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Developing Project-Based-Learning (PBL) Speaking Syllabus for Flight Attendant School in Flipped Learning Network (FLN) Activities

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ABSTRACT

This article defines the process for developing a speaking syllabus for flight attendant school in a Flipped Learning Network (FLN), which increases student engagement and learning by assigning watching videos at home followed up in pre-teaching discussions, and requiring the students to work on live practices in face-to-face classroom activities. Considering that the syllabus is designed to develop the students' oral competence, the target speaking skill is aimed toward developing students' ability to engage in procedural communication in the workplace. Therefore, the topics/themes are chosen to meet the needs of flight attendants consistent with Project-Based Learning (PBL) by Forum Group Discussions (FGDs). In order to achieve this objective, the development of a syllabus begins with a need analysis, topic selection, syllabus prototype production, expert evaluation, and revision for the final product. The syllabus is organized such that the learning experience is explicitly stated for two formats: online meeting (through Google Classroom for the video analysis) as the lecture homework for pre-discussions followed by classroom face-to-face meeting (through FGDs with peers, individual work, and the teacher) to comprehend students' understanding though some units. Each unit has 2 (two) topics. Each topic consists of 60 (sixteen) minutes or 1 (one) meeting. This syllabus development is considered to be implemented in terms of FLN for instructional activities in flight attendant school resulting higher-order thinking skills such as collaboration, design and problem solving as students tackle difficult problems, work in groups, research, and construct knowledge with the help of the teacher and peers.

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INTRODUCTION

Teachers all around the world have taken notice of the rise of flipped learning as an alternate technique that makes use of technology in settings other than the classroom. Furthermore, educators and teachers of English see this innovative method as a viable choice for developing syllabus (Bishop & Verlezer, 2013). This article explains how flight attendants can use the flipped learning network (FLN) in collaboration with a Project-Based Learning (PBL) speaking syllabus. When access to the internet becomes more widespread, there will be a corresponding surge in technologically-based educational innovations, including FLN.

The flipped learning approach is an alternative style of education in which students are taught in-site classroom and given outside class assignments (Chen, Wang, & Kinshuk, 2015) which it can be assigned by online learning. All of the relevant learning resources for a given unit are sent out to students in advance of

class, so that they can read and watch them in their own time. While homework is often done outside of class, some teachers may assign work to be done in-class, such as an exercise, a project, or a conversation. The major resource in a flipped learning is a video created by the teacher and posted online, or one selected from available Internet resources or commercially available learning materials (Findlay-Thompson & Mombourquette, 2014). The pedagogical resources developed in support of the flipped learning approach have their origins in the constructivist school of thought on education. The flight attendant school purposed in this research advocates for a greater role for students in their own education by fostering an environment where the students are actively engaged in the learning process. The students benefit from a flipped approach because they are able to use class time for learning activities such as content-related inquiry, peer interaction in hands-on activities, and real-world application of classroom information.

The idea of flipped learning network concept is largely based on the constructivist learning theory, which encourages students to take an active part in their own education and improves student engagement through the development of their academic skills. Flipped learnings are one implementation of the constructivist learning theory. The core of the flipped learning model consists of student-centered learning activities. These activities encourage students to engage in critical thinking about the subject matter, work cooperatively on projects with their classmates, and put their newly acquired knowledge to the test by applying it to real-world scenarios. It is strongly recommended that this concept be included into flight attendant training since more practical appliable outcomes are required for training professional communication in the role of flight attendants.

Therefore, it is recommended that flight attendant students to be ready to implement practical learning carried out online, which must provide a way out for students to improve the quality of learning competencies so that they have adequate skills for learning in order to save time, work directly on the students' needs in the flight attendants' professional communication, and deliver constructive feedback to the students quickly given their limited time. It is recommended that students be given homework that introduces them to the content outside of class, such as films, reading assignments, or other resources. When compared to what they learned in a conventional classroom setting, the significance of their homework has changed. In the traditional classroom, homework is given so that students may be evaluated once they've had some exposure to the topic; in the flipped learning, however, the concept of homework is expanded to include in-class pre-teaching. As a result, with flipped learning, students are expected to study the foundations of the lesson topic at home before the real classroom discussion takes place (Goodwin & Miller, 2013), rather of completing an evaluation or exercise after they have been exposed to the information. After receiving their homework, students are expected to "teach" the rest of the class by leading a discussion on the material. Students who still need help in class might be split up into smaller groups to discuss what they've learned or given individual review (Flumerfelt & Green, 2013). The instructor may also discover that many students need only a brief overview of the material. Before moving on to other forms of independent work or enrichment, these students should be able to practice on their own or in small groups during class time. Education, especially in the form of flight attendant school under study here, should provide students with the skills they need to make sense of the world and articulate their ideas clearly in conversations and with real-world implications (Azlina, et al, 2014). The students' ability to communicate effectively in real-world contexts would benefit greatly from the project-based learning experiences (Thomas, 2000) provided by the flipped learning network classroom activities, especially in the

context of preparing them for careers as flight attendants following graduation. In sum, the proliferation of information channels into the educational sphere has made English-language instruction more accessible and adaptable to individual students' needs and interests.

Due to the obvious hands-on and adaptable learning experience gained prior to participating in classroom activities, many of the discussions and explanations that take place can be more efficient (Simonova, 2015). Similarly, the English teachers at the flight attendant school can use this guidance to help their Indonesian flight attendant students improve their English oral communication skills. The s tudents in a project-based learning course on the topic of the development of the intercultural foreign language competence of future specialists in social and cultural services and tourism were able to learn a variety of new skills and put them to use in meaningful ways, including through the development of their critical thinking, oral communication, and creative problem-solving (Katekina, Zaynullina, & Basenko, 2020). When the objective and meaning of education is to foster the growth and growth of the whole person in preparation for a career as a specialist, it seems sense that students' intercultural foreign language competency would be formed on the basis of the implementation of humanization principles. A researcher demonstrated that the Project-Based Learning (PBL) is beneficial in supporting the students' development of a variety of skills and in stimulating their use of creativity, critical thinking, and problem-solving abilities. the Project-Based Learning (PBL) was also found to improve students' oral performance, especially in terms of comprehension and fluency (Wahyudin, 2017). Teachers of English for Specific Purposes might utilize the modified model as a blueprint for their own pedagogical improvements. In addition, the results of this study offer some sort of evaluation data for the institution where the research was conducted with respect to the learning process and the outcomes achieved through the application of Project-Based Learning (PBL) in a Flipped Learning Network (FLN). This study's results can also serve as a basis for future studies that explore further into the positive effects of PBLProject-Based Learning (PBL) on ESP instruction.

Improvements in English language instruction, such as the mass adoption of Project-Based Learning (PBL), are likely related to the activities of the Flipped Learning Network (FLN). Based on the student feedback, it appears that a flipped learning approach to online project-based learning in a marketing research course at a technical university improves students' ability to learn, their desire to learn, their level of engagement with the material, and their willingness to work together on group projects. It is recommended that study and teaching methods based on the "flipped learning" model be developed to better facilitate online project-based learning (Shih & Tsai, 2017). Future research on the flipped learning network (FLN) strategy is discussed, with some recommendations drawn from the study by Shih and Tsai (2017). Future research might focus on enhancing the appeal of course materials in an attempt to improve the efficiency of flipped learning network (FLN) classrooms. It is possible to create several "levels" of textbooks so that the students may learn at their own timetable, regardless of their current skill set. Research on the impact of adaptable materials in flipped learnings on student learning outcomes is proposed. In addition, both instructors and students need to adjust their mindsets to fully benefit from the flipped learning network (FLN) model. Many studies show that flipped learning network (FLN) model practice and project-based learning (PBL) have a positive effect on students. However, if the teaching method does not correspond to the students' preferred way of learning, then the learning process will be hampered (Saidalvi & Mohamed, 2019). Therefore, the current research aims to

enhance the results of previous research by developing the combination between project-based learning (PBL) and flipped learning network (FLN) activities. This study discusses the relative strengths of two methods for teaching and learning ESP, with a focus on its applicability in a flight attendant school. Because of the flexibility it provides, flipped learning network (FLN) activities facilitate greater creativity in the classroom activities (Huston & Lin, 2012), such as the inclusion of videos, notes in e-learning, and voice recording help students to gain early understanding of a concept (Dove, 2012). Students' comprehension of a topic or idea can be significantly improved by adopting the flipped learning network (FLN) activity approach, as developed by this research, which focused on flight attendant school. Further, it is strongly recommended that students engage in project-based learning (PBL), which is linked to another significant pedagogy and which may be used in combination with flipped learning network (FLN) activities to provide a creative educational setting. The technical, scientific, and analytical fields frequently employ the active learning strategy known as "project based learning (PBL)" w hich sits a teaching strategy. It puts the students at the center of the learning process and provides them with opportunities to develop their critical thinking, creativity, and collaboration (Condliffe, et al., 2017). Flipped learning network classroom founder (Bergmann, 2012) has been implementing as a teaching approach to find some innovations in education. By promoting positive inter-class communication, the flipped learning network (FLN) activity model transforms teachers from presenters into facilitators and student-centered learning into the default. Using flipped learning activities effectively reduces the number of students who are unprepared for class (Baepler, Walker, & Driessen, 2014). The students in a flipped learning network (FLN) activities have already been given a foundational understanding of the day's lesson material and instructional objectives before class officially begins (Bergmann & Sams, Flip Your Classroom: Reach Every Student in Every Class Every Day, 2012). Those who have tried out a flipped learning network (FLN) classroom report that their students like the approach to learning. The students appreciated to be able to talk to one another, got their work done, and engaged in meaningful classroom activities. It can be concluded that such learning approach is successful in providing more interesting learning situation.

The work in flipped learning network (FLN) is able to be broken down into three stages: before class discussion and explanation, during class learning activities, and after class review (Kong, 2015). In order to be well-prepared for lectures, students engage in self-directed study using various online resources. Learning in the classroom is a collaborative effort between the instructor and the pupils. Discussing, debating, and presenting on fictitious lesson subjects is a common way for teachers to engage pupils in learning (Tucker, 2012). In an effort to better the quality of instruction and the effectiveness of student retention, this active-learning strategy was developed (Zappe, Leicht, Messner, Litzinger, & Lee, 2009). After that, they participate in classroom activities that further and widen their understanding. Consolidation of knowledge after class is when students return to their textbooks and other course materials to improve their learning outcomes. Students are able to get real-time feedback from their teachers and study outside of class to apply what they've learned (Sun, Wu, & Lee, 2016). Course redesign based on careful analysis has been shown to improve instruction (Tucker, 2012), help students develop active learning habits, foster greater teacher-student interaction, and provide an inclusive learning environment for students of diverse skill levels.

As opposed to traditional lectures, the flipped learning places emphasis on the roles of both students and instructors. Teachers in flipped learnings may act as subject matter experts, evaluators, and creators of a variety of media for student use. It's possible that lecturers may adopt more active learning strategies, develop flipped learning techniques, and design more interactive learning activities like problem-solving and situational learning for their students. Getting students involved in their own education, rather than sitting back and being taught, is crucial to the success of flipped learnings (Estes et al., 2014; Montgomery, Hayward, Dunn, Carbonaro, & Amrhein, 2015). If students haven't done their homework before class, it might dampen the quality of their interactions with their peers and their overall performance in the class. In addition, active learning strategies including student speeches, self-evaluations, peer-evaluations, and group discussions may be included in a student-centered classroom (Zappe, Leicht, Messner, Litzinger, & Lee, 2009). In addition, during post-lesson consolidation, students in flipped learnings use self-regulated learning strategies to examine the course materials, think critically about what they've learned, and apply their knowledge in collaborative learning situations (Goodwin & Miller, 2013; Morrison, Ross, Kalman, & Kemp, 2011; Sun, Wu, & Lee, 2016; Tucker, 2012).

It is recommended that a syllabus be created in which the recommended learning experiences are clearly and explicitly designed in switching in-class lectures with collaborative hands-on activities and requiring the students to preview course materials outside of class in order to implement FLN activities through PBL. Project-based learning, in which students design, implement, and assess initiatives with real-world relevance, may contribute to this. As a result, PBL is a powerful tool for maximizing the effectiveness and efficiency of education.

METHOD

A well-organized syllabus is needed to help in teaching English on the FLN classroom activities. Therefore, R esearch and Development (R&D) (Borg & Gall, 1983) is employed in a more applied approach to create the syllabus for the flight attendant school. The steps involved in creating a syllabus are as follows: (1) need analysis, (2) topic selection, (3) content map for syllabus prototype development, (4) expert evaluation, and (5) revision for final product.. Since it is considered that this approach of development is suitable for addressing flight attendant student's professional requirements, it has been chosen as an option to developing a speaking syllabus. With this approach, the researcher is willing to create FLN-optimized materials to assist them. Flight attendant students may improve their communication skills on the FLN classroom activities without having to take time away from their regular duties. A description of the steps involved at each phase is provided below.

RESULTS AND DISCUSSION

Need analysis

To determine what students want from a flight attendant school, it is essential to understand that flight attendants interact with a large number of passengers throughout pre-flight, boarding, flying, and landing. Therefore, they must be assisted in learning to communicate in English in order to serve the majority of English-speaking passengers, or it is essential for their professional growth to deliver a topic in an international setting

throughout the flight. The instrument utilized for need analysis was a web-based questionnaire. In this instance, after the need has been discovered, topic selection (step 2) is determined by analyzing the data from the requirement analysis and supplementing it with a theoretical evaluation.

Topic selection

Bao advocates the selection of materials (which refers to key components in a syllabus) in accordance with the needs of the intended audience using the following process (Bao, 2014): (1) conceptualizing student requirements, (2) translating subject matter and communication context, (3) defining verbal communication techniques, (4) employing authentic verbal sources, and (5) constructing skill-acquiring activities. Stage one might consist of gaining an understanding of the students, while stage two involves interpreting the information and communication circumstances they will encounter. The third stage focuses on necessary communication strategies, also known as interaction strategies, while the fourth stage entails using real-world language samples, not artificial ones, and the fifth stage entails designing tasks for the acquisition of speaking skills, after an outline of communication and its components have been selected based on the results of the questionnaire. In conclusion, identifying the syllabus's substance in the form of core elements is crucial as a guide for syllabus construction.

Content map for syllabus prototype development

Before designing the syllabus, the content map is created after the selection of appropriate core materials and components (example utterances/expressions, grammar exercises, and vocabulary). This is an example of creating a content map as a blueprint for the course curriculum. The materials consisted of a list of linguistic functions that students required based on the findings of the questionnaire. It begins with defining the objective of the speaking course. The content map provides pertinent contexts, linguistic functions, and instances of conversation phrases. According to the course design, which is typically set for one semester, the list of scenarios and linguistic functions can continue. The results of the questionnaire's needs analysis would serve as the foundation for curriculum creation. When building a prototype or a comprehensive syllabus, additional columns are required to specify the learning experience format, such as online meeting (through Google Classroom for the video analysis) as the lecture homework for pre-discussions followed by classroom face-to-face meeting (through FGDs with peers, individual work, and the teacher) to comprehend students' understanding though some units. Each unit has 2 (two) topics. Each topic consists of 60 (sixteen) minutes or 1 (one) meeting.

Goal

This class aims to assist students develop the ability to express their ideas in a fluent, correct, and confident manner while using acceptable and comprehensible pronunciation, stress, and intonation in a variety of settings and language functions for everyday communication in the form of a conversation (dialog) or monolog about common activities in a library and daily life in general.

Following the formulation of the goal, which will serve as the benchmark for success (in a course that covers one semester), the development of the content map will follow the format which is an example of a blueprint for the syllabus.

Expert validation

Validation of the syllabus requires the input of knowledgeable expert. A knowledgeable person examined the prototype to determine whether or not it was legitimate. It discusses the manner in which the course outline depicts the requirements for the instruction of speaking. The check list and the feedback are the two components that make up the assessment instrument. The criteria are determined by considering whether or not the functions of the language meet the requirements of the students, as well as the availability of expressions to learn (the structure of the sentence), vocabulary, and practice for pronouncing, intonating, and stressing words. Because increasing students' speaking ability is synonymous with increasing their oral proficiency, both the overall level of linguistic competence and the appropriateness of the degree of difficulty should be incorporated in the syllabus.

Revision for final product

The findings of the check list as well as feedback in the form of comments and recommendations are utilized in order to improve the overall quality of the syllabus by changing the draft in accordance with the results. Following the completion of the editing process, the preliminary version of the course outline is now prepared for use. This R&D, on the other hand, has only resulted in the production of a content map for the development of a prototype of Project-Based Speaking Syllabus in Flipped Learning Network (FLN) activities; there are no implementation outcomes to serve as proof of a try-out. Before the actual incorporation of the syllabus into a formal education program, it must, first and foremost, be put into practice as an experiment in order to ascertain whether or not it is appropriate, applicable, and doable.

CONCLUSION

The Project-Based Speaking syllabus is a syllabus designed for developing speaking ability for a flight attendant school, so the project (language functions) cover the needs of preparing the students to later become flight attendants for their professional competence. This explanation is based on the theoretical explanation. This is an example of employing Project-Based Speaking in the building of the course syllabus; more specifically, this is an example of integrating material in language exercises to increase the students' communicative competence. The method of learning that involves flipping the courses is known as Flipped Learning Network (FLN) activities into the syllabus organized such that the learning experience explicitly stated for two formats: online meeting (through Google Classroom for the video analysis) as the lecture homework for pre-discussions followed by classroom face-to-face meeting (through FGDs with peers, individual work, and the teacher) to comprehend students' understanding though some units. Each unit has 2 (two) topics. Each topic consists of 60 (sixteen) minutes or 1 (one) meeting., and it is recommended that this method be expressly specified in the column of the syllabus devoted to learning experience. Students have the opportunity to be exposed to more "genuine" uses of the English language for communication when they participate in online learning. The content map includes linguistic functions that are appropriate for professional communications as well as those that are appropriate for communication in everyday life.

The techniques for generating the syllabus in the R&D are quite similar to the procedures for producing the materials in nature; however, the syllabus in this instance serves as a guideline for developing the materials. In the curriculum for the BL platform, there should be a column labeled "learning experience" that has a detailed

explanation of each learning experience that is recommended. This will help instructors understand how to apply FLN and which evaluation should be utilized.

It is acknowledged that this research and development for the syllabus development has some limits, and suggestions are made to practitioners in order to arrive at a more complete output. Before formally incorporating the draft syllabus into the curriculum, it is important to test it out to see whether or not it is applicable, appropriate, and doable. In addition, this article merely provides a content map of the syllabus; teachers are encouraged to create their own syllabus based on the content map in order to better meet the requirements of their students. Finally, while creating a course outline, teachers should be sure to include both in-person and simulated learning opportunities.

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