VIEW FROM THE TOP: ENJOYABLE AND EFFECTIVE APPROACHES TO ELT FOR FLIGHT ATTENDANT

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Abstract

Young people today are more exposed to popular culture than any other age group. Television, movies, music, magazines, fashion, and internet form a major psychological part of the lives and life styles of youngsters. Since there has been increasing interest in the use of popular culture as aids in learning English. This research will investigate the ways in which popular culture might be used in teaching English. Learning language through pop culture, which comes from the West. Music, songs, and movies are highly popular with youngster. The movie 'View From The Top', in particular, was a popular movie, where it entered the fantasy world of most young girl who want to be a flight attendant class of 2011. Many of flight attendant watch this movie for several times, remembering the lines spoken by the actress, and reciting the lyrics of the theme songs. All of which seems to suggest that flight attendant student can learn English through their encounters with popular culture. A movie is one interesting way to learn English. Movie is one of popular culture which is part of oral literature which enhances ELT through elements such as authentic material, language in use and aesthetic representation of the spoken language, as well as language and cultural enrichment. Literature appeals to flight attendant students, it motivates them to become responsive and active learners.

Keywords: Movies, English Language Teaching, Enjoyable, Effective

INTRODUCTION

English language teaching in Aviation College has a quite long time followed the traditional path-teaching vocabulary and grammar textbooks, cramming college students with a considerable amount of exercises and then evaluating their accomplishments through examination. No wonder that English learners view English language learning as an obstacle which is vapid and difficult to conquer. Learning through media (movies, music, etc) is one of the best ways to learn a new language. Now days, ELT especially for aviation college student can be implemented in a relaxed and enjoyable way by watching aviation movies in class learning. Many teachers consider the use of literature in language teaching as an interesting and worthy concern (Sage 1987:1). In this paper, why a language teacher should use literary texts in the language classroom, what sort of literature language teachers should use with language learners, literature and the teaching of language skills, and benefits of different genres of literature to language teaching will be taken into account. Thus, the place of movie as a tool rather than an end in teaching English as a second or foreign language will be unearthed.

Movies have been an amusing companion for human being, as an integral part of our language experience, it can be a great value to English Language Teaching. From the many-
faceted merits movies possess may enrich and activate our English class. As progressive professionals in our continual search for additional resources, approaches, techniques and methods for expanding our repertoire of English language teaching tools, often, we need not look far beyond our immediate surroundings for inspiration. A commonly available resource of authentic English is movies.

Using View from the top in teaching English, it is stimulated Flight Attendant students to know flight attendant’s activity, works environment and to do exercise. In the movie provides picture and sound. It is efficient because teacher can held a big group of student. In general, the foremost function of movies is to provide relaxation and recreation. It is quite common that when people are tired with their daily activities, they will sit back listen to music or find other entertainment, hang out with friends to the cinema. Movie has the power to soothe people’s emotions, refresh their minds and to unlock their creativity. Benson (1997:141) has pointed out, the poet Simonides has described how “words are the images of things” and the great philosopher Aristotle long ago held that “with out image, thinking is impossible”. Yet the importance and usefulness of using visual leaning aids in the classrooms is only once again becoming general understood and commonplace in education.

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STATEMENT OF PROBLEM

On the basis of the discussion previously, there are some problem statements formulated as follow:
1. Does literature especially through aviation movie help teacher in English Language Learning for flight attendant students?
2. How can an aviation movie facilitate English Language Learning for Flight Attendant students?

RESEARCH METHOD

Subjects of research were 20 Flight Attendant students class of with ages ranging from 18 to 2011. They were students of the first semester in STTKD.

Material. Movie, this research used View From The Top to teach speaking for Flight Attendant students. This movie tells about the journey of girl who has a big motivation to get succes. She was motivated when she read a motivation book which written by a famous flight attendant. It builds her confidence up and encourages her to attend open interviews for Royalty Airlines (first class airlines). In this movie was shown how the main character reached her dreams, and told the life of flight attendant. The way they dress, the way they serve passangers.

Analyzing Data. This data analysis is divided in two sessions of one hour and a half. The classroom where these sessions are meant to be developed should be properly equipped.
with a video projector, a computer/laptop, and a whiteboard. In the first session the topic lesson and the movie are introduced to students; analysis and critical reflection will be restricted to the written and audio-visual text, whereas in the second session the aspect of performance will be taken into account.

There are list of conversation, flight attendant student should write it down the blank words of conversation which they got it from the movie. Knowing word’s meaning and also being able to use the sentence for practicing their english ability which relate to flight attendant’s conversation in the field work.

THEORETICAL APPROACH

“Language teaching can be defined as the activity which are intended to bring about language learning” (Stern, 1983: 21). Hence, whatever theory of language teaching should starts from the learning process or the learner’s perspective.

The Theory of Multiple Intelligence, proposed and elaborated by Gardner (1993), points out that there are a number of distinct types of intelligence possessed by each individual in varying degrees. In accordance with Multiple Intelligence, human intelligence is categorized into at least nine primary types: verbal/linguistic intelligence, mathematical/logical intelligence, visual/spatial intelligence, body/kinesthetic intelligence, musical/rhythmic intelligence, interpersonal intelligence, intrapersonal intelligence, naturalist intelligence and existential intelligence, all of which are not isolated and irrelevant, but interdependent on and complementary with each other. Therefore, it is inappropriate to explore only one type of intelligence in learning English. Verbal/linguistic intelligence, visual/spatial intelligence, interpersonal intelligence, body/kinesthetic intelligence and even more may contribute to developing and complementing a learner’s linguistic competence and enhance their ability of learning English. Watching movies is a great value to tap learner’s linguistic potentials through enchanting act, varying intonation, body language, great visual, which appeal to multidimensional development of human intelligence.

Using movies in learning English can successfully bring about affective learning through providing a harmonious classroom atmosphere, reducing students’ anxiety, fostering their interests and motivating them to learn the target language. Students will regard movies as part of entertainment rather than work and thus find learning English through movies amusing and relaxed.

“Dulay et all, suggested that the use of filter depends upon affaective factors such as the learner’s motivation, attitude and emotions” (Ellis, 1985:297). Krashen developed the Affective. Being a combination of language and visual, movies have innumerable virtues that deserve our attention. Their richness in culture and themes, their idiomatic expressions, their wide variety whom English learner enjoy watching movies. It is one resource from which English Teaching can extract considerable mileage on a wide range of themes and topics and it is an impeccable tool for language teaching.
Language expresses, embodies and symbolizes cultural reality (Kramsch, 2000:3). Language and visual are interwoven in movie to communicate cultural reality in a very unique way. Aviation movie endow native speakers with an opportunity to put across their own culture. Movie are highly expressive. Some convey love and emotions; some tell a memorable and story; some embody one’s dreams and ideals. Movies are abundant in themes and expressions which will echo in the learner’s heart. “Acquisition of automatic language skills depends on rich, meaningful, repeated exposure to comprehensible input without awareness” (Balitho et all, 2003: 253).

ANALYSIS

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A. Enjoyable and effective approaches in English Language Teaching

Paivio’s dual coding theory (1986) has been of interest to many teachers as it is a theory with many implications for learning. In general it suggests that an effective use of visual aids and tools should have a positive enhancement of learning. In this way the concept of the visual literacy of learners has emerged as an influential concept (e.g. Galda, 1993). For language teachers, the use of different visual-verbal aids will hopefully help teachers seeking to improve student motivation and interaction in class as well as learning of particular language skills and knowledge (Danan, 1992). The use of different types of visual aids can help teachers to reflect on the educational importance of visual literacy (Horn, 1998a). 'Visual aids' can provide practical solutions to the problems of a language teacher whose equipment, as a rule, consists of nothing more than a verbal textbook.

In this research, the researcher choose View From The Top movie. This is really an interesting movie which relate to Flight Attendant field work. This movie tells about a girl from a small town from Nevada who wishes to see the world in order to get away from her unhappy life of living in a trailer with her alcoholic mother, a former Las Vegas showgirl, and her abusive, alcoholic boyfriend. After graduating from high school, Donna (the main character) tries to make ends meet by working as a clerk in a Big Lots. One day, she reads a book by Sally Weston, My Life in the Sky and decides to follow her destiny by becoming a flight attendant.

Besides teach the way the language present for flight attendant aboard, this movie gives motivation to Flight attendant student, teaches how to become a flight attendant, and shows the life of a flight attendant. Through the movie, flight attendant students learn how
they have to behave as a flight attendant. While learning the language, all the student really enjoy the movie. They are motivated by the movie so they eager to learn more English.

B. Movie facilitate English Language Learning

According to Collie and Slater (1990:3), there are four main reasons which lead a language teacher to use literature in the classroom. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement. In addition to these four main reasons, universality, non-triviality, personal relevance, variety, interest, economy and suggestive power and ambiguity are some other factors requiring the use of literature as a powerful resource in the classroom context.

First, Literature is authentic material. Most works of literature are not created for the primary purpose of teaching a language. Many authentic samples of language in real-life contexts (i.e. travel timetables, city plans, forms, pamphlets, cartoons, advertisements, newspaper or magazine articles) are included within recently developed course materials. Thus, in a classroom context, learners are exposed to actual language samples of real life / real life like settings.

Second, Cultural Enrichment. For many language learners, the ideal way to increase their understanding of verbal/nonverbal aspects of communication in the country within which that language is spoken a visit or an extended stay is just not probable. For such learners, literary works, such as novels, plays, short stories, etc. facilitate understanding how communication takes place in that country. Though the world of a novel, play, or short story is an imaginary one, it presents a full and colorful setting in which characters from many social/regional backgrounds can be described. A reader can discover the way the characters in such literary works see the world outside (i.e. their thoughts, feelings, customs, traditions, possessions; what they buy, believe in, fear, enjoy; how they speak and behave in different settings.

Third, Language Enrichment. Literature provides learners with a wide range of individual lexical or syntactic items. Students become familiar with many features of the written language, reading a substantial and contextualized body of text. They learn about the syntax and discourse functions of sentences, the variety of possible structures, the different ways of connecting ideas, which develop and enrich their own writing skills. Students also become more productive and adventurous when they begin to perceive the richness and diversity of the language they are trying to learn and begin to make use of some of that potential themselves.

Fourth, Personal Involvement. Literature can be useful in the language learning process owing to the personal involvement it fosters in the reader. Once the student reads a literary text, she begins to inhabit the text. She is drawn into the text. Understanding the meanings of lexical items or phrases becomes less significant than pursuing the development of the story. The student becomes enthusiastic to find out what happens as events unfold via the climax; she feels close to certain characters and shares their emotional responses. This can have beneficial effects upon the whole language learning process.
Watching to English movie will prepare EFL learners to the genuine English language they are to be faced with. Teachers can devise special exercises to assist students in improving their listening and speaking skills. A task as follows can be used to help Flight Attendant students notice and absorb the phonetic reality in native English speakers’ speech.

Here are the following text of the View From The Top movie:

1. Donna Jensen ________ commercial break of a famous flight attendant which ________ her to be a flight attendant. The ________ of "My Life in the Sky." Can we get a shot of that?
   I'm ________. Why'd you pick flying?
   No matter how much I love that sleepy little town, none of my ________ were waiting down there. They were ________ up there.
   (author, watched, dreams, motivated, waiting, curious)
   And frankly, people, no matter where you're from, no matter who people ________ you are, you can be whatever you_______. But you got to ________ right now. Right this second, in fact. But how? You should start by ________ my book. I agree. But you can't have my ________. "My Life in the Sky."
   (buying, start, copy, think, want)

2. First Time Donna Jensen Applied in an Airline
   Sure, Sierra Airlines wasn't the ________ and the ________. It was the ________ and the absolute _________. But everybody has to start somewhere.
   (smallest, best, worst, biggest)
   Interviewer: Donna, why do you want to be a stewardess?
   Donna: Well, for all the travel _________. And for the _________.
   Interviewer: We're a budget airline. We fly from Laughlin to Fresno. ________ a week to Bakersfield. We got five planes. We fly ________ and drunks.
   Donna: Right. I want to ________ those gamblers and ________ with the best service in the sky.
   Interviewer: You're gonna love the _________. Our motto is "Big hair, short skirts, and service with a smile."
   (Once, uniform, gamblers, excitement, provide, drunks, opportunities)

Motivation
John Withney: Tell me, why do you want to work for Royalty Airlines?
Donna: Because I'm ________ and ________. It has ________ been my dream to work for the best.
   (efficient, always, organized)

3. Airlines ________ kit is ________ airport codes and ________ manuals, your registration ________, campus ________, and information about our ________ program.
(rules, containing, regulation, packet, mentor, trainee)

4. Skill for flight attendant
   And even then, you have to speak several languages and serve ________. 
   poise and grace: _____in a professional manner and to handle setbacks with _____. We learn to always keep _____
   (smiling, behave, integrity, impeccably)

5. Flight Attendant Schedule
   This is Joan with Royalty. You're ____to Stockholm via London.____with Capt Hanson.
   (Flight, flying)

6. Statement on Board
   Welcome aboard!
   Welcome to Sierra. As much as you can today, sweetie, just stick by me.
   Okay, the overhead bins are closed and the cabin is secure.
   Welcome aboard Sierra Airlines flight to Fresno.
   There are three emergency exits.
   There's an oxygen mask up above you...
   I want my hand towels.
   I want my little booties.
   And I want my warm nuts!
   Here you go.
   Thank you. Fly with us again
   Sir, please fasten your seat belt.

   Welcome to Cleveland
   Hopkins International Airport
   Remain seated until the aircraft has come to a complete stop and the captain has turned off the "fasten seat belt" sign.

   We know you have a choice when you travel. We thank you for choosing. Royalty Express. Good afternoon. If this is just a stopover for you, we wish you a safe, pleasant continuation of your journey. If Cleveland is your final destination...welcome home.

   Welcome aboard. Royalty Express flight. Two in the rear and two in the front
   Would you care for some champagne or caviar?
   No, thank you. I would like a vodka straight up, though.
   Champagne and caviar.
   Extra-wide seats.
Learners are likely to be attracted by these easy sentences, which will be easily recited and long remembered. The texts are first presented to students certain parts removed. After enjoying the movie, Flight Attendant students are asked to fill in the blanks with the words they catch. The words in the blanks are taken based on the flight attendant conversation. Most of them have undergone slight changes in sound, so it is not easy for Flight Attendant students to recognize them in listening and speaking. The changes obey the phonological rules which are subconsciously employed by native speakers in ordinary speeches but are often neglected by EFL learners. For example, the word “author” in the first blank has lost its final consonant /θ/ because the succeeding word “that” begins with /θ/. The word “they” in the second blank of the sixth line is mistaken by many students for “dey”.

Movie can be used to teach natural pronunciation efficiently. Native speakers’ pronunciation provides a model for EFL learners. We can easily find words by either American, British, Canadian or Australian singers and let learners choose which pronunciation they would like to imitate. By repeatedly listening to and learning these words, flight attendant students will gradually correct their errors and achieve a more native-like pronunciation. Moreover, to make an English dialogue well also demands familiarity with a number of above-mentioned phonological rules. The experimental class the researcher taught reveals that students who always listen and watch to English movie pay more deliberate attention to pronunciation, phonological rules, stress and intonation than the others and thus pronounce more correctly and speak English more fluently.

The specific teaching practices of utilizing English movie in reinforcing different aspects of the flight attendant students’ language skills are based on the researcher’s own experiment in college English classes. After finishing the text analysis of each unit, which usually takes two weeks, about sixty minutes are spent on different classroom activities concerning English movie described above. Therefore, in 36 teaching hours of the whole semester for each class, 4 teaching hours in all are spared for immersing the students in English vocabularies. Flight Attendant students’ total score for the English class, which is mainly comprised of self-listening and speaking tests, final oral test and final written exam, as is prescribed by the teacher’s teaching agenda for English class. The researcher is teaching two different classes of the same year in the same College, one is Flight Attendant and the other is Air Transport Management, whose average academic performance in First Entrance Exam is at a similar level. The table suggests that using English movie in English classes will not weaken but reinforce the effect of teaching. It is shown from their score in Table 1.

Table 1: The Scores Comparison between Air Transportation Management and Flight Attendant Class toward ELT’s Movie Approach

<table>
<thead>
<tr>
<th>Test</th>
<th>N</th>
<th>Flight Attendant</th>
<th>Air Transport Management</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written (Mean)</td>
<td>20</td>
<td>78</td>
<td>67.5</td>
<td>10.5</td>
</tr>
<tr>
<td>Oral (Mean)</td>
<td>20</td>
<td>82.5</td>
<td>71.25</td>
<td>11.25</td>
</tr>
</tbody>
</table>

Source: Midterm and Final exam 2011
As can be seen in Table 1, there are a significant difference score between Flight Attendant whom used Movie as an approach in learning English and Air Transport Management whom did not used it. Table 1 shows how aviation movie really help the flight attendant student in learning English skill, especially listening and speaking.

**Conclusion**

Literature plays an important role in the English programs of many non-English speaking countries, especially in aviation college which all of the text book material from aviation subject are English. However, there are some problems encountered by language teachers within the area of teaching English through literature. First, there are few literature especially aviation movie which help teacher in English Language Learning. Second, there is a lack of aviation movie which facilitate English Language Learning in Aviation College.

The teacher has an important role in teaching English through literature. First, researcher determines the aim of language teaching in relation to the needs and expectations of the students. Researcher sets up the aim and the objectives of the language teaching. Second, researcher selects the appropriate language teaching method, teaching techniques, and classroom activities. Then, the researcher selects the aviation movie relevant to the aim and the objectives of the teaching. The result of giving aviation movie as material for flight attendant student, it gives differences result to other class because flight attendant students with verbal/linguistic intelligence, the language teacher’s using literature in a foreign language class serves for creating a highly motivating, amusing and lively lesson. Literature is not only a tool for developing the written and oral skills of the students in the target language but also is a window opening into the culture of the target language, building up a cultural competence in students.

**References**


