

## ADAPTING GOOGLE MAPS AS THE SOURCE OF SPEAKING MATERIAL FOR EOP STUDENTS

Novi Indriyani<sup>1</sup>, Rezky Uspayanti<sup>2</sup>

<sup>1</sup>Musamus University, Merauke, Indonesia

<sup>2</sup>Musamus University, Merauke, Indonesia

[1noviindriyani@unmus.ac.id](mailto:noviindriyani@unmus.ac.id), [2rezky05@unmus.ac.id](mailto:rezky05@unmus.ac.id)

Submitted: 2023-12-30

Accepted: 2023-01-05

Published: 2024-01-05

DOI: xxxxxxxxxxxx

### Abstract

This paper is addressed to promote one of the teaching-learning materials for EOP students by considering several appropriate material developments. Speaking subject becomes the layout of this research, and Google Maps is chosen to be adapted into their learning material. The writer started the procedure with several steps, such as planning the sequence of learning components, the adaptation process, and inserting preferable tasks. Thus, along with the procedures, the material is added by several linguistic features such as vocabulary, grammar, and dialogue. Halfway through the material construction, the writer completes it with a preferable task to enhance the opportunity to perform the language. The selection of Google Maps as speaking material is viewed as having a strong relevance to the EOP context, which means it can impact their involvement in the process of learning language a lot.

**Keywords:** *EOP, Learning Material, Google Maps*

### Introduction

English is determined as the international language used for global community purposes. According to (Paltridge & Starfield, 2012) one of the purposes is to assist students in being ready for their future careers, in which language competence is also required. This case currently deals with ESP's perspective concerning occupational purposes, named EOP (English for Occupational Purposes). This perspective views the language as communicative competence, which can be implied in the target field (Hutchinson & Waters, 1987). As a result, speaking and writing are declared the dominant subject requests voted on by all learning applicants – hoping that learning outcomes can be felt directly along with the process. This condition requests more than only a certain methodology or teaching used for teaching; learning material must be well-designed and well-conditioned to their need and level of competence (Indriyani et al., 2023). Then, the challenge is to discover what appropriate material will answer their needs. Moreover, through ESP's viewpoint, the material should be applicable due to workplace demand and also to raise their motivations (Masuhara & Tomlinson, 2018).

Through this paper, the target of material development is aimed at its appropriateness for EOP students, especially for the officers at the railway station. English in this workplace is highly needed due to the public tourism program that requested them to help and introduce non-domestic tourists to Indonesian tourism and its transportation.

This condition forces the availability of the appropriate teaching material that may support their learning.

Approaching the request above, it can be admitted that the obstacles will always be present along with the construction of the material. Its generality had made a dozen learning materials and then fell into failure since the goal could not be achieved. Sheldon (1998) identified several reasonable factors that may impact the process of constructing material, such as the complex process of constructing material, limited time for developing the contents, and external pressures that teachers restrict. All these problems become the teacher's barrier in assisting students' pathway to achieve the goal. Dian (2015) mentions another problem: the material is used for common purposes. It involves the general content, exercises, and instructions that are used without considering the purpose of specific outcomes declared in EOP's viewpoint. So, the material is unable to meet student's needs and outcomes. The lack of developing material can be a severe illness that must be prevented by providing an insightful way to acquire the suitability of learning material.

The same thing just happened with the subject of this research. In constructing material for ESP itself, the challenging part is discovering students' needs and selecting the appropriate material. Basturkmen (2010) states that the formation of communicative needs as a consequence of examining communication in the target context should be the focus of needs analysis. Railways students need to have a kind of purposive learning that can help them acquire English as a workplace communication. Students' needs will describe the type of language they need to learn, and situational needs will discover the learner's background and preferred topics that match their jobs.

The previous research mentioned that the result of need analysis falls into the fluency of verbal communication, particularly with foreigners, especially when giving directions and informing time of arrival (Basturkmen, 2010; Harsono, 2007; Masuhara et al., 2017). The form of language, such as simple present and future tense, needs to be learned by them to announce the train schedule and time of arrival. Several topics are chosen based on the situational occasion where the language is used, such as giving directions, informing the route, time departure and arrival, transit, changing route, etc. Those needs come to the one purposeful idea of making material that can assist them in learning the language. Moreover, the material selected by considering the appropriateness of items became the next challenge for the teachers to decide on teaching. If those challenging parts can be solved, the teacher/material developer can confidently select good material, cover all the needs, and reach the target.

In this paper, the writer focuses on adapting one of the existing materials, Google Maps, to teach speaking subjects. Google Maps is an online mapping service offering beneficial features such as street information, pictures, 360 panoramic view, real-time traffic conditions, and route planning reached by car, foot, bicycle, or other public transportation. All of the features above are becoming the source of speaking material and are also used to test students' speaking ability. Speaking ability is creating and communicating meaning in various circumstances by using verbal and nonverbal symbols. The context of this EOP is about the railways situation. Here, speaking skills are viewed as the ability to communicate verbally, which railway station staff must acquire. Since Google Maps provides various features of beneficial information in the context of transportation, especially its special feature to show the route of train arrival and departure, Google Maps will help them provide any material that is related to their job.

Therefore, this kind of material will be assigned to assist EOP students' learning in speaking, which is assumed that the content and practice there can escalate the exposure to producing language as a means of verbal communication.

## **Method**

The objective of this research is to adapt Google Maps as an appropriate model of English learning materials directed for the staff of railway stations. Therefore, it aims to develop a finished product that can be used appropriately in an educational program. The setting of this research is conducted in one of the railway stations in Malang, currently at Kota Baru, Malang. The subjects were coming from front officers of the railways' station, which consisted of customer service, ticket sellers, ticket checkers, and railways safe-keepers, which totalled 15 staff members. Those staff are admitted to master English as a communication service, especially for foreign passengers who have business in travelling.

### **Constructing procedures**

The procedures of this research are enlarged in several steps as follows:

- (1) Planning the material components such as standard competence, topics, unit titles, indicators, input texts, language focus covering vocabulary and grammar, and learning procedure/activities.
- (2) Processing the adaptation of Google Maps as the material for teaching speaking subjects based on five majors introduced by Masuhara & Tomlinson, (2018): addition, omission, modification, simplification, and ordering.
- (3) Completing the material by adding some preferable and useful tasks. It is used by considering the task principle Nunan (2004) announced, such as scaffolding, task dependency, recycling, active learning, integration, and reproduction to creation.

## **Result and Discussion**

### **PLANNING**

At the planning stage, several steps of material components are taken, such as standard competence, topics, unit titles, indicators, input texts, language focus covering vocabulary and grammar, and learning procedures/activities for the material to be developed. These steps are carried out based on the results of a needs analysis that has been carried out previously. The results of these steps that have been carried out are as follows:

#### **1. Standard competence**

By taking this course, students are expected to be able to use their target language as well as to inform people about traffic directions, time of arrival, travel routes, trains available, fees, etc.

#### **2. Indicators**

Students can use the expression how to show information about directions, travel routes, time of arrival and departure, trains available, etc.

### 3. Topics

Three main topics can be drawn from this material: train schedules, travel routes, and traffic directions.

### 4. Language focus;

- *The train from Banyuwangi will be reaching at .....*
- *The train leaving for Gubeng Surabaya will be departed ....*
- *The travel from Malang to Jogjakarta will be spent up ....*
- *The train coming from Jakarta will be on the route ....*
- *Do you know when the next train goes to town?*
- *How often do these trains run?*
- *When's the next train to the airport?*
- *Which line/train goes to the park?*
- *Which train do I take to get to the college?*
- *What number of trains do I catch for the city?*
- *Is there a train that goes to the airport?*
- *Is this the right line for the station?*
- *Get a ticket from the machine.*
- *The city service goes from platform 2.*
- *You'll have to change at the next station.*
- *The trains run every ten minutes.*
- *You need the C line.*

### 5. Vocabularies:

The (railway) station	The rail / the track
The train	The head-end of the train
The platform	The rear of the train
The (railway) track	The locomotive
A passenger	The luggage (postal) van
Luggage	The carriage
The (luggage) trolley	The buffet car
The railway mans	The dining car
The ticket inspector	The sleeper
The guard	The compartment
The station masters	The couchettes/berths
The station buffets	A ticket
The waiting rooms	A half-price tickets
The ticket machines	A reduced rate
The left luggage locker	A single ticket
Information desk	A return tickets
The lost property office	A season tickets
The arrival/departure board	A rail cards
The ticket office	(First) class

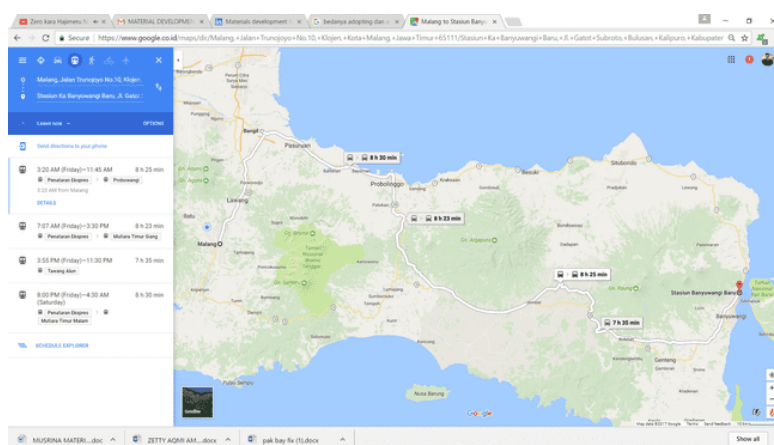
	Standard class To punch
--	----------------------------

## 6. Useful phrases used in material;

- *The train is arriving at platform 2*
- *The train to (city) calls at ...*
- *When is the next/last train for ...?*
- *A single / return to (city) please.*
- *Do I have to change trains?*

## 7. Learning activities

- Students will make conversation (role-play) based on a given situation displayed in Google Maps.
- Students make a dialogue in pairs.
- Answering questions from the teacher
- Describing the maps by doing a presentation



## ADAPTING PROCESS

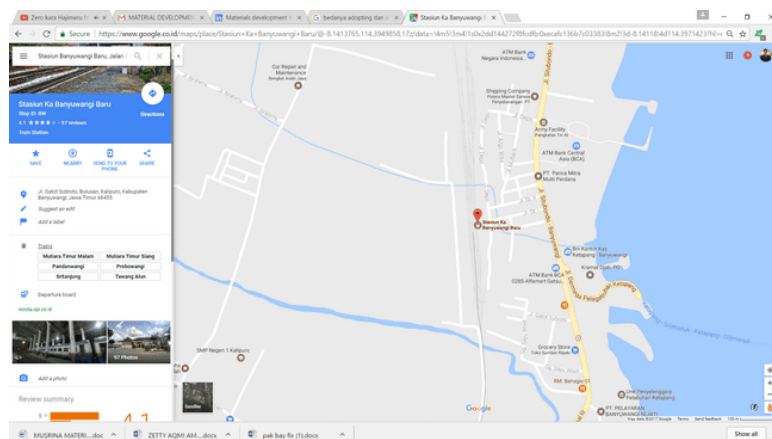
Based on five major actions that happen when adapting material, the writer decided to add material components by inserting some useful dialogues or conversations between staff and customers. The example of dialogue can be seen as follows;

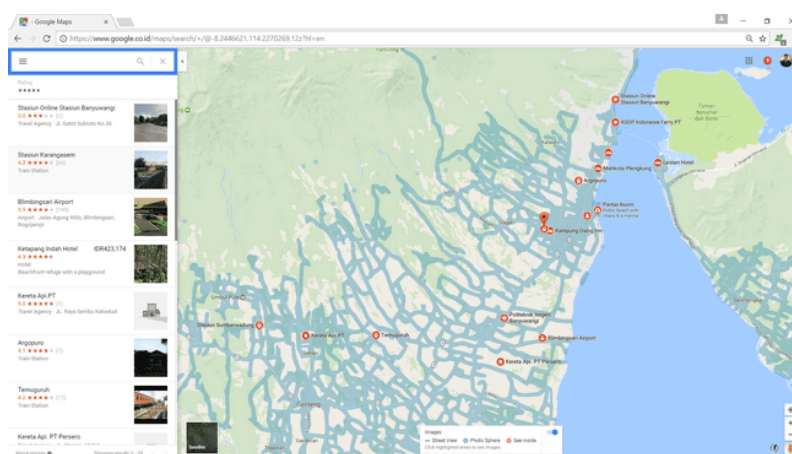
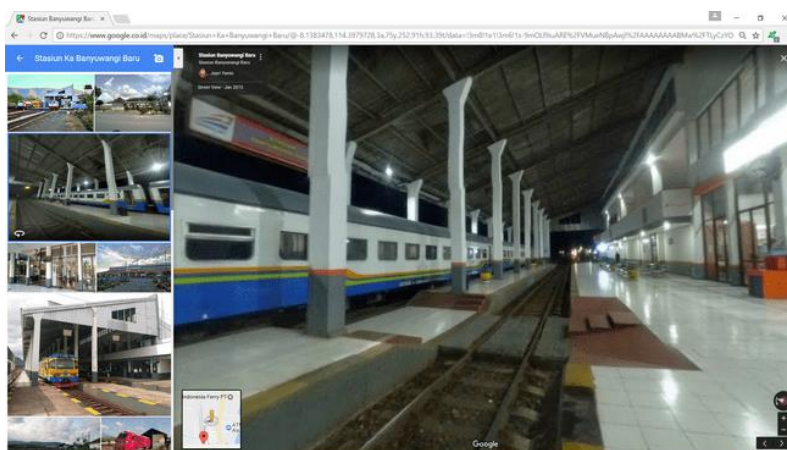
- 
- Passenger : I want a ticket to Surabaya, please. Which train must I take?
- Booking-clerk : For today, three trains will depart at different times. Penataran will be at 1 p.m, Jayabaya at 3 p.m, and Purnasari at 6 p.m. Which one do you like?
- Passenger : I think 3 p.m. by Jayabaya train suits my schedule. Please tell me what time it will be arrived.

- Booking-clerk : It is about 2 hours and 15 minutes. So, you will arrive at Surabaya at five fifteen.
- Passenger : Oke. That sounds great.
- Booking-clerk : Do you want a single-trip or round ticket?
- Passenger : Round ticket, please, in executive class.
- Booking-clerk : When do you want to return?
- Passenger : On Monday, is there a train on that day?
- Booking-clerk : Yes, but only once time at 1 p.m.
- Passenger : Oh, I cannot have it. I still have an agenda at that time. Can I have another schedule for Tuesday morning?
- Booking-clerk : Yes, of course. There are two trains on Tuesday. One is started at 4 p.m. For the business class, and the other is at 6 p.m. For the executive class.
- Passenger : Yes, I will take the train at 6 p.m
- Booking-clerk : Here is your ticket. Your train will be on platform 3. Make sure you have come 15 minutes earlier.
- Passenger : Thank you very much.

---

When students have a conversation or dialogue, they use Google to convey the information that they want to deliver when speaking. They have to observe first the information needs and put it into their conversation practice.





## THE EXAMPLE OF THE LEARNING TASK

### Instruction

Now make a role-play with a dialogue with the following information:

Student A: You are the passenger. You want a ticket to Yogyakarta—a single ticket.

Student B: You are the ticket-seller at the ticket office. The Ticket is sold out. Suggest another schedule and provide other information, such as departure and arrival times.

### Conclusion

To sum up, the material for EOP students must be matched with the need to acquire language for workplace demands. Therefore, the material must be strongly related to their job so the learning output can be felt directly after teaching. Speaking skills are the highest need for language acquisition for communication services. Thus, one of the adaptations is directed and falls into the use of Google Maps as the appropriate selection of existing material. Digitalization can benefit students by enhancing independent



learning without worrying about the teacher's absence. However, in adapting material based on digital application, the most consideration is still about how to construct the challenging and interesting task/ instruction for dragging their involvement to perform the language. The situational task adapted from real-life conditions is one of the answers. By owning it, the students will be able to speak up freely without any strange distractors from unfamiliar tasks. Dropping preferable tasks such as role-play, dialogue, and conversation can also increase exposure to language use. In addition, during the adaptation process, the material is added by several linguistic features, such as grammar, vocabulary, expression, and dialogue, to cover the standard component of speaking material.

## Reference

- Basturkmen, H. (2008). *Ideas and Options in English for Specific Purposes*. Mahwah: Lawrence Erlbaum Associate Publisher.
- Basturkmen, H. (2010). *Developing Courses in English for Specific Purposes*. Basingstoke: Palgrave Macmillan.
- Dian, Y. (2015). *Developing English Learning Materials for Grade X Students of Beauty Study Program*. Yogyakarta
- Harsono, Y. M. (2007). *Developing Learning Materials for Specific Purposes*. Jakarta. Universitas Katolik Atma Jaya.
- Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes*. Cambridge University Press.
- Indriyani, N., Bawawa, M., & Uspayanti, R. (2023). *Material Development Promoted by English For Specific Purposes Teacher*. [www.techniumscience.com](http://www.techniumscience.com)
- Masuhara, H., Mishan, F., & Tomlinson, B. (2017). *Practice and theory for materials development in L2 learning*.
- Masuhara, H., & Tomlinson, B. (2018). *The Complete Guide to the Theory and Practice of Materials Development for Language Learning*.
- Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge: Cambridge University Press.
- Paltridge, Brian., & Starfield, S. (2012). *The handbook of English for specific purposes*. Malden, Ma.
- Sheldon, L. E. (1987). *ELT Textbooks and Materials: Problems in Evaluation and Development Milestones in ELT*. London. British Council.