

DESIGNING INDONESIAN FOR SPECIFIC PURPOSE MATERIALS FOR CUSTOMER SERVICE

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Abstract

Due to the urgency of understanding Indonesian language in the business setting for foreign workers, the program of Indonesian for specific purposes (ISP) was designed. This research aimed to answer how the ISP materials are developed. To gather the information, the researcher employed Rogers's (2002) ADDIE model of Research and Development (R&D) which was combined with Kemp's instructional design model (1977) covering eight steps. The analysis result showed the needs of the learners and the characteristics and their language proficiency. The data became the foundation in designing syllabus and developing the materials using a text-based approach (Cahyono & Widiati, 2011). Since the program was tailored for 40 hours, eight topics were selected including the review and assessment. However, during the implementation of the materials in the learning process, some evaluations were found. Some exercises in certain units needed to be added, while some needed to be reduced in accordance with the learning objectives in each unit. After all, from eight units, only seven units were fully delivered. The researchers found other factors in influencing the completion of the ISP program were students' workload in their office and classroom situations. The research result also showed it was possible to create ISP material using a text-based approach and adaptation of English material due to the lack of sources.

Keywords: customer service, ILFL, ISP design material, text-based approach

Introduction

Because of the development of Indonesia's economy, many investors are interested in investing their money to build a business in Indonesia. It enhances cooperation among foreigners and Indonesians and the urgent need to use the Indonesian language to support business communication. Therefore, many multinational companies assign their foreign employees to learn the Indonesian language in order to fulfill the urgent need to use the language in the immediate context.

Many of them request learning materials that are suitable to their business nature and follow their training time limit. Therefore, they require a language training program to fulfill their needs. They choose Indonesian for Specific Purpose

rather than the regular program. Indonesian for Specific Purpose (ISP) is a part of the Indonesian Language for Foreign Learners (ILFL). Basically, Indonesian language in ILFL classes is a second language or a foreign language for students (Kusmiatun et.al, 2017). It provides more general language skills. As stated by Widowson (1983) general-purpose language courses are often directed by theory (as cited by Trace, Hudson, and Brown, 2015). Meanwhile, ISP is an Indonesian language training that is aimed to achieve language skills in certain topics or fields, such as business, legal, literature, academic writing, research, and so forth. Therefore, the methodology, the content, the objectives, the materials, the teaching, and the assessment activities are centered on a specific target language that is identified through specialized needs (Trace et. al, 2015).

Nowadays, the ISP for business program requests come to various institutions conducting ILFL classes, including ILCIC-LISDU. However, ILFL institutions and teachers face a challenge in providing suitable ISP for business learning material, especially for customer service, due to the lack of teaching resources. Therefore, it encourages this study to develop ISP for business material focusing on customer service. This study attempted to answer a research question: How is a set of Indonesian instructional materials for the specific purpose of a customer service agent developed?

Methodology

This study is aimed to develop suitable material of Indonesian Specific Purpose that supports customer service agents' skills. The final product of this research is a material that can be used in ISP class for customer service. Therefore, this study can be categorized as Research and Development study.

This research combined Kemp's (1977) instructional model and Rogers's (2002) ADDIE model. ADDIE model stands for 1) Analysis, 2) Design, 3) Development, 4) Implementation, and 5) Evaluation. While, Kemp's (1977) steps of the instructional design model taken were (1) Identifying the goal, topics, and general purposes, (2) identifying students' characteristics, (3) specifying learning objectives, (4) listing the topics/subject content, (5) conducting pre-assessment, (6) selecting the teaching-learning activities and resources, (7) and considering the necessary support services, (8) evaluating students' learning. Those instructional models were used in this research to develop an ISP program for customer service. The following figure presents the steps that were undergone in this research.

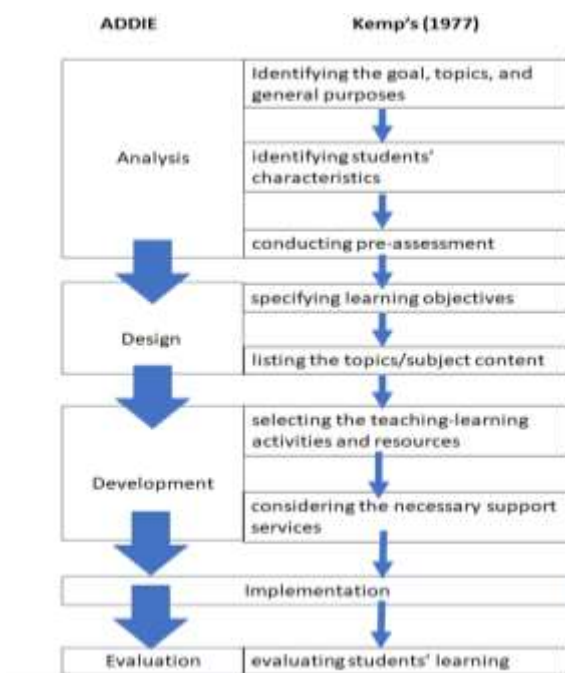


Figure 1. R&D Stages (Combination of ADDIE and Kemp's)

Research and information gathering involves conducting need analysis to identify the purpose of the program and students' characteristics. The analysis also involves conducting pre-assessment, to build guidelines for the material design. The need analysis data was obtained from the interview of the user to gain the learners' background and needs. Then, a pre-assessment was conducted through an online placement test in Edmodo to gain information related to learners' language skills. The online placement test assessed reading, writing, and grammar skills. To follow up the written placement test result, the learners were interviewed in order to match the result of the placement test and their level of proficiency. Through the interview, the students' characteristics were also identified. Since the material was Indonesian for a specific purpose (customer service), the suitability of learning materials was also examined through the interview.

The interview result had important roles in designing the syllabus and the materials. The syllabus was a mixed syllabus (text-based, task-based, functional, and notional) to accommodate required skills and expressions for a customer service agent. Mulyanah (2017) stated that there are many syllabus guides needed in the preparation of ILFL teaching materials. Curriculum references are needed according to the needs of the student.

After designing the materials, later on, the materials were implemented during the program. The program itself was 40 hours of learning including midterm and final review and test. To evaluate the instructional material, observation was conducted to know which parts of the materials needed to be revised. The researchers were also the instructors of the program so that they could examine the implementation of the instructional materials. The other indicators were also the completion of the learning objectives and the test results. Employing the

observation and test result, the last step, revising the instructional materials, was conducted.

The research was conducted in ILCIC LBUSD. The objects of the study were two students working in one of the International communication companies as a customer service agent. They were from the Philippines who have studied before in ILCIC LBUSD at the beginner level.

Discussion

In the discussion part, there are five sections in line with the five steps of ADDIE Research and Development (R&D) used in this research. They are analysis, design, development, implementation, evaluation.

Analysis

In order to attain a suitable language learning program, the process of developing the program was started by conducting an analysis to identify the goal, topic, and general purpose of the ISP program. The analysis is aimed to find important keys in learning languages for specific purposes, such as the suitable content and objective which is oriented to the specific need of the learners (Paltridge & Starfield, 2013 in Kusmiatun, 2017). The aim is supported by Rogers (2002) who states the analysis is aimed to draw the basis for drafting of training purpose, to know the characteristics of the learner's job environment and its company culture, to find the real reason and needs from the learners. To do so, the instructional designers did an interview with the learners' manager to gain background knowledge about the learners and their learning purpose. Their manager stated that learners were aimed to be able to handle customer service tasks in Indonesian language, especially handling email. Through the interview as well, the designers gained learners' educational background that is related to Indonesian language training, occupational, and mission information.

The interview showed that there were two learners who came from the Philippines. They have been living in Yogyakarta for three years. They work in Teleperformance Indonesia, a multinational company that provides customer service for various companies. They have 30 hours of Beginners 1 Indonesian language class in 2019 in ILCIC. Therefore, the information of the students was also gained from the old students' archives in ILCIC. Even though they had short training during their prior arrival in Indonesia, they still had exposure to Indonesian language through their surroundings. The first student works as a team leader of customer service agents and the second one works as a customer service agent for an email service or shopping application. They handled complaints and assisted customers through calls or emails. Mostly, their customers complained about forgotten passwords, e-money transfer failure, and application errors. The customer also asked for guidance to transfer data or e-money, account settings, and application use.

After the background information of the learners was gathered, the students had a placement test and a short interview. The test and the interview were conducted to draw a baseline of their general language skill. The result stated that they were able to handle simple daily transactional communication. They were also able to use words and expressions that were memorized. Their speech flows halted

several times to remember the right words or expressions and translate the words. Moreover, their language production was limited to simple sentences that describe concrete things in their surroundings. Their ideas in their speech and writing are difficult to follow sometimes. Therefore, according to the placement test and interview result, their language level was categorized as A1.

Design

In regards to the result of the analysis process, in the design process, the researcher considered goals, listed topics, and stated general purposes, and specified the learning indicators. Since the program was tailored for 40 hours and the duration of each meeting was two-hour length, it was decided there were eight specific topics discussed in the program. Each topic was taught in two meetings (four hours). The remaining hours were for mid and final tests with one review meeting before each test. As a result of this step, the list of topics and the learning indicators of each subject are presented in the following table.

Table 1. Topic and learning indicators

Unit	Topic	General purposes	Learning indicators
1	Daily activity	Describing activity and make an appointment	Students are able to describe their daily activities using adverbial frequencies.
2	Telephoning 1 (answering telephone)	Basic telephone manner and expression	Students are able to make and answer a call using suitable and expression based on the contexts
3	Telephoning 2 (handling a complaint 1)	Confirming customer's information and handling complaints in a phone call	Students are able to use suitable expressions to make a confirmation about the information given by customers
4	Telephoning 2 (handling a complaint 2)	Apologizing	Students are able to use suitable expressions to apologize and give recommendations related to customer's problems
5	Deal with Difficult customers	Giving advice	Students are able to handle difficult customers using a suitable manner. Students are able to give advice to customers
6	Problem-solving	Using <i>silakan</i> (please), imperative, and preposition of location	Students are able to use proper imperative while describing position to help the customer
7	Email 1	Email structure	Students are able to compose an email using a suitable structure
8	Email 2	Describing company policy	Students are able to describe company policy while dealing with the customer's problem

According to the table above, the topics/ subject content was started from the general subject (daily activities) to review what they had learned from the prior program. Then, in the following units, they were specified and put in some

categories. The categories are related to the learners' job title as a customer service agent. The categories were three main ways of dealing with the customer, especially handling customer's problems. They are telephoning, meeting in person, and sending emails.

The first is telephoning. In this category, the main objectives achieved are using appropriate expressions in making and answering a business call, confirming customer's information, handling complaints in a phone call, and apologizing in regards to customer's problems.

The second category was in-person communication. In this category, the students still learned how to handle customers' problems, but they specifically learned how to give advice and instructions using appropriate expressions when they met the customers or client in person.

The last category was writing formal/ business emails. Even though the main objectives were composing an email using the appropriate structure and being able to describe company policy, the learners also learned how to reply to customers' emails in regards to customers' problems.

Development

In developing the materials, this research adopted two Kemp's (1977) instructional design steps. They were selecting teaching-learning activities and resources and considering the necessary support services. As it is mentioned that designing the materials of Indonesian for specific purposes (ISP) specifically for customer service was not easy due to the lack of sources and the willingness to provide authentic materials led the researchers to adapt several English sources as the instructional materials of ESP. Moreover, important things to consider in learning BIPA is to make foreign students learn the Indonesian language and be able to use it properly and correctly in real situations (Suyitno, 2005).

The materials adaptation was to help the research to find suitable materials for the students (Tomlison and Masuhara, 2004). To achieve the learning goal of each meeting, the researchers used a text-based approach. Text-Based Approach is an approach that was developed from Halliday's Functional Linguistics (Cahyono & Widiati, 2011: 74). This approach accommodates the learners to engage meaningfully with different texts in different contexts.

In line with the principle of the text-based approach, this research used 'texts' as the basis for developing a teaching and learning program. This led the researchers to develop each unit of the materials into six sessions in accordance with the language proficiency skills and supported with learning the grammar as the foundation. The sections are put into practice in the stages of teaching and learning cycle, namely building knowledge of the field, giving a text model/modeling, joint construction, and independent construction.

This is also Here is the flow of the materials

1. *Praaktivitas* (Pre-Activity)
2. *Membaca* (Reading)
3. *Tata bahasa* (Grammar)
4. *Menulis* (Writing)
5. *Mendengarkan* (Listening)
6. *Berbicara* (Speaking)

Each unit was started with pre-activity. According to a text-based approach, the activities in pre-activity are to build the knowledge/ context. It is to activate the students' schemata. In pre-activity, the texts given were written texts, for example, questionnaires and infographics. The activities are varied. They are answering mini-survey questions, reading infographics, and discussing contextual issues that occurred during their work.

After pre-activity, the reading section was presented as the form of text modeling. Here, the genre of the texts was selected in accordance with the objectives of each unit. If the unit was about telephoning, the reading text was a dialog of conversation in the phone call. If it was about sending emails, the reading text was using email structure. Reading itself is also one of the receptive skills so that before producing a text either spoken or written, the learners were exposed to the text model.

For the grammar section, it was part of the joint construction stage. Here the students comprehend the schematic structures and the linguistics features. At this stage, the language expressions were also exposed to help the students gain mastery of language. For the speaking and writing sections, since those are productive skills, they were the platform to do the independent work. At this stage, the learners produced both written and spoken texts.

In developing the materials, the materials used were authentic in terms of the contextual setting. By using the right authentic material, ILFL students will be able to follow learning by utilizing basic knowledge to guess the teaching material they are learning (Suyitno, 2005). Nunan (1999) stated authentic materials are the product of genuine communication. The students can experience the real communication of the target language in the classroom. The authentic materials can strengthen the direct relation between the learners with the outside world (Gebhard, 1996). The materials were taken from certain sources. As an example, in the unit telephoning, the learners were exposed to the common expressions of telephoning in a formal setting. Another example, in a topic about problem-solving, the learners were expected to be able to give instructions on operating an application. Here, the material used was an online application to order online transport and food. The learners were asked to give instructions on how to use the application.

Implementation

The developed material was implemented from June 2021 - September 2021, in ILCIC, Language Institute of Sanata Dharma University. It was implemented in a class of two students. They learned every Friday at 03.00 p.m. 05.00 p.m. First, the classes were conducted offline. Then, it changed synchronously online using Zoom due to the covid-19 pandemic situation. The class was administered by a teaching team consisting of four teachers.

To conduct the class, the teachers applied text-based learning. Text-based learning is defined as a form of language instruction based on examples of a certain text or genre (Byram, 2004). In text-based learning, students are given texts as the language model. Therefore, students are able to acquire words and suitable expressions from the model text. According to Feez and Joyce (2002) text-based learning, which is called as teaching and learning cycle by the Victorian State

Government, has four steps, namely: 1) building knowledge of the field, 2) giving a text model, 3) joint construction, and 4) independent construction.

Firstly, the class was conducted by building the learner's knowledge about the field through the *Praaktivitas* section. Students and teachers discussed learners' experiences when they worked as customer service agents and what problems they have faced. This step helped the learners to understand the texts easily.

Secondly, the teachers gave a text model in the *membaca* (reading) and *mendengarkan* (listening) section. The model contained language focus and expression. In this stage, students were assigned to gain information from the reading texts or audio. Then, they were given exposure to certain language focuses and expressions from the model text.

Thirdly, students will identify the language structure characteristics and the expression used in certain situations. They also practice using grammar and expressions through exercises so that they gain mastery of language. In this step, the teacher assisted the students to build control toward the language.

Fourthly, students developed their own text independently using grammar and necessary expressions in *menulis* (writing) and *berbicara* (speaking). In this step, students did not need assistance from the teacher. It means that the students are independent enough to use the language well.

In the implementation, evaluations were also administered. The evaluation was conducted in the middle and the end of the program. During the implementation, there was an unexpected finding. The learning activities at the beginning of the program were quite obstructed, especially in units one and two, because the learners needed adjustment to the language. They spent more time recalling the language and processing the information in the first and the second unit. In accordance with the finding, the program did not run in the schedule. Thus, the implementation was limited to unit one up to seven only. In addition, the assessment was adjusted as well according to students' progress.

Evaluation

After the implementation process, the researchers found several feedbacks from each unit that needed to be improved and revised. During the evaluation process, the researcher also listed suggestions. The details can be seen in the following table

Table 2. Evaluation and Suggestion to Improve the Designed Material

Unit	Topic	Evaluation	Suggestion
1	Daily activity	The type of 'daily activities in this unit was limited. Also, there were too many exercises in this unit so that it took more time to finish the unit. It exceeded one meeting, and it affected other unit completion in the program plan. Also, the writing exercises	It should cover activities outside the workplace, reduce the number of exercises, and also focus more on speaking exercises.

		should be reduced because the skill focus of this unit was speaking.	
2	Telephoning 1 (answering telephone)	In the grammar exercises, the vocabulary related to the work setting was less varied.	The materials should relate to activities outside the work setting.
3	Telephoning 2 (handling a complaint 1)	Language focus related to reported speech is not suitable for the phone settings	Reported speech should be attached in the material about report writing.
4	Telephoning 3 (Apologizing)	There were no language focus exercises to support the learning objectives.	The topic should have a language focus which would be discussed in this unit.
5	Deal with Difficult customers	The proposed problem in the material was far from students' daily settings. Therefore, the students have to learn unnecessary vocabulary that will not be used in their immediate setting.	The problem used in the material should be based on the student's immediate environment and experience.
6	Problem-solving	The listening exercise did not focus on comprehensive skills It only focused on completing the words and dialogue.	The designer needs to add comprehensive skills.
7	Email 1 (Email structure)	Material email structure should have been taught before the material about problem-solving. It was because learners should know email structure before they learn about how to solve customers' problems through email.	This material needs to be rearranged into more suitable sequences.

In addition, the evaluation was also obtained from the learning process. The researcher found that some exercises in certain units could be taken as homework so that the class progress could be in accordance with the program plan that each topic was discussed in two meetings.

Actually, the researchers could also apply flipped learning so that it provided the students opportunities to do independent learning. However, it was difficult to apply due to the workload of the learners. Another impact was that the learning process was quite slow since all exercises were discussed in the class. The students refused to do the homework. It affected the program plan. As a result, only seven

out of eight topics were discussed in this 40-hour program. Class activities: Flipped learning and homework (reading the text/ writing to practice the language)

Conclusion

To develop ISP Material for customer service, the researcher adopted the combination of ADDIE (R&D cycle) and Kemp's eight steps as the framework. The first stage, analysis, consists of Kemp's steps, namely identifying the goal, topics, and general purposes, identifying students' characteristics, and conducting pre-assessment. The second step was designing, It includes Kemp's steps, i.e. specifying learning objectives and listing the topics/subject content. In the third stage, development, It adapts Kemp's steps, i.e. selecting the teaching-learning activities and resources and considering the necessary support services. Fourth, in the implementation, the materials were directly implemented throughout the program. The last stage is evaluation, here it uses Kemp's last step of instructional design, namely evaluating students' learning. The applied cycle helped to develop ISP material. However, each step must be evaluated to achieve the most suitable program. The problems that arose in this process were caused by students' workload in their office and the material that was not fully delivered, and classroom situations. In a nutshell, every step must be evaluated deeper due to the time constraints and students' learning pace and workload in the office. In addition, to give more opportunities for the students to do independent learning due to the time constraint, flipped learning can be applied. The students can read the text at home and be ready for the classes. Also, adding a preparation course is recommended. In the class, the students can review basic Indonesian grammar (ber-, me-, me-i, and passive structure) and vocab in order to reach the target level (B1). Although some problems arose, developing the ISP material using text-based and ADDIE is still significant to develop suitable language instruction. In the future, R&D in ILFL should be more

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