

**EVALUATING AN ENGLISH TRAINING PROGRAM FOR TRANS-  
JOGJA SHELTER CREW IN YOGYAKARTA DEPARTMENT OF  
TRANSPORTATION**

**A THESIS**

Presented as Partial Fulfillment of the Requirements  
to Attain the Degree of *Sarjana Pendidikan* in English Education



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Yogyakarta Department of Transportation**

**A THESIS**



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#### A THESIS

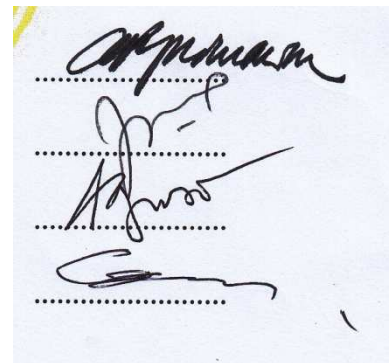
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## PERNYATAAN

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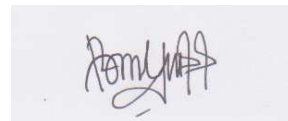
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 30 Desember 2011

Penulis,



Rohmeni Yustiningsih

## DEDICATION

This thesis is dedicated to:

My beloved father and mother

for their

love, care, supports, and prayers

which will never be paid

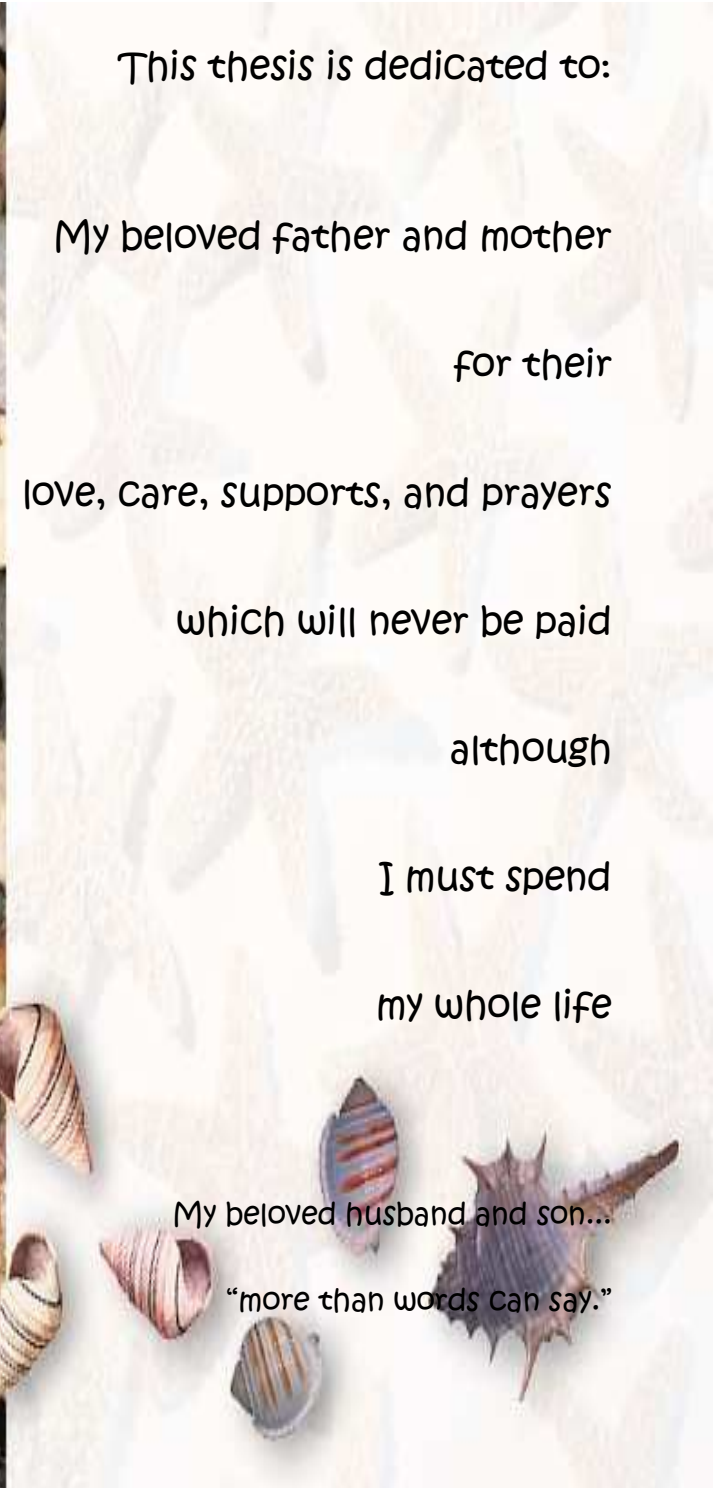
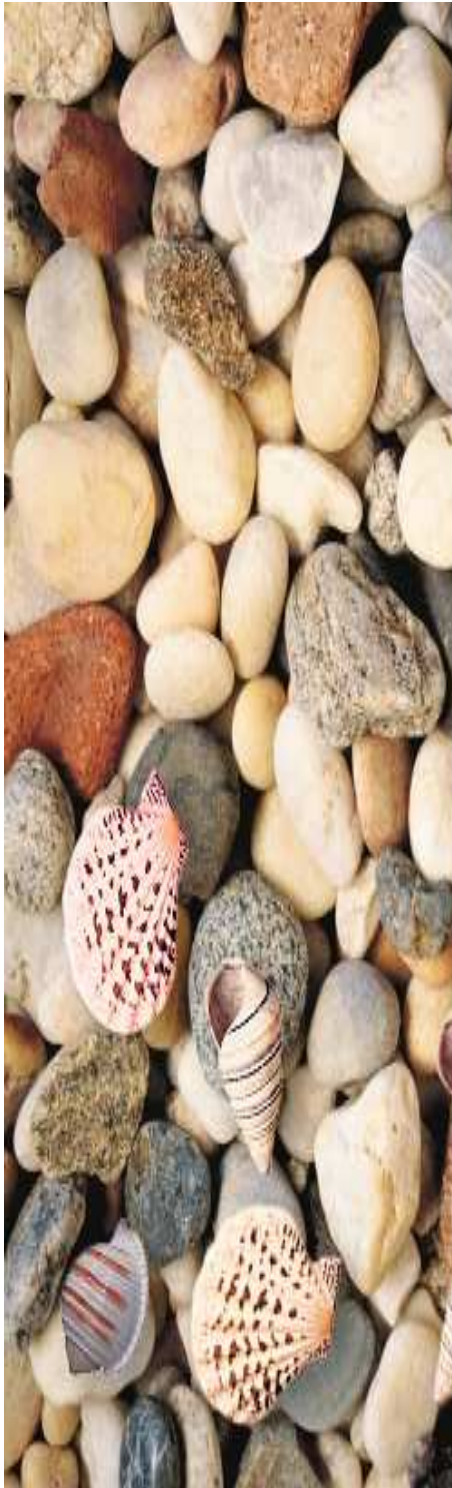
although

I must spend

my whole life

My beloved husband and son...

“more than words can say.”





Motto



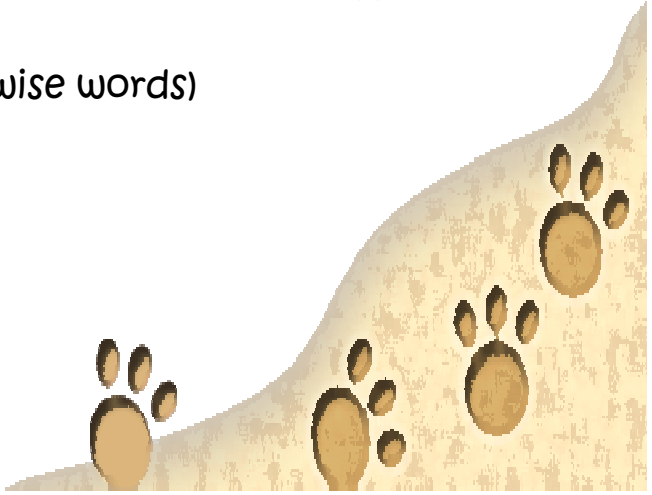
No one who can't do something but only ones who do  
nothing

(wise words)

There will always be ease behind the difficulties



(wise words)



## ACKNOWLEDGMENTS

*Alhamdulillah*, praise be to Allah, the Almighty, and the Most Merciful, who has always given me His blessings and miracles so that I could accomplish this thesis.

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I am very grateful to my husband, Giri Widodo for loving, brilliant ideas of this thesis, and total support and to my son Rasya as my spirit. I would also like to thank my sister, *Mbak* Yuni for her support, and for my young sister, Uwik, for lending me the notebook.

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At last, I do realize that this thesis is still far from being perfect. However, I hope that this thesis is useful and gives a positive contribution to the English Training Program.

Yogyakarta, December 2011

The Writer

A rectangular box containing a handwritten signature in black ink. The signature is stylized and appears to read 'Rohmeni Yustiningsih'.

Rohmeni Yustiningsih



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# EVALUATING AN ENGLISH TRAINING PROGRAM FOR TRANS-JOGJA SHELTER CREW IN YOGYAKARTA DEPARTMENT OF TRANSPORTATION

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## ABSTRACT

This research study was aimed to find out the description of the *English Training Program for Trans-Jogja Shelter Crew* viewed from context, input, process and product. Context consists of the relevance of the program with shelter crews need. Input consists of the teacher and learners characteristics, materials and facilities. Process consists of learners' activities and teachers' activities during the teaching and learning process, and product consists of learners' achievement and the advantage of the training.

This study was evaluation research using the CIPP evaluation model (Context, Input, Process and Product) developed by Stufflebeam. The research population is the Trans-Jogja shelter crew, while the sample was the shelter crew who work near public places or tourism resorts. The data collection was done using the questionnaire, observation and documentation. There were two types of data, qualitative and quantitative data. Qualitative data were analyzed using the interactive model; they were data reduction, data display, and conclusion. Quantitative data were analyzed using SPSS 16.0 for windows. The instrument validity was analyzed in two ways, logically and empirically. Logically, the blue print was made in order to cover all evaluation components. Empirically, the instrument was analyzed using Corrected Item-Total Correlation Formula.

The findings of this program evaluation suggest that: (1) The English training is very relevant with the shelter crews' English needs; it is shown from the score total for context that is 98 (81.67%). (2) Most of the learners are Senior High School graduates and their ages are between 20 and 37 years old. (3) The teachers of English Training have appropriate ability to teach English. (4) The materials of the training focus on communication. The materials are very easy to understand and interesting and very relevant with the Trans-Jogja shelter crew's needs. It is shown from the score total for the training materials that is 308 (85.56%). (5) The facilities of training are very complete to support the English Training and the classroom environments are very comfortable for the teaching and learning process. It is shown from the score total for facilities of training that is 210 (87.5%). (6) The learners are very active during the teaching and learning process and they are very serious and pay attention to the teachers' explanation. It is shown from the score for learners' activities that is 208 (86.67%). (7) The teachers of Trans-Jogja explain the purpose of the topics that would be learnt. They used the communicative method to teach, they evaluated the learners' achievements and used the tasks or activities based on the learning purposes, and they also used various media to help the learners in comprehending the materials. It is shown from the score total for teachers' activities, that is 636 (88.33%). (8) The mean score of learners' achievements increased 3.2 points from the pre-test to the post-test. Then, 78.26% of the learners got good scores ranging from 7.01-8.50

## **CHAPTER I INTRODUCTION**

### **A. Background of the Study**

Trans-Jogja is a new means of public transportation in Yogyakarta. It provides service for people in Yogyakarta which is comfortable, safe, on-time, and cheap. Many people in Yogyakarta, domestic and foreign, use this service of Trans-Jogja to reach their destinations, such as tourist resorts and hotels. The prominences of Trans-Jogja make the number of passengers increase day after day.

There are two parts of job in Trans-Jogja. They are shelter crew and bus steward and stewardess. The shelter crew duty is closer to the passengers than the bus steward and stewardess because before the passengers use Trans-Jogja they should know the bus route and they should buy a ticket in the shelter. Trans-Jogja passengers are not only domestic passengers but also foreign passengers, therefore, the shelter employees should be able to communicate with the passengers using Indonesian or foreign language especially English.

Most of Trans-Jogja shelter crew are graduates of Senior High School and some of them are bachelors. Unfortunately, their English mastery is limited. Only a small number of them can speak English to communicate with foreigners. The incapability to communicate with foreigners will cause some problems, such as misunderstanding in explaining the bus route so that there are some foreign passengers cannot reach their destination. So, their ability of communicating with passengers determines the services satisfactory.



To overcome the problems, there must be an innovation to help the shelter crew to master English skills. They are expected not only to know English but also to be able to use English well. One way to optimize the English ability of shelter crew is English training.

The English training aims to improve the shelter crew English skills. It will help them to improve Trans-Jogja services. English training programs designed by English Department Students of 2004 who joined the TEFL Program Development. They cooperated with Yogyakarta Department of Transportation (as the managements of Trans Jogja Shelter Crew). The program was done in three stages. The first stage was for the program developments. Then, the program was presented in PMK (*Program Kreativitas Mahasiswa*) program which was held by *Direktorat Penelitian dan Pengabdian kepada Masyarakat (DP2M), Ditjen Dikti*.

After the selection, the *English Training Program for Trans Jogja Shelter Crew* was categorized as a good program, so the DP2M gave the fund for the program implementation. It was implemented at the second stage. The last stage of the program was done for this thesis research.

From the first and second training, there are no complete reports about the training. Therefore, in the third training is necessary to do the evaluation of the program to know the training process and the effectiveness of the program. The program evaluation can be used to determine whether the program can be continued or not.

## **B. Identification of the Problem**

As mentioned above, *English Training for Trans-Jogja Shelter Crew* has been done twice, but there is no complete report about the implementation of training. Therefore, it is needed to evaluate the program to know whether the program is good or not. The good program can be determined by some factors. There are four factors that should be observed in this research, they are context, input, process and product.

The first factor is context evaluation which means the effort to describe and define environment, requirement, population and sample, and the objectives of the program. It contains the description of the background of the program evaluated; give information about estimation of requirement and program objective; determine the target of the program and establish how relevant this program with the identify requirement. Context evaluation can determine whether the program is relevant with Trans-Jogja shelter crews' needs or not.

The second factor is the input evaluation which is held in order to evaluate the chosen strategy, procedure, resource that can be teachers, students, training materials or facilities available in training, and those needed to reach the aim of the training program. This can help to establish the procedure and design to implement the program.

The next is the process evaluation. This process is held to get the information about program implementation and the students' learning experiences, and also how far the teachers and students' preparation in the program implementation. This also improves the quality of the program

implementation as well as give the information about the program as a tool to evaluate whether the program is succeeded or not.

The last aspect is the product evolution. This informs about the program continuity whether the program must be stopped or continued. The product evaluation includes the decision and evaluation of the general and special impacts of the program, measure the anticipated impact, identify the anticipated impact, estimate the goodness of the program and measure the effectiveness of the program.

### **C. Delimitation of the Problem**

Based on the identification of the problem above, the problem of the research is limited on the learning evaluation on:

1. the relevance of the English training program with Trans-Jogja shelter crews' English needs.
2. the characteristics of the learners and teachers, the material and the facilities in supporting the program.
3. the process of the training implementation, including the learners and teachers' activities during the teaching learning process.
4. the effectiveness of English training for Trans Jogja's Shelter Crew to improve the Trans-Jogja services.

#### **D. Formulation of the Problem**

Based on the limitation of the problems above, therefore, the problems of this study are formulated as follows:

1. What is the relevance of the English training program with the Trans Jogja shelter crews' English needs?
2. What are the characteristics of the learners and teachers; material of training and facilities in supporting the program?
3. What are the learners' and teachers' activities during the teaching and learning process like?
4. How effective is English training for Trans Jogja's Shelter crew to improve Trans-Jogja services like?

#### **E. Objectives of the Research**

In line with the formulation of the problems, the objectives of this study are to get the information about the relevance of training with the Trans-Jogja's shelter crews' English need; the characteristics of the learners and teachers, English materials and facilities in supporting the program, to know the learning process during the training including teacher's and learner's activities, to know the students' achievements and the effectiveness of the training for Trans-Jogja shelter crew.

## **F. Significance of the Research**

### 1. Yogyakarta Department of Transportation

The result of the research can give Yogyakarta Department of Transportation the information about the factors that influence the program.

So, it can help them to make a decision about the program continuity.

### 2. Trans Jogja Shelter Crew

The researcher hopes that the result of the study can improve the Trans Jogja Shelter Crews' English ability, in order to improve the Trans Jogja's services.

### 3. Other Researchers

The researcher hopes that the result of the study can be used to as a reference to conduct the other programs.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Literature Review**

##### **1. English as a Foreign and International Language**

###### **a. English as foreign language**

Brown (2001: 3) states that English as a foreign language always refers specifically to English taught in countries (such as Japan, Egypt, or Venezuela) where English is not a major language of commerce and education. He continues that foreign language context is that in which students do not have ready-made context for communication beyond their classroom. They may be obtainable through language clubs, special media, opportunity, books, or an occasional tourist, but efforts must be made to create such opportunities.

According to Harmer (1992: 1) English is learnt by the greatest number of students in the world as a foreign language probably, because it is on the school curriculum whether they like or not. Some people also want to study English because they think it offers a chance for advancement in their professional lives. Some language students find themselves living in a target language community (either temporarily or permanently). The students will need to learn English to survive in that community. Some students study a foreign language because they attend to the culture of the target language community.

There are many other possible reasons for learning the language. Harmer (1992: 2) adds that the other reasons are some people do it just for fun, or in the class. Some people do it because they want to be tourists in a country where that language is spoken. Some people do it just because all their friends are learning the language.

Richards (1985: 2) says that English is regarded as a foreign language when it does not function as an official language in a country, that is, the major language of law, government, education, and business. According to him, in many countries where English is not an official language, it may still have a significant role to play. It may be an important school subject and it may be necessary to pass an examination in English to enter the university.

#### **b. English as an International Language**

McKay in Tarone (2005: 2) stated that one of the central features of English an international language is that “English is the product of a world econocultural system, and is the preferred medium of the international communities of business, science, culture and intellectual life.” He suggests that teacher of English should teach English as an International Language (EIL).

According to Yoshida in Tarone (2005: 2) states that English is an international language needed for communication in a multilingual/multidialectal context. He suggest that to prepare the students to deal with the world, they must be placed in a more active role in the classroom, the ideal native speaker model must be

abandoned, and errors must be permitted as student learn to use English to communicate with linguistically diverse partners.

In addition, Yosida in Tarone (2005: 3) says that EFL students use their native languages at home and in the local community, and do not want to replace their home languages with English, while such students may find a secondary purpose for use of English outside the classroom but within their nation, as, for example, to communicate with international tourists.

Based on the explanation above, English is needed in transportation in order to give the good services. Trans-Jogja is one of transportation in Yogyakarta, so the people who work in Trans-Jogja should be able to communicate using English.

## **2. English for Specific Purposes**

### **a. Definition of ESP**

According to Hutchinson and Waters (1987: 19) English for Specific Purposes (ESP) is an approach to language teaching in which all decisions as the content and method are based on the learner's reason for learning.

Swales in Martin (1992: 17) defines that each letter from the word English for Specific Purposes as follows: *English* refers to a tool by which people can gain useful knowledge and communicative with others who do not share their mother tongue. Meanwhile, *specific* mean 'specifiable'. The specialist of ESP makes some efforts to specify, identify, investigate, explore, and observe the environment of the learners related to their practical needs of learning and using



the language. The word *purposes* is associated with the learners' purposes of learning language.

Hyland in Cummis (2007: 391) says that ESP refers to language research and instruction that focus on the specific communicative needs and practices of particular social groups. From the definition above, it can be concluded that ESP is an approach of English language teaching in which the purpose of learning is specified based on the learners' needs.

#### **b. The Characteristics of the ESP Program**

Robinson in Dudley-Evans and St. John (1998: 3) states her definitions of ESP program based on two keys defining criteria and a number of characteristics. The criteria are that ESP is normally "*Goal directed*" and that ESP course develops from the *needs analysis*. The characteristics are that the ESP courses are generally constrained by a *limited time period* and are taught to adults in *homogenous classes* in terms of the work or specialist studies that the learners are involved in.

Dudley-Evans and St John (1998: 4) define ESP by using absolute characteristics and variable characteristics.

- 1) Absolute characteristics
  - ESP is designed to get specific needs of the learners;
  - ESP is designed and implemented underlying methodology and activities of the disciplines it serves;
  - ESP is centered on the language (grammar, lexis, and register), skills, discourse, and genres appropriate to these activities;
- 2) Variable characteristics
  - ESP may be related and designed for specific disciplines;

- ESP may be used in specific teaching situations, a different methodology from that General English;
- ESP is likely designed for adult learners, either at tertiary institution or in a professional work situation. It could, however, be used for learners at secondary school level.
- ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

In short, it can be concluded that ESP is designed to meet specific learners' needs in which the information about the needs are based on needs analysis. Centered language of the course such as grammar, lexis, register, skills, discourse is suitable to the particular disciplines, activities, or occupations. Activities in the ESP program help much improving particular language skills needed by the learners. In addition, the ESP program usually has homogenous classes in which the learners in a class have the same specialization at work or study and they are usually adult learners.

### **c. The classification of ESP**

According to Hutchinson and Waters (1987: 16), ESP can be classified based on the general nature of learners' needs. ESP is divided into three large categories: 1) ESL (English for Science and Technology), 2) EBE (English for Business and Economics), 3) ESS (English for the Social Sciences). Each category is divided into two smaller categories, which help to distinguish two situations, namely EOP (English for Occupational Purposes) taught in a situation in which learners need to use English as part of their work or profession, and EAP (English for Academic Purposes) taught generally within educational institutions to the learners who need

in their study. The language may base on particular disciplines at higher levels of education.

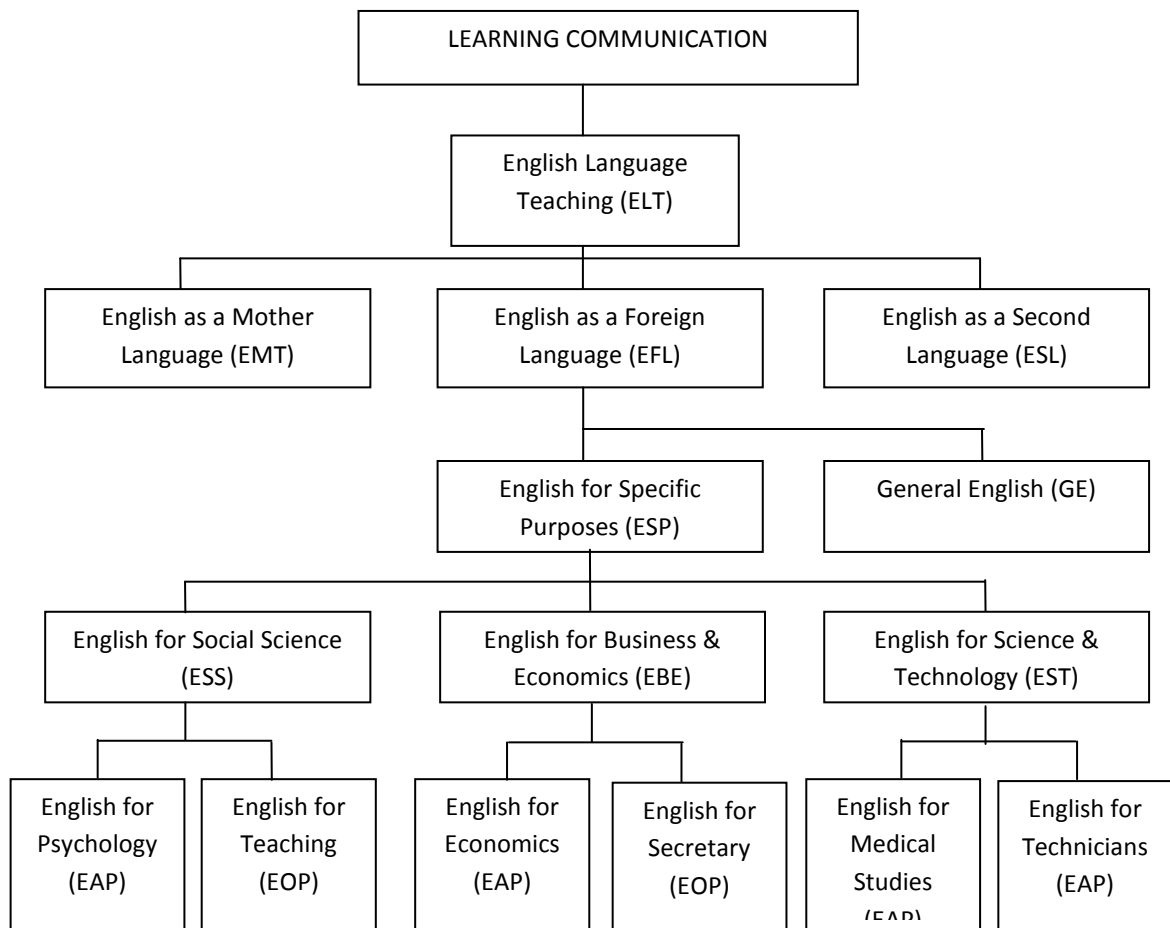


Figure 1: **The Branch of English Language Teaching**

**(Hutchinson and Waters, 1987: 17)**

From the figure above it is clear that the English for Trans-Jogja Shelter crew belong to English for Occupational Purposes (EOP) under the English for Business and Economics. This is because the activities of the services are in the

scope of business. In this circumstance, the Trans-Jogja Shelter Crew needs English when they are working.

### **3. English for Specific Purposes to Trans-Jogja Shelter Crew**

#### **a. Learning needs**

Learning needs refer to what the learners need to do in order to learn. Learning needs indicate the route how the learners are going to get from their starting point (lacks) to the destination (necessities). Before conduct the training program, the training organizer should know the learning needs. Hutchinson and Waters (1987: 62) analyzed the learning needs as follows:

1. The reason why the learners take the English course. Their reason may vary. They may take the course because it is compulsory or optional; apparent need or not; they think that the course can help them to gain status, money, and promotion; they want to improve their English or just to spend time or because of achievement that learners expect to get after the course.
2. The way the learners learn. This information can be dug up by knowing their learning background; the concept of teaching and learning that is framed in their mind, methodology that appeal to them and techniques that could make them get bored easily.
3. Resources are available in running the program like the number of the teachers and their professional competence, attitudes of ESP teachers,

teacher knowledge of an attitude to the subject content, materials, aids, and appropriate opportunities for out-of class activities.

4. Characteristics of the learners. This includes age/sex/nationality, English that they already know, subject knowledge they already have, their interest, their socio-cultural background, teaching styles they used to have, their attitude to English or to cultures of the English-speaking world.
5. The location of the course for example, the surroundings location is pleasant, dull, noisy, etc.
6. Appropriate time for learners to take the ESP course such as: time of day; everyday/once a week; full time/part time; concurrent with needs or pre-needs.

According to Hutchinson and Waters (1987: 58), there are several ways to collect information about the needs. The most frequently used are questionnaires, interviews, data collection and informal conclusion with various sponsors, learners and others. Due to complexity of the needs, it is preferable to use more than the method depending time and resources available.

#### **b. Learners**

Harmer (2001: 40) classifies learners based on the age: young children, adolescents and adult learners. Trans-Jogja shelter crew is classified as adult learners. The characteristics of adult learners based on Harmer are as follows.

- 1) they can engage with abstract thought.
- 2) they have a whole range of life experiences to draw on.

- 3) they have expectations about the learning process, and they already have their own set patterns of learning.
- 4) adults tend, overall, to be more disciplined than some teenagers, and crucially, they are often prepared to struggle on despite boredom.
- 5) they come into classrooms with a rich range of experiences, which allow teachers to use a wide range of activities with them.
- 6) they often have a clear understanding of why they are learning and what they want to get out of it.

Based on Brown (2001:90-91) the characteristics of adult learners are: they have superior cognitive abilities which can render them more successful; they have good self confidence, their level of shyness is great; adults are able to handle abstract rules and concepts. And they have longer attention spans for the materials that may not interest them.

Kemp (1994: 47) states that usually adults have high motivation to learn, adults want to know what kind of benefit they got from the lesson; time is an important consideration for them and they will not waste the time; adults respect an instructor/teacher who is fully knowledgeable about the subject; most mature adults are independent; adults want to participate in decision making; and they like to cooperate in groups and socialize together.

However, adults are never entirely problem-free learners, and have a number of characteristics, which can sometimes make learning and teaching problematic (Harmer 2001: 40). These are influenced by some factors such as their critical

thinking method used, their experienced failure and criticism at school which may lead them to be anxious and under confident about learning a language, and for older adults sometimes worry that they have lost their intellectual power because of their age.

It can be conclude that teachers of adults should take all of these characteristics into account. Harmer (2001: 40) explains that teacher should encourage learners to use their life experience in the learning processes and minimize the bad effect of past experiences. They can dismiss the fear of failure by offering achievable and paying attention to the level of challenge presented by exercises. They also need to listen to learners' concern and modify what they do to suit learners' learning tastes.

Then, there are five roles of learner identified by Martin (1992: 211).The roles as an explorer, organizer, strategist, performer and guide. Here is the explanation of each role.

- a. As an explorer, a learner of an ESP program investigates his/her overall definition of the situation (the task in relation to the learners' purpose), aspects of knowledge demands made in the course, his/her feeling about the course and the progress he/she is making, etc.
- b. A learner as an organizer means he/she plans, manages and gradually take a greater degree of responsibility for organizing and evaluating learning arrangements, opportunities and conditions.

- c. Strategist is the learner acquires greater self-knowledge of his/her personal learning strategies which can facilitate the handling of tasks metacognitive, cognitive, and socio-affective strategic.
- d. As a performer, the learner participates in teacher-instructed, rather structured, monitored learning activities.
- e. Learner as a guide means that the learner participate in classroom learning activities either self-referenced, or in interaction with other learners; these may be “communicative” activities which the learner is called upon to stimulate or deploy knowledge in relatively unmonitored circumstances.

**c. Teachers**

Kemp, Morrison and Ross (1994: 238) say that teacher plays an active part in motivating people to learn, guiding the learning experiences of individual learners and groups of learners, monitoring learners’ progress, diagnosing difficulties and providing corrective measures, recognizing good performance and offering encouragement, and supervising the work of assistants or aides.

Another expert, Harmer (2002: 58), describes six teachers’ role. The first is a controller; teacher takes in charge of the class which exemplifies the qualities of teacher-fronted classroom. The second is an organizer; giving learners information, telling them how they are going to do the activity, putting them into pairs or groups and finally closing things down when it is time to stop. The third is an assessor; offering feedback, correction and grading learners in various ways.



The fourth is prompter; giving direction towards learners' confusion of what is going on. The fifth is a participant; letting the learners deal with the activities of language learning and interviewing later to offer feedback or correct mistakes. The last is resource; teacher helps the learners with available knowledge sources without spoon-feeding.

Martin (1992: 209) identifies some roles of teachers of an ESP program. A teacher in an ESP program has some roles such as explorer, organizer, adviser, instructors and guide. Each of roles will be discussed as follows.

- a. As an explorer, the teacher has a task to find out how learners view the task, investigating how the result achieved by the learners satisfy the demand of the tasks, taking a note of learners' progress and spotting the problem faced by the learners related to the process of learning the language.
- b. As an organizer, the teacher has a power to organize the arrangement of one task activity over another. He can also make a decision whether the tasks will be done in group or individually, in the classroom or in the self-study centre. In addition, the teacher also has a role to organize the use of time, the overall planning and management of the teaching-learning encounter.
- c. An adviser role make a teacher in an ESP program should be able to encourage learners to be better learners, better strategy users, and more autonomous user of expertise than the teacher.

- d. As an instructor, the teacher has a job to carry out the classroom tasks which acquire for direct teacher-instruction, giving explanation, feedback, and modeling to the learners.
- e. A guide roles here means that the teacher becomes a guide in English who has a task to carry out all the various roles of explorer, organizer, advisor, instructor as required over the course of a task, lesson and course.

#### **d. Training Materials**

Materials are a visible product of activity, regardless of whether such activity is useful or even necessary (Hutchinson and Waters, 1987: 106). Richards (2001: 251) explains that there are three forms of materials. The first is printed materials such as book, workbook, and worksheets. The second is non-printed materials such as cassettes, videos, and computer-based materials. The last is materials that compromise both print and non-print source such as self-access materials on the internet.

Richards and Rodgers in Nunan (1991: 213) propose three roles of materials as described below.

- 1) Materials will focus on the communicative abilities of interpretation, expression, and negotiation.
- 2) Materials will focus on understandable, relevant, and interesting exchanges of information, rather than on the presentation of grammatical form.

- 3) Materials will involve different kinds of lacks and different kinds of media, which the learners can use to develop their competence through a variety of different activities.

Dudley-Evans and St. John (1998: 170) suggest four purposes of materials which are significance in the ESP context: as a source of language, as a learning support, as a simulation and motivation and as a reference.

- a. As a source of language

In this situation where English is a foreign language, the ESP classroom becomes almost the only source of English. Thus, materials play important role in exposing learners to the language. This implies that materials have to present real language, as it is used, and the full range that learners require. Materials also need to minimize exposure to the language.

- b. As a learning support

Materials need to be reliable, that is, to work, to be consistent and to have some recognizable patterns. However, it does not mean that materials should be in the form of a rigid unit structure. To improve learning, materials must involve learners in thinking about and using the language and the activities need to stimulate cognitive processes.

- c. As a motivation and simulation

Materials need to be challenging yet achievable. They should offer new ideal and information while being based on the learners' experience and knowledge. In addition, they also should encourage fun and creativity. The

input must contain concepts and knowledge which are familiar but it must also offer something new. This is to promote communication and to get the learners involved.

d. As a reference

Materials need to be complete, well laid out and self-explanatory. Materials also need to consider different learning styles and allow for the explorer, who will follow through a train of thought; the browser, who will pick and choose at random; and systematic, who will work through methodically. This implies that an important feature is the explicit organization of materials.

Meanwhile, Hutchinson and Waters (1987: 107) mention some roles of materials; they encourage learners to learn, they assist to organize the teaching-learning process, they reflect a view the nature of language and learning, they try to make balance outlook between the complexity of the tasks and make it look manageable, they introduce new techniques to the teacher, they provide correct and appropriate models language use.

Hutchinson and Waters (1987: 107) explain that good material will contain interesting text, enjoyable activities that engage the learners' thinking capacities, opportunities for learners to use their existing knowledge and skills, and content which both learners and teachers can cope with.

**e. Communicative Language Teaching (CLT)**

According to Brown (2000: 266), it provides the theoretical basis for the nature of language and the language learning and teaching. In Communicative Language Teaching, language is defined as a system for expressing meaning and the learning of language is learning to communicate. Brown also suggested six interconnected characteristics as description of the Communicative Language Teaching, as follows:

- 1) Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.
- 2) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.
- 3) Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
- 4) In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.

According to Larsen and Freeman (2000: 121), learners can produce sentence accurately inside a lesson, but could not use it appropriately when generally communicating outside the classroom. Learners may know the rules of sentences, but they do not have a capability in applying their knowledge of language. It implies that being able to communicate requires more than mastering linguistic structures.

According to Littlewood (1981: 1), one of the most characteristic of feature of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language combining these into a more fully communicative view. It means that the structure and communicative

functions are combined to achieve the communicative ability. He additionally says that the goal of the foreign language teaching in CLT is communicative ability.

#### **f. Language Teaching Techniques**

Brown (2001: 16) asserts that a technique is any of a wide variety of exercises, activities, or tasks that are used in the language classroom for realizing lesson objectives. He also points out that techniques consist of the things teachers 'do' in the classroom, but only a few techniques do not in some manner involve the use of materials to support and enhance them.

Brown (2001: 59) also suggests that classroom techniques have a much greater chance for success if they are self-rewarding in the perception of the learner. The learners perform the task because it is fun, interesting, useful, or challenging, and not because they anticipate some cognitive affective rewards from the teacher.

In other words, techniques include all tasks and activities. They are almost always planned and deliberate. They are the product of a choice made by the teacher. The teachers decided the technique used based on the purpose of their teaching and refer to the pedagogical units or components of a classroom session.

Brown (2001: 130) additionally says that techniques can be thought of as existing along a continuum of possibilities between highly manipulative and very

communicative. It is totally controlled by the teacher and requires a predicted response from the students.

#### **g. Teaching Media**

There are a number of definitions about media proposed by many experts. Kemp (1977: 73), for instance, says that educational media are supporting materials that can motivate students and can effectively explain and illustrate the subject content. Here, media can be anything, material and non-material, physical and non-physical, that are useful to support the communication and interaction in the teaching and learning process.

Moreover, Heinich in Arsyad (2002: 4) defines media as the means for transmitting or delivering messages. Here, messages can be transmitted or delivered to students by using media.

From the discussion above, it can be concluded that educational media are any supporting materials, methods, or techniques for transmitting or delivering messages and making the subject content easy to understand.

Instructional media can be classified into several types, namely printed media, graphic media, which include overhead transparencies, charts/graphs, models/dioramas, maps, globes, and drawings, photographic media, audio media, television/video, computers, simulations and games.

#### **h. Facilities of Training**

Facility can be defined as 1) a quality which makes learning or doing things easy or simple; or 2) aids or circumstances which make it easy to do things (Hornby, 1974: 305). Facilities also give great influence to learners' involvement. Facilities are needed to support the teaching learning process. Facilities include equipment and media used. Training facilities can mean the physical circumstances which make the teaching and learning process easy. The examples of training facilities are library, class equipment, teaching aids or media.

Besides, classroom is also one of the facilities of training. Classroom is a place where the teaching learning process takes place. Marsh (1996: 35) says that classroom environments are integral part of the learning process and there is no teacher or student can be unaffected by their presence. Marsh (1996: 42) also asserts that the classroom and its environment could involve classroom size, heating, lighting, ventilation, temperature, color, and noise, which can affect behavior.

Additionally, Marsh (1996: 36) states that classroom spaces take on a greater significance than the furniture, since the opportunities for supervising are uppermost in teacher's mind. Numerous examples might be cited about the positioning of desks in relation to the teachers' desk and the blackboard, and which reveal that space configurations are closely related to a teacher's concept of discipline and power

According to Glass and Smith in Marsh (1996: 36), the class size is an important factor affecting the student learning process. Class size and layout will



require a different teaching method and technique. Sometimes teachers may not be able to change how the desks are arranged in the classroom. However, teachers need the most suitable arrangement for a lesson and stick to it. Changing and recognizing classroom space requires both time and energy. Teachers can encourage pupil through involving them in the decision making process for changes in classroom space. It is important for teachers to create a classroom that is positive, stimulating, and energizing.

Crystal (1987: 371) asserts that if classes are too big, it will be impossible to obtain genuine participation/involvement and practice. There should be opportunities for teachers to interact with learners in group, pairs, and individually. It is evident that smaller numbers, such as 22 to 25 students, enable the teacher to direct more attention to individual students. The place takes a role for the young language learners.

In brief, though a room is not more significant compared with the other teaching and learning components, improving students' involvement can be achieved better by designing the classroom into a comfortable space, including the appropriate furniture positioning which facilitates students to access teaching easily, attractive decorations, adequate lighting, and of course the cleanliness of the room. Hence the students feel comfortable learning inside it.

#### **4. Trans-Jogja Shelter Crew**

Trans-Jogja is a new means of public transportation provided by Yogyakarta province cooperating with Jogja Trans Tugu Company that applies "*buy the*

*service*” system. It is operated in early March 2008 by Department of Communication. By applying the “*Buy the Service*” system, some purposes are: betterment on public transportation and betterment on public transportation operation system.

Betterment on public transportation is applied in the system of ticketing and shelter system. Ticket system is characterized by smartcard. Smartcard has three types and has different prices for each. The types are general or single-trip ticket, regular ticket, and student ticket. In details, the price of single-trip ticket is Rp. 3,000,-, regular ticket is Rp. 2,700,-, and student ticket is Rp. 2,000,-. A single-trip and a student ticket are only for a trip. It means that passengers should buy the tickets for each trip. For the regular ticket, passengers only need to buy the ticket at once. The nominal of regular ticket based on the passengers’ demand which is more than the nominal of the ticket. In each trip, regular ticket nominal decreases and when it is giving out, passengers only need to recharge the nominal of the tickets in the shelter.

Trans Jogja shelter physically is providing comfortable service and secure place and integrated shelter. The customers take their seat after putting the ticket into the ticketing machine box at the waiting room. The waiting room and the ticketing room are in one place which is aimed at giving comfort service. Betterment of transportation system is actualized at the physic of the buses. Each bus facilitates 22 seats, 19 places for standing, air conditioner, and automatic access-gate. Bus access-gate and shelter access-gate are made in high position

from the ground in order to make the passengers get into and get out from the bus only at the fixed shelter.

The management system of Trans Jogja crew consists of shelter and bus crew. Shelter crew consists of a ticketing crew and a gate-access crew and bus crew consists of a driver and a waiter or waitress. Ticketing crew serves the passengers to get the tickets and gate-access crew checks the buses come-in and come-out and give the notices about the bus destination. Driver of the bus brings the bus to the destinations and the waiter or waitress gives notices to the passengers as the bus will stop and remind them to check their goods.

Trans Jogja shelter crew serves tickets to the customers and gives some explanation, if needed, about some types of ticket which the customers want to buy. Before ticketing services, Trans Jogja shelter crew especially ticketing crew may ask the destination of the passengers and gives some information related to the destination, just in case it is the first time for the passenger using Trans Jogja service. After ticketing services, they usually give information about the bus number, bus exchange, and transit. Besides, customers sometimes ask Trans Jogja shelter crew about directions of some places, the distance, and times. Trans Jogja shelter crew, sometimes need to give information the distance between certain places from the shelter.

## **5. Program Evaluation**

According to Yalden (1983: 96) the final phase of the process to develop the language program is evaluation. It has two aspects, that is, first, evaluate or

test the students in the program; second, assessed all the teaching as well as overall design of the course.

There are some definitions of evaluation. Based on Oxford Advanced Learner's Dictionary, evaluation means to find out, decide the amount or value; it means that evaluation is used to determine the value or amount. Djemari Mardapi (2004: 19) states that evaluation is a series of activities in improving the quality or productivity of an institution in implementing the program. Worthen & Sander in Sudjana (2006: 20) states that evaluation as a process of identifying and collecting information to assist decision makers in choosing among available decision alternative.

Besides, Mugiadi in Sudjana (2006: 21) defines that Program evaluation is the effort to collect the information of the program, activity, or project. This information is used to decide the program. For example, it is used to improve the program, to complete the next program, to stop an activity, or to expand the idea about the basic of the program or activity. Program evaluation is the first step in supervision that collects the correct data in order to be continued with the appropriate training. It is very important and useful to make a decision because the result of it can be used to decide the program and to determine the continuity of the program.

Tyler in Arikunto (2004: 4) states that program evaluation is a process of how to know the goals of education implementation. Program evaluation also can be defined as the effort to know the effectiveness of the program component in

supporting the carrying of the aims of the program output. Program components are the key factors of the success of the program because all of them are supporting one and another, for example, goal, organizer and implementation. Thus, if the result of the learning is not satisfied, it can be known about the weakness or which component is not running well.

From the definition above, the researcher concludes that evaluation is used to collect the data or information about the preparation, the process, and the goal of the program in order to make a decision about the program continuity.

#### **a. Function of Evaluation**

Based on the definition of evaluation program, one of the functions of evaluation is to make a decision about the program. There are four possibilities of policy that can be done based on the result of evaluation program, those are:

1. Stop the program; it is because the program did not give any benefit, or could not be implemented as the goal expected.
2. Improve the program; it is because there were some components of the program were not implemented well.
3. Continue the program; it is because the program implementation showed that all of the program components were running well and gave the benefit.
4. Expand the program; it is because the program was very success, so it is good to implement it in future.

Scriven in Brinkerhoff (1983: xv) was the first who suggest the distinction between formative and summative function. (1) Formative function, evaluation that used to improve and develop an ongoing activity (or program, person, product, etc.) (2) Summative function, evaluation that used to account, certify, select or continue the program. On the other hand, Stufflebeam in Brinkerhoff (1983: xv) suggests the distinction between proactive evaluation intended to serve decision making and retroactive evaluation to serve accountability.

#### **b. Model of Evaluation**

There are a lot of models of evaluation can be used to evaluate a program. The models of evaluation are different, but most of the models have the same aim. Their aim is used to collect the data or information about programs, in order to make the decision about the program continuity.

Based on Tayipnasis (2000: 14) there are a lot of models of evaluation that are often used by the evaluators. Some popular models are: Stake's Evaluation Model, CIPP Evaluation Model, UCLA's Evaluation Model, and Brinkehoff Evaluation Model.

Based on the purposes of the research the researcher chooses the CIPP Evaluation model to evaluate the English training for Trans-Jogja shelter Crew.

This model was developed by Stufflebeam. Stufflebeam in Brinkerhoff (1983: 11)

describes the context, Input, Process, and Product as follows:

**Table 1: CIPP Evaluation Model by Stufflebeam**

	Context evaluation	Input Evaluation	Process Evaluation	Product Evaluation
Objective	To define the situational context, to identify the population and asses their needs, to identify the opportunities for addressing the needs, to diagnose <i>problems</i> underlying the <i>needs</i> and to judge whether propose objective are sufficiently responsive to the assessed the needs.	To identify the asses' <i>system capabilities</i> , alternative program <i>strategy</i> , procedural design for implementing the strategies, budgets, & schedules, programs.	To identify or predict in process, <i>defects</i> in the procedural design or its implementation to provide information for the preprogrammed decisions and to record and judge procedural event and activities.	To collect description & judgments of outcomes and relate them to objectives & context input. & process evaluation & to interpret their worth and merit.
Method	By using such methods as system analysis, survey, document review, hearings, interviews,	By inventorying & analyzing available human & material resources, solution, strategies & procedural	By monitoring the activity potential and procedural barriers & remaining alert to unanticipated ones, by obtaining specified	by defining operationally & measuring outcomes criteria, by collecting judgments of outcomes from

	diagnostic test and Delplir technique.	design for relevance, feasibility and economy. And by using such methods as literature search, visit to “misicle workers,” advocate teams, & pilot trials.	information for programmed decisions by describing the actual process, & by continually interacting with & observing the activities of project staff.	stakeholders & by performing both qualitative and quantitative analysis
Relation to decision making in the change process	For decision upon the <i>setting</i> to be served, the <i>goals</i> associated with meeting needs or using opportunities & the <i>objectives</i> associated with solving problem, i.e, for <i>planning</i> needed changes. And to provide a basis for judging outcomes.	For selecting <i>sources of support</i> , solution <i>strategies</i> & procedural <i>design</i> , i.e., for <i>structuring</i> change activities. And provide a basis for judging implementation.	For <i>implementing</i> and <i>refining the program design and procedure</i> , i.e., for effecting <i>process control</i> . And to provide a log of the actual process for later use in interpreting outcomes.	For deciding to <i>continue, terminate, modify, or reform</i> change activity & present clear record of affects (intended & unintended, positive & negative).

## B. Conceptual Framework

English Training Program for Trans-Jogja shelter crew aims to improve the employee’s English ability especially shelter crew, because the shelter crew is the employees that are very close with the passengers. Shelter crew, especially ticketing crew, serve the tickets to the passenger and give some explanation, if



needed, about some types of tickets which the passengers want to buy. So, this training is very important for the shelter crew in order to improve the Trans-Jogja services.

Related to the training, the researcher needs to take the evaluation of English Training Program. It aims to get the information about the preparation, process and result of the program. The researcher chooses CIPP Evaluation Model to Evaluate the English training. CIPP stands for Context, Input, Process, and Product.

Context evaluation includes determining the objectives of the program, and determining whether the program is relevant to shelter crews' needs or not. Then, input evaluation includes the analysis of program components such as the teachers' and learners' characteristics, facilities of training in supporting the training process, and the materials used in training. The next, process evaluation includes examining how a program is being implemented, monitoring how the program is performing. This evaluation also use to audit and identify the implementation of the program. This evaluation concern with the teaching and learning process, especially teachers and learners activities during the teaching learning process. The last is product evaluation, it is an evaluation to measure what level of English mastery after Trans-Jogja shelter crew followed the training. Activities in this evaluation also measure whether the training is benefit for Trans-Jogja shelter crew or not. Moreover, this evaluation can be used to make decision about the program continuity whether the program will be continued or stopped.

In conclusion, the program evaluation is needed to be done in order to the lack of the program can be identified. It can be used as the reference to make the program be better. The result of this research also can be used to make a decision maker whether the program will be continued or not.

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## CHAPTER III

### RESEARCH METHOD

#### A. Type of the Research

This study is evaluation research. Based on Worthen & Sander in Sudjana (2006: 20) they say that “Evaluation as the process identifying and collecting information to assist decision makers in choosing among available decision alternatives.” There are two kinds of evaluation research, they are: formative evaluation and summative evaluation. Formative evaluation emphasizes on the training process. This evaluation aims to get the feedback from process activities, so that, it can be used to improve the product of training. Then, summative evaluation emphasizes on training product, it aims to know the effectiveness of the program such as product or specific results.

In this study, the researcher uses CIPP evaluation model which is developed by Stufflebeam. CIPP evaluation model consist of four components. They are: Context, Input, Process and Product. Those components can be divided into two parts, those are formative evaluation: context, input and process and summative evaluation: product.

Stufflebeam in Brinkerhoff (1983: 11) describes the context, Input, Process, and Product as follows:

- (a) Context evaluation is to define the situational context, to identify the population and assess their needs, to identify the opportunities for addressing the needs, to diagnose *problems* underlying the *needs* and to judge whether propose objective are sufficiently responsive to the assessed the needs.
- (b) Input evaluation is to identify the assess’ *system capabilities*, alternative program *strategy*, procedural design for implementing the strategies, budgets, & schedules, programs.

- (c) Process evaluation is to identify or predict in process, *defects* in the procedural design or its implementation to provide information for the preprogrammed decisions and to record and judge procedural event and activities.
- (d) Product evaluation is to collect description & judgments of outcomes and relate them to objectives & context input & process evaluation & to interpret their worth and merit.

## **B. Setting of the research**

The research was held in Yogyakarta Department of Transportation. It is located in Jl. Babarsari no. 30 Yogyakarta. The program participants are the Trans-Jogja shelter crew who work in the shelter near the public places or tourism places such as Malioboro, Gembiraloka zoo, Station, Airport and Hotel.

## **C. Data Collecting Technique**

In this research, the questionnaire and documentation were used to collect the data. There are four components that would be evaluation objects. The components consist of Context, Input, Process and product.

The first component is Context (C) of the training. It collected data about the relevance of the training with the Trans-Jogja shelter crew job. Related to this variable, the relevant instrument was questionnaire.

Second component is Input (I) of the training. It consisted of teachers' characteristics', learner characteristics, training materials and facilities of training. The learners' and teachers' characteristics used the documentation to collect the data. Then, the materials and facilities of training used both of documentation and questionnaire.

The next component is Process (P) of the training. It divided into two that are: (1) Learners' activities, the activities of the learners during the teaching learning process and (2) Teachers' activities, the activities of the teachers' in teaching learning process. The results of data about the process of teaching and learning were collected by using questionnaires and observation.

The last component is Product or Output (O) of the training. This component explains about the students' achievement and the advantages of the English training program. Documentation was used to get the data learners' achievements and questionnaire was used to collect data about the advantages of the training.

#### **D. Research Instruments**

Instruments are needed to collect the data. The types of instruments used in this study were in the form of documentation, observation and questionnaires. The first instrument of the study was questionnaires. The type of the questionnaire was a quantitative questionnaire since the questionnaire included mostly closed-ended items. The complete questionnaire can be seen in Appendix A. The Questionnaire consisted 15 items. All of the items in the questionnaire use Likert model in four rating scale. The organization of the questionnaire is presented in Table 2.

**Table. 2: The organization of the questionnaire**

<b>No</b>	<b>Variables</b>	<b>Sub-variables</b>	<b>Item no</b>	<b>Total</b>
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1.	<b>Context (C)</b>	<ul style="list-style-type: none"> <li>• The relevance of the training</li> </ul>	1	1
2	<b>Input (I)</b>	<ul style="list-style-type: none"> <li>• Materials of training</li> </ul>	2,3,4	3
		<ul style="list-style-type: none"> <li>• Facilities of training</li> </ul>	5,6	2
3	<b>Process (P)</b>	<ul style="list-style-type: none"> <li>• Learners' activities</li> </ul>	7,8	2
		<ul style="list-style-type: none"> <li>• Teachers' activities</li> </ul>	9,10,11,12,13,14	6
4	<b>Product / output (O)</b>	<ul style="list-style-type: none"> <li>• The advantages of the program</li> </ul>	15	1
<b>TOTAL</b>				15

Based on Table 2, there are 15 questionnaire items. It consists of one questionnaire item about Context of the training, five items about Input of training, eight items for Process of training and one item about product/output of the training.

The second instrument in this study was documentation. This instrument was used to get the data about teachers' and learners' characteristics. Those characteristics were genders, ages, educational backgrounds, training experiences, and teaching experiences. It also used to get the data about materials of training, facilities of training and learners' achievements. The last instrument was observation. This instrument was used to get the data about teachers and learners activities during the teaching and learning process.

#### **E. Data Analysis Technique**

From the data collection, the researcher got two kinds of data. The first were taken from the researcher documentation and observation. The second data were taken from the questionnaires. To analyze the first data, the researcher used a qualitative technique. Meanwhile the second data were analyzed using frequency distribution and score total.

In analyzing the qualitative data, the researcher used the interactive model by Miles and Huberman. Miles and Huberman in Sugiyono (2009: 246) state that the data analyzes using interactive model are done continuously. There are three activities in analyze the data using interactive model; they are data reduction, data display, and conclusion/drawing/verification. The first activity was data reduction. In this activity the researcher enclosed the data and took the important data that she was needed. The next activity was data display. In this activity the she made the field notes in order the data easy to understand. The last activity was making the conclusion.

Moreover, in analyzing the data from the questionnaire, the researcher used frequency distribution and score total. To make the data easy to analyze, the researcher give 4 option answers in each item of questionnaire. Then, she transforms it into four rating scale used Likert Model. After that, she was scoring the data in each sub variable. The score of each variable is the summation score from the score in each item of questionnaire. After scoring the data, the researcher calculated the data for frequency distribution and total score through SPSS 16 for Windows. The complete result of the calculation can be seen in

Appendix B. Then, she made the criteria of the evaluation based on the total score of each sub variable.

## F. Evaluation Criteria

Based on the data analysis techniques, the criteria of evaluation were made based on score total of the items of questionnaires. There are 30 respondents in this research. They are 7 teachers and 23 learners.

### 1. Context evaluation

Based on the questionnaire, context evaluation evaluates the relevance of the program with the shelter crews' needs. It has one item of questionnaire. The score maximum is 4 and score minimum is 1. Then, the possible maximum score is 120 (total respondents x score maximum =  $30 \times 4$ ) and the possible minimum score is 30 (total respondents x score minimum =  $30 \times 1$ ). Based on the score maximum and score minimum expectation, the criteria for the context evaluation can be seen in Figure 2 followed.

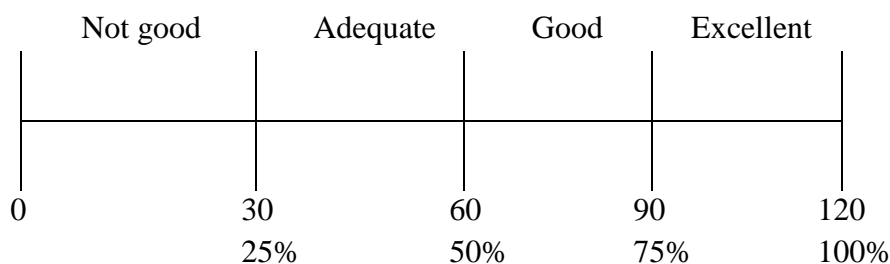


Figure 2: Evaluation criteria for context evaluation



Based on Figure 2 above, the indicators will be said not good if the score total is 0-30, adequate if the score total is 31-60, good if the score total is 61-90, then excellent if the score total is 91-120.

## 2. Input evaluation

Input evaluation consists of two components that used the questionnaires to get the data. Those are: materials of training and facilities of training. The criteria of each component are:

### a) Materials of training

Materials of training have three items of questionnaire. The score maximum is 12 and score minimum is 3. Then, possible maximum score is 360 (total respondents x score maximum = 30 x 12) and the possible minimum score is 90 (total respondents x score maximum = 30 x 3). Then the criteria of this evaluation can be seen in Figure 3.

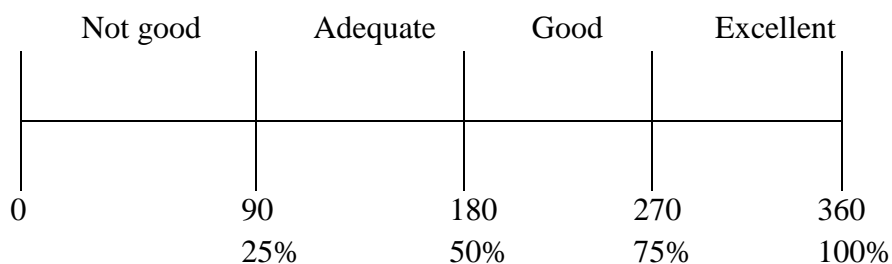


Figure 3: **Evaluation criteria for materials of training**

Based on Figure 3 above, the indicators will be said not good if the score total is 0-90, adequate if the score total is 91-180, good if the score total is 181-270, then excellent if the score total is 271-360.

### b) Facilities of training

Facilities of training have two items of questionnaire. The score maximum is 8 and score minimum is 2. Then, possible maximum score is 240 (total respondents x score maximum = 30 x 8) and the possible minimum score is 60 (total respondents x score maximum = 30 x 2). Then the criteria of this evaluation can be seen in Figure 4.

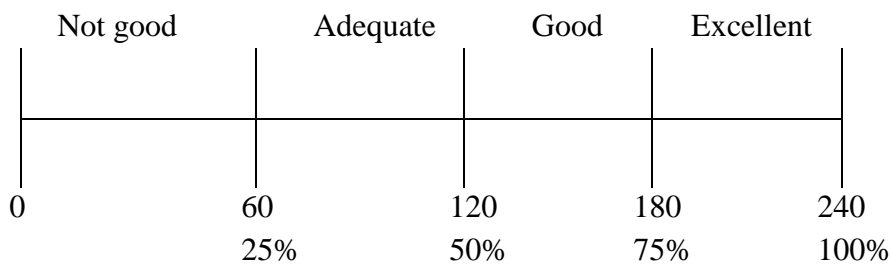


Figure 4: **Evaluation criteria for facilities of training**

Based on Figure 4 above, the indicators will be said not good if the score total is 0-60, adequate if the score total is 61-120, good if the score total is 121-180, then excellent if the score total is 181-240.

### 3. Process evaluation

Process evaluation consist of two components, those are learners' activities and teachers' activities. The evaluation criteria of each components can will be described as follows.

#### a) Learners' Activities

Learners' activities have two items of questionnaire. The score maximum is 8 and score minimum is 2. Then, possible maximum score is 240 (total respondents x score maximum = 30 x 8) and the possible minimum score is 60 (total respondents

x score maximum = 30 x 2). Then the criteria of this evaluation can be seen in Figure 5.

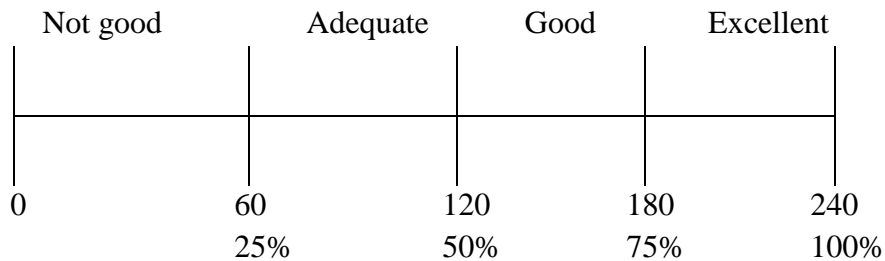


Figure 5: **Evaluation criteria for learners' activities**

Based on Figure 5 above, the indicators will be said not good if the score total is 0-60, adequate if the score total is 61-120, good if the score total is 121-180, then excellent if the score total is 181-240.

**b) Teachers' activities**

Teachers' activities have six items of questionnaire. The score maximum is 24 and score minimum is 6. Then, possible maximum score is 720 (total respondents x score maximum = 30 x 24) and the possible minimum score is 180 (total respondents x score maximum = 30 x 6). Then, the criteria of this evaluation can be seen in Figure 6.

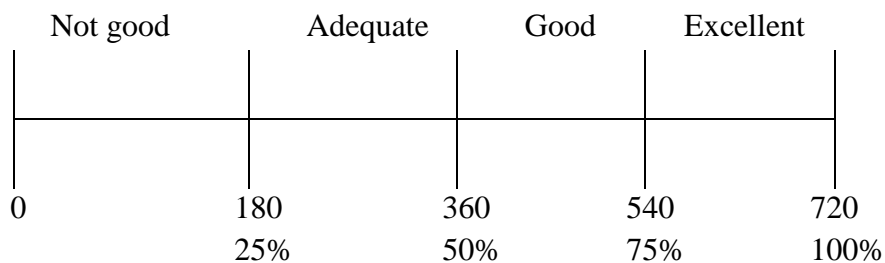


Figure 6: **Evaluation criteria for teachers' activities**

Based on Figure 6 above, the teachers' activities will be said not good if the score total is 0-180, adequate if the score total is 181-360, good if the score total is 361-540, then excellent if the score total is 541-720.

#### 4. Product Evaluation

Product evaluation has one item of questionnaire. The score maximum is 4 and score minimum is 1. Then, possible maximum score is 120 (total respondents x score maximum = 30 x 4) and the possible minimum score is 30 (total respondents x score maximum = 30 x 1). Then the criteria of this evaluation can be seen in Figure 7.

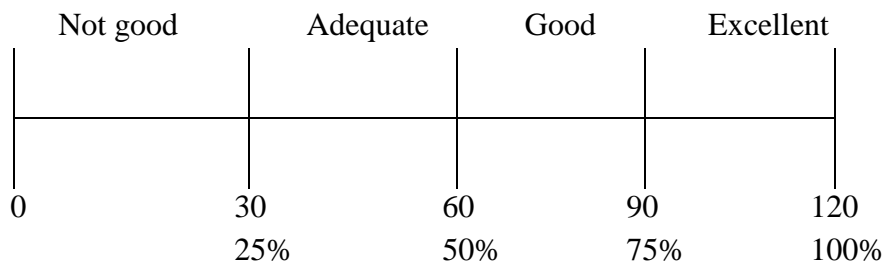


Figure 7: **Evaluation criteria for product evaluation**

Based on Figure 7 above, the indicators will be said not good if the score total is 0-30, adequate if the score total is 31-60, good if the score total is 61-90, then excellent if the score total is 91-120.

The complete criteria of each indicator can be seen in Table 3. Then, the score criteria of research result will be presented in research findings in chapter IV.

**Table 3: The criteria of training program based on the score total**

No	Variable	Sub variable	0%-24,9%	25%-49,9%	50%-74,5%	75%-100%
1	Context	Context	0-30	31-60	61-90	91-120
		Category	Not relevant	Quite relevant	Relevant	Very relevant
2	Input	Materials	0-90	91-180	181-270	271-360
		Facilities	0-60	61-120	121-180	181-240
		Category	Not good	Adequate	Good	Excellent
3	Process	Learners' activities	0-60	61-120	121-180	181-240
		Teachers' activities	0-180	181-360	361-540	541-720
		Category	Not good	Adequate	Good	Excellent
4	Product	O <sub>1</sub>	0-30	31-60	61-90	91-120
		Category	Not good	Adequate	Good	Excellent

### **G. Validity**

Creswell (2005: 162) says “validity means that the individual’s scores from an instrument make sense, are meaningful, and enable to draw good conclusions from the sample that is studying to the population.” In general, the validity of the instrument can be analyzed in two ways, logically and empirically. Logically, it was stated previously that the instrument of this study was constructed by the theories of the English Training for Trans Jogja shelter crew. Besides, blueprint was made in order to cover all the training components. However, empirically, whether the instrument is valid or not, it can be known by analyzing the instrument through Corrected Item-Total Correction Formula. It was calculated using a computer program, named SPSS 16 for Windows. The complete result can be seen in Appendix B.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Findings

As mentioned in the previous chapter, this study is evaluation research. It aims to describe the English Training for Trans-Jogja Shelter Crew in Yogyakarta Department of Transportation to assist decision makers in choosing among the available of decision alternative. In this chapter, the data findings related to the English Training is presented. It describes four components of evaluation based on the CIPP Evaluation model by Stufflebeam. Those are Context, Input, Process and Product.

##### 1. Context Evaluation

English training program for Trans-Jogja shelter crew is one of the programs designed by English Department Students of 2004 who joined the TEFL Program Development. They cooperated with Yogyakarta Department of Transportation (as the managements of Trans Jogja Shelter Crew). The program was done in three stages. The first stage was for the program developments. Then, the program was presented in PMK (*Program Kreativitas Mahasiswa*) program which was held by *Direktorat Penelitian dan Pengabdian kepada Masyarakat* (DP2M), *Ditjen Dikti*.

After the selection, the English Training program for Trans Jogja shelter crew was categorized as a good program, so the DP2M gave the fund for the program implementation. It was implemented at the second stage. The last stage of the program was done for this thesis research.

The English training program was done to fulfill the Trans-Jogja shelter crews' English needs. It was aimed to improve the shelter crews' English ability. The training expectation was to improve the shelter crews' ability in communicating with the foreigners to improve the services of trans-Jogja. The English training program was prioritized for Trans Jogja shelter crew who worked in the shelter in around the public places or tourism resorts like: *Tugu Station, Malioboro, Taman Pintar, Gembira Loka Zoo* and *Carrefour*. In every stage of the program, the Department of Transportation chose 20 shelter crew to join the English training program.

For the shelter crew, this English training was one of the alternatives to improve their English ability because English is one of the important requirements to communicate with foreign passengers in shelter in order to improve the services of trans-Jogja. It showed that the communication by using English would be a job demand. By the training, they hoped that the demand of the job could be fulfilled. Besides, the program implementation did not disturb their job schedule in trans-jogja because the training schedule was set by teachers and learners so both of them could decide the good time to study.

The training was held in eight meetings, three times in a week starting from 3.30 p.m. to 5 p.m. (90 minutes). The location of the training was in the meeting room of Department of Transportation.

Based on the explanation above, the English training is needed for Trans-Jogja shelter crew. Besides, the training is relevant with their needs to improve their knowledge and skills about English in supporting their job quality. This

statement is supported data based on one item of questionnaires. It can be seen in table 4 followed.

**Table 4 : Frequency distribution for context evaluation**

No	Statements	1		2		3		4		Total	
		F	%	F	%	F	%	F	%	F	%
1	What is your opinion about the program requirements concerning the learners' knowledge and skill?	0	0	11	36.7	17	56.7	2	6.7	30	100

Based on Table 4, from 30 respondents, none of them state that the program was not relevant (1), 11 respondents state quite relevant (2), 17 respondents state relevant (3), and 2 respondents state very relevant (4) to the statement that the english training is relevant with their need.

## **2. Input Evaluation**

This section presents about Input of the training. The data consist of four components. They are learners' characteristics, teachers' characteristics, materials of training and facilities. The complete data findings are described below.

### **a. Learners' Characteristics**

The data about learner s' characteristics were taken by documentation. This document was obtained from Department of Transportation. There were 23 Trans-Jogja Shelter crew who joined the English training, most of them worked near the tourism resorts or public places like Taman Pintar, Gembira Loka Zoo, Malioboro and Station. The 20 learners joined the training were chosen by Department of



Transportation and 3 others were by their personal willing to join the training. From the Department of Transportation documentation, most of Trans-Jogja shelter crew were Yogyakarta residents. The detail data of the Trans-Jogja shelter crew can be seen in Appendix C.

From the data, there are 8 males (34.8%) and 15 females (65.2%). They consist of 13 people with the age of 20-25 years old, 3 people with the age of 26-31 years old and 3 people with the age of were 32- 37 years old. From their educational background, 17 people are SMU graduates and 6 people are University graduates.

Besides, most of the learners also did not have the English training experience. Most of them said that the training is the first training they had followed.

#### **b. Teachers Characteristics**

This section presents the data about the teachers of the English training. The data were about the teachers' personal information, educational background and teaching experience. The data were taken from documentation. The complete data of the teachers can be seen in Appendix C.

Based on the data, there are 7 teachers in the English Training; they are 3 males and 4 females. One of them is 22 years old, three are 23 years old, and three others are 24 years old. From their educational background, three of them are university graduation and the others are university students. The teachers' had different experience in teaching and learning, three of them had more than 2 years experience in teaching and four of the teachers had 0-2 years teaching experience.

### c. Training Materials

Training materials refer to anything which were used by teachers to facilitate the teaching and learning process in the training. The training materials designed based on the course grid that had been designed by the materials developer based on the learners need (Trans-Jogja shelter crew). The course grid consisted of topics, basic competencies, language function, vocabularies, input text and tasks.

The first part of the course grid is topics. There are 4 topics for the materials. The topics are “*Hi! My Name is Hana*”, “*Numbers and Time*”, “*Offering and Giving Information about Trans-Jogja*” and “*Giving Direction Guide*”. The next part is basic competencies. It pointed out some abilities that the Trans-Jogja shelter crews should get from the materials. The third part is language functions. It included expressions used to give services for Trans-Jogja passangers such as greeting and ticketing.

The next part is the vocabulary mastery. It has purpose to specify the coverage of the vocabulary entry of the materials. Then, Input text of the course grid pointed out kinds of texts which came up in the materials. The last part of the course grid is tasks. The complete course grid can be seen in Appendix D.

Based on the course grid, there are 4 units in the training materials. The first unit was “*Hi! My Name is Hanna*”. The intention of this unit is giving opportunity for Trans-Jogja shelter crews to practice asking personal. This unit involved the expression of greeting, introducing oneself and other people and describing personal identity.

The second unit of the materials was “*Numbers and Time*”. Generally this unit is meant to remind the Trans-Jogja shelter crews the knowledge about the numbers and time as they got at their school or university. The basic competencies that should be possessed by the Trans-Jogja shelter crew is that by the end they should be able to understand kinds of numbers specifically bus numbers and distance, give information about time and distance, responds some expressions related to numbers and distances and the learners were able to respond some expressions about time and distance.

The third unit of the materials was “*Offering and Giving Information about Trans-Jogja*”. This content of this unit is all about explaining services about Trans-Jogja to the foreign customers. The information includes ticketing, the steps of using Trans-Jogja bus for the first time. The basic competencies of this unit are that the learners are able to offer some information about Trans-Jogja, to give simple explanation about Trans-Jogja services including the ticketing services and the steps of using Trans-Jogja bus, to respond some expressions of asking some information about Trans-Jogja services and to respond some expressions of asking ticketing service and the steps of using Trans-Jogja bus.

The last unit of the materials is “*Giving Direction Guide*”. This unit is meant to assist the learners to be able to give the direction to get to a certain place. The basic competencies are meant the learners are able to understand some simple expressions of showing position of a place, give direction to get to a certain place, give simple expressions of showing position of a place and give direction for getting to a certain place.

Based on the explanation above, the materials are fulfilling the criteria of good learning materials that are focused on communication, understandable and interesting, and relevant with the shelter crew's need. Those statements are supported by two items of the questionnaires. The result of the questionnaires can be seen on Table 5 as follow:

**Table 5: Frequency distribution for materials of training**

No	Statements	1		2		3		4		Total	
		F	%	F	%	F	%	F	%	F	%
1	Materials are focus on communication	0	0	0	0	14	46.7	16	53.3	30	100
2	Materials are understandable and interesting	0	0	2	6.7	17	56.7	11	36.7	30	100
3	Materials are relevant with the shelter crews' need					17	56.7	13	43.3	30	100

Table 5 shows that from statement number one, there are 14 respondents choosing agree and 16 respondents choosing strongly agree to the statement that the materials were focused on communication. Then, from statement number two there are 2 respondents choosing adequate, 17 respondents choosing agree, and 11 respondents choosing strongly agree. It means that the materials were understandable and interesting. Besides, from statement number three there were 17 respondents choosing agree and 13 respondents choosing strongly agree to the statement that the materials are relevant with the shelter crews' needs.

#### d. Training Facilities

Facilities were needed to support the teaching learning process. It make the learning easy. It also give great influence to learners' involvement. All the facilities in this training were prepared by Department of Transportation.

One of the important facilities for training is classroom. Classroom is a place where the teaching learning take place. In this training the classroom was in the meeting room of Department of Communication. In this room, the Department of Transportation had prepared all the supporting facilities for teaching learning like: a LCD Projector, OHP, Notebook, white board and sound system.

Based on the result of questionnaire, the classroom environments and the training facilities are supported for the training program. It can be seen on Table 6.

Table 6: **Frequency distribution for facilities of training**

No	Statements	1		2		3		4		Total	
		F	%	F	%	F	%	F	%	F	%
1	The facilities are supporting the training process	0	0	0	0	16	53.3	14	46.7	30	100
2	Classroom environments are comfortable for the teaching learning process	0	0	0	0	14	46.7	16	53.3	30	100

Based on Table 6, from statement number one, there are 16 respondents choosing support and 14 respondents choosing stongly support. It means that the respondents are agree to the statements that the training facilities prepared by Department of Transportation could support them in training process.

Then, from the second statements there are 14 respondents state comfortable and 16 respondents state very comfortable. It mean that the respondents are very comfortable with the classroom environment for their teaching and learning.

### **3. Process Evaluation**

This part presents the findings about the process of the training. This section cover learners' and teacher' activities during the teaching learning process. The findings will be described as follows.

#### **a. Learners' Activities**

The learners' activities during the teaching learning included their activeness and their seriousness on paying attention to the teachers' explanation. The first activity was their activeness during the teaching and learning. They were very active during the teaching and learning process. It can bee seen from their activities like they tried to understand and comprehend the materials delivered by the teachers. When they did not understand the teachers explanation, some of them asked the teacher to repeat the explanation about the materials they did not understand. Then, when the teachers asked some questions, some of them tried to answer the questions whether their answers were right or not.

The second activities was the learners seriousness in pay attention to the teachers explanation. It can bee seen from their activities in the classroom like they listen to the teachers explanation seriously and they did all the task that given from the teachers. However, some of them were sleeping because they felt tired

after they work and some of them were talking with others during the teachers explained the materials.

Based on the explanation above, the learners are active during the teaching and learning process and they are serious in pay attention to the teachers explanation. Those statements are supported by two items of questionnaires. The result of the questionnaire can bee seen on Table 7 followed.

**Table 7: Frequency distribution for learners' activities**

No	Statements	1		2		3		4		Total	
		F	%	F	%	F	%	F	%	F	%
1	The learners are active during the learning process	0	0	0	0	19	63.3	11	36.7	30	100
2	The learners are serious and pay attention to the teacher explanation	0	0	0	0	13	43.3	17	56.7	30	100

Table 7 shows that there are 19 respondents choosing active and 11 respondents choosing very active for the statements number one that the learners' activeness during the learning process.

Then, from the second statements on table 9, 13 respondents state serious and 17 respondents state very serious in paying attention to the teacher expalantion about the training materials.

### **b. Teachers' Activities**

Teachers' activities mean the activity of the teachers during teaching laerning process. Some of their activities were explaining the purpose of the topics in order the learners have some views about what they would study in the topic so that it made them easier to follow the materials. Then, they would know the

objectives of the materials so they could predict the outcomes they would get in the learning process.

The teacher using the authentic examples for explain the materials. By using authentic examples, the materials would be easier to be gained by the learners and they would memorise it longer. Beside, they knew where and what the context of situation that had to apply the materials.

The next activity was the teachers evaluate the learners' achievement. The teachers evaluated the learners achievements by two ways, those are: scheduling evaluation and incidental evaluation. The scheduling evaluation was done twice. The first was pre-test, it was held at the first meeting. It was used to know the English mastery of the learners. The second was the post-test, it was held at the end of the training. It aimed to know the learners' English ability after they had got the materials of the training. Then, the insidental evaluation was done by the teachers spontaneously during the teaching and learning process. It aimed to know the learners comprehension about the materials. The teachers gave the evaluation by oral or written activity.

Then another activity was the teaching methods were used by the teachers. Methods can be describe as the overall plan for systematic presentation of a language based upon a selected approach. There are many methods in teaching and learning that can be used by the teachers. One of the method that usually use to teach ESP was communicative language teaching. In this method, the purpose of studying language is to communicate and the learning process is focused on all the components of the communicative competence and not restricted to



grammatical or linguistics competence. The teachers in this training used this method to teach the learners.

The next teachers activity is the use of the teaching techniques for teaching. Techniques can be describe as the variety of exercises, activities, or task that are used in the classroom for realizing the objectives of learning. In this training, the teachers use the variation of activities or task as their techniques to teach English . For example: sometimes teachers asked the learners to complete the dialogue and practice in front of class, sometimes they asked the learners to listen to them then they should practice it and sometimes they asked the learners to practice some expressions related to the topic.

Besides, the teachers used the variation media to support the teaching leraning process. The use of variation media made the learners interested to the materials of the training. Beside, they would be more paid attention to the teachers explanation and it could make the materials easy to understand.

Based on the explanation above, the teachers activities during the teaching and learning process are fulfill the creiteria of good teaching. This statements is supported by six items of questionnaires. The complete of the questionnaire result can be seen on Table 8 followed.

**Table 8: Frequency distribution for teachers' activities**

No	Statements	1		2		3		4		Total	
		F	%	F	%	F	%	F	%	F	%
1	Teachers explain the purpose of the topic that will be learned	0	0	0	0	17	56.7	13	43.3	30	100
2	Teachers explain the materials using authentic examples	0	0	0	0	17	56.7	13	43.3	30	100

*continued*

3	Teachers evaluate the student's achievement	0	0	0	0	14	46.7	16	53.3	30	100
4	Teachers use the communicative methods to teach	0	0	0	0	11	36.7	19	63.3	30	100
5	Teachers use the variation of task or activities based on the teaching aims	0	0	0	0	12	40	16	60	30	100
6	Teachers use variation of media for supporting the materials	0	0	0	0	13	43.3	17	56.7	30	100

Based on Table 8 above, there are 17 respondents choosing good and 13 respondents choosing very good to the statement that the teachers explained the purpose of the topic that would be learned.

The second statement, about the teachers' explanation of the materials by using the authentic examples, there are 17 respondents choosing good and 13 respondents choosing very good to the second statement.

From the questionnaire result of the third statements there are 14 respondents choosing good and 16 respondents choosing very good to the statement that the teachers evaluate the students achievements.

From fourth statement there are 11 respondents choosing good and 19 respondents choosing very good to the statement that the teachers of the English training teach the learners by using the communicative method.

The fifth statement in Table 10 above is about the techniques of teaching used by the teachers. From the result of the questionnaire, there are 12 respondents choosing good and 18 respondents choosing very good to that statement.

The last statement is about the use of teaching media used by the teacher. Based on the data, there are 13 respondents choosing good and 17 respondents choosing very good to the statement that the teachers used the variation of media to support the teaching learning process.

#### **4. Product Evaluation**

In this section, it will be presented the findings about the product or output of the program. The product evaluation is to measure the effectiveness of the training based on the training objectives. This section cover learners achievement and the advantage of the training. The findings will be described below.

##### **a. Learners' Achievement**

The learners achievements got from the pre-test and post-test. Based on the document, the learners achievements is increase from the post-test to pre-test. The complete result of learners achievement can be seen in Appendix E.

The data show that the learners' achievement is increase. It can be seen from the mean that they get from pre test and post test. The learners achievements is increase from 4.67 to 7.87. Based on the post-test data there are 4 learners (0.17%) get the score range from 8.51 to 10.00; 18 learners (78.26%) get the score range from 7.01 to 8.50; and 1 learner (0.04%) get the score range from 5.51 to 5.50. The complete data can be seen in table 9 followed.

**Table 9: The Learners post-test achievements**

No	The English score	Frequensy	Percentage (%)	Description
1	8.51-10.00	4	0.17	Excellent
2	7.01-8.50	18	78.26	Good
3	5.51-7.00	1	0.04	Adequate
4	4.00-5.50	0	0	Not good

**b. The advantages of the Training**

The advantages of the program that the learners got from the training is the English skill. After they followed the training, they could communicate with the foreign passenger by using the right expression, so the misunderstanding of the services of Trans-Jogja could be minimized.

The training give the advantages for the Trans-Jogja shelter crew to improve their English ability in order to improve their job quality. This statement is supported from the data from questionnaire. The complete data can be seen in table 10. Based on the table, there are 17 respondents state that the training is good for them and 13 respondents state that the training is very good for them.

**Table 10: Frequency distribution for the advantage of training**

No	Statements	1		2		3		4		Total	
		F	%	F	%	F	%	F	%	F	%
1	Training can improve the learners English skill in order to improve their job quality	0	0	0	0	17	56.7	13	43.3	30	100

Based on the explanation above, it can be concluded that the *English Training for Trans-Jogja Shelter Crew* give the advantages for them, it can improve their English skill to communicate with foreign passengers.

## **B. Discussion**

This part will be discussed about the English training based on the Context, Input, Process and Product.

### **1. Context Evaluation**

English is one of the requirements to the Trans-Jogja shelter crew because the Trans-Jogja passengers are not only domestic passengers but also foreign passengers. So, English is one of the important parts for Trans-Jogja shelter crew to give the good services for foreign passengers. However, their English abilities are limited. They only learnt English when they were at Senior High School and most of them had forgot about the English materials that they had learnt. Because of their English abilities are limited, sometimes misunderstanding about the explanation of the Trans-Jogja services is happened. In minimizing this problem, they needed to improve their English abilities. One of the ways to improve the shelter crews' English abilities was by the English training program.

The English Training Program was held in Department of Transportation. It aimed to improve the shelter crews' English ability. Based on the English training aims, the materials of English Training was focused on communication. The materials choosen was the materials that the trans-jogja shelter crews' needed to communicate with the foreign passengers, like: greetings and giving direction.

For the shelter crew, this program was the alternative to improve their English abilities without disturbing their job schedule, because the English training schedule was so flexible as it was decided based on the teachers and learners agreement. But, sometimes some of them cannot attend the training because they should work, they cannot change the schedule with the others shelter crew

Based on the explanation above, the training is fulfill the criteria of context evaluation that the English training is very relevant with the shelter crews need. This statement is supported by the result of the questionnaire. The data from questionnaire shows that the score total for this variable is 98. It can be categorized very relevant. It can be seen in figure 8.

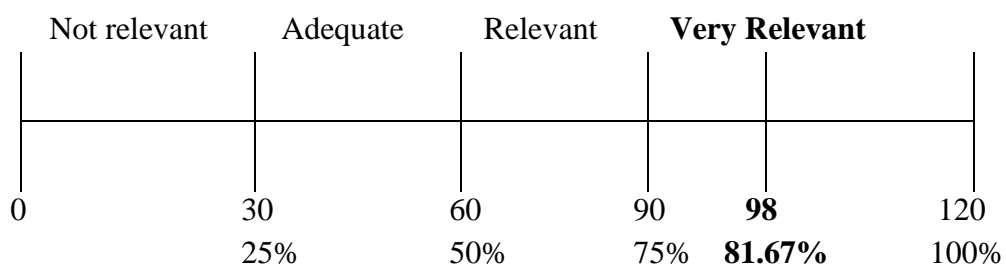


Figure 8: **Score total for context evaluation**

## 2. Input Evaluation

In this section, there are four components that will be discussed. They are: Learners' Characteristics, Teachers' Characteristics, Materials of Training and Facilities of Training.

### a. Learners' Characteristics

The learners of the English training is the shelter crew who were chosen by Department of Transportation. There are 23 people who joined the English

training. Their characteristics as the learners of the English training. Their characteristics would influence the training. Some of their characteristics are sex, age, educational background and training experiences.

Based on the sex, the learners of English training consisted of 8 males and 15 females. It shows that the learners of English training mainly are females. It can be concluded that the Trans-Jogja shelter crew who worked around the public places or tourism resorts were females.

The next characteristic is based on the age. The shelter crews' age are 20-37 years old, but most of them were 20-25 years old. It shows that the learners of Trans-jogja could be classified as the adult learners. Based on Kemp (1994: 47) adult learners have some characteristics, such as: they have high motivation to learn, they want to know what kind of the benefit they got from the lesson and they will not waste the time because time is an important consideration for them. the learners of the English training have those characteristics.

Based on the adult learners' characteristics, the Trans-Jogja shelter crew had the high motivation to learn. It could be seen from their enthusiasm to join the training and most of them also followed almost all the English training. The next characteristic was that they wanted to know what kinds of the benefit that they have got from lesson. It was shown from the learning process that they asked about the importance of the topics' purpose that had been learned. Then, the other characteristic was they would not waste the time because time was an important consideration for them. It was shown from the schedule that they had made with the teachers. The schedule was not disturbing their job, because for them both of

the job and the training was so important. So, after they worked, most of them used their leisure time to join the training to improve their English ability.

Then, from the shelter crew educational background, most of them were Senior High School Graduates. Although they had learned English before joined the English training, most of them forgot about the English materials that had been learnt.

In the English training experiences, none of the shelter crew who had joined the English training before. So, the training was the first training that they had ever followed.

#### **b. Teachers' Characteristics**

Based on the documentation, there were 7 teachers in this training. They are English teacher. Thereby, the English training teachers had the appropriate ability to teach English. Based on it, the English training was hoped to be effective based on the English training aim.

The English teachers had good materials mastery. The mastery of the materials could influence the learning process quality. It also could improve the learners motivation to learn.

Then, based on the teaching experiences, some of the teachers had the teaching experiences more than 2 years and some of them had the teaching experiences under 2 years. Based on their experienced, they could know the learners' characteristics in order they could know the best method to teach adult learners.



### **c. Training Materials**

The training materials is one of the important things to support the English training. The materials of English training consisted of all the components that would be learnt in the training. By using the training materials, it was hoped that the training was running well.

According to Richards and Rodgers in Nunan (1991: 213) the training materials have three roles, those are: materials will focus on communication abilities of interpretation, expression, and negotiation; materials will focus on understandable, relevant, interesting exchanges of information, rather than on the presentation of grammatical form; materials will involve different kinds of lack and diferent kinds of media.

In line with the roles of the materials, that training materials were focused on communication, it can be seen from the materials given, it focused on expressions that usually used by the shelter crew like greeting, asking and giving information about Trans-Jogja and asking and giving direction. Then, the materials were also undestandable and interesting. It can bee seen that the materials used the learners' daily activities in the shelter as the example, so it could make the learners easy to understand. Besides, the materials designed was full colors and using some pictures. It made the learners interested to the materials. Next, the materials of the training should be relevant with the learners' need. It can be seen from the materials of the training that was made by the materials designer based on the need analysis. The last was that the materials used the different kinds of media, it is shown from the task of the materials that used some media to present the materials.

Based on the explanation above, the materials of the training is fulfill the excellent criteria that the materials are communicative, understandable, interesting and relevant. This statement is supported by the data from questionnaire. The data shows that the total score for materials of the training is 308. Based on the evaluation criteria those score is in the category excellent. It can seen in figure 9 followed.

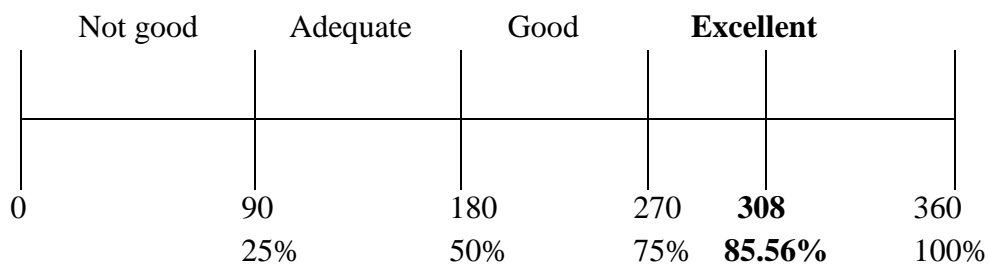


Figure 9: **Score total for training materials**

#### d. Training Facilities

Facilities are needed to support the teaching learning process. Training facilities can mean the physical circumstances which make the teaching and learning process easier, such as a library, class equipment, teaching aids or media. In this training, the facilities were prepared by the Department of Transportation like an OHP, LCD projector, notebook, whiteboard and sound system. Then, the teaching aids or media were prepared by the teachers.

The classroom is also one of the important facilities of training. The classroom environments could influence the success of the training process. The good condition of classroom could make the learners and teachers fell comfortable learning in it.

The training was held in the meeting room of Departments of Transportation. The size of this room was not too big. The room size was suitable for 20-25

people. It was also given the space for the teachers to interact with learners in groups, pairs, and individually. The classroom of the training was designed into a comfortable space, including the appropriate furniture positioning which facilitated students to access teaching easily, the good ventilation condition, adequate lighting, and of course the cleanliness of the room.

Based on the criteria evaluation, the facilities are categorized very complete to support the training process. It can be seen from the score total of the respondents respond toward the questionnaire. The score total is 210. Figure 10 shows the category of score total.

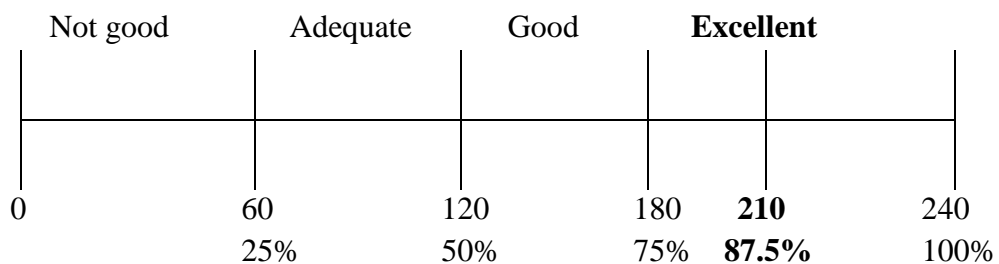


Figure 10: **Score total for training facilities**

### 3. Process Evaluation

The process evaluation consisted learners’ activities and teachers’ activities. The discussion of each sub variable will be presented as follows.

#### a. Learners Activities

The success of the teaching and learning process could be influenced by some factors. Learners’ activities during the teaching learning proses was one of the factors that influenced the teaching and learning process. The achievement of the learners were compared with their activities in the classroom. When the learners paid attention seriously, all the materials given by the teachers could understand

well and it could make their achievements good, but when the learners did not pay attention to the teachers explanation, the materials given would not be understood well.

In relation with the learners' activities, the data show that the learners are very active in following the teaching learning process and they are very serious in pay attention to the teachers explanation. The score total for this sub variable is 208. Based on the criteria, it means that this variable is in the categorized excellent. It can be seen from figure 11.

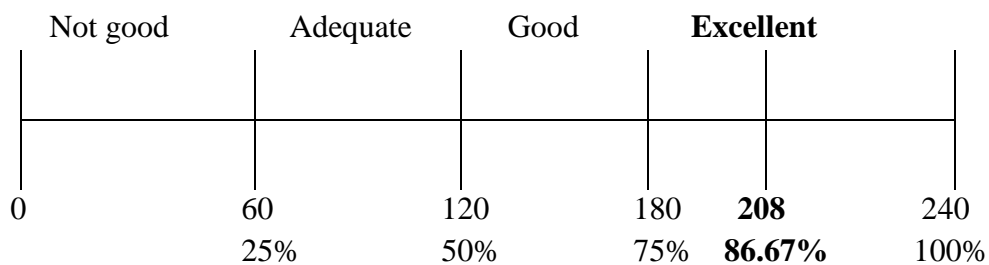


Figure 11: **Score total for learners' activities**

**b. Teachers Activities**

The teachers' activities in the teaching and learning process include (1) the teachers explained the importance of the topic before they learnt about the topic in order the learners knew the goal of the topic they would learn. (2) they gave the real examples like in their daily activities to help the learners understand the materials. Within the real examples in daily activities, the learners were easier to understand the materials and they also could memorize it longer, because they knew when and where they should implement it. (3) the teachers focus on Communicative Language Teaching. It means that the teachers emphasized the learners in learning the expressions that usually used in their job. (4) they used the task or activities based on the learning purposes in order the learners did not get

bored to follow the training. (5) they also used the variation of the media to help the learners in comprehending the materials such as: pictures, id cards, time cards and map or trans-jogja route. (6) the teachers also evaluated the students achievement to know their understandable about the materials.

Based on the data from questionnaires, the teachers activities in the classroom are categorized as excellent. It is shown in the figure 12 below.

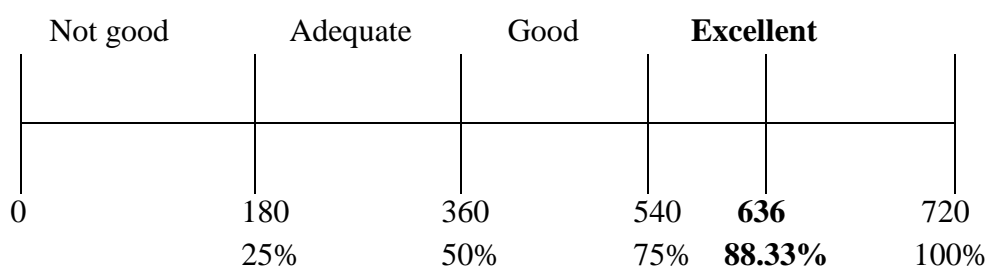


Figure 12: **Score total for teachers’ activities**

Based on the figure above the score total for teachers’ activities was 636. It means that the respondents were strongly agree that the activities of the teacher are good.

#### **4. Product Evaluation**

Product evaluation aimed at measuring the effectiveness of the English Training Program. In this evaluation, there were two sub variables to measure the effectiveness of the program. The first sub variable was students’ achievement after the training and the second component is the advantages of the English Training Program for shelter crews’ job. The two sub variables will be discussed as follows.

##### **a. Learners Achievement**

Based on the document in Department of Transportation, the mean of the pre-test and post-test score increased 3.2 points. It means that the program was success to improve the Trans Jogja shelter crew English ability.

The result of the post-test shows that 4 people or 0.17% got the excellent score with the score 8.51-10.00; 18 people or 78.26% got the good score with the score 7.01-8.50; and 1 person or 0.04% got the adequate score with the score 5.51-7.00. Based on those result, most of the learners got the good score.

For the learners, the post-test score gave information about (1) their effectiveness in learning English to achieve the good score. (2) their effort in learning. The high achievement would make them satisfy and it could motivate them to improve the learning achievement. Besides, from the teachers, to know the learning acievements were important because (1) they could measure their effectiveness in teaching. The learning achievement gave the information whether the goal of learning had been reached or not in the learning process. (2) the learning achievement as the reflect of the teachers abilities in teaching. Based on the teaching acievement, the teachers had the motivation to improve their teaching abilities in order to optimize the teaching.

#### **b. The Advantages of Training**

The advantage of the training was the English requirement for shelter crew was fulfilled. They hoped that they can use English to communicate with the foreign passengers. After following the English Training, they could greet the foreigners, explain about the Trans-Jogja route and explain about the price and the kind of tickets using English. Besides, the shelter crew felt that their English mastery had increased and they were not afraid anymore when they meet the

foreign passengers. Then, the final advantage was that the trans-jogja shelter services was better.

The result of the research for the advantages the English Training Program shows that this program was very advantages for the shelter crew. It can bee seen from the data that the score total for this sub variable is 103. Figure 13 shows the position of the score total.

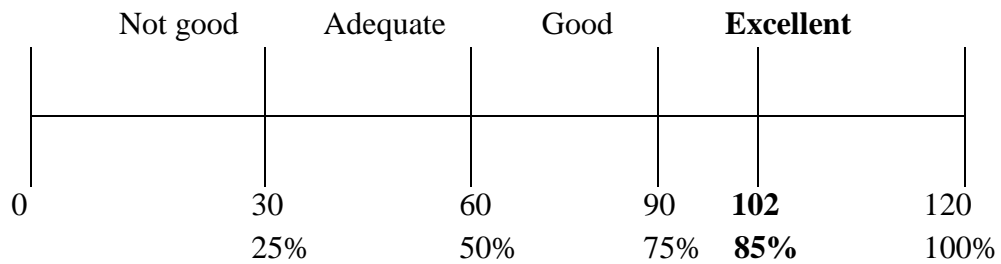


Figure 13: **Score total for the advantage of the program**

Based on the findings and discussion about Context, Input, Process and Product, the training program was made based on Trans-Jogja shelter crews' English need to communicate with foreign passengers. The English program was successfull to increase their English mastery and it could be used to increase the services of Trans-Jogja. In conclusion, the English Training should be continued.

## **CHAPTER V CONCLUSIONS AND SUGGESTIONS**

### **A. Conclusions**

The purpose of this research was to evaluate the English training for trans-Jogja shelter crew. It was done to get the complete data about the English training in order to can be used as the reference to make a decision making. This evaluation used the CIPP evaluation models. There are four components in this model; that are Context, Input, Process and Product. The data of the training were obtained from observation, questionnaires, and documentation. Based on the research findings and the discussions in chapter IV, the evaluation could be concluded as follows.

#### **1. Context Evaluation**

English training program was very relevant with the shelter crew English need, because it could fulfill their English need to give the good services for foreign passengers. The training expectation was to improve the shelter crews' ability in communicating with foreigners to improve the services of trans-Jogja. The English training program was prioritized for Trans Jogja shelter crew who worked in the shelter in around the public places or tourism resorts like: *Tugu Station, Malioboro, Taman Pintar, Gembira Loka Zoo and Carrefour*.

For the shelter crew, this program was the alternative to improve their English abilities without disturbing their job schedule. The training was held in eight meetings, three times a week starting from 3.30 p.m. to 5 p.m. the location of training was in the meeting room of the Department of Transportation.



## **2. Input Evaluation**

Input evaluation consisted of learners and teachers characteristics, materials of training and facilities of training. The first is learners' characteristics. The learners of the English training were the shelter crew who work around the tourism places of public places. There were 23 Trans-Jogja shelter crew joined the training. They consist of 8 males and 15 females. Based on the age, they are categorized adult learners because most of them are 20-30 years old. From their educational background, people are SMU graduates and 6 people are University graduates. Besides, most of them did not have the English training experiences.

Then, the teachers of this English training were 7 people; they are 3 males and 4 females. Their educational background is English teacher. Thereby, the English training teachers had the appropriate ability to teach English. They also have the experienced in teaching English, so they could know the best method to teach the learners.

The next is training materials. The training materials are focused on communication, it focused on expressions that usually used by the shelter crew like greeting, asking and giving information about Trans-Jogja and asking and giving direction; then, the materials also understandable and interesting. It can be seen from the materials used the learners daily activities in the shelter as the example. Besides, the materials designed is colorful and using some pictures. Next, the training materials are relevant with the learners' need.

The last is the facilities of training. The facilities of the training were prepared by Department of Transportation was very complete in supporting the training process. Those facilities like an OHP, LCD Projector, notebook,

whiteboard and sound system. Then, the teaching aid or media were prepared by the teachers. Besides, the classroom for the training was designed into a comfortable space, good ventilation condition, adequate lighting, and of course the room were clean.

### **3. Process Evaluation**

Process evaluation included the learners' activities and the teachers' activities during the teaching and learning process. The first is learners' activities. The learners were very active during the teaching and learning. The learners' activities included they ask the teacher to repeat his/her explanation when they are not understand well about some expressions, they answer the teachers questions whether they are right or not and they did all the tasks given by the teachers.

The next is the teachers' activities in the teaching and learning process. The teachers were categorized good teachers. The teachers' activities included they explained the importance of the topic before explained the topic, they used authentic examples, they focus on communicative language teaching, they use the task or activities based on the learning purposes, they used the variation media to teach, and they evaluate the students achievement continuously.

### **4. Product Evaluation**

Product evaluation aimed at measuring the effectiveness of the training. This evaluation included the learner achievement and the advantages of the training. The first is learners' achievement. The learners' achievement is increase

3.2 points from pre-test to post-test and 95.65% get the good score that is 7.01-10.00. It means that their English ability was increase.

The English training program was fulfilling the English requirements for the shelter crew. After they followed the training, they could greet the foreign passengers, explain the Trans-Jogja route and explain about the price and the kind of the tickets using English. In conclusion, the English program was success in increasing the shelter crew English ability, so the this training should be continued. The English Training increased the shelter crews' ability in English. So, it can improve the Trans-Jogja services.

## **B. Suggestions**

Regarding the implication of English Training Program evaluation, the writer proposes some suggestions for the Yogyakarta Department of Transportation, the program evaluators and English Education Department students.

### **1. Yogyakarta Department of Transportation**

Yogyakarta Department of Transportation should continue the *English Training Program for Trans-Jogja Shelter Crew* who did not join the training.

### **2. Program Evaluators or Other Researchers**

The program evaluators should prepare all the things that will be used to conduct the research in order to optimize the research.

### **3. The English Education Department students**

This program evaluation hopefully can help the other English Department students who are interested in evaluation. There are some opportunities to evaluate the English Program for the other English Training Program and it can be used as the topic of a thesis.

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## DAFTAR PERTANYAAN

Identitas Responden

Nama :

Tanggal lahir/usia :

Pendidikan terakhir :

No	Pertanyaan	Jawaban			
		Tidak Setuju	Kurang Setuju	Setuju	Sangat Setuju
<b>CONTEXT (C)</b>					
1	Bagaimana pandangan saudara tentang kebutuhan program pelatihan terhadap wawasan dan ketrampilan peserta				
<b>INPUT (I)</b>					
<b>Materi pelatihan</b>					
2	Materi fokus pada kemampuan berkomunikasi				
3	Materi yang ada mudah dipahami dan menarik				
4	Materi sesuai dengan kebutuhan peserta				
<b>Kelengkapan sarana dan prasarana</b>					
5	Sebagai penunjang pelaksanaan program pelatihan bagaimana kelengkapan sarana dan prasarana				
6	Sebagai penunjang proses belajar mengajar apakah keadaan ruang kelas membuat nyaman untuk belajar				



<b>PROCESS (P)</b>				
<b>Aktivitas peserta</b>				
7	Peserta berperan aktif dalam mengikuti pembelajaran			
8	Peserta bersungguh-sungguh dan memperhatikan penjelasan materi dari guru			
<b>Aktivitas tutor</b>				
9	Membantu peserta mengenal maksud dan pentingnya topik yang akan dipelajari			
10	Menjelaskan materi dengan memberikan contoh-contoh yang sesuai dengan kehidupan sehari-hari			
11	Melakukan penilaian selama proses belajar mengajar			
12	Pelatih menggunakan metode mengajar yang komunikatif			
13	Pelatih menggunakan latihan atau aktivitas sesuai tujuan belajar			
14	Pelatih menggunakan berbagai media guna membantu pemahaman peserta			
<b>PRODUCT/OUTPUT (O)</b>				
<b>Manfaat pelatihan</b>				
15	Pelatihan dapat meningkatkan ketrampilan peserta guna meningkatkan kualitas kerja			

## Item Validity

**Case Processing Summary**

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted	
VAR00001	100.9333	15.995	.244	.535	Valid
VAR00002	100.6667	18.230	-.233	.596	Valid
VAR00003	100.9000	15.472	.352	.518	Valid
VAR00004	100.7667	16.254	.238	.538	Valid
VAR00005	100.7333	17.513	-.069	.577	Valid
VAR00006	100.6667	14.920	.586	.490	Valid
VAR00007	100.8333	17.178	.014	.566	Valid
VAR00008	100.6333	16.171	.259	.535	Valid
VAR00009	100.7667	15.426	.453	.509	Valid
VAR00010	100.7667	16.668	.135	.551	Valid
VAR00011	100.6667	16.437	.190	.544	Valid
VAR00012	100.5667	17.013	.055	.561	Valid
VAR00013	100.6000	18.110	-.208	.592	Valid
VAR00014	100.6333	16.999	.054	.561	Valid
VAR00015	100.7667	16.254	.238	.538	Valid
Total	52.1000	4.369	1.000	.096	Valid

The result of Questionnaires

Respondents	Statements Number														
	Item1	Item2	Item3	Item4	Item5	Item6	Item7	Item8	Item9	Item10	Item11	Item12	Item13	Item14	Item15
1	3	4	3	3	3	4	4	4	3	3	3	4	4	4	3
2	4	4	3	3	3	3	4	3	4	4	3	3	4	4	4
3	4	3	3	3	4	4	4	4	4	3	3	4	4	4	3
4	3	4	3	4	4	4	3	3	4	3	4	4	3	4	3
5	3	4	3	4	4	4	3	3	3	4	4	3	3	3	4
6	3	3	4	3	4	4	3	4	3	4	3	4	4	3	4
7	4	3	4	3	3	3	3	4	3	4	4	4	4	3	3
8	4	4	4	4	3	4	3	4	3	3	4	4	3	4	3
9	4	4	4	4	3	4	3	4	4	3	4	4	3	4	4
10	3	4	3	3	4	4	3	4	4	3	4	3	4	4	3
11	3	4	3	3	4	3	3	3	3	3	3	3	3	4	3
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17	2	4	2	4	4	3	3	4	3	3	3	4	4	4	3
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19	3	4	3	3	4	3	3	4	3	3	3	4	4	4	3
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21	4	3	4	4	3	3	4	3	3	4	4	3	3	3	4
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29	3	4	4	3	3	3	3	4	3	3	3	4	4	3	3
30	3	3	3	3	3	3	3	4	3	3	4	4	3	4	3
Jumlah	98	106	99	103	104	106	101	107	103	103	106	109	108	107	103

## The result of the questionnaire

Respondents	Evaluation Components					
	CONTEXT	INPUT		PROCESS		PRODUCT
	Relevansi Program	Materials	Fasilities	Learners activities	Teachers activities	The advantages program
1	3	10	7	8	21	3
2	4	10	6	7	22	4
3	4	9	8	8	22	3
4	3	11	8	6	22	3
5	3	11	8	6	20	4
6	3	10	8	7	21	4
7	4	10	6	7	22	3
8	4	12	7	7	21	3
9	4	12	7	7	22	4
10	3	10	8	7	22	3
11	3	10	7	6	19	3
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22	3	11	6	6	21	4
23	3	10	7	7	20	3
24	3	11	7	7	23	3
25	3	10	8	7	23	4
26	3	10	8	7	20	4
27	3	10	8	6	22	3
28	3	10	6	7	21	3
29	3	11	6	7	20	3
30	3	9	6	7	21	3
Jumlah	98	308	210	208	636	103

## Frequency distribution and total score

**Context**

		Frequency	Percent	Valid Percent	Cumulative Percent	Total
Valid	2	2	6.7	6.7	6.7	4
	3	18	60.0	60.0	66.7	54
	4	10	33.3	33.3	100.0	40
	Total	30	100.0	100.0		98

**Materials**

		Frequency	Percent	Valid Percent	Cumulative Percent	Total
Valid	9	4	13.3	13.3	13.3	36
	10	16	53.3	53.3	66.7	160
	11	8	26.7	26.7	93.3	88
	12	2	6.7	6.7	100.0	24
	Total	30	100.0	100.0		308

**Facilities**

		Frequency	Percent	Valid Percent	Cumulative Percent	Total
Valid	6	9	30.0	30.0	30.0	54
	7	12	40.0	40.0	70.0	84
	8	9	30.0	30.0	100.0	72
	Total	30	100.0	100.0		210

**Learners' activities**

		Frequency	Percent	Valid Percent	Cumulative Percent	Total
Valid	6	6	20.0	20.0	20.0	36
	7	20	66.7	66.7	86.7	140
	8	4	13.3	13.3	100.0	32
	Total	30	100.0	100.0		208

**Teachers' activities**

		Frequency	Percent	Valid Percent	Cumulative Percent	Total
Valid	19	1	3.3	3.3	3.3	19
	20	6	20.0	20.0	23.3	120
	21	11	36.7	36.7	60.0	231
	22	10	33.3	33.3	93.3	220
	23	2	6.7	6.7	100.0	46
	Total	30	100.0	100.0		636

**Product**

		Frequency	Percent	Valid Percent	Cumulative Percent	Total
Valid	3	17	56.7	56.7	56.7	51
	4	13	43.3	43.3	100.0	52
	Total	30	100.0	100.0		103

## Teachers' identity

Name	Sex		Age	Educational background		Teaching experiences	
	F	M		Students	S1 Graduates	0-2 years	>2 years
Indra Agus		√	23	√			√
Saptian Abadi		√	23	√		√	
Ahmad Fauzan		√	24		√	√	
Esti Purwaningsih	√		23		√		√
Haerani Irianti	√		24		√		√
Hesti Dwi Astuti	√		22	√		√	
Ega Christina	√		23	√		√	
Total	4	3		4	3	4	3



## Trans-Jogja shelter crew identity

No	Trans-Jogja shelter crew	Sex		Age			Education		Shelter
		M	F	20-25	26-31	32-37	SMU	Univ	
01.	Aci Mafrio	√		√			√		Binamarga
02.	Anang Subiyanto	√				√	√		Kalasan
03.	Asih Lestari		√	√			√		Ringroad utara
04.	Bagus Kuswara	√		√			√		Papmi Selatan
05.	Dayu Utomo	√		√			√		Prambanan
06.	Eko Yulianto	√			√			√	Maguwo
07.	Erna Hartati		√			√	√		Taman Pintar
08.	Fauzan Subulana	√		√			√		Kedaulatan Rakyat
09.	Leli Agustin W		√	√			√		Tegal Gendu 1
10.	Marisa Anggarina		√	√			√		SD Pujokusunian
11.	Marlina Candrawati		√		√			√	Purawisata
12.	Mita Okiana		√	√			√		Giwangan
13.	Oktaria Dwi Hapsari		√	√			√		Janti
14.	Retno Mukti Miharsasih		√			√		√	JIH (Ring Road Utara)
15.	Ririn Setyowati		√		√		√		Malioboro 3
16.	Sinta Prihanuri		√		√		√		Jombor
17.	Sri Harsini		√	√			√		T. Pintar (senopati2)
18.	Sunandar	√			√		√		KR-1
19.	Suwarsih		√		√			√	Museum perjuangan
20.	Tina		√	√			√		Fak. Pertanian UGM
21.	Tri Hartatik		√	√			√		Kehutanan
22.	Wida Findia Artha		√		√			√	Janti Selatan
23.	Wiwit Parmadi	√		√				√	Pati Rapih
Total		8	15	13	7	3	17	6	

**COURSE GRID OF THE ENGLISH TRAINING PROGRAM MATERIALS FOR TRANS JOGJA  
SHELTER CREW USING THE COMMUNICATIVE LANGUAGE TEACHING**

TOPICS	BASIC COMPETENCES	LANGUAGE FUNCTIONS	VOCABULARIES	INPUT TEXTS	TASKS
<b>UNIT I</b> Hi! My name is Hana	<ul style="list-style-type: none"> <li>- Learners understand greeting expressions and the difference of each.</li> <li>- Learners are able to use and to respond greeting utterances in the appropriate context.</li> <li>- Learners can introduce themselves to others and introduce someone.</li> <li>- Learners can use appropriate expressions when meeting</li> </ul>	<p><b>GREETING:</b>                      Hello, Hi, good morning, how are you?, how is life?, how is everything?, etc.</p> <p><b>Introducing:</b>                      What is your name? My name is..., Where do you live? I live in...., How do you spell...? ....., etc.</p>	Name, live, work, shelter, hobby, to spell, co-worker, friend, shelter, partner, to enjoy, new.	<ul style="list-style-type: none"> <li>- Pictures</li> <li>- Dialogues</li> <li>- Written language.</li> <li>- ID cards.</li> </ul>	<p><b>A. Warming Up</b></p> <ul style="list-style-type: none"> <li>- Learners pay attention the picture and recognize some expressions of greeting, both formal and informal.</li> <li>- Learners listening and practicing the expressions of greeting and some other expressions they have.</li> <li>- Learners know the use of each expression and pronounce them right.</li> </ul> <p><b>B. Let's Move Further</b></p> <ul style="list-style-type: none"> <li>- Learners listen to the tutor practicing each dialogue and practice it in pairs.</li> <li>- Learners greet someone and introduce ourselves and others in a dialogue by comprehending the meaning of the expressions and by practicing the dialogues.</li> </ul> <p><b>C. Get Your Partner</b></p> <ul style="list-style-type: none"> <li>- In pairs, the learners create dialogues about greeting and introducing.</li> <li>- With their partners, they practice the dialogues they create in front of the other crews.</li> </ul> <p><b>D. It's Show Time</b></p> <ul style="list-style-type: none"> <li>- The learners answer the questions and practice it to describe their personal identity.</li> <li>-</li> </ul>

	someone for the first time.				
<b>TOPICS</b>	<b>BASIC COMPETENCES</b>	<b>LANGUAGE FUNCTIONS</b>	<b>VOCABULARIES</b>	<b>INPUT TEXTS</b>	<b>TASKS</b>
<b>UNIT II</b> Numbers and Time	<ul style="list-style-type: none"> <li>- Learners understand kinds of numbers, specifically bus number and distances.</li> <li>- Learners understand giving time &amp; distance.</li> <li>- Learners are able to respond some expressions related to numbers and distances.</li> <li>- Learners are able to respond to some expressions about giving time and distance</li> </ul>	<p><b>Time:</b> What time is it? It is..., how long does it take? It takes..., etc.</p> <p><b>Numbers:</b> Which bus should I take? You should take..., how far....? It is about...., etc</p>	Far, at, about, time, should, bus number, at, minutes.	<ul style="list-style-type: none"> <li>- Pictures</li> <li>- Dialogues</li> <li>- Written language</li> <li>- Information gap cards</li> </ul>	<p><b>A. Content focus</b></p> <ul style="list-style-type: none"> <li>- Warming up activity.</li> <li>- Listening and practicing expressions of telling time and distances.</li> <li>- Showing time and numbers.</li> </ul> <p><b>B. Language</b></p> <ul style="list-style-type: none"> <li>- Listening to the models for each dialogue.</li> <li>- Reading the conversation based on their personality.</li> <li>- Pronouncing expressions (raising and falling intonation).</li> <li>- Understanding the pattern of language function.</li> <li>- Completing dialogues.</li> <li>- Practicing the dialogues.</li> </ul> <p><b>C. Communication</b></p> <ul style="list-style-type: none"> <li>- Information gap activity.</li> <li>- Practicing the tasks with partners to check for each.</li> <li>- Creating dialogues with different scenes.</li> </ul>

TOPICS	BASIC COMPETENCES	LANGUAGE FUNCTIONS	VOCABULARIES	INPUT TEXTS	TASKS
<b>UNIT III</b> Offering and giving information about Trans Jogja Service	<ul style="list-style-type: none"> <li>- Learners are able to offer for some information about Trans-Jogja.</li> <li>- Learners can give simple explanation about their services, including ticketing and bus number.</li> <li>- Learners are able to respond expressions to ask information.</li> <li>- Learners can respond to some expression about asking ticketing service and bus number.</li> </ul>	<p><b>Offering information:</b>  May I help you?, What can I do for you, etc.</p> <p><b>Giving information:</b>  It is three thousand per ticket, you should pay....., etc.</p>	Tickets, bus number, may, should, welcome, destination.	<ul style="list-style-type: none"> <li>- Pictures</li> <li>- Dialogues</li> <li>- Written language</li> </ul>	<p><b>A. Content focus</b></p> <ul style="list-style-type: none"> <li>- Warming up activity.</li> <li>- Listening and practicing expressions of offering and giving information about Trans-Jogja.</li> <li>- Listening and practicing Prizing utterances.</li> </ul> <p><b>B. Language</b></p> <ul style="list-style-type: none"> <li>- Listening to the models for each dialogue.</li> <li>- Practicing their personal identity in a conversation.</li> <li>- Pronouncing expressions (raising and falling intonation).</li> <li>- Understanding the pattern of language function.</li> <li>- Completing dialogues.</li> <li>- Practicing the dialogues.</li> </ul> <p><b>C. Communication</b></p> <ul style="list-style-type: none"> <li>- Information gap activity.</li> <li>- Practicing the tasks with partners to check for each.</li> <li>- Creating dialogues with different scenes.</li> </ul>

TOPICS	BASIC COMPETENCES	LANGUAGE FUNCTIONS	VOCABULARIES	INPUT TEXTS	TASKS
<b>Unit IV</b> Giving Direction Guide	<ul style="list-style-type: none"> <li>- Learners understand simple expressions of showing position of a place.</li> <li>- Learners understand the expressions of giving direction guide for a certain place.</li> <li>- Learners are capable of giving simple expressions of showing position of a place.</li> <li>- Learners are capable of giving direction guide for a certain place.</li> </ul>	<p><b>Showing position of a place:</b>            Beside, behind, in front of, across, on the right side, etc.</p> <p><b>Expressions of giving direction guide:</b>            From here you go straight....., you turn right....., etc.</p>	Direction guide, go, first, second, after that, then, a crossroad, T-Junction, boulevard.	<ul style="list-style-type: none"> <li>- Maps</li> <li>- Witten language</li> <li>- Informati on gap</li> </ul>	<p><b>A. Content Focus</b></p> <ul style="list-style-type: none"> <li>- Warming up activity.</li> <li>- Listening and practicing expressions of showing position of a certain place.</li> <li>- Offering and giving information.</li> <li>- Listening and practicing expressions of giving direction guide to someone.</li> </ul> <p><b>B. Language</b></p> <ul style="list-style-type: none"> <li>- Listening to the models for each monologue.</li> <li>- Practicing the direction guide they make.</li> <li>- Pronouncing expressions (raising and falling intonation).</li> <li>- Understanding the pattern of language function.</li> <li>- Completing monolog.</li> <li>- Practicing the monologue with a partner and individually.</li> </ul> <p><b>C. Communication</b></p> <ul style="list-style-type: none"> <li>- Information gap activity.</li> <li>- Practicing the tasks with partners to check for each.</li> <li>- Creating monologue with different scenes.</li> </ul>

## Pre-Test and Post-Test Achievement

No	Name	Pre-test	Post-test
1	Aci Mafrio	5.6	7.2
2	Anang Subiyanto	4.2	7.8
3	Asih Lestari	6.0	8.0
4	Bagus Kuswara	4.0	8.4
5	Dayu Utomo	5.2	8.8
6	Eko Yulianto	4.4	7.2
7	Erna Hartati	5.0	8.0
8	Fauzan Subulana	4.2	7.6
9	Leli Agustin W	5.8	8.8
10	Marisa Anggarina	6.0	9.0
11	Marlina Candrawati	4.2	7.8
12	Mita Okiana	4.8	8.2
13	Oktaria Dwi Hapsari	5.2	8.4
14	Retno Mukti Miharsasih	4.2	8.8
15	Ririn Setyowati	4.4	7.6
16	Sinta Prihanuri	5.2	7.8
17	Sri Harsini	3.8	7.2
18	Sunandar	4.0	6.8
19	Suwarsih	4.0	7.2
20	Tina	4.8	7.8
21	Tri Hartatik	4.4	8.0
22	Wida Findia Artha	3.8	7.2
23	Wiwit Parmadi	4.0	7.2
Mean		4.67	7.87

## Training Schedule

No.	Date	Time	Unit	Room	Media
1.	Monday, 12/11/2009	15.30- 17.00	Unit 1: Hi. My Name is Hana	MR*	LCD, SS**
2.	Wednesday, 14/11/2009	15.30- 17.00	Unit 1: Hi. My Name is Hana	MR	LCD, SS
3.	Friday, 16/11/2009	15.30- 17.00	Unit 2: Numbers and Time	MR	LCD, WB***, SS
4.	Monday, 19/11/2009	15.30- 17.00	Unit 2: Numbers and Time	MR	LCD, WB, SS
5.	Wednesday, 21/11/2009	15.30- 17.00	Unit 3: Offering and Giving Information about Trans-Jogja	MR	LCD, SS
6.	Friday, 23/11/2009	15.30- 17.00	Unit 3: Offering and Giving Information about Trans-Jogja	MR	LCD, SS
7.	Monday, 26/11/2009	15.30- 17.00	Unit 4: Giving Direction Guide	MR	LCD, WB, SS
8.	Wednesday, 28/11/2009	15.30- 17.00	Unit 4: Giving Direction Guide	MR	LCD, WB, SS

Notes: \* means Meeting Room, \*\* means Sound System and \*\*\* means white board

## Field note 1

Monday, November 12, 2009

Place : Meeting Room of Department of Communication

Time : 15.30 – 17.10

T1 : Indra Agus Eka H

T2 : Esti Purwaningsih

T3 : Haerani Irianti

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As presented in the training schedule, the first try-out was on Monday, November, 12 2009. The Yogyakarta of Communication gave the meeting room because the accommodation was enough for the number of the Trans-Jogja shelter crews. Besides, it also enhanced the effectiveness and the efficiency since the supporting media had been in the room.

There were twenty two Trans-Jogja shelter crew attended the class. The class started at 15.30 in Department of Communication Office. There were twenty two learners on those days. Most of the Trans-Jogja shelter crew did not know the researcher yet. Before the lesson began, there was introduction section. The teacher greeted them by saying “*good afternoon everybody*”. Most of them replayed him by saying “*good afternoon*”.

After all of the learners introduced themselves, the teacher gave explanation the purpose of this program. It was for increasing English proficiency of Trans-Jogja crews since they needed English when they had foreign customers at shelter and researcher’s academic purpose, for fulfilling one of the requirements to get bachelor degree in Yogyakarta State University at English Education Department. This section took 30 minutes.

The next section was giving the syllabus. The teacher gave explanation about the topic which would be discussed. The teacher said “*Dalam pelatihan sekaligus penelitian ini ada 4 topik yang akan kita bahas, yang pertama unit 1: Hi. My name is Hana, yang kedua unit 2: Numbers and Time, yang ketiga unit 3: Giving information about Trans-Jogja Service, dan yang terakhir unit 4: Giving Direction Guides*”. Some learners asked the details of each unit and the teacher gave short explanation of each unit. The teacher distributed the first unit material



to the learners and also showed the materials through LCD provided by Department of Communication.

In first page of the material, there was a picture two men shook hands. The teacher asked the learners to look at the picture at the LCD. All of them knew well about the activity of the two men in the picture, but most of them did not know yet the meaning of "*How do you do?*". Most of them believed that it was the same meaning with "*How are you?*". The teacher explained that "*How do you do?*" was the expression of greeting someone whom we met for the first time. It was almost the same with "*Nice to meet you*". Some of them nodded which indicated that they knew it. The teacher asked the learners whether they had other expression to greet someone whom we met for the first time. They talked softly with other learner beside them instead of told it outloud. The teacher asked one of them that she seemed had an idea, she was Miss. Ririn. She was shy to say it, but then she told it. "*How are you?*" she said it by smiling. "*Good*" the teacher replayed.

The teacher asked them to open the next page, page 2. The class repeated the teacher practicing the expressions and the responds for greeting. After that, they came to the next activity. The teacher asked the learners to pay attention the teacher practicing the dialogue. When he had finished, the learners practiced the dialogues outloud. The teacher gave attention toward their pronunciation. Most of them did it well. The next task, the learners used the expressions to greet their friends. When they had this simulation, the teacher sometimes also took apart in their activity by greeting them.

In task 6, the teacher asked the learners to read the dialogues by heart for a moment and asked some volunteers to practice it. At first, none of them wanted to practice it in front of the class. The teacher wheedled them that there was no something to worry about when they made mistake. Finally, one of them raised her hand and gladly practiced it, but she preferred to do it at her seat. Her friend and she practiced it in their seat. When they finished, teacher asked some learners to practice the other dialogues. Somehow they were exciting to do that. They might become confident when one of them practiced it. They practiced the

dialogues only in their seat. Almost all the learners practiced the dialogues and most of them did well.

Since they had no problem in the dialogues, they did not have any obstructions doing task 7. They did it with the partner whose seat acrossed them, based on the teacher's instruction. They practice in their seat since it was more comfortable for them rather than in front of the class. Almost all the learners practiced the dialogue and felt comfort when the teacher supervised them. The class was dismissed because the time was running out. They thanked to the teacher for the materials and said that the class was exciting. The class was stopped at 17.10.

## **Field note 2**

Wednesday, November 14, 2009

Place : Meeting Room of Department of Communication

Time : 15.30 – 17.00

T1 : Indra Agus Eka H

T2 : Hesti Dwi

T3 : Saptian Abadi

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The class continued the first material in the second meeting. The class started at 15.30 in the Department of Communication DIY. There were twenty three shelter crew who joined the training. The class began with an explanation from the teacher about the activities they had before. Some of the learners asked the teacher about the culture of greeting. They said that they were awkward when they met different foreign customers. The teacher gave explanation about the different between culture in east and west in short. It took 40 minutes. The teacher asked the learners to open the last page of the material sheet. In task 9, the learners fulfilled the completing task. After that, they practiced the task in couples. In this second meeting, they were confident enough to show their result in front of the class. All the learners got their turn to practice it.

### Field note 3

Friday, November 16, 2009

Place : Meeting Room of Department of Communication

Time : 15.50 – 17.20

T1 : Indra Agus Eka H

T2 : Ega Christina

T3 : Fauzan

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There were only ten learners when the class should begin since it rained hard. They said that it was better to wait the others. The class was finally started at 15.50 in Department of Communication Office with 17 learners. The teacher distributed material sheets to the learners. A warming up question came up to draw the learners' attention. "*Bagaimana Bapak Ibu sekalian memberitahukan harga tiket dan jam keberangkatan dengan turis?*" the teacher asked. Some of them were smiling and one of them said coyly "*langsung ditunjukin daftarnya mas atau dengan bahasa isyarat*". "*Apakah Bapak Ibu merasa nyaman dan efektif?*" teacher kept asking. "*Sebenarnya inginnya pake bahasa Inggris, tapi takut salah, mas*" Miss. Tina answered. "*Inilah yang akan kita pelajari hari ini, bagaimana cara memberikan informasi tiket, bus, jam keberangkatan dan berkaitan dengan hal tersebut*" the teacher explained.

The class looked at the slide at the LCD. Those were a list of cardinal numbers and ordinal numbers. The teacher read it outloud and carefully as he came to twelve, thirteen, fifteen, and numbers with suffix "*-ty*" and also ordinal numbers. Without underestimating the learners, the teacher wanted them read outloud. Some of them still made a mistake when they read twelve and thirteen, and numbers with suffix "*-ty*". When they finished, the teacher found that they pronounced suffix "*-teen*" for suffix "*-ty*". So, the teacher corrected them and told them that the mistake happened because they have not used English actively anymore as they finished their formal education.

The class activity continued to the way of giving time. The teacher gave explanation about the use of "*past*" and "*to*" for giving time. Some of them still looked confused. To make it more comprehensible, the teacher and the learners

did task 2 together. The task successfully increased the comprehension of the use of “*past*” and “*to*”. The class continued to task 3 and 4. The class discussed the tasks together. Some volunteers of the class answered the questions. Some of them needed a correction for their answers.

The teacher distributed a card containing time for each learner. It was prohibited for the learners showing their card to others. So, every learner had to ask the others to know the time of each learners. They wrote down the times from their friends and decided whether it was a.m or p.m. It took 30 minutes for this task. After they got all the information of their friends’ card, two of them wrote down the result in the whiteboard to check the class result. Most of them did the task well. The next task was using time and numbers in the dialogues. The teacher gave the model of practicing the dialogues then the learners practiced in partners. Most of the learners got their chance to practice the dialogue. The time was running out, the class was dismissed.

#### **Field note 4**

Monday, November 19, 2009

Place : Meeting Room of Department of Communication

Time : 15.30 – 17.00

T1 : Indra Agus Eka H

T2 : Hesti Dwi

T3 : Esti Purwaningsih

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In the forth meeting, the class was started at 15.30 with 19 learners. Before the class was started, Miss. Erna asked the teacher whether her work of completing the dialogues was right. The teacher praised her “*wow, Anda rajin sekali*”. “*ngk kok, mas. Pas ngk da penumpang iseng-iseng ngerjain*” She said. The teacher looked at her work without correcting since it would be discussed in the class later. The teacher responded the work by saying that it was a good work. The teacher started the class by having some minutes to review to remind the learners the previous materials. It seemed that the learners had already understood after he reviewed the materials.

The teacher continued instructing the class to get their partner to complete the missing dialogues. They did the tasks fast that made the teacher directly brought the class practicing the dialogues in couples. All of the learners practiced the dialogue. The teacher gave a game in the middle of the material to refresh them because they looked so tired after working at shelter. The game was chain whispering. The teacher divided the class into two groups to whisper the words given by the teacher. The game was successfully made them cheerful. They were always laughing when the last person of each group told the words he/she heard outloud as the words was much different with the words of which the first person got. They backed to their seat to continue the material.

In the activities 8 and 9, they were individually doing the tasks. They were crosschecking their answers with other learners. In task 9, the teacher directly walked through the class supervising their answer. There were two of them did not make it since they did not come to the class in the previous meeting. The teacher asked them to follow their friends' work, so then they know the materials discussed. It was 17.00 o'clock. The teacher called the day.

### **Field note 5**

Wednesday, November 21, 2009

Place : Meeting Room of Department of Communication

Time : 15.50 – 17.10

T1 : Indra Agus Eka H

T2 : Haerani Irianti

T3 : Saptian Abadi

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The fifth meeting was started a little bit late since it rained, at 15.50. The learners attending the class were finally 15 people. Before the class started, the teacher asked the learners whether they had questions about the two topics they had discussed. It seemed that there were no questions from the learners as they kept quite. The class gave their attention to the slide at the LCD.

There was a picture of two men at the shelter. The teacher asked "*Kira-kira, apa yang sedang mereka lakukan?*". There were some answers came up.

One of them was *“lagi nanyain cara menggunakan Trans Jogja, mas?”* He was not sure with his answer. *“Ya, bapak benar.”* the teacher answered. *“Selama ini, bagaimana bapak ibu sekalian memberikan informasi menggunakan Trans-Jogja pertama kali?”* the teacher kept questioning. *“Pakai bahasa isyarat, mas”* some answered simultaneously. *“Ohhh, bagaimana melakukannya?”* the teacher was eager to know their answer.

They were smiling shameful without any answer came up. *“Ok. Hari ini kita akan membahas cara menjelaskan menggunakan Trans-Jogja pada pelanggan baru”* explained the teacher. They discussed the meaning of the callouts in the picture and answered the questions followed. The next activity was practicing dialogues. The teacher made the learners paid attention and learnt the dialogues by heart. The teacher gave the model of reading the dialogue and followed by learners in turn. They still had some problems to pronounce some words, such as *pleasure, service, regardless, distance, here, regular, and recharge*. For those words, the teacher wanted them repeated after he told them outloud. Discussions continued to language focus. They paid their attention to the language focus while the teacher explained.

Before they did task 3, the teacher asked them *“Bagaimana prosedur menggunakan Trans-Jogja”*. *“Beli tiket, menunggu, masuk bis, ganti bis bila perlu, sampai ke tempat tujuan”* they told it confidently. *“How could we say in English?”* the teacher asked. *“buy ticket, menunggu bahasa Inggrisnya apa mas?”* she said. *“Ada yang tahu?”* the teacher looked at the class. *“Wait”* Miss Erna gave her idea. *“Yes, that’s right”* praised the teacher. *“Emm, enter bus, change the bus, sampai ke tempat tujuan apa ya bahasa Inggrisnya, mas?”* she continued. *“Ada yang bisa membantu?”* the teacher asked again. None answered the question, so the teacher directly gave the answer to the class. Then, the learners doing task 3, that was putting the jumble steps of using Trans-Jogja service into a good order. They asked the teacher the meaning of each steps. Somehow, the teacher wanted them to guess it, then they discussed it together.

The activity continued to task 4. The class was divided into three groups. Each group modified the dialogues in task two based on the situation given. When

they had finished, teacher supervised each dialogue they made and each representation of each group show their result in front of the class. They came to task 5. Each learner with a partner practiced the dialogue at their seat after they finished completing the dialogue. There were some mistakes toward pronouncing some words; *change*, *minutes*, *money* and *few*. They came to task 6. The teacher asked the learners to do task 6 in pairs. After they finished doing the task, they practiced the result and the teacher supervised the dialogue they had made. Almost all the learners did it well. The class continued to task 7. The learners made a monologue about the steps of using Trans Jogja. The time was up when they practiced the dialogue. The material would be continued to the next meeting.

#### **Filed note 6**

Friday, November 23, 2009

Place : Meeting Room of Department of Communication

Time : 15.30 – 17.15

T1 : Indra Agus Eka H

T2 : Ega Christina

T3 : Fauzan

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In the sixth meeting, the weather looked good, it was cloudy. The learners had come before the teacher came to Department of Communication office. When the teacher came to the class, some learners shouted '*Mas, belum selesai buat monoloknya.*'. "*Kita bahas lagi nanti*" the teacher said. On the other side, Miss. Erna has finished it and asked the teacher to supervise her work. The teacher said that she had done well. The class was started at 15.30. The teacher asked the class whether they had finished the monologue. Most of the learners said they did not finished yet since they did not have time to did it. They had tired after work, there were more passengers using Trans-Jogja on the recent days. "*Baiklah, silahkan bapak ibu sekalian menyelesaikannya dahulu*" Said the teacher. They spent about 15 minutes to finish it. After that, All the learners practiced the monologue in their seat while the teacher went around the class to supervise their performance.

They came to the last task, task 8. In this situation the learners should use almost all the utterances they had learnt in the previous tasks. The teacher asked them to do it by themselves since it was the measurement of their English proficiency. Some still kept questioning to other when doing the tasks. The teacher just smiled to him and that made him did not ask his friend. It took much time, about 45 minutes. The time just let two learners practicing the dialogue they made. The class dismissed at 17.15.

### **Field note 7**

Monday, November 26, 2009

Place : Meeting Room of Department of Communication

Time : 15.30 – 17.05

T1 : Indra Agus Eka H

T2 : Esti Purwaningsih

T3 : Hesti Dwi

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It was the last material for Trans-Jogja shelter crew's English training program. The material was giving direction guide. In the seventh meeting, there were 17 learners. The class was started at 15.30 in the Department of Communication Yogyakarta. The teacher started the lesson by distributing the material to the learners. There were some minutes for the learners to scan the material. After that, the learners were discussing the picture and answering some questions followed. Some were eager to ask the teacher the way to explain some public places in Yogyakarta while they explain it in Bahasa Indonesia. When the class discussed the fourth question, some of them said that there were problems came up at shelter when they had to give information about public places.

They were misunderstanding between what the foreign passengers wanted to know and the explanation from the shelter crew, problem on catching the questions from the foreign passengers, and obstruction on explaining since they did not know how to explain in English. The teacher helped the learners translating some of their explanation in Bahasa Indonesia. Then, the teacher explained to the learners that they should know some key words for giving



direction guide and it would be discussed in the class. The instruction made the learners were enthusiastic toward the material.

They came to task 2. The teacher read each sentences and the learners were guessing the meaning of the sentences. After that, the teacher wanted the learners translated to English from the instruction of direction guide in Bahasa Indonesia. Some of them made mistakes on translating “*di dekat*” and “*di samping*”. The teacher corrected the mistake and asked the the class to practice those two words. In task 3, there were some volunteers answering the incomplete sentences and translating the meaning of their answer. There was a map provided in the task 4. The teacher made the class was divided into groups consisted two members of each. Each member of each group was made based on the teacher’s instruction.

In groups, they needed to comprehend the instruction guide with the map and to analyze the way of giving direction guide based on the situations. Two of the class practiced the direction guide in front of the class by pointing out the map in the slide. The class continued to task 5. It was completing direction guides based on the map in task 4. One of member of some groups told their answer orally while the other groups checking whether they had different answer to have the correct answers.

In task 6, there were three situations to guide the learners creating direction guides. There were eight groups in the class. The first three groups got the first situation, the the second three groups got the second situation, and the last three groups got the third situation. The teacher gave them 20 minutes to do the task. When they had finished. For each situation, there was a representing group showed their result. The groups which got different situation paid attention and asked something that they needed to know. The time showed 17.05. The teacher said to the learners that if they had had times, they could do the next task. They said “*Baik, mas*” The class was dismissed.

## Field note 8

Wednesday, November 28, 2009

Place : Meeting Room of Department of Communication

Time : 15.35 – 17.20

T1 : Indra Agus Eka H

T2 : Fauzan

T3 : Saptian Abadi

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It was the last meeting for the English program and the research. The class was started at 15.35. When the teacher said that that day was the last meeting, they looked upset. Miss. Erna shouted “*Kok cepet banget mas selesainya?*”. The teacher was smiling and replay her “*Sesuai dengan jadwal, mbak. 8 pertemuan*”. “*Baiklah, kita lanjutkan materi kita. Bapak ibu sekalian bawa modulnya kan?*” the teacher added. “*Yes*” they told it outloud. The teacher flashed back the material they discussed before with some questions involved. Some of them opened the sheets to answer the questions.

They continued the discussion to the “*It’s show time*” session. The learners paid attention to the map. One of them gave a comment “*Mas, susah nih*”. “*Mudah kok*” the teacher answer with smiling. “*Mas, ngerjainnya bareng-bareng aja ya?*” Miss. Ria demanded. “*Try to do it yourself*” the teacher said. The learners did the task individually. When they had finished, the teacher asked some volunteers to answer the task. Most of the learners got maximal point for their answer. They looked proud of the result they got. The class continued to task 8. Like the previous task, they did it individually and showed their result by telling it outloud in front of the class. There were some learners got mistake for number 4.

The last task was task 9. It was creating a direction guide based on the situations. The teacher gave the situations to each learner in intervals. They need 40 minutes to finish it. Some did not finish yet, but the teacher asked some learners who had finished to present their result. There was still 30 minutes left. The teacher took the time to distribute research questionnaire. They finished fulfilling the questionnaire in 15 minutes. The last 15 minutes was used for getting

feedbacks from the learners orally. It was 17.20. In the end of the program, they thanked much to the teacher for the English training. The English training program for Trans-Jogja crew and the research were over.