An Analysis of English for Maritime Teaching-Learning Process in Politeknik Maritim Negeri Indonesia

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Abstract

English is still used as a foreign language in Indonesia. Withstanding its status as a foreign language, it describes the situation where students are learning English in order to communicate with other English speakers in the world when the students may be tourists or business people. Due this consideration, the English language has not been used on a daily basis in the contrary, but only at a particular place and occasion like at an English class at school or on business meeting at an international company. This research sets to examine and describe the method and activity used by the lecturer in the teaching-learning process. The research conducted in Teknika class at the third semester of Politeknik Maritim Negeri Indonesia (Polimarin) Semarang. In this research, the researcher used qualitative research. In collecting the data, the researcher used observation, specifically as a nonparticipant observer. After conducting the research and analyzing the data collected through observation, the researcher knew the teaching method used by the lecturer was CBI while the learning activities were IBLL and role play. It can be seen that the lecturer focused on the speaking skill in the teaching-learning process.

Key words: Teaching-Learning Process, CBI, Role Play

1.   INTRODUCTION

As of now when everything is spread very quickly, there is an urgent need for people obtain the ability of communicating globally. In such situation, English has established its prominent role. According to Crystal (2013), English has been learned by many people to have a good prospect in the community of international world since it raised its status as a global language as Britain, its origin country, had become the world's leading industrial and trading country.

In a non-English-speaking country like Indonesia, English also marks an essential role. As an instance, Onishi (2010) wrote in the New York Times that English had been used as the primary language of instruction in many developed schools in the country. Currently, there is a common assumption that mastering English, both in productive and receptive skills, will allow us to perform better, if not equal, with other people from all over the world. This extends to various fields of life. This is particularly true as proficient English mastery will afford people the chance of landing better jobs. Thus, English is considered as the go—to language by many country, including Indonesian.

In some countries, such as Malaysia, Singapore, and India, English is considered as a second language. Meaning the language is officially used at schools, governmental institutions, and so forth. However, English is still used as a foreign language in Indonesia. Withstanding its status as a foreign language, it describes the situation where students are learning English in order to communicate with other English speakers in the world - when the students may be tourists or business people. Due this consideration, the English language has not been used on a daily basis in the contrary, but only at a particular place and occasion like at an English class at school or on business meeting at an international company.

Concerning how important speaking skill is, it must be considered for the lecturer to determine the methods and activities used in the teaching-learning process. Teaching method is teaching-learning model that emphasizes a core concept as the key solution to successful language learning (Decoo, 2001). There are several teaching methods which focus on speaking skill such as Communicative Language Teaching (CLT), Content-based Language Learning (CBI), Task-based Language teaching (TBLT), etc. While learning activitiy refers to a set-up that afford infouential situation or environment capable of providing joyful and long-lasting experience, such as jig-saw, opinion exchange, role play, and so on.

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2.   LITERATURE REVIEW

2.1   Communicative Language Teaching (CLT)

Communicative Language Teaching is an approach that aims to make communicative competence the goal of language teaching and develop procedures for the teaching of the four language skills. This particular approach underlines the reciprocal relationship between language and communication that ensues. In CLT practices, there are three principles, namely activities that involve real communication promote learning (communication principle); activities in which language is used for carrying out meaningful tasks promote learning (task principle); and language that is meaningful to the students. All of these criteria are meant to support the learning process. In such situation, teaching and learning experience are selected based on their capability of providing meaningful and authentic language use. This approach is opposed to old school methods that provide merely mechanical practice of language patterns, such as grammar-based methods.

In this approach, various activities are executed. All of them are planed with the focus on students given chance to perform real-life communications in somewhat controlled situation. The activities may involve asking questions, giving answers, performing negotiations, clarifying information, filling in gaps, and so on. There are seven types of activity in CLT, namely jig-saw, task-completion, information-gathering, opinion-sharing, information-transfer, reasoning gap, and role play.

There are distinct roles set for both the students and the teacher. The students are designated as negotiator between themselves, the learning process, and the object of learning (Breen & Candlin, 1980). Meanwhile, the teacher plays a significant role to facilitate the communication process among students. This could include providing words, phrases, and sentences for the students to perform. In addition, the teacher also acts as an independent participant within the learning-teaching group.

2.2   Content-Based Instruction (CBI)

Content-Based Instruction (CBI) is a method that teaches of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught (Krahnke, 1987). CBI likewise draws on the principles of Cummicative Language Teaching (CLT) (Richards & Rodgers, 2001). Based on their opinion, classroom activities should put emphasize on practicing real-life and meaningful communication. This encompasses activities of exchanging information, leading to various situations that genuinely need communication. It is believed that second language learning would be better if the subject matter of language teaching was not grammar

or functions or some other language-based unit of organization, rather the content, that is, subject matter from outside the domain of language. The language that is being taught could be used to present subject matter, and the students would learn the language as a by-product of learning about real-world content. Language for Specific Purpose (LSP) is a movement that seeks to serve the language needs of learners who need language in order to carry out specific roles (e.g., student, mariner, engineer, technician, nurse). These type of people represent those who are learning English because they need it as a madium to communicate and perform their jobs, and not because they inherently like the language or want to show it off to their family or friends.

According to Stoller (1997), there are six activities classified based on their instructional focus, namely language skills improvement, vocabulary building, discourse organization, communicative interaction, study skills, and synthesis of content materials and grammar. One goal of CBI through those activities is for students to become autonomous so that they come to understand their own learning process and take charge of their own learning from the very start (Stryker & Leaver, 1993). As an elaboration of autonomus, the participants need to act as active learners that are capable and flexible of receiving both relevant and irrelevant information along their learning process. By filtering and using the information, the students are expected to explore various ways and strategies to reach their designated objectives, such as understanding a certain discourse or listeing to explanation. In selecting the topics and activities, students themselves may be sources of content and joint participants in order to better meet the needs of students. Meanwhile, the role of the teacher as an instructor. Being an instructor means that the teacher has prepare everything for the students before they practice. A challenging step will be keeping the material comprehensible for the students but not too easy for them to master (the principle of i+1). The teachers are responsible for selecting and adapting authentic materials for use in class, they become students needs analysis, and they have to create truly students-centered classrooms.

2.3 Computer-Assisted Language Learning (CALL)

Computer-assisted Language Learning (CALL) is a wide encompassing term that represents a study of application of teaching a language and its subsequent learning that involves the utilization of computer technology in assessment, reinforcement, interaction, communication, and presentation. Decoo (2001) emphasized that in designing CALL, it needs to put in mind to be updated and keep in touch of what is happening. This embodies the communicative and constructivism approach.

CALL inherently supports students autonomy. Some previous studies prove it that the involvement of computer in teaching learning process can provide possitive reinforcement towards the quality of language learning process, which is done by supporting students productivity, offering skill-based real-world situations, increasing motivation and promoting students-centred instruction and engagement in the learning process, and fostering learning autonomy. One of CALL application is Internet-based Language Learning (IBLL).

2.4 Role Play

Budden (2006) stated that role-play refers to acvitities in which the participants are put in other person's role. This hypothetical situation will allow the students to experience what it feels like being other person, while picking up new knowledge and practicing language. This method is an ideal activity for the students to let the creativity out, stimulating a conversation situation in which students might found themselves and gave them an opportunity to practice and develop their communication skill.

Role play can be grouped into two forms that are scripted and unscripted role play (Byrne, 1986). Scripted role play involves interpreting either the textbook dialogue or speaking text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorably way. On the contrary, the situations of unscripted role play do not depend on textbooks. It is known as a free role play or improvisation. In this particular method, the participants are given the luxury to perform their language practice to their liking and decide which way the play should go. In order to do this activity, good preparation from teacher and students is really necessary as lack of them will just result in a mess of communication.

3.   RESEARCH METHOD

3.1 Design

In this research, the researcher used qualitative research. Lodico, Spaulding, & Voegtle (2006) stated that qualitative research, which is also called interpretive research or field research, is a methodology to uncover multiple perspectives of social phenomenon and on giving voice to the feelings and perceptions of the participants under study. This view is based on the belief that knowledge is derived from the social setting and that understanding social knowledge is a legitimate scientific process. Moreover, Yin (2011) explained that qualitative research enables researchers to conduct in-depth studies about a broad array of topics.

3.2 Procedure

In conducting this research, several steps have been carried out by the researcher as depicted in Table 1 follows:

Table 1. Initial Procedure

Date	Activity
September 6th, 2019	The researcher visited to the campus in order to negotiate with the English lecturer (DR), whether it was possible or not to conduct a research at the campus resulting in an acceptance.
September 7th, 2019	The researcher made an appointment with him about the time of observation in the class.
September 9th, 2019	The researcher observed the teaching and learning process in Teknika class at the third semester in order to collect the data.

3.3 Data Analysis

In collecting the data, the researcher used observation. It is the process of gathering open-ended, firsthand information by observing people and places at a research site (Creswell, 2012). Observing in a setting requires good listening skills and careful attention to visual detail. In this research, the role of the researcher as a nonparticipant observer. A nonparticipant observer is an observer who visits a site and records notes without becoming involved in the activities of the participants (Creswell, 2012). The nonparticipant observer is an 'outsider' who sits on the periphery of some advantageous place (e.g., the back of the classroom) to watch and record the phenomenon under study.

4.   RESULT AND DISCUSSION

4.1 Result

In class observation, the researcher observed the following of the teaching-learning process in order to know the method and the activity used by the lecturer:

- The class activity started with the lecturer gave a warm up by giving a question to the students about root.
- The lecturer then gave materials about root (derivation and inflection) by giving a word to the students and then asking them to find the derivation and the inflection. Then, the students wrote it on the whiteboard.
- After that, the lecturer gave papers in context of mariner to the students and asked them to choose one word on the papers to find the derivation and the inflection. Then, the students wrote it on the whiteboard.
- Afterwards, the lecturer gave quiz using Kahoot! (a game-based learning platform on internet) about mariner to the students. There were 10 multiple-choice questions divided into two parts, part A and part B. In part A, the students asked to choose the appropriate root (derivation and inflection) for the questions. While in part B, the students asked to choose what root (derivation and inflection) of the bold word in the questions. After answering all the questions, the lecturer and the students discussed together.
- On the last activity, the lecturer asked the students to make a dialog using at least three kinds of roots (derivation and inflection) on the context of mariner in group consisting of 2-3 people and presented it in front of the class.

4.2 Discussion

According to the teaching and learning process, the lecturer used CBI as the teaching method. The classroom focused on real communication and the exchange of information, an ideal situation for second language learning be one where the subject matter of language teaching was not grammar or functions or some other language-based unit of organization, but content, that was, subject matter from outside the domain of language. In addition, in selecting and adapting authentic materials for use in class, the lecturer became students needs analysis, and the lecturer create truly students-centered classrooms. The researcher recognized it by seeing the language of instruction was English and the content being taught was mariner that needed by the students in Polimarin.

Meanwhile, the learning activities used by the lecturer that were two. The first one was IBLL. It was using readymade online resources in language learning, but more about the different ways web-based resources and communication platforms integrated into a communicative and constructivist approach to language teaching. The platform used by the lecturer was Kahoot! (a game-based learning on internet).

The second one was role play. It was speaking activity when you either put yourself into somebody else's or put yourself into an imaginary situation (mariner) in order to stimulate a conversation to practice and develop their communication skill. It can be seen on the last activity the students did. The students made a dialog in group with their peers and presented it in front of the class. Meanwhile, the forms of the role play they used were scripted role play. The scripted roleplay gives students chance to prepare or understand a template dialogue, with good vocabulary and grammar,

before presenting it in front of the class. There are certain parts of the prepared dialoue that are fleible enough and give room of creativity for the students to use or improvise.

5.   CONCLUSION

After conducting the research and analyzing the data collected through observation, the researcher knew the teaching method used by the lecturer was CBI while the learning activities were IBLL and role play. It can be seen that the lecturer focused on the speaking skill in the teaching-learning process.

The lecturer has a good way in providing a solution to overcome passive and less motivated students. He uses interesting media so that the students pay attention to the lesson and become active in the teaching-learning process. However, there is a suggestion that the lecturer should do. In order to avoid the boredom of the students, he should use various media at each meeting.

These are the suggestions. First, they must memorize more vocabularies. Second, they must read books a lot about grammar to make them understand about it. Third, they must speak English more often to develop their speaking skill because language is an applied science. These suggestions relates to each other. Because, when we want to talk in English, we think about the vocabulary and the grammar first and then we speak it. It indicates that the more vocabularies and the more understand about the grammar, the more fluently speaking skill.

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