Teaching Adult Learners Class: Developing Conversation Materials to Equip Go-Jek Drivers with Sufficient English

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TEACHING ADULT LEARNERS CLASS: DEVELOPING CONVERSATION MATERIALS TO EQUIP GO-JEK DRIVERS WITH SUFFICIENT ENGLISH

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Abstract: This qualitative research has one main objective; that is to develop teaching materials in the form of handouts. As the primary instruments, the researchers provided questionnaires and did interviews to Go-Jek drivers, both GoRide and GoCar drivers. Go-Jek: Ojek Taxi, Booking, Delivery and Payment is an online application created PT. Aplikasi Karya Anak Bangsa which specializes in ride-hailing and logistics. As for the respondents, the researchers decided to involve random GoRide and GoCar drivers to fill the preliminary questionnaires and to be interviewed regarding their service to the foreign customers. Thus, the data are in the forms of written data (filled questionnaires) and data taken from the interviews. Furthermore, to develop the materials, the researchers will use Grave's framework of material development procedures. Apart from the research, to support Community Service Program at University of Merdeka Malang, the researchers are planning to use the results of this R&D research to voluntarily train GoRide and GoCar drivers in Malang City to be able to use daily English conversation in order to sufficiently communicate with foreign customers.

Keywords: *qualitative research, Go-Jek drivers, R&D research, teaching materials*

INTRODUCTION

The vast development of technology, indeed, has influenced many aspects of life. Let us take examples; we have e-commerce and e-banking (economic aspect), and *pembelajaran daring* or online learning (education aspect). We cannot deny that it has influenced us, both in good and bad ways. However, we have to agree that its advantages have more positive influences to us. Life would be completely different if internet technology were not invented back in 1983 and then computer scientist Tim Berners-Lee did not invented World Wide Web in 1990.

This study was conducted in relation with the function of a mobile phone, as one of the modern technologies which cannot be separated from our daily life. Mobile phone itself has a long history which started in 1940s when engineers working at AT&T, in United States, developed cells for mobile phone base stations. We admit it or not, we started to rely more on this gadget called mobile phone when 3G standard, with its mobile internet, started to be adopted worldwide in 2003. It was getting more 'addicting' when the first Android phone turned up in 2008 and WhatsApp (WA) was launched a year later.

As mentioned above, the development of technology, especially gadgets and mobile internet have influenced us in good and bad ways. Obviously, this (good way) was seen as a great opportunity by Nadiem Makarim, who founded Go-Jek on 12th October, 2010. It started as a tiny call center for transportation with only 20 ojek drivers at that time. Who could predict that in a few years later Go-Jek has become big online application which is included in Fortune's 50 Companies that Changed the World in 2017 and it was remarkably ranked at 17. Apart from Indonesia, it has operated in other ASEAN countries such as Vietnam, Singapore and Thailand, and it will expand more in countries like the Philippines and Malaysia.

Go-Jek is an online application created PT. Aplikasi Karya Anak Bangsa which specializes in transport (used to be ride-hailing) and logistics based in Jakarta, Indonesia. Go-Jek runs a business which definitely gives services and it offers services, such as GoRide (two-wheel transportation) and GoCar (four-wheel transportation) for transport and GoSend and GoBox for logistics. In May

2018 it offered 18; now it offers over 20 services and gives new looks in 2019. It is said that the new logo has a meaning that Go-Jek has transformed itself from being a ride-hailing service to becoming the largest Super Application. The following are the old and new layouts of Go-Jek application in Android phones and as well as its logos.

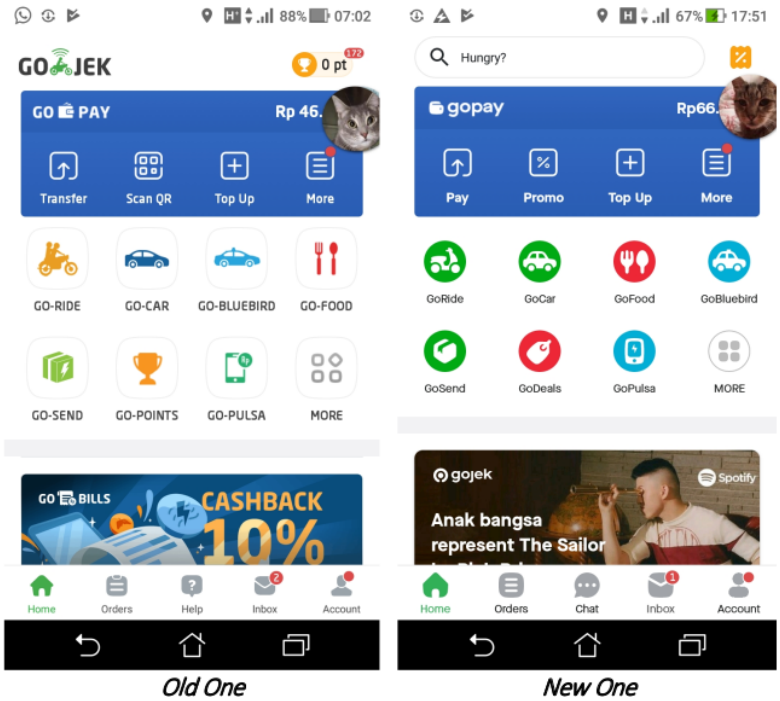

Figure 1 Go-Jek Application at Android Mobile Phone

Figure 2 Go-Jek Old and New Logos

Now the numbers of Go-Jek drivers has exceeded 1 million all over Indonesia, including Malang City. This proves that the business is very good and Go-Jek has to increase the numbers of its drivers to meet the customers' demands. In fact, Go-Jek is not the only online application for transportation; it has strong competitors. However, to prove that Go-Jek is ready to compete and wants to give the best to its customers, it offers more services (over 20 services) and many

discounts (i.e., free delivery). Furthermore, it also provides customers' feedback to show that it cares about customers' satisfaction.

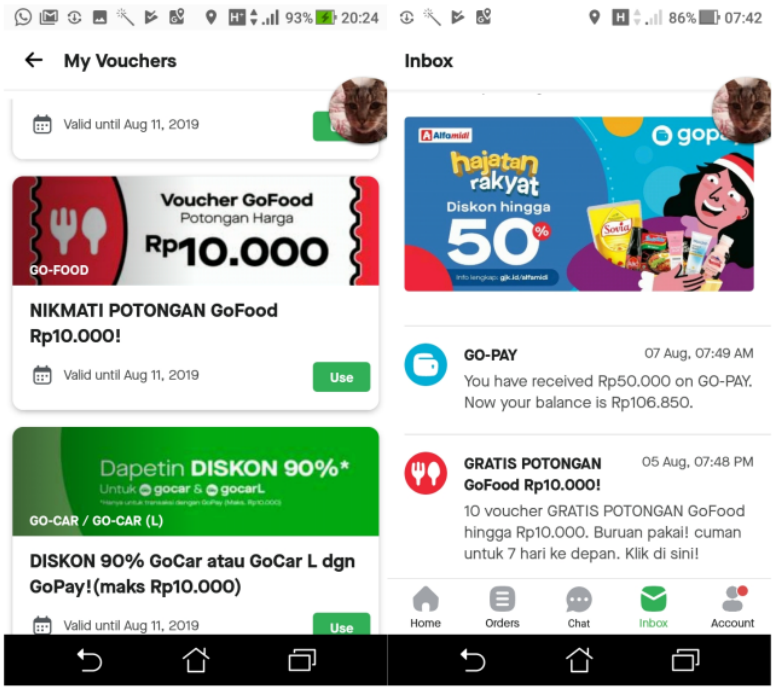

Figure 3 Discounts Offered by Go-Jek

Apart from all of mentioned above, a service-based business needs a good communication to be used to interact daily with its customers or clients. In this case is between Go-Jek drivers and their customers and these following two references confirm that communication skills are necessary for career enhancement. Doyle (2019) in her article proposes 10 communication skills, among others are friendliness, confidence, respect and feedback, which are important to have because they will help one to communicate better with the boss, teammates and clients. Anderson et al. (2015) also conducted a study that discussed the importance of scientific based communication for academic research career. By all means, it indicates the importance of communication competence for career enhancement.

Another important skill, in relation with a service business, is language skill. Go-Jek has customers with diverse background and even races all across Indonesia. That is not a big deal in terms of language since they are Indonesian people. Apparently, foreign people who happen to live in or are visiting Indonesia make use and even enjoy the services offered by Go-Jek. This can be an obstacle for the drivers. Although they, driver and customer, can communicate by using passive English, at least, however language can be a serious barrier. Concerning with this, the authors had an idea to develop teaching materials (the objective of this study) and to work together with Go-Jek in Malang City to voluntarily give English course, especially to GoRide and GoCar drivers, in order to equip them with sufficient English.

Adult Learners

Who are the adult learners? Thoms (2001) states that according to Wlodkowski, Knowles identified two criteria of adult learners and one of them is matched with the author's criteria of adult learners, that is an individual who performs roles associated by our culture with adults. They can be worker, spouse, parent, soldier and responsible citizen. In this research, the adult learners are workers and they are Go-Jek drivers.

One of the authors had experiences in teaching English to adult learners (most of them were workers) however they had the same educational background that is high school and wanted to pursue Bachelor's Degree. Teaching Go-Jek drivers with various educational backgrounds, indeed, will be very challenging. As a matter of fact, apart from educational background, there are other aspects to be considered as well, such as responsibilities and situations. Cercone (2008) states in her article that adult learners are different from traditional college students; they have responsibilities (families and jobs) and situations (the need to earn an income) that can be obstacles during the learning process. Another aspect of adult learners that should be considered is their level of shyness. Brown (2007) states it can be equal to or even greater than children's level of shyness. However, they or adult learners usually have acquired a self-confidence, which is not found in children.

In the same article, Cercone (2008) also states that adult learners voluntarily decide to study and they manage their classes though they have responsibilities, such as work and family. They also are highly motivated and task-oriented. According Sogunro (2015) adult learners learn best when they are motivated and there are eight factors influencing them, among others are conducive learning environment, quality curriculum and interactive classroom and effective management, in which the authors agreed regarding this research, especially quality curriculum (content/syllabus).

METHOD

The authors, as the primary instruments of this qualitative research, prepared all the secondary instruments which were in the forms of preliminary questionnaires and interviews. As stated by Grave (1996, p. 2) and Ary, et.al (2002, p. 424), in the qualitative research, the authors or researchers have roles as human instruments or investigators to gather and analyze the data. Meanwhile, Bogdan and Biklen (2007, p. 4) states that the researcher is the key instrument, which means they are primary instrument to analyze the collected data. Furthermore, as for the secondary instruments, Latief (2010, p. 75) states that human instrument may be equipped with various instruments called as secondary instruments. In this study, as for the collected data, they are in the forms of written data and they were taken from the results of the preliminary questionnaires and random interviews. The interviews were done by one of the authors, who happen to use GoRide daily while the preliminary questionnaires were directly given to the Go-Jek (both GoRide and GoCar) drivers by the other authors.

To develop the proposed lesson plan, the authors referred to and used the procedures adapted from Grave's framework (1996) which consists of components of course development processes. In developing the proposed lesson plan, the authors apply the 7 components proposed by Grave as follows: 1) Need Assessments/Analysis; 2) Determining Goals and Objectives; 3) Conceptualizing Content; 4) Selecting and Developing Materials and Activities; 5) Organizing Content and Activities; 6) Evaluation; and 7) Considering Resource and Constraints. More about the framework are discussed on Findings and Discussion section.

FINDINGS AND DISCUSSION

The expected result or the finding of this research is a proposed lesson plan which later on will be developed into teaching materials by using the following framework component proposed by Grave (1996).

Table 1 Framework Components

Components	Contents
Need Assessments/Analysis	Objective and Subjective Needs
Determining Goals and Objectives	Goals and Objectives
Conceptualizing Content	Language components Language functions Language skills Genre/Texts, etc.
Selecting and Developing Materials and Activities	Selecting materials Teaching-learning Techniques Material evaluation
Organizing Content and Activities	Lesson Level and Course Level
Evaluation	Students' assessment
Consideration of Resource and Constraints	-

To do the **step one** of the frameworks, need assessment/analysis, the authors used interviews and subjective needs questionnaires as their secondary instruments. There are hundreds of Go-Jek drivers in Malang City. To make it efficient and because of the limited time, one of the authors did the interviews to mostly GoRide drivers in Malang City without using recording device. Then, collect the data from those spontaneous and random interviews to 15 GoRide drivers (Table. 2) and analyzed them. Meanwhile, the other two authors, assisted by a student, distributed the preliminary questionnaires to both GoRide and GoCar drivers (12 random drivers) and analyzed the results. Those drivers daily gather in front of and across the Malang City Point Mall on Jalan Terusan Raya Dieng No. 32, Pisang Candi, Sukun, Malang City - 65115, which is also close to the authors' workplace. The following Table 2 shows the result of the interviews.

Table 2 The Result of Spontaneous and Random Interviews

Driver	Customers	Destination	Reactions	Actions (What To Do)
Driver 1	"Bule"	Going to a house	Excited, he got more tips	Using limited English
Driver 2	Spain, USA, and Japan	From UB to a house (Spain)	Excited, asking for photos	Difficult to communicate, using limited English
Driver 3	France	-	Not so excited	Very hard to communicate
Driver 4	"Arab", "Bule" and Japan	Train station, bus station ("Bule" and Japan)	Happy, asking for photos	Trying his best to communicate in English (he liked English), showing his mobile phone
Driver 5	Sweden, Holland	Going to UM (Sweden)	Excited	Trying his best to communicate in English
Driver 6	"Bule"	From hotel to Coban Rondo	Not so excited	Difficult to communicate, asking others to help
Driver 7	"Arab"	From Matos to a house	Excited	No difficulty, customer speaks little Bahasa Indonesia

Driver	Customers	Destination	Reactions	Actions (What To Do)
Driver 8	"Bule"	From traditional market to downtown	Not so excited	Reluctant to tell more
Driver 9	"Bule"	Going to UM	Excited	Difficult to communicate
Diver 10	Dutch (old man)	Going to a house	Not so excited	No difficulty, customer speaks little Bahasa Indonesia
Driver 11	"Bule"	From hotel to bus station	Excited	Understand but difficult to response
Driver 12	"Bule"	From hotel to Kampung Warna-Warni	Excited	Difficult to communicate
Driver 13	African and "Bule"	Going to UM (African)	Excited	Easy going, trying his best to communicate in English
Driver 14	"Bule"	Sending foods via GoFood to a house (Perum Dieng)	Not so excited	Easy going
Driver 15	"Arab" and "Bule"	From EF, going to Ijen Nirwana Suites ("Bule")	Excited	Understand and use limited English

It can be interpreted that those 15 drivers had the same experiences that is having foreign customers (although perhaps only once) and facing language barrier. Although most of them were excited to have foreign customers, there were various answers regarding their actions (what to do). Thus, it can be concluded that, in general, those drivers found difficulties in communicating with foreign customers, however, each driver had their own ways to overcome them/the difficulties.

As for the results of the preliminary questionnaires, first, from 12 respondents, they all said they experienced in having foreign customers such as from Netherland, Korea (the highest) and British, however some of them could not provide detailed information about the home countries of their customers. Second, almost half of the respondents strongly agreed about the difficulties they might have perceived during encountering with foreign customers for it is not as easy as communicating with fellow locals. The difficulties may come from anxiety of communicating with foreigners as they fear of making fool of themselves. Third, they mostly show positive feedback on the enrollment of English course for Go-Jek drivers offered by the authors. They will be very eager to learn for self-improvement and for better quality service for consumers. Interestingly although they perceive difficulties when encountering the foreign customers, it does not hinder them to learn English. Fourth, over half of the respondents consider attending English training as a solution to overcome language barriers. It indicates their positive attitude on the enrollment of English course to help overcome the language issue. The rest refers translation application as adequate solution.

Step two is determining goals and objectives. There is only one goal and one objective: to voluntarily give English course, to GoRide and GoCar drivers of Go-Jek, in order to equip them with sufficient English. **Step three** is conceptualizing content. The authors plan to use the proposed lesson plan to teach adult learners/Go-Jek drivers for around 5 or 6 weeks in English Conversation Course (ECC) that consists of 10 meetings of conversation classes in the level of

beginner. The 1st and the 10th meetings are used to give Pre-test and Post Test to the ECC participants (Go-Jek drivers) and the other 8 meetings (2nd – 9th) are classes that consist of listening and speaking skills, and a bit of grammar. As for **step four**, selecting and developing materials and activities, during the 100 minutes class, the activities covers listening activity, drilling (including pronunciation practice), speaking practice (work in pairs or group), exercises, and class discussion. The chosen topics covers, such as greetings, introduction, numbers, polite requests and asking direction. The authors realized that due to mostly the limited time, they could not fully conduct the whole steps; only up to step four out of the seven steps of Grave's framework.

Table 3 The Proposed Lesson Plan

Meeting	Activity	Time Allocation	Language Skill & Component	Descriptions
1st	Pre-Test	60 minutes	Written test	-
2nd–9th	Classes	Each meeting is 100 minutes	Listening skill, Speaking skill and grammar	Listening skill: listening activity, doing exercises, class discussion Speaking skill: drilling, speaking practice Grammar: exercises and class discussion
10th	Post Test	60 minutes	Written test	-

Roles of the English Teacher in the ECC

The result or the finding of this R&D research will be developed more into teaching and used to teach adult learners; in this case they are Go-Jek (GoRide and GoCar) drivers. The authors plan to work together with Go-Jek in Malang City and offer free English Conversation Course (ECC) to any GoRide and GoCar drivers who are interested in joining the course and equipping themselves with sufficient English. The ECC is planned to be included in the Community Service Program (*Kegiatan Pengabdian Masyarakat*) in Malang City under the LP2M of University of Merdeka Malang.

Regarding the ECC, what are the roles of the teacher? Brown (2007, p. 214-216) states that a teacher has to play many roles, at least more than one roles, in order to create an interactive classroom. He proposes 5 roles and they are: Controller, Director, Manager, Facilitator and Resource. Harmer (2001, p. 57-62) suggests 8 roles of a teacher-apart of being facilitator-and they are as follows: Controller, Organizer, Assessor, Prompter, Participant, Resource, Tutor and Observer. According to Harmer (2001, p. 57), teachers need to know when and be able to switch between those various roles; for instance from being facilitator to resource. The following are the definitions of each role as suggested by Brown: **Controller** (the teacher determines what the students do, when they should speak, and what language forms they should use); **Director** (the teacher is like a conductor of an orchestra or a director of a drama); **Manager** (the teacher plans lessons, modules, and courses); **Facilitator** (the teacher facilitates the process of learning, of making learning easier for students); and **Resource** (the teacher is available for advice and counsel when the students seek it).

As for the ECC and considering the roles proposed both by Brown and Harmer, the teacher will have the roles as a manager, facilitator and resource for, first, he or she will plan the lessons and prepare the teaching materials; second, he or she will facilitate the course participants during the learning process; and the last, he or she will be ready to assist the course participants whenever they find difficulty during the teaching learning process.

CONCLUSIONS

In summary, first, adult learners can be worker, parent or soldier and teaching them it is not easy as it seems for they can be as shy as children, even more, however, they have good self-confidence while children do not possess. Apart of that, a good thing about adult learners, according to Cercone (2008) they are highly motivated and task-oriented.

Second, Sogunro (2015) states eight factors influencing adult learners' motivation and one of them is quality curriculum (content/syllabus). This relates to the teaching materials development which the authors intend to conduct. By the way, before developing the teaching materials, the authors had to make a lesson plan which was suitable or matched with the learners' needs, by using Grave's framework components (only up to step four).

The last, the results of the interviews and the preliminary questionnaires show that those Go-Jek drivers did find difficulties in communicating with foreign customers and agreed that joining the offered English course would be a solution for them. For the purpose of conducting the English Conversation Course for them, the authors will have cooperation with Go-Jek in Malang City.

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