal. In this case, if a student is working in the day shift, so he/she takes the class in the night shift. Contrarily, if a student is working in the night shift, he/she takes the class in the day shift. Based on that condition, it can be concluded that the working students which is work and lecture on the same day will have a disorder that is a form of body's accumulation naturally. In conclusion, the process of the lecture which is essential by the working students is different with the kind of lecture applied on general students and it is directly related to the curriculum used by the universities.

Furthermore, the pre-research has proven that 22 from 50 samples states that the general description from their job-desk demands them to be active in using English as the working language, especially in presenting, introducing, explaining, discus-sing, and diplomacy of certain things. Whereas, 15 from 50 samples admitted the similar thing that when they are working they are demand to active in using English as the working language in serving, directing, explaining, and introducing. It means that practically the students of the English Department are demanded to be able to speak English actively in their working field. It is then a gap between the needs of students in lecturing process and design of curriculum which is not in line become backfire for the universities. Graduates produced have always been a means of measuring the success of the implementation of the curriculum which is owned by a university. For the universities with English Department, of course, graduates are expected to be able to meet the standards of a foreign language in a foreign companies/industries in Batam. However, based on the facts in the field, many graduates of English Department from universities in Batam have not been able to meet these standards.

In this research, the researcher observe the phenomenon of education which is quite alarming that the curriculum design, especially for speaking class in universities in Batam is no longer in line with the needs of the students themselves, especially in the work environment. The number of foreign tourists and investors which is in line with the increase of foreign-owned companies and industries in Batam is demanding

changes in Human Resources which should have to be very well. Language skills are to be one of absolute requirement for the passage of the overall business communications. In this case, designing speaking class based on job-desk for English Department students is believed to establish an intensive and directed lecture process.

Furthermore, the Education Bureau of Hongkong (2014) states that there are some guiding principles of textbook for students as described in the following areas; content, learning and teaching, structure and organization, language, textbook layout (for printed textbooks only), pedagogical use of e-features (for e-textbooks only), accessibility and operational design (for e-textbooks only). In this research, the textbook outlines were taken from the students need at work place which focused on the content, learning and teaching, structure and organization, language, textbook layout where established based on the students' job desk at work. The researcher could draw the idea of textbook's indicators for this research that could be used in measuring the process of making the textbook based on the students' job desk in order to improve the students' skill in speaking as the following table 1:

Table 1 Textbook Instrument

No	Variables	Indicators
1	Content	• The obvious aim of the textbook • Simply fulfill the need of the students in one textbook related to the cognitive and practice level • Based on the latest need and information of the students (prior knowledge) • Cognitive development and creative thinking. Activities given in the textbook are according to students' developmental level and the content is helpful in developing thinking skills in the students; there is correspondence between size of print and the age and grade of the student.
2	Structure and Organization	• The content sequence is appropriate and logical. Key words and concepts are identified and highlighted. • The structure of the content is made apparent by means of functional devices including table of content, chapter titles, headings and outlines. • An overview of the learning targets can be put at the beginning and a summary at the end of each unit of study / chapter / module. A simple student's guide can be put in an introductory section to teach students how to use the textbook.

3	Language	• Cover some specific linguistic points as follow:
		   i. Speaking Topic
		   ii. Grammar
		   iii. Vocabulary
		   iv. Pronunciation
		   v. Various expressions of language in speaking
		• The texts are of high quality and facilitate students to learn directly and independently from them, and construct meaning on their own (i.e. read to learn).

4	Learning Teaching Activities	• Encourage the students' activities in speaking skill based on their job desk • Encourage the students' positive attitudes and perspectives related to the textbook • Learning activities are designed to facilitate students to actively integrate, practice and apply new knowledge.
5	Layout	• The layout is logical and consistent. The materials are well-organized, with appropriate use of space and margin for ease of reading, but avoiding unnecessary use of blank space. • Illustrations such as photographs, pictures and graphs are accurate, appropriate, effective and suitably annotated to stimulate and facilitate learning.

Adapted form Mahmood (2011) and Education Bureau of Hongkong (2014)

Furthermore, there are several indicators to be considered in speaking (Griffiths, 2008), such as; a) pronunciation, b) related vocabulary, and c) grammar. A clear pronunciation will lead the speaker who has duty to share the messages or ideas to the hearer to an understanding conversation. AMEP Research Centre (2002) states that pronunciation is the production of sounds to make meaning that includes attention to particular sounds of language (segments), aspects of speech beyond the level of the individual sounds, such as intonation, phrasing, stress, timing, rhythm (supra-segmentally aspects), how the voice is projected (voice quality and in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. It can be concluded that all of the aspects mentioned above belong to the indicators of good pronunciation. In this research, pronunciation will be one of the variables to be measured by the researcher during collecting the data through interviewing the sample of the research.

Then, having sufficient related vocabularies could make the conversation getting longer and more interesting. A quote from Nathaniel Hawthorne in Pikulski and Templeton (2004) says, "Words, as innocent and powerless as they are, standing in a dictionary; how potent for good and evil they become in the hands of one who knows how to choose and combine them." It means that the power of words can be felt when a speaker could combine some words properly in sharing an idea, message or opinion to the hearer. To master it, the speaker needs to understand about the elements and the use of vocabularies in speaking, such as nouns, adjectives, adverb, pronouns, verbs, preposition, conjunction, interjection, and numeral article or determiner. In this research, the researcher analyzed the lack of vocabularies of the students and offer them with some more vocabularies in improving their expression while speaking.

Finally, knowing the rules of grammar while speaking could standardize the conversation into a higher level which make it meaningful. Subasini and Kokilavani (2013) states that Grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its own grammar. They add that there are several functions of having good grammar while speaking; a) as the foundation of people in expressing self, and b) It is important in avoiding the misunderstanding and helping the listener to understand the speaker easily. It is believe, language with errors will slow down the communication and conversations. In this research, those three are taken as the indicators of speaking skills of the students in the pre-test and also are taken as the indicators of the textbook as the linguistic part. While the part of fluency and body language and face expression were taken as the part of personal competencies.

B. RESEARCH METHOD

The aim of this research is to identify the outlines of job-desk based speaking textbook for working students. By having this, it is expected that a decent job-desk textbook for working students who want to improve their performance at work in speaking area can be produced. This research is a qualitative research; a case study where this type of study allows researcher to conduct in-depth exploration to the program, event, process, and activity toward one or more person. This research was much tied to the time and made the researcher collect data in detail with the various ways of collecting data in continuous time (Sugiyono, 2012). In this research, the researcher conducted an exhaustive review of working student, gave some questionnaire, and did some interview to compose the textbook based on job-desk.

The population of this research was the English Department students from several universities in Batam. In this research, the researcher decided to use one of the non-

probability samplings; purposive sampling where this sampling system allows the researcher to choose the students with particular job as the sample of this research. This is taken because, based on pre-research which has been done by the researcher there are two description of working students' job-desk; actively use English as the working language in presenting, introducing, explaining, discussing, and diplomacy of particular things, and actively use English as the working language in presentation, discussion, negotiating, and giving instruction. Therefore, the researcher decided to determine the students with particular job as the sample to fulfill the need of data of the research.

The technique of collecting data of this research was conducted in some steps. First, the researcher collected the data of populations' description by using questionnaire. Then, the researcher analyzed and filtered the whole data into several needed sample. The chosen samples were taken as the informant on personal interview where the researcher asked more about job-desk, their routines at work. In this stage, the researcher analyzed some weakness and strength of the sample in speaking at work. Based on those steps in collecting the data, the researcher came into the textbook design which was adapted from the students' descriptions and interview. In composing this textbook, the researcher played a direct role as interviewer, analyzer, designers, and evaluators of textbooks. Then, the textbook focused on several different topics in four chapters. The researcher has prepared the indicators that are needed for the textbook by using the Instrument Development of the Textbook. The development of the textbook later on would be the standard for the researcher in composing the textbook. Technique of processing and analyzing data were determined based on the instrument of the research along with the variables and indicators that go after. The researcher at the end showed how the textbook was built based on the students' job-desk; based on the students' need at work and also based on the students' weakness during the interview.

C. RESULT AND DISCUSSION
1. Result
a. Questionnaire Data

As stated before, in this research, the data has been collected from five universities in Batam; Putera Batam University, Batam University, Riau Kepulauan University, Ibnu Sina University, and Batam State Politechnic. For each university, the researcher distributed 10 pieces of questionnaires. The questionnaire record the data of the population related to their job description and the use of English at work. After distributing the questionnaire, it is known that there were only 19 working students who work most in speaking area the result are shown in Table 2 on page 22. Based on the table 2, it is known that there were 19 working students who work on speaking area. There were 6 females and 13 males. The job categories were various, such as; marketing, customer service, cashier, technical directors, interior design consultant, equipment engineer, teacher, electrical and instrument inspector, quality engineer, equipment engineering coordinator, production assistance, quality control assistance, process engineer, and sales and marketing manager.

The data showed that all of them concern on the area of presentation, discussion, negotiating and giving instruction in many kinds of interactions such as interaction with boss, staff, management, and customer. Based on this questionnaire data, the researcher came to a decision that the textbook had to be focused on those topic areas too.

Furthermore, the researcher to have a personal meeting and presentation called the 19 working students above. Unfortunately, because of limited time and the working students' schedule at work, six samples only were available for the personal interview with the researcher.

Table 2 Questionnaire Data

No	University	Sex	Job Categories	Job Description
1	PuteraBatam University	F	Marketing	• Promoting products to customers. • Explaining the values of the product.
2	PuteraBatam University	M	Customer Service	• Updating Stock • Processing purchase order • Processing delivery order • Customer service
3	PuteraBatam University	F	Cashier	• Communicating with customer • Answering the phone from customer • Inputting the data of the products (accounting)
4	Batam University	M	Technical Director	• Giving Presentation about public service to society
5	Batam University	M	Interior Design Consultant	• Explaining and describing the product needed for designing room.
6	Batam State Polytechnic	M	Equipment Engineer	• Supporting production department in term of quality, performance, and availability of machine improvement.
7	IbnuSina	M	Marketing	• Promoting the product • Negotiating • Presenting the Product
8	IbnuSina	F	Teacher	Presenting the teaching materials
9	Batam State Polytechnic	M	Electrical and Instrument Inspector	Reporting, instructing, and Presenting the report
10	Batam State Politechnic	M	Quality Engineer	Communicating with customer related to the quality of the products.
11	Batam State Polytechnic	M	Equiptment Engineering Coordinator	Making sure the line condition in a well performance condition both line sustaining and preventing maintenance. Making report to and doing presentation in front of management.
12	Batam State Polytechnic	F	Production Assistance	Communicating with Foreign Staff Reporting and Presenting
13	Riau Kepulauan University	M	Teacher	Presenting teaching materials
14	Batam University	M	Assistance Quality Control	Discussing job problems with management Communicating and visiting the customer
15	PuteraBatam University	M	Teacher	Presenting teaching materials Discussing with students in learning process
16	PuteraBatam University	F	International Sales/ Marketing	Communicating with customers by email and phone Discussing with customers
17	Batam State Polytechnic	M	Proccess Engineer	Presentation for plans improvement Having speech
18	PuteraBatam University	M	Customer Service	Communicating with the customers by phone, direct meeting, or email Presenting the product
19	PuteraBatam University	F	Sales and Marketing Manager	Doing telemarketing to potential companies Replying emails Having meeting and presentation

b. Interview Data

After having appointment to have meeting with the 6 samples, the researcher communicated to each of the sample about the procedures in the meeting. First the researcher asked the samples to describe their daily routines at work. At this point, the writer analyzed their speaking skill and their English use more specifically. The researcher also identified their problems in speaking that would lead them to speaking problem at work. Second, the researcher asked the samples to present one of their activities at work, such as presenting or reporting their job to management, or promoting and having discussion with customer. In this stage, the researcher measured the presentation by using the instrument of the research for interview. The table 3 below shows one of the scoring system tables for the sample presentation and interview.

Table.3 Interviewee Sample

No	Variables	Indicators	Score
1	Fluency	• Fluency in giving presentation.	10/15
2	Grammar	• Appropriateness in English grammar. • Recognize well the function and meaning of tenses is used.	8/15
3	Vocabulary	• Use acceptance vocabulary in English that are adjusted with the context and situation. • Have a rich vocabulary and suitable for use it according to the function and meaning.	8/15
4	Content	• Containing the discussions related to the activity of presenting, introducing, explaining, discussing, and diplomacy particular things in accordance with the scope of work. • Containing the discussion related to the activity of serving, directing, clarifying, and acquainting particular things in accordance with the scope of work.	12/20
5	Pronunciation	• Clear pronunciation related to the vocal and consonant in English. • Use proper intonation when delivering the presentation.	14/20
6	Body Language and Face Expression	• Demonstrate the confidence during the presentation. • Demonstrate a quiet setting in breathing (no hurry) and also not in a state to remember something. • Expression following the presentation content being delivered.	7/15
	Total		76/100

Based on the example data above, it can be said that the sample had problems in grammar, vocabulary, fluency, pronunciation, body language and face expression.

2. Discussion

Based on the data finding from questionnaire and interview the researcher then could answer the formulation of the research as the following explanation:

a. The Problems of the Students in Speaking at Work

Based on the data finding, the researcher could explain some points that need to be improved by the students at work; grammar, vocabularies, pronunciation, and some various language expressions in the content. In this case, the researcher would like to describe the problems of the students in speaking that were known by the interview and questionnaire.

The first is about the problem in grammar. It is a classic problem of the students of foreign language. Most of them usually think that grammar is not a tight rule while speaking. It means that the hearers could achieve the meaning by many ways, such as vocabularies, repetition or by the helping of body language and face expressions. However, that could be right if the speaker is in informal situation. However, the situation in the office will have different situations where most of the interactions will be held with formal situations. In Batam, this idea is supported by some foreigners who work and communicate with the local employees. The importance of grammar then can be separated from a meaningful interaction between them. Based on the data collection, it can be concluded that the students face some problems in grammar while speaking, particularly in the area of using plural, to be, modal and the passive voice. They tend to omit the grammar during speaking in order to avoid the errors. Thus, their sentences were incomplete somehow.

The second problem is about vocabularies and various language expressions. Most of them were lack of vocabularies that led them to the problems in expressing their presentation, the moment in discussing a job thing, and in negotiating with clients or boss. Based on the data collection, the samples tend to use their body language and the face expression in showing their meaning to the hearers. They also would do some words repetition in order to state their ideas. Sometimes, those points could help them, yet it was not the way in getting a better interactions. The bosses, which are Europeans, Americans, Singaporeans or Australians, will need times to comprehend their presentations. It is not a good idea to have such a conversation in business presentation or discussion.

The third problem is about pronunciation. It cannot be denied that the pronunciation is the easiest thing to be observed by a listener. As the foreign language learners, they cannot pronounce the words properly as they should be, especially on particular vowels and consonants that are not familiar in mother tongue or Bahasa. As the result, they tend to sound the utterances in English with incorrect accent. In this research, the researcher noted some consonants and vowels which were being problems for the students; the consonant /θ/, the vowel /æ/, the consonant / ð/, the long vowel /i:/, the consonant / ʃ/, the vowel /ɚ/, the consonant /dʒ/, and the vowel /a:/.

b. The Indicators of the Textbook for Speaking of the Working Students

The data showed that the students have experiences in working especially in speaking area. They could show the self-confidence, fluency, the appropriate body language, and facial expression while speaking to their boss, the customers, or staff. In this case, the researcher believe that improvement on their experiences, body language and facial expression were not needed to be explored by the researcher. However, the samples did show that they got problems in varying the language expression, especially the topic related to their job desk. Then, it means that they also had problems in vocabularies which led them to difficulties in understanding the speaking partner, and in varying their ways in delivering ideas. Moreover, grammar became another problem for the students in arranging a meaningful statement. From the data of questionnaire and interview, it is known that they got problems in using plural, the use

of auxiliaries' verb and modal. Finally, they got problems in pronunciation, especially the consonants or vowels which are not familiar in *Bahasa*. As the foreign language learners, they pronounce the words in English as they do for their mother tongue. The researcher believe that for a good speaker, it is important to say the words in a proper way in order to help the listener's understanding.

Based on those analyses, the researcher could conclude that the indicators of the textbook needed by the working students in Batam would focus on the area of language expressions (related to the content/ topic of the job), vocabularies, grammar and pronunciations. As it is stated in the previous explanation, the textbook was divided into 4 chapters that were made up based on the students' job categories and descriptions. Most of them work as the one who manage, present, communicate, persuade, negotiate, and give instruction to their employees. The four chapters were created with the title; Chapter I: Presentation, Chapter II: Discussion, Chapter III: Instruction and Chapter IV: Negotiation, as shown in the following table. 4:

Table 4 After Questionaire-Interview Textbook Outline

No	Chapter	Outline

1	**Chapter I: Presentation**	A. The Aims and the Types of Presentation
		B. The Strategies and Steps in Presenting
		  a. Opening
		  b. Main Content
		  c. Closing
		C. Designing a Successful Presentation
		D. Grammar Focus
		E. Watch Your Pronunciation!

2	**Chapter II: Discussion**	A. The Aims and the Types of Discussion B. The Useful Outlines and Phrases for Discussion C. Grammar Focus D. Watch Your Pronunciation!
3	**Chapter III: Instruction**	A. Instruction Defined B. Giving Instruction C. Grammar Focus D. Watch Your Pronunciation!
4	**Chapter IV: Negotiating**	A. Negotiation Defined B. Planning And Preparing for a Negotiation C. Useful Phrases for Negotiating D. Grammar Focus E. Watch Your Pronunciation

D. CONCLUSION AND SUGGESTION

Based on the research findings, first, from six indicators of speaking, the working students have problems on grammar, pronunciation, vocabularies and language expressions in speaking at work while they have good performance in fluency and body language and face expressions. Second, the students tend to omit the grammar during speaking in order to avoid the errors. Thus, their sentences were incomplete somehow. Third, the samples tend to use their body language and the face expression in showing their meaning to the hearers. They also would do some words repetition in order to state their ideas. Sometimes, those points could help them, yet it was not the

way in getting a better interactions. Fourth, the researcher noted some consonants and vowels which were being problems for the students; the consonant /θ/, the vowel /æ/, the consonant / ð/, the long vowel /i:, the consonant / ∫/, the vowel /ɚ/, the consonant /dʒ/, and the vowel /a:/. Finally, the researcher could conclude that the indicators of the textbook needed by the working students in Batam would focus on the area of language expressions (related to the content/ topic of the job), vocabularies, grammar and pronunciations. As it is stated in the previous explanation, the textbook was divided into 4 chapters that were made up based on the students' job categories and descriptions. Most of them work as the one who manage, present, communicate, persuade, negotiate, and give instruction to their employees.

Then, the researcher could suggest some points; first, it is important to teach the students speaking based on their need and their weakness so that it is suggested to do some pre-test to the students before starting the speaking class in order to identify their problems that can be supported later on by proper textbook. Second, it is suggested to consider specially designed curriculum for the working students, especially the textbook, so that the materials could be fixed with the students' job-desk.

REFERENCES

AMEP Research Centre. 2002. 'Fact Sheet-What is Pronunciation?' retrieved from http://www.ameprc.mq.edu.au/docs/fact_sheets/01Pronunciation.pdf on 5 April 2015.

Badan Pengusaha Batam. 2015. 'Industri dan Ekonomi,' retrieved from http://www.bp batam.go.id/ini/industry_economy/ indicator.jsp. on 4 April 2015.

Education Bureau of Hongkong. 2014. 'Guiding Principles for Quality Textbooks.' retrieved from http://www.edb.gov.hk/en/curriculum-development/resource-support/text book info/ Guiding Principles/index.html on 5 April 2015.

Endri. 2012. *Peran Human Capital dalam Meningkatkan Kinerja Perusahaan: Suatu Tinjauan Teoritis dan Empiris.* ABFI Institute Perbanas/Universitas Bakrie.

Griffiths, C. 2008. 'Teaching/Learning Method and Good Language Learners.' dalam C. Griffiths (ed.), *Lessons from Good Language Learners.* Cambridge: Cambridge University Press, 255-265.

Hati, Shinta Wahyu. 2013. *Analisis Kebutuhan Tenaga Kerja di Kota Batam.* Batam: Politeknik Negeri Batam

Kodrat, Kimberly Febrina. (2011). Pengaruh Shift Kerja Terhadap Kelelahan Pekerja Pabrik Kelapa Sawit di PT. X. Labuhan Batu. *Jurnal Teknik Industri*, Vol. 12, No. 2, Agustus 2011: 110–117. Fakultas Teknik, Universitas Al-Azhar. Medan

Pemerintah Kota Batam. 2012. 'Pendidikan.' retrieved from http://www.batamkota. go.id/warga.php?sub_module=2 on 11 April 2015

Pikulski, John J. &Templeton, Shane. 2004. 'Teaching and Developing Vocabulary: Key to Long-Term Reading Success,' in *Houghton Mifflin Reading.* Houghton Mifflin Company

Richards, Jack. C and Theodore S Rodgers. 2001. *Approaches and Method in Language Teaching*. Cambridge: Cambridge University Press.

Subasini, M. and B. Kokilavani. 2013. 'Significance of Grammar in Technical English.' *International Journal of English Literature and Culture*. Vol. 1 No. 3

Sugiyono. 2012. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.