THE IMPACT OF RADIOTELEPHONY PRACTICE ON ENHANCING SPEAKING AND LISTENING SKILLS FOR INITIAL STUDENT PILOTS AT LOMBOK INSTITUTE OF FLIGHT TECHNOLOGY

THESIS

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ABSTRACT

This study investigates the influence of Radiotelephony Practice on the speaking and listening skills of initial student pilots at the Lombok Institute of Flight Technology. Radiotelephony practice is the systematic integration of simulated aviation communication scenarios into the training curriculum to improve students' proficiency in verbal communication and comprehension within the context of aviation terminology and procedures. Speaking skill for initial pilot students is the proficiency demonstrated in effectively conveying and comprehending verbal information. Listening skills of initial pilot students can be operationally defined as the ability to accurately comprehend and respond to verbal instructions and communications. The primary aim is to determine whether radiotelephony practice significantly impacts the development of these critical communication skills. The sample consists of seven students, and the research adopts a pre-experimental design with pretest and posttest assessments. The results reveal a significant improvement in both speaking and listening skills, as evidenced by the T-test scores, which were lower than the alpha value of 0.05, indicating statistical significance. This study underscores the importance of targeted interventions and continued practice in radiotelephony to ensure that pilot students achieve the necessary communication competence for their professional roles.

Key words : Radiotelephony, Speaking and Listening

LEGITIMATION SHEET

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CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research. It consist of the background of the research, formulation of the problem, the objective of the research, significance of the research, and operational definition.

1.1 The Background of the Research

Lombok Institute of Flight Technology (LIFT) is committed to providing comprehensive training for aspiring pilots, encompassing both technical proficiency and effective communication skills. However, challenges related to speaking and listening abilities among initial student pilots have been identified, hindering their progress in radiotelephony communication. This research seeks to address these challenges by investigating the influence of radiotelephony practice on improving speaking and listening skills among students at LIFT.

The research at LIFT identifies two main problems related to speaking and listening skills among student pilots. Firstly, students exhibit reluctance to speak, often due to shyness or fear of making mistakes. Additionally, there is a prevalent culture of mocking peers for language errors, creating a discouraging environment for speaking practice. Secondly, students struggle to understand English instructions and engage in listening conversations, impeding their ability to communicate effectively with air traffic controllers during aircraft training.

To address the speaking-related challenges, the research will implement structured teaching steps in radiotelephony. Initially, students will receive instruction on basic aviation phraseology and communication protocols.

Subsequent sessions will focus on pronunciation and speaking practice, emphasizing clarity and confidence in verbal communication. Role-playing exercises will be incorporated to simulate real-world communication scenarios, encouraging students to apply their skills in a supportive environment.

For enhancing listening skills, the research will introduce dedicated modules focused on comprehension and information processing. Students will participate in listening exercises using simulated radio communication scenarios, gradually increasing in complexity. Additionally, interactive activities will be incorporated to expose students to diverse English accents and reinforce their ability to understand instructions from air traffic controllers.

The research proposes the implementation of radiotelephony practice as a solution to the identified problems. By integrating structured speaking and listening exercises into the curriculum, students will have ample opportunities to practice and improve their communication skills. Radiotelephony practice will serve as a practical and relevant approach to language learning, aligning with the demands of the aviation industry and enhancing students' readiness for real-world flight operations.

It is anticipated that the implementation of radiotelephony practice will lead to significant improvements in speaking and listening skills among student pilots at LIFT. By fostering a supportive learning environment and providing structured practice opportunities, students will gain confidence in communicating effectively in English. Moreover, the research aims to cultivate a culture of respect and

collaboration, where language errors are viewed as opportunities for growth rather than sources of ridicule.

In conclusion, the research at LIFT aims to investigate the influence of radiotelephony practice on improving speaking and listening skills among initial student pilots. By addressing the identified challenges through structured teaching steps and practical intervention strategies, the research endeavors to empower students to communicate effectively in English and excel in their aviation careers. Through collaborative efforts and evidence-based practices, LIFT strives to uphold its commitment to providing high-quality training for the next generation of aviators.

1.2 Formulation of the Problem

Based on the background of the problem above, the formulation of the problem in this research was:

"Does radiotelephony practice influence the initial students pilots speaking and listening skill at Lombok Insitute of Flight Technology?"

1.3 Objective of the Research

The objective of the research was to find out the influence of radiotelephony practice on the initial students pilots speaking and listening skill at Lombok Insitute of Flight Technology.

1.4 Hypothesis of the Research

Hypothesis of the research as follows:

- Null Hypothesis (H0): Radiotelephony practice doesn't influence the initial pilots students' speaking and listening skill at Lombok Insitute of Flight Technology.
- Alternative Hypothesis (Ha): Radiotelephony practice influence the initial pilots students' speaking and listening skill at Lombok Insitute of Flight Technology.

1.5 Significance of the Research

The research holds implications for aviation training institutions worldwide, highlighting the importance of integrating practical communication skills training into pilot education programs. By addressing the specific challenges faced by student pilots at LIFT, the findings of this research can inform curriculum development and instructional strategies in similar educational settings. Ultimately, enhancing speaking and listening skills will contribute to safer and more efficient aviation operations.

1.6 Operational Definition

1.6.1 Radiotelephony Practice

Radiotelephony practice is the systematic integration of simulated aviation communication scenarios into the training curriculum to improve students' proficiency in verbal communication and comprehension within the context of aviation terminology and procedures. This practice involves engaging students in interactive exercises where they practice speaking and listening skills through simulated radio communications typical of those used in aviation operations,

providing them with practical experience and feedback to develop their communication skills effectively.

1.6.2 Speaking Skills

Speaking skill for initial pilot students is the proficiency demonstrated in effectively conveying and comprehending verbal information, including clarity, fluency, coherence, and appropriateness of language use, assessed through structured oral assessments and performance evaluations in aviation communication contexts

1.6.3 Listening Skills.

Listening skills of initial pilot students can be operationally defined as the ability to accurately comprehend and respond to verbal instructions and communications in simulated and real-time flight scenarios, as measured by standardized auditory comprehension tests and instructor evaluations.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Concept of Radiotelephony Practice

2.1.1 Definition of Radiotelephony Practice

Radiotelephony is a set of prescribed rules what to say, how to say, when to say something, and how to understand uttered (Pradipta & Sunardi, 2015). Radiotelephony is an organised system for transmission of information, advice, instructions, clearances and permissions from the sender to the receiver and vice versa (Pramono, 2016). It is also important to acknowledge that radiotelephony represents a set of operational procedures.

It is carried out in English, but it differs a lot from general English. It is a restricted and coded sublanguage with reduced vocabulary in which each word has a precise meaning that is often exclusive to the aviation domain (Pradipta & Sunardi, 2015). Sentences are short, determiners (the, your, etc.), auxiliary verbs (can, could, may, etc.), link verbs (is, are), subject pronouns (I, we, you, they, etc.) and many prepositions are removed. Here are some examples of radiotelephony:

- Standby estimate, means that the pilot or co-pilot should wait for the estimate will be given by ATC later.
- Request high speed climb, is the sign for the pilot when he/she want to take the plane higher.
- Estimate arrival, is ATC asking the pilot for what time of the plane will be arrive.

Another theory from Batubara (2015) radiotelephony practice refers to the standardized procedures and language used for communication between aircraft and air traffic control (ATC) over radio frequencies. According to the International Civil Aviation Organization (ICOA), (2007), effective radiotelephony communication is essential for ensuring clear, concise, and unambiguous exchanges that enhance safety and efficiency in aviation operations.

2.1.2 The Importance of Radiotelephony in Pilot Training

Radiotelephony, the practice of communicating via radio waves, plays a critical role in pilot training, serving as the backbone of aviation communication (Saputra & Andika, 2024). This system ensures that pilots can reliably exchange vital information with air traffic control (ATC), other aircraft, and ground personnel. Effective radiotelephony training helps pilots to navigate complex airspaces, manage in-flight emergencies, and maintain overall flight safety. The training emphasizes clarity, brevity, and precision, which are essential for reducing misunderstandings and ensuring timely responses.

Firstly, radiotelephony establishes a standard language and protocol that all pilots and air traffic controllers adhere to, regardless of their native languages (Borowska, 2018). This standardization, governed by international regulations like those from the International Civil Aviation Organization (ICAO), reduces the risk of miscommunication. For initial pilot students, mastering this standardized communication is crucial, as it forms the basis of all their interactions in the air and ensures coherence across international flights.

In pilot training, radiotelephony is used to teach precise and clear communication skills (Y, Ma, Zhang, & Yang, 2022). Pilots learn specific phraseologies and protocols that are designed to be universally understood and minimize ambiguity. This training includes learning how to give and receive instructions, report positions, request clearances, and manage unexpected situations. By practicing these communications, pilot students develop the ability to convey essential information succinctly and accurately.

Additionally, radiotelephony training is integral in teaching pilots how to manage stress and maintain composure during high-pressure situations (McClernon, Connor, McCualey, & Warm, 2011). Effective communication is critical during emergencies, and pilots must be able to convey and receive critical information without delay or error. Training scenarios often include emergency simulations where students must use radiotelephony to handle the situation, ensuring they are prepared for real-world incidents.

Listening skills are equally important in radiotelephony training. Pilots must be able to accurately comprehend instructions from ATC, which may come rapidly and include complex information (Clark & Williams, 2020). Training programs often include exercises that improve listening comprehension and the ability to follow instructions precisely. This helps in preventing misunderstandings that could lead to serious safety risks.

Radiotelephony also fosters situational awareness among pilots. By consistently communicating with ATC and other aircraft, pilots maintain a comprehensive understanding of their environment, including the location of other

aircraft, weather conditions, and potential hazards (Kim, 2023). This continuous flow of information is vital for making informed decisions and maintaining flight safety.

In conclusion, radiotelephony is a fundamental aspect of pilot training, critical for ensuring clear, precise, and effective communication. It enhances safety, situational awareness, and the ability to handle both routine and emergency situations. By mastering radiotelephony, pilot students develop essential skills that are pivotal to their success and safety in the aviation industry.

2.1.3 Radiotelephony as A Tool in Teaching Speaking

Radiotelephony can be a powerful tool for teaching speaking skills to initial pilot students, emphasizing the need for clear, concise, and precise communication in aviation. Using radiotelephony in speaking activities helps students develop the ability to articulate instructions, reports, and responses effectively in high-pressure situations. Understanding the basics of radiotelephony phraseology is essential. Students need to learn the standard terms and protocols used in aviation communication (ICOA, 2007). This includes the phonetic alphabet, numbers, and common phrases like "Roger," "Wilco," and "Mayday.". Familiarity with these terms is crucial for accurate and efficient communication. Here are some speaking activity that can be modified in teaching speaking using radiotelephony (Suswanti, 2021):

A. Role-playing

One effective speaking activity is role-playing exercises. In these exercises, students take on the roles of pilots and air traffic controllers in various

simulated scenarios. This could include takeoff and landing clearances, in-flight emergencies, or routine communications. Role-playing helps students practice speaking clearly and confidently while adhering to standard protocols.

B. Flight Simulators

Another valuable activity is the use of flight simulators equipped with radiotelephony communication systems. In these simulators, students can engage in real-time communication with virtual ATC, providing a realistic environment for practicing speaking skills. The simulators can be programmed with different scenarios, ranging from normal operations to emergency situations, requiring students to communicate effectively under pressure.

Listening and repeating exercises are also beneficial. In these exercises, instructors provide examples of standard radiotelephony communications, and students must repeat them accurately. This helps students to internalize the correct phraseology and pronunciation, ensuring they can speak clearly and confidently in real-life situations.

C. Scripted Communication Exercises

scripted communication exercises can be used to build confidence and fluency. In these activities, students are given scripts that contain typical radiotelephony exchanges. They practice reading these scripts aloud, focusing on clarity, intonation, and pace. Over time, this helps students to develop a natural speaking rhythm and reduces reliance on written prompts.

D. Impromptu Drills

To further enhance speaking skills, instructors can introduce impromptu speaking drills. In these drills, students are presented with unexpected scenarios and must respond without pre-prepared scripts. This simulates real-life conditions where pilots must think on their feet and communicate effectively without hesitation.

E. Feedback Session

Feedback sessions are crucial for improving speaking skills using radiotelephony. After each exercise, instructors provide detailed feedback on the students' performance, highlighting areas of strength and areas needing improvement. Constructive feedback helps students to refine their speaking techniques and build confidence.

F. Recording and Playback Activities

Recording and playback activities offer another layer of learning. Students' communications are recorded during exercises, and these recordings are played back for analysis. Listening to their own communications allows students to self-assess their performance, identify errors, and understand how they can improve.

G. Peer Review Activity

Peer review activities can also be beneficial. In these activities, students review each other’s radiotelephony communications, providing feedback and suggestions for improvement. Peer reviews encourage collaborative learning and allow students to gain different perspectives on effective communication techniques.

In conclusion, using radiotelephony as a tool for teaching speaking involves a combination of theoretical knowledge, practical exercises, and continuous feedback. Through role-playing, simulators, scripted exercises, impromptu drills, and feedback sessions, students can develop the speaking skills necessary for clear and effective communication in aviation. This approach ensures that initial pilot students are well-prepared to handle the demands of real-world aviation communication, enhancing both their confidence and competence

2.1.4 Radiotelephony as A Tool in Teaching Listening

Radiotelephony is an invaluable tool for teaching listening skills to pilot students. Here are some listening activity that can be done using radiotelephony as the teaching tools (Francetić, 2018):

a. Listening Exercise

Listening practice using radiotelephony typically includes exercises where students listen to recordings of ATC instructions and write down or repeat the information. These exercises help students to focus on key details, such as altitude assignments, headings, and weather updates. The repetition of these exercises reinforces memory and helps students become more adept at quickly processing and understanding spoken instructions.

b. Live Listening Sessions

To further enhance listening skills, students participate in live listening sessions. These sessions can be conducted in simulators or through real-time communication with instructors acting as air traffic controllers. Students must listen to and follow a series of instructions, which may include navigating a

course, adjusting altitude, or performing maneuvers. Immediate application of received instructions helps to improve comprehension and execution. Error correction and feedback play a crucial role in these exercises. Instructors provide real-time feedback on students' listening accuracy and response appropriateness. This feedback helps students identify and correct misunderstandings, fostering better listening habits. Regular assessment and constructive critique are vital for continuous improvement in listening skills.

c. Role Playing

One effective speaking activity using radiotelephony is role-playing. In these activities, students take turns acting as pilots and air traffic controllers. The “pilots” must listen to and interpret instructions from the “controllers,” who follow a scripted set of communications. This exercise not only improves listening but also helps students understand the perspective and challenges of both roles, promoting empathy and cooperation.

d. Simulated Flight Exercise.

Another engaging activity is the "simulated flight" exercise, where students operate in a virtual environment that replicates real-world flying conditions. Instructors provide ATC communications that students must listen to and act upon in real time. These simulations can range from routine flight operations to emergency scenarios, requiring students to listen carefully and respond accurately under pressure.

e. Group Listening Exercises

Group listening exercises are also beneficial. In these sessions, students listen to a recorded ATC communication as a group and then discuss what they heard. This collaborative approach helps to identify common listening errors and provides an opportunity for peer learning. Sharing interpretations and strategies for effective listening can reinforce individual learning.

f. Intergrating Technology

Integrating technology, such as speech recognition software, can further support listening training. These tools provide instant feedback on whether students accurately understood and repeated instructions. The use of technology allows for individualized training at a student's own pace, supplementing traditional instructor-led sessions.

In conclusion, radiotelephony is an effective tool for teaching listening skills to pilot students. Through a combination of theoretical learning, practical exercises, role-playing, advanced drills, and technology integration, students can develop the acute listening skills necessary for safe and efficient aviation operations. Continuous practice, feedback, and exposure to real-world scenarios ensure that these skills are honed and retained, preparing students for the demands of professional flying.

2.1.5 Teaching Speaking and Listening Steps Using Radiotelephony As Tools

Teaching English with a focus on speaking and listening using radiotelephony as a tool involves a structured approach that integrates theory.

Here are the teaching steps that has been developed by researcher based on previous theory:

1. Introduction to Radiotelephony Basics: Start by introducing students to the basics of radiotelephony, including its purpose, standard phraseology, and key communication protocols. Use multimedia resources, such as audio recordings of ATC communications, to provide real-world examples.
2. Vocabulary Building. Teach students essential aviation vocabulary related to radiotelephony, such as aircraft types, parts, weather conditions, and flight procedures. Incorporate vocabulary exercises and games to make learning engaging and interactive.
3. Listening Comprehension Activities. Conduct listening comprehension activities using simulated ATC communications. Provide students with transcripts of the communications and have them listen for specific information, such as instructions for takeoff, landing, or flight routing. Discuss the communication exchanges and clarify any misunderstandings.
4. Role-Playing Exercises: Divide students into pairs or small groups and assign them roles as pilots and air traffic controllers. Provide scripted scenarios or prompts for communication exchanges and have students practice speaking and listening in simulated radiotelephony conversations. Encourage creativity and problem-solving as they navigate various flight situations.
5. Interactive Simulations. Utilize flight simulation software or online platforms that simulate air traffic control environments. Guide students

through simulated flight scenarios where they must communicate with virtual ATC controllers using radiotelephony. Monitor their interactions and provide feedback on their speaking and listening skills.

6. Feedback and Error Correction. Offer constructive feedback on students' speaking and listening performance during role-playing and simulation activities. Highlight areas for improvement, such as pronunciation, clarity, and adherence to standard phraseology. Encourage self-assessment and peer feedback to promote reflection and learning.
7. Authentic Materials. Integrate authentic radiotelephony materials, such as recordings of actual ATC communications, into lessons. Have students listen to these materials and identify key information, such as aircraft callsigns, clearances, and instructions. Discuss the challenges and nuances of real-world radiotelephony communication.
8. Group Discussions. Facilitate group discussions on the importance of effective communication in aviation and the role of radiotelephony in ensuring flight safety. Encourage students to share their experiences, insights, and questions related to speaking and listening in aviation contexts.
9. Assessment and Progress Monitoring. Assess students' speaking and listening skills through oral presentations, role-playing assessments, listening comprehension tests, and performance in simulated flight scenarios. Use rubrics to evaluate their proficiency levels and track their

progress over time. Provide personalized feedback and guidance to help students achieve their learning goals.

2.2 The Concept of Speaking Skills

2.2.1 The Definition of Speaking

Speaking is the act of using the mouth to communicate. We use a variety of body parts, including the lungs, vocal tract, vocal cords, tongue, teeth, and lips, to produce sounds when we speak (Hossain, 2015). According to Marleni, Sari, & Hardi (2021), states that speaking is an important skill in expressing idea in communication. Meanwhile, speaking is the process of making and sharing meanings using verbal and non-verbal symbols in different contexts (Alfirandii, 2023). The main point of speaking is for communicating, so we must convey the thinking and feeling effectively and the speaker must understand the meaning to be communicated in order to make other people understand with what they are talking about. It means that people in the world have speaking skill because speaking is an activity that we always do in every time to communicate with other people and to make a good relationship in society.

According to Zuhriah (2017) speaking is how people express something and interact with others verbally. With the ability of speaking, students can inform and share what they think. In Indonesia, English is a foreign language, so EFL students have to do a lot of practice to master it. Learners should practice in-class activities and outside class because, with lots of practice, students will get used to using English and speaking fluently. From those theories, it can be concluded that

speaking skills are skills used to express ideas, opinions, or feelings to give or obtain information and knowledge from other people who communicate

2.2.2 Types of Speaking

According to Brown (2004) he divides five types of speaking including:

a. Imitative. Imitative is the ability to imitate a word, phrase, or sentence. Which, for example, is like a parrot that can imitate the various sounds we make.
b. Intensive. Intensive is a type of speaking that focuses on grammatical, phrasal, lexical, and phonological competence. This type of test is completing sentences or dialogues and verbal questions or tasks with picture cues.
c. Responsive. This responsiveness is focused on the response given where this type of responsive test is to assess task interactions such as; debriefing, paraphrasing, giving orders and directions, taking tests of English orally, and so on.
d. Interactive. This interactive is a type where tasks involve a long time, such as interviews, role-playing, discussions, and games.
e. Extensive. This extensive is a type involves a complex and relatively span of discourse in carrying out its duties. Where examples of this type are in the monologue with the following examples; oral presentations, using visual cues, retelling a story, translation, and more.

Based on the types above, the speaking types that can be happened in this research is interactive speaking because the exercise in radiotelephony activity such us roleplaying, interview and discussion.

2.2.3 The Component of Speaking

According to Brown (2004), argues that there are five components in speaking:

a. Pronunciation

Pronunciation is a word that is pronounced orally, aiming to make our communication with our interlocutors clear, and not cause mistakes because this pronunciation will affect the understanding of the interlocutor in capturing the message we are conveying.

b. Grammar

Grammar is a type of language rule that regulates the criteria for using words and sentences. So grammar is needed for students to compose correct sentences both in writing and orally through conversation.

c. Vocabularies

This vocabulary is essential in using a second language because it will affect how we communicate with others. Because the key to the success of communicative communication is the power of vocabulary. Therefore, knowing a lot of vocabulary will make it easier for us to express ideas, feelings, and thoughts both in written and oral form.

d. Fluency

Fluency in spoken and written language indicates an action that is expressed smoothly and accurately. It means that fluency can be interpreted as an ability to speak communicatively, fluently, and with accuracy. In the teaching and learning process, if the teacher wants to check the fluency of his students then the teacher will allow them to express themselves freely. The goal is to help students speak fluently and relax.

e. Comprehension

Comperhension refers to the fact that participants can understand the nature of research projects, complex procedures, risks and etc. Where comprehension is an ability to understand and process a discourse landscape, formulating a representation of the meaning of a sentence. Therefore, in speaking this comprehension refers to the understanding of the speaker and the interlocutor about what they are talking about so that misunderstandings do not occur and they understand each other.

2.2.4 **Strategies in Teaching Speaking**

According to Gulo (2002) the teaching method is a tool used to help move what has been planned in the strategy. Implementing teaching strategies needed a method to be able to achieve learning objectives. Therefore, this method benefits for teachers in teaching and learning activities in class. Teachers still use the following teaching methods such as: the lecture method, the question, and answer method, the discussion method, the learning task and recitation method, the group work method, the demonstration and experiment method, the sociodrama method (role-playing), the problem-solving method, the team system method (team

teaching), training method (drill), field-trip method, resource person method, community survey method, and simulation method and etc (Kurniawati, 2023).

Besides that, teachers also use teaching strategy in the learning process. A strategy is a way that someone applies a method so that it can take place effectively and efficiently (Hasanova, Abduazizov, & Khujakulov, 2021). The success of teaching speaking depends on the strategy used by the teacher in the classroom during the teaching and learning process in a class. According to Kayi (2006), there are several strategies that teachers can apply in teaching speaking English, including:

a. Discussion

This discussion is one of the techniques for learning to speak by making groups of three to five students in ongoing learning activities. The purpose of this discussion is to train and improve students' speaking abilities.

b. Role Play

Role play is a technique teachers to improve student's speaking skills. Where students will carry out a social role as it exists in real life. In this role-playing activity, the teacher gives a message or information to students related to who they are, and what they think and feel when they are going to role-play.

c. Simulation

This simulation is similar to role-playing, but it is more complicated. Because in a simulation, the players must use an object or item to create a real impression. Where the benefits of this simulation include: 1) increasing self-confidence in students, and 2) motivating students to show their best.

d. Information Gap

The information gap is one technique to solve existing problems and provide information. Where in this activity, students will work together in pairs. One of the students who has information will give that information to his partner who needs this information. Moreover, each partner will not provide any information to the other party. Therefore, this activity is effective because everyone can speak freely according to what they know and have the information available.

e. Brainstorming

Brainstorming is a technique whose unique feature is that students are not criticized for the ideas, so they have so they will be open in terms of sharing their ideas. Where this activity depends on a topic discussed. Because that is what will become it lighter for students to think fast. Which will later affect the skills and speaking abilities of these students.

f. Storytelling

Storytelling is a technique that can improve students' ability to speak English. Besides that, storytelling will make students more creative and innovative. Because by storytelling, students can develop the ideas that are in their minds and make students confident when presenting the stories that will be conveyed.

g. Interviews

Interviews is a technique that can improve students' abilities and skills in speaking and also in socializing. Students will interview someone by asking

several questions to get critical information. Then students will present the results of their interviews in front of the class.

h. Story Completion

Story completion is a technique or activity that is so much fun because all students can speak freely and continue the previous story started by their teacher. Where in this activity, students are required to be able to make four to ten sentences to complete or continue the previous story.

i. Reporting

Reporting is an activity in which students are asked to read a source of information in a book, newspaper, or magazine. They report to their classmates regarding the exciting news they have found. Then present it in front of the class, which will improve their speaking ability.

j. Answers and Questions

Answer and question is an activity that can impact student development in responding to questions raised by the teacher and in asking the teacher related to learning material when teaching and learning activities occur.

Based on the theory above, the teaching strategy or method that will be used in this research using radiotelephony as teaching tools are roleplying, discussion, interview, reporting, answer and questions and simulation.

2.3 The Concept of Listening Skills

2.3.1 Definition of Listening

Nunan (2003) defined listening as an active, conscious activity of making sense of the information we hear. Listeners consider not only what they hear, but

also how it connects to other information they already have. By blending the information, they hear with their own thoughts and experiences, listeners are "creating the meaning" in their own minds. According to Lestari (2019) throughout the listening process, both the speaker and the listener are directly engaged in communication. Listener not only listen but also intend to grasp the meaning in order to develop such wonderful communication. In other words, listening skills entail listening, receiving, and comprehending the information gained, and then providing a meaningful response to the information obtained.

In regard to the crucial nature of listening skills, Haloho, Sinaga, Rajagukguk, Nainggola, & Napitupulu (2022) stated one of the most important skills in learning English is listening. People have to be capable to listen attentively in order to comprehend the meaning of the words. In addition to listening, he mentioned writing, reading, and speaking. He underlined that it is a skill that some people must work harder at than others. We develop this skill, like babies, by listening to those who already know how to speak the language. As consequently, the belief is that listening becomes a very important skill in language learning since it allows us to learn how to communicate in the target language (English).

According to Brown (2004), The fact that listening is often included as an element of communicating (speaking) is one explanation for this attention. How could you understand a language unless you listen? Thus, listening skills are interwoven with speaking abilities since we cannot communicate in the target language (English) unless we first listen to it. Then he emphasized the importance

of aural-oral input in successful language acquisition. As a result, in order to be successful in learning a new language, listening and speaking cannot be separated.

Additionally, Harmer (2007) stated in his book that another reason for mastering listening skills, particularly in English, is that the majority of learners desire to comprehend what others say to them in English, whether it's in person, on Television or the radio, in film theatres or cinemas, on audio-speaker, CDs, or other recorded media. For this reason, students strive to be able to understand what they hear in English as well as talk in English. Furthermore, he explained that listening is also beneficial to our students' pronunciation because more frequently they are exposed to the English language being spoken, the better they acquire appropriate pitch and intonation, stress, and word sounds associated with individual words as well as how they blend together in connected speech. In simple terms, the more students listen, the better they develop at both listening and communicating.

According to (Wilson, 2008)the fundamental aims of human listening are information collection and enjoyment, although there are other motivations, such as empathy, appraisal, and criticism. As a result, students listen not only for information but also for enjoyment an According to the notions presented above, listening is a very active practice that fosters communication. While listening skills is a technique for understanding what is being said by considering how something is stated as well as the nonverbal clues that precede it. It also serves a number of purposes. As a result, developing listening skills is critical because it

allows you to communicate and learn new languages and reactions to what they heard.

According to the notions presented above, listening is a very active practice that fosters communication. While listening skills is a technique for understanding what is being said by considering how something is stated as well as the nonverbal clues that precede it. It also serves a number of purposes. As a result, developing listening skills is critical because it allows you to communicate and learn new languages.

2.3.2 Kinds of Listening

Harmer (2007) proposed two kinds of listening, they are:

a. Extensive Listening

Extensive listening is the practice of listening to information in a leisurely manner, without focusing on every word, but simply for the enjoyment of what is spoken. It includes listening that children do outside of the classroom for fun or for other purposes. Listening to an interesting radio show is one example of this type of listening. Long- term listeners do not need to perform any language effort on what they hear, but instead have the delight of almost perfect direct understanding of anything worth discussing at length, often for recreational purposes.

b. Intensive Listening

Intensive listening differs from extended listening in that students listen to improve their listening skills and learn how to speak English. It is primarily

carried out in schools. Students are taught to listen to a text to learn how to gather and organize the information contained within it. The purpose of listening is to challenge students and allow them to gain listening skills or language knowledge via their own efforts, guided by activities related to the text.

2.3.3 Purpose of Listening

We always listen with a purpose in mind, and we listen in different ways depending on that aim. Having a goal allows us to listen more effectively. According to Brown (2006) the following are the goals of listening:

a. Listening for Main Ideas

   Listening for main concepts indicates that the listener wishes to gain an overview of the topic that is being discussed.

b. Listening for Details

   We listen for specifics on a daily basis. For example, we require the details while requesting directions to somewhere, such as a friend's house. In this scenario, simply comprehending the topic is insufficient.

c. Listening and Making Inferences

   Speakers may not frequently express themselves precisely. That is, crucial meaning aspects can be hinted instead of explicitly stated. Listeners must "listen between the lines" to understand what is being said.

Additionally, based on Wilson (2008) the types of listening we engage in on a day-to-day basis can be categorised as follows:

a. Listening for Gist

This pertains to situations in which we want to know the broad gist or ideas of what is being conveyed, as well as who is speaking to whom and why, and how successful they are at delivering their message.

b. Listening for Specific Information

This relates to situations in which we do not need to grasp everything, but merely a particular necessary information. As an instance, while listening to a list of postponed trains, we are primarily interested in hearing news about one train in particular - the one we want to catch - and so we listen selectively for this information. We dismiss anything else.

c. Listening for Detail Information

This relates to the type of listening we undertake when we need to discover errors or distinguish between two passages, for example. We can't afford to overlook anything since, unlike listening to a list of delayed trains, we don't know what information will help us accomplish our task.

d. Inferential Listening

This is the form of listening that we conduct when we want to know how the speaker is feeling. It may entail listening to make inferences.

2.4 Previous Related Studies

Pradipta & Sunardi (2015) conducted a research with the title "Transitivity Analysis of Radiotelephony at Ahmad Yani Internasional Airport". This qualitative study aimed to to know the field of discourse and the purpose of dominant process of the data. It is found that material process (65.15%) is the most dominant process used during the conversation between pilot and controller

through radiotelephony. The dominant participant is goal (36.47%) and the circumstance of place (35.41%) is the dominant circumstance. The field of discourse reveals that there are experiential domain, long term goal, short term goal. The experiential domain of the discourse is about a continuous communication between pilot, co-pilot, and both controller and co pilot in the air ground communication. While the short term goal of the discourse concludes that the speakers use mostly material and verbal process to share information during the journey in the air.

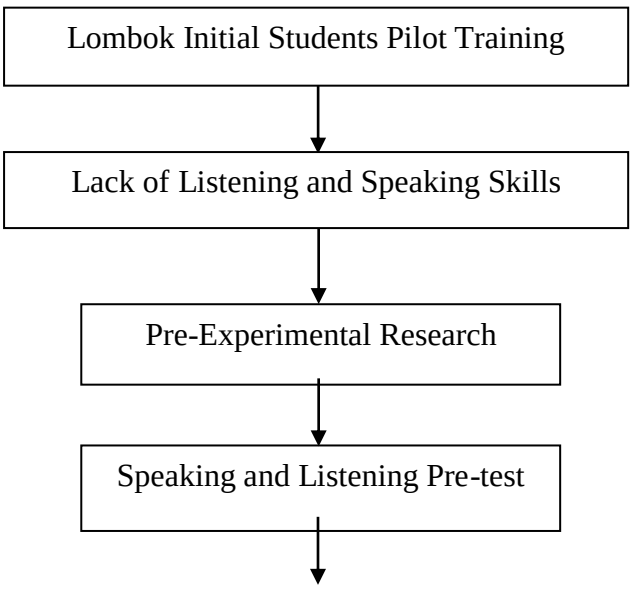
Pramono (2016) conducted a research with the title " Speech Functions Of Radiotelephony In Air Ground Communication". deals with speech functions of radiotelephony in air ground communication. This study attempts to investigate the speech functions found in the air ground communication when the unusual situation or emergency occur i.e. what types of speech functions are used in air ground communication, why these types used as the way they are and in what context the speech functions is used as the ways they are. The findings indicate that there are fourteen types of speech functions used by pilots and controllers in air-ground communication, which consists of: Attribution, Material, Mental, Relation, statement, question, command, offer, answer, acknowledge, accept, compliment, contradiction, disclaimer. The data analysis shows that not all types of speech functions are used by pilots and controllers in air-ground communication.

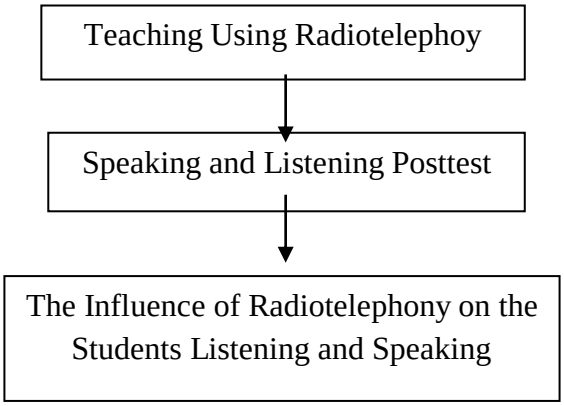
The similarity between this research and those previos study is all of them discuss about the radiotelephony. The novelty is this research make on

radiotelephony as a teaching tools or media in teaching speaking and listening skills for initial pilot students. Another novelty is this research will be conducted using quantitative design which involved pre-experimental design.

2.5 Conceptual Framework

The conceptual framework underlying this research is given in the following figure:




Teaching Using Radiotelephoy
Speaking and Listening Posttest
The Influence of Radiotelephony on the Students Listening and Speaking

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research, the researcher used pre-experimental design. Pre-experimental design is a research method that happens before the true experiment and determines how the researcher's intervention was impact the experiment (Creswell, 2013). Pre-experiments are the simplest form of research design. In a pre-experiment either a single group or multiple groups are observed after some treatment presumed to cause change. The design of research will be conducted based on the following table:

Table 3.1 One Group Pretest-Posttest Design

Pretest	Independent	Posttest
Y_1	X	Y_2

(Creswell, 2013)

Y_1 : Listening and Speaking Pre-test

X : Teaching Using Radio Telephony

Y_2 : Listening and Speaking Post-test

This research has been conducted in six meetings. At first meeting, the researcher gave listening and speaking pretest to the students. At the second until fifth meeting, the researcher taught speaking and listening using radiotelephony as the teaching tools or media. At the last meeting, the researcher gave speaking and listening posttest to know the influence of radiotelephony on the students speaking and listening skills.

3.2 Research Variables

There are two variables in this research, which are independent variables and dependent variables. Both variables are identified in this study as follows:

a. Independent variable is variable that consequence of or upon antecedent variables. One independent variable must be the treatment variable. One or more groups receive the experimental manipulation or treatment. In this research, radiotelephony is the independent variable.

b. Dependent Variable is the response or the criterion variables that is presumed to be caused by or influence by the independent treatment conditions and any other independent variables. In this research, the dependent variable are the students' speaking and listening.

3.3 Setting **of the Research**

a. Location of This Research

The research has been conducted in Lombok Institute of Flight Technology (LIFT).

b. Time of Research

This research has been conducted in six meetings, starting from May until Juni 2024.

3.4 Population and Sample Research

a. Population

The researcher needs to decide the population to collect the data in this research. Creswell (2008) explains population is "a group of individuals who have the same characteristic". Considering the statement, the population of

this research was the iniatial pilot students of Lombok Institute of Flight Technology (LIFT) which consists of 2 batch or class. The distribution of population can be seen in the following table:

Table 3.2 Students Population

Batch	**Gender**		**Amount of Students**
	Male	Female	
18	**7**	**0**	**7**
20	**2**	**2**	**4**
Total			**11**

b. Sample

This research took Eighteenth Batch as the sample. It consist of 7 students and all of them are male.

3.5 Research Instrument

The instrument needed to collect the data collection. According to Sugiyono (2017) the research instruments are used as data collection tools, and the instruments commonly used in research studies are a list of questions submitted and given to each respondent being sampled in research at the time of observation**.** In this research, the researcher used two instruments in collecting data:

a. Speaking Test

Because the test is addressed to the pilot students, so the content of the test is related with aviation. The speaking test is divided into three parts, they are general conversation, aviation specific scenario, and emergency situation. The

general conversation asked about introduce themselves, providing background information (e.g., education, interest in aviation) and their motivation for becoming a pilot. In the aviation specific scenario, the students are asked to read and respond to standard aviation phrases. Related about emergency situation the students described how they would handle various emergency scenarios.

b. Listening Test

The listening test is consist of two parts, they are general listening comprehension and aviation specific scenario listening. In general listening comprehension, the students listened to short passages or dialogues and answer comprehension questions. Related with aviaton specifi scenario Students listened to ATC communications, cockpit announcements, or pilot-to-pilot conversations and identified or summarized the main idea of conversation.

3.6 Technique of Collecting Data

In this research the researcher collecting the data which consist of:

Pre-test

Pre-test is aim at measuring the students' speaking and listening achievement before they enter in the pre-experimental class. This activity will be conducted in first meeting. In pre-test, tthe researcher gave speaking and listening test about aviation activity.

Post-test

Post-test is aimed to measure the students' speaking and listenig after taught by using radiotelephony. In post-test, the researcher gave the speaking and listening test like in pretest.

3.7 Technique of Data Analysis

The data of this research have been analyzed using the following procedure:

3.7.1 Scoring the Students Speaking and Listening Score

In scoring the students speaking skill, the researcher will use the theory of Nunan (2003) and the rubric is as follow:

Table 3.3 Speaking Rubric

		SCORING RUBRIC FOR SPEAKING			
		ASPECT	SCORE		DESCRIPTION
		Pronunciation	5	□	Easy to understand and has native speaker's accent
			4	□	Easy to understand with certain accent
			3	□	There are some problems in pronunciation made listener should more concentration and sometimes there is misunderstanding
			2	□	Difficult to understand because there is problem in pronunciation, asked to repeat
			1	□	The serious pronunciation so it can not be understood
		Grammar	5	□	There is no or little mistake in grammar
			4	□	Sometimes makes mistake in grammar, but it does not influence the meaning
			3	□	Often makes mistake in grammar and it influences the meaning
			2	□	There are many mistakes in grammar which made hinder in meaning and should re-arrange sentence
			1	□	The grammar mistake is so bad so it is difficult to understand
			5	□	Using vocabulary and expression like native

		Vocabulary			speaker
			4	□	Sometimes using vocabulary which is not appropriate
			3	□	using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited
			2	□	Using wrong vocabulary and it is limited so it is difficult to understand
			1	□	vocabulary is so limited so conversation impossible to occur
		Fluency	5	□	Speech is smooth as a native speaker's.
			4	□	The fluency is disturbed by language problem
			3	□	The fluency is disturbed more by language problem
			2	□	. Speech is frequently hesitant and jerky; sentences may be left uncompleted
			1	□	Speech is so halting and fragmentary that conversation is virtually impossible.
		Comprehend	5	□	Understand all without any difficulties
			4	□	Understand almost all, although there is repetition in certain part
			3	□	Understand most of what she/he talks in slow speaking
			2	□	Difficult to understand what she/he talks
			1	□	Can not understand although in simple conversation

In scoring the students listening skills, the score would be based on the keyword in each items. Each keyword gave 1 point for true and and 0 point for false answer.

Table 3.4 Classifications The Students Score

No	Classification	Range
1	Very Good	90-100
2	Good	70-89
3	Fair	50-69
4	Poor	30-49
5	Very Poor	10-29

Source: According to brown cited in Intan Alfi, (2015)

3.7.2 Normality test

This normality test aims to determine if the data are netted from each variable with normal distribution. This normality test uses the Kolmogorov - Smirnov method (test K-S). Decision-making of normality test results using Kolmogorov Smirnov (Test K-S) method is if the significance value > 0.05 can be concluded that the data is derived from the normal distribution population and if the significance of the < 0.05 can be concluded that the data comes from a population that is not normal distribution.

3.7.3 Paired Sample T-test

Test Paired Sample T-test is a test used for two samples of paired data. In this test use the same sample, but given different treatment. Usually, the researcher wants to compare data before it is given a pre-test and after

treatment (post-test). The researcher was used SPSS version 20 to analysis the data.

Decision-making of paired sample t-test method are:

1). If the P-Value is significance value < 0.05, then Ho is rejected and Ha is accepted. It means that Radiotelephony practice

2). If the P-value is significance value > 0.05, then Ho is accepted and Ha rejected. It means that Radiotelephony practice doesn't influence the initial pilots students' speaking and listening skill at Lombok Insitute of Flight Technology.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the result of this research based on data analysis of the research findings and discussions.

4.1 Research findings

This part described about the result of students listening and speaking skills after given treatment using radiotelephony. The findings will be explained more detail in the following discussion.

4.1.1 The Students' Listening Skill

a. The Students Score on Listening Skill between Pretest and Posttest

After being taught using radiotelephony practice, the students were given the listening test which consist of 23 items. The result of the students score between pretest and post test can be seen in the following table:

No	Classification	Range	Pretest		Posttest	
			F	P	F	P
1	Very Good	90-100	0	0	0	0
2	Good	70-89	0	0	0	0
3	Fair	50-69	0	0	0	0
4	Poor	30-49	0	0	7	100
5	Very Poor	10-29	7	100	0	0
Total			7	100	7	100

Table 4.1 The Students Listening Score in Pretest and Posttest

The table 4.1 shows that the students score in pretest and post test is still categorized on the low level. In pretest, all of them got very poor score with the percentage 100%. Whereas, in post test, all of them got poor score with the percentage 100%. From the data it can be said that, the radiotelephony influenced the students listening skills but not too significant.

b. The Students Listening Mean Score

After classifying the students score, the research analyzed the mean score of the students listening. The result of students mean score in listening skill mean score can be seen on the following table:

Table 4.2. The Students Listening Mean Score

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	19.57	7	5.473	2.069
	Posttest	44.00	7	5.323	2.012

The table 4.2 show that in pretests the students mean score is 19.57 with the standard deviation is 5.473. While in post test, the students mean score is 44 with the standard deviation is 5.323. If we look from the score, different between students listening score in pretest and post test improved a lot, that is 24.43 score.

a. The T-test of Listening Skill

To know the different of students score between pretest and post test on the listening score statically, the data were analyzed using Paired Sample T-test. The result of the T-test can be seen on the following table:

Table 4.3 The Listening Skill T-test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-24.429	5.798	2.192	-29.791	-19.066	-11.147	6	.000

The data analysis above used to know the whether there is significant different score between pretest and post test or not. Statistically, there is a different score if the P Value smaller than 0.05 and there is no different score if the P-Value higher than 0.05. From the data above, we can see that there is a different score between pretest and post test because the P-Value (0.00 than smaller P-value (0.05). It means that the students' listening score between pretest and post test is significantly different. In conclusion, it can be stated that radiotelephony practice influence the initial student pilots' listening skill at Lombok Insitute of Flight Technology.

4.1.2 The Students' Speaking Skill

a. The Students Score on Speaking Skill between Pretest and Post test

The impact of radiotelephony practice is not only seen from the students listening skills but also the students speaking skills. The result of the students speaking score between pretest and post test can be seen in the following table:

No	Classification	Range	Pretest		Posttest	
			F	P	F	P
1	Very Good	90-100	0	0	0	0
2	Good	70-89	1	14	3	43
3	Fair	50-69	1	14	4	57
4	Poor	30-49	5	72	0	0
5	Very Poor	10-29	0	0	0	0
Total			7	100	7	100

Table 4.4 The Students Speaking Score in Pretest and Post test

The table 4.4 show about the students' classification score before and after giving treatment using radiotelephony practice. Different with the students' ability previously, in pretest there are 5 or 72% of students get the poor score, 1 or 14% student get fair score and even there is 1 or 14% get good score. While in post test, the students' ability is quite improved. No student get the poor score. There are 4 or 57% of students get fair score and even 3 or 43% students get good score. In other words it can be said that the treatment using radiotelephony practice had been really impacted the students' speaking skills.

b. The Students Listening Mean Score

After classifying the students score, the research analyzed the mean score of the students' speaking skills. The result of students' mean score in speaking skill can be seen on the following table:

Table 4.5. The Students Speaking Skills Mean Score

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	49.14	7	14.736	5.570
	Posttest	69.14	7	8.552	3.232

The table 4.5 shows that in pretests the students' mean score was 49.14 with the standard deviation was 5.570. While in post test, the students' mean score was 69.14 with the standard deviation is 3.232. If we look from the score, the different between students' speaking skill score in pretest and post test 20 score.

b. The T-test of Speaking Skill

To know the different between students' speaking score between pretest and post test statically, the data were analyzed using Paired Sample T-test. The result of the T-test can be seen on the following table:

Table 4.6 The Speaking Skill T-test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-20.000	17.436	6.590	-36.125	-3.875	-3.035	6	.023

The data analysis above used to know the whether there was significant different score between pretest and post test or not. Statistically, there was a

different score if the P Value smaller than 0.05 and there is no different score if the P-Value higher than 0.05. From the data above, we could see that there was a different score between pretest and post test because the P-Value (0.00 than smaller P-value (0.05). It means that the students' speaking score between pretest and post test was significantly different. In conclusion, it could be stated that radiotelephony practice influence the initial students' speaking skill at Lombok Insitute of Flight Technology.

To sum up, from the explanation above we could be said that the Alternative Hypothesis (Ha) which state that Radiotelephony practice influence the initial students pilot' speaking and listening skill at Lombok Insitute of Flight Technology had been accepted. It had been proved from the significant value at t-test table on speaking and listening was smaller than 0.05 (α).

4.2 Discussion

Radiotelephony Practice The study conducted at Lombok Institute of Flight Technology emphasized on the effect of Radiotelephony Drill towards the initial pilot's trainees speaking and listening abilities. This study used a t-test to see if this way of being affected the students skills. Results had shown that they made a statistically significant progression in both listening and speaking skills, with the t-test scores lower than alpha 0.05. Although the students performed better, their listening scores were still in the very low classification. This difference is noteworthy as students' listening scores improved but went from overall very poor in pretest to poor in the post test rather than meeting expected levels of good or even very good.

We saw a large improvement in listening from pretests to post-tests, 20-points worth. Nonetheless, most students performed weakly in the post test suggesting that further improvement was required. Conversely, their speaking skills demonstrated improvement; with an increase in the number of students achieving a poor score on pretest and then moving to fair or good scores for post test. This consists of increasing the number of students categorized as fair from 1 to 4, and good went up from being just a single student in this category to now seeing that there are three who fit.

The study clearly illustrated that the performance of students in speaking and listening has significantly improved, with variation from one student to another regarding their ability. A visible progress had been seen in speaking where the considerably high number of poor and very poor grading shifted towards fair and acceptable level while listening stayed mainly at a low or even lowest possible grading. This implies that Radio telephony Practice had harmed more the academic speaking than listening.

These new findings on this research can be taken as identifying where to enhance the students' speaking and listening skills effectively. The research suggests that more interventions were needed to improve students' listening levels, so they could reach level desired classification standards. The findings from highlighting the gaps in skill development of speaking and listening could help Lombok Institute of Flight Technology (LIFT) to have more effective teaching methods or curriculum.

Comparison of this with the results from previous similar studies Pradipta & Sunardi (2015) and Pramono (2016) could give similarities or differences in effects on Pilot or student pilot performances as affected by Radiotelephony Practice. A more potentially insightful comparison to our project would be through looking at the challenges and successes of other similar research initiatives, in order to develop a better understanding of strategies that are effective for augmenting speaking and listening skills specifically within aviation education.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The research conducted at Lombok Institute of Flight Technology demonstrates that Radiotelephony Practice significantly influences the initial students pilots' speaking and listening skills. The t-test results, which show a p-value smaller than the alpha level of 0.05, confirm this influence. Although there was a notable improvement in both skills, the students' listening abilities remain categorized as poor. Initially, all students scored very poorly in listening, and despite an improvement of 20 points, their scores only advanced to the poor category in the post test. According to the classification standards, their listening skills should have reached the good or very good category.

Similarly, the students' speaking skills showed improvement. In pretest, most students scored poorly, with only one student was achieving a fair score and another got good score. By the post test, the performance had improved, with four students were obtaining fair scores and three were achieving good scores. This progression supports the acceptance of the alternative hypothesis that Radiotelephony practice influences the speaking and listening skills of initial pilot students, thereby rejecting the null hypothesis. Despite the improvements, the results indicate a needed for further enhancement to reach the desired proficiency levels in both listening and speaking skills.

5.2 Suggestion

Given the findings on the influence of Radiotelephony Practice on the initial students pilots' speaking and listening skills at the Lombok Institute of Flight Technology, here are some research suggestions for students, teachers, and future studies:

a. For Students. Students should engage in additional practice sessions specifically targeting listening skills. This could involve listening to a variety of accents and speech patterns used in radiotelephony.
b. For Teachers. Incorporate more comprehensive listening and speaking exercises into the curriculum, focusing on common phrases and scenarios in radiotelephony communication.
c. For other researchers. Conduct longitudinal studies to track the progress of students' listening and speaking skills over an extended period. This can provide insights into the long-term effectiveness of radiotelephony practice.

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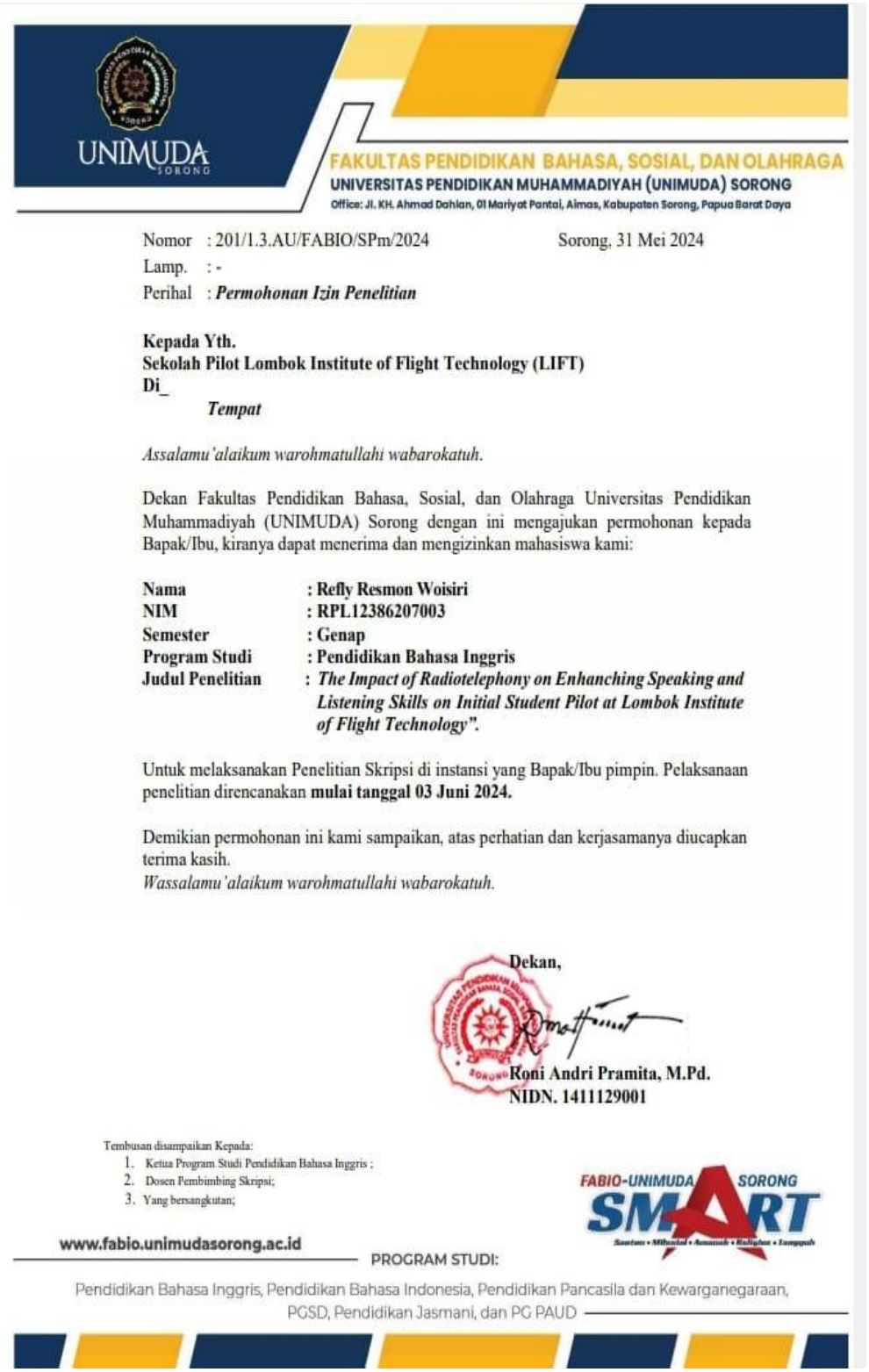
I. ATTACHMENTS

A. ATTACHMENT (CORRESPONDENCE)



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Nomor : 201/1.3.AU/FABIO/SPm/2024 Sorong, 31 Mei 2024
Lamp. : -
Perihal : ***Permohonan Izin Penelitian***

Kepada Yth.
Sekolah Pilot Lombok Institute of Flight Technology (LIFT)
Di_
Tempat

Assalamu'alaikum warohmatullahi wabarokatuh.

Dekan Fakultas Pendidikan Bahasa, Sosial, dan Olahraga Universitas Pendidikan Muhammadiyah (UNIMUDA) Sorong dengan ini mengajukan permohonan kepada Bapak/Ibu, kiranya dapat menerima dan mengizinkan mahasiswa kami:

Nama	**: Refly Resmon Woisiri**
NIM	**: RPL12386207003**
Semester	**: Genap**
Program Studi	**: Pendidikan Bahasa Inggris**
Judul Penelitian	**: *The Impact of Radiotelephony on Enhanching Speaking and Listening Skills on Initial Student Pilot at Lombok Institute of Flight Technology".***

Untuk melaksanakan Penelitian Skripsi di instansi yang Bapak/Ibu pimpin. Pelaksanaan penelitian direncanakan **mulai tanggal 03 Juni 2024.**

Demikian permohonan ini kami sampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.
Wassalamu'alaikum warohmatullahi wabarokatuh.

Dekan,

Roni Andri Pramita, M.Pd.
NIDN. 1411129001

Tembusan disampaikan Kepada:
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PROGRAM STUDI:
Pendidikan Bahasa Inggris, Pendidikan Bahasa Indonesia, Pendidikan Pancasila dan Kewarganegaraan, PGSD, Pendidikan Jasmani, dan PG PAUD

PT. LOMBOK INSTITUTE OF FLIGHT TECHNOLOGY
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Nomor: 002/DIR-LIFT/XI/2024

Lampiran: Surat Keterangan

Kepada Yth.

Dekan Fakultas Pendidikan, Sosial dan Olahraga Universitas Pendidikan Muhammadiyah (UNIMUDA) Sorong.

Directur PT Lombok Institute of Flight technology, dengan ini menyatakan bahwa:

Nama : **Refly R Woisiri**

NIM : **RPL 12386207003**

Alamat : **Jalan Basuki Rahmat KM13 kota Sorong**

Mahasiswa : **Fakultas pendidikan bahasa Inggris Universitas Pendidikan muhammadiyah Sorong.**

Telah mendapatkan ijin bahkan telah melakukan penelitian dengan baik dengan judul: THE IMPACT OF RADIOTELEPHONY PRACTICE ON ENHANCING SPEAKING AND LISTENING SKILLS FOR INITIAL STUDENT PILOTS AT LOMBOK INSTITUTE OF FLIGHT TECHNOLOGY. Surat keterangan ini dibuat berdasarkan surat permohonan penelitian dari Dekan Fakultas Pendidikan, Sosial dan Olahraga Universitas Pendidikan Muhammadiyah (UNIMUDA) Sorong , Nomor: 210/1.3.AU/FABIO/SPm/2024, tanggal 31 Mai 2024, Hal: Permohonan Penelitian, guna membantu dalam penyususan Skripsi bagi mahasiswa tersebut.

Demikian untuk digunakan sebagaimana mestinya.

Matara, 18 Juli 2025

Lalu Didiek Yuliadi, S.E
Direktur

B. ATTACHMENT (RESEARCH INSTRUMENTS)

Sample of Questioners

Speaking Test

A. General questions
   1. What is your name?
   2. What do you do?
   3. Are you married ?
   4. Why do you want to be a pilot?
   5. What do you do in free time?

B. Aviation specific scenarios questions.
   1. What is the function of propeller?
   2. Why the pilot must do preflight check before flight?
   3. What is the function of radiotelephony?

C. Emergency situation questions.
   1. What will you do if engine fail on flight?
   2. What will you do if cabin on fire?
   3. What happen to the aircraft if encounter clear air turbulence?

Listening Test

A. General questions.
   1. What type of movie is Forrest Gump?
   2. Besides watching movies, what does this person like to do?
   3. What does this person do for exercise?
   4. What is the favorite thing this person likes to do?
   5. What are Steve and Mike planning on doing today?
   6. What does Steve have to do later today?
   7. What will the weather be like tomorrow?
   8. What are they planning to do tomorrow?

The answer
1. Drama
2. Go shopping
3. Jogging twice a week
4. Playing computer games
5. Nothing
6. Meet parents for dinner
7. Both A and B
8. Watch a concert at 1pm

Dialog number 1 to 4

A: "How are you doing?"

B: "I'm doing great."

A: "What movies have you seen lately?"

B: "I saw Forrest Gump the other day."

A: "What type of movie is that?"

B: "The movie type is drama."

A: "I can't believe you are watching movies. The weather is great. You should be outside."

B: "I hate the hot weather. I'd rather stay indoors with the air conditioner."

A: "What else do you like to do besides watching movies?"

B: "I like to play computer games, read books, go shopping, and play pool."

A: "Out of those what is your favorite?"

B: "My favorite is to play computer games."

A: "What is your favorite computer game?"

B: "My favorite is Diablo. It used to be Star Craft, but it is getting a little old."

A: "If you like to play so much, when do you ever exercise?"

B: "Although I hate to exercise, I go jogging at least twice a week."

A: "That's pretty good. By the way, what are you doing next Saturday?"

B: "I am going to go to the bookstore."

A: "I am having a party Saturday night at my house. If you have time, you should come."

B: "That sounds like fun."

A: "Great. I'll see you on Saturday."

B: "Ok. See you later."

Dialog number 5 to 8

A: "Hello?"

B: "Hi Steve. This is Mike. What are you doing?"

A: "Oh, hi. I was just watching TV."

B: "There's nothing to watch right now."

A: "I know. I was watching a re-run. I have nothing to do and I was bored."

B: "Me too. Let's get together and do something."

A: "I'd like to, but I have to meet my parents in an hour for dinner. How about tomorrow?"

B: "Yeah. Let's plan something tomorrow."

A: "Did you hear the weather forecast for tomorrow?"

B: "I think it is going to be the same as today. Clear and sunny."

A: "That's great. We can do something outdoors then."

B: "Are there any special events going on tomorrow?"

A: "Yeah. I think there's a live outdoor concert by the river tomorrow."

B: "Oh yeah. I heard about that too. Let's go check it out."

A: "Do you know what time it starts?"

B: "It starts at one PM."

A: "Let's meet for lunch at eleven thirty and afterwards, we can head over there."

B: "Perfect. I'll see you in front of the apartment at eleven thirty."

B. Aviation specific scenarios questions.

1. What is Budi Ground frequency?
2. How many people on board?
3. Which runway was used for departure?
4. Who is on frequency 123.2?
5. What was the QFE?
6. Which taxiways were used for taxi before departure?
7. Which runway was crossed by the plane?
8. What was the wind direction?
9. How many knots was the wind?
10. What time the plane landed?

The answers

1. 119.7
2. One
3. Runway 30
4. Budi tower
5. 1013
6. Alpha & Delta
7. 04/22
8. 270 degrees
9. 05 knots
10. 05.00

Dialogs number 1- 10

PILOT : BUDI GROUND PK-PNY ON 119.7

ATC : PK-PNY BUDI GROUND GO AHEAD

PILOT : BUDI GROUND PK-PNY PARKING STAND E3, REQUEST TAXI CLEARANCE FOR SOLO CIRCUIT EXERCISE.

ATC : PK-PNY TAXI TO HOLDING POINT RUNWAY 30 VIA TAXIWAY ALPHA AND DELTA, QFE 1013.

PILOT : TAXI TO HOLDING POINT RUNWAY 30 VIA TAXIWAY ALPHA AND DELTA, PK-PNY

PILOT : BUDI GROUND PK-PNY POSITION ON TAXIWAY ALPHA

ATC : PK-PNY CONTACT TOWER ON 123.2

PILOT : CONTACT TOWER ON 123.2 PK-PNY

PILOT : BUDI TOWER PK-PNY ON 123.2

ATC : PK-PNY BUDI TOWER GO AHEAD

PILOT : PK-PNY POSITION ON TAXIWAY DELTA

ATC : PK-PNY CLEAR FOR CROSSING RUNWAY 04/22, CONTINUE TAXI TO HOLDING POINT RUNWAY 30.

PILOT : CLEAR FOR CROSSING RUNWAY 04/22, CONTINUE TAXI TO HOLDING POINT RUNWAY 30 PK-PNY

PILOT : BUDI TOWER PK-PNY READY FOR LINE UP

ATC : PK-PNY CLEAR FOR LINE UP RUNWAY 30 REPORT READY FOR DEPARTURE

PILOT : CLEAR FOR LINE UP RUNWAY 30 REPORT READY FOR DEPARTURE PK-PNY

PILOT : BUDI TOWER PK-PNY READY FOR DEPARTURE

ATC : PK-PNY RUNWAY 30 CLEAR FOR TAKE OFF

PILOT : RUNWAY 30 CLEAR FOR TAKE OFF PK-PNY

PILOT : BUDI TOWER PK-PNY POSITION ON DOWNWIND

ATC : PK-PNY REPORT ON BASELEG

PILOT : REPORT ON BASELEG PK-PNY

PILOT : BUDI TOWER PK-PNY POSITION ON BASELEG

ATC : PK-PNY REPORT ON FINAL

PILOT : REPORT ON FINAL PK-PNY

PILOT : BUDI TOWER PK-PNY POSITION ON FINAL

ATC : PK-PNY SURFACE WIND 270 DEGREES 05 KNOTS RUNWAY 30 CLEAR TO LAND

PILOT : SURFACE WIND 270 DEGREES 05 KNOTS RUNWAY 30 CLEAR TO LAND PK-PNY

ATC : PK-PNY LANDED AT 05.00 EXIT RUNWAY 30 VIA TAXIWAY ALPHA

PILOT : LANDED AT 05.00 EXIT RUNWAY 30 VIA TAXIWAY ALPHA

C. Emergency situation questions.

1. What was the problem?
2. What did pilots request?
3. What kind of distress call was that?
4. What did the ATC request from the pilot about the patient?
5. Which airport the plane was instructed to go?

The answer

1. Medical emergency
2. Back to JFK
3. PAN-PAN-PAN
4. Age, sex and actual medical emergency
5. Kennedy airport.

Dialogs number 1-5

PILOT : CENTER, AMERICAN 66
ATC : AMERICAN 66 GO AHEAD
PILOT : YEAH WE'RE GONNA HAVE TO PAN-PAN-PAN WE GOT MEDICAL EMERGENCY ON BOARD. REQUEST VECTORS BACK TO JFK.
ATC : OKAY YOU ARE READY TO GO BACK INBOUND AT THIS TIME, DECLARING AN EMER 66, YOU ARE CLEARED TO KENNEDY AIRPORT VIA RADAR VECTORS TURN LEFT HEADING 290
PILOT : LEFT 290 AMERICAN 66
ATC : AMERICAN 66, CAN I GET SOME DETAILS: AGE, SEX OF THE PATIENT AND THE ACTUAL MEDICAL EMERGENCY.DO YOU KNOW WHAT IT IS?
PILOT : ROGER, MEDICAL EMERGENCY IS THE PATIENT IS HAVING A SEIZURE. HE ALSO BEING, UH… DISTRUPTIVE AT THE SAME TIME. SO I HAVEN'T GOTTEN ALL THAT MUCH INFORMATION FROM THE FLIGHT ATTENDANTS YET. AS SOON AS I GET IT I'LL PASS IT ALONG.
ATC : OKAY, THANK YOU AND DID YOU COORDINATE THROUGH YOUR COMPANY FOR MEDICAL SERVICES AND PROBABLY DON'T HAVE A GATE ASSIGMENT. WE'LL COORDINATE THAT FOR YOU, THANK YOU.
PILOT : THANK YOU VERY MUCH. YEAH , SEND MEDICAL SERVICES ALSO.
ATC : WILCO

The scoring formulation.
Total score divided correct answers times 100.

Example 20/25x100 = 80
So the score is in good range.

C. ATTACHMENT (DOCUMENTATIONS)