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4th ICEL 2016

THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

PROCEEDINGS

THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

4th ICEL 2016

20 -21 MAY 2016

Organized by:
Faculty of Teacher Training and Education (FKIP),
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PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4th ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra Univesity, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

Drs. Harpain, M.A.T., M.M
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ENGLISH FOR MARITIME

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Abstract

English education in Indonesia vocational schools are in the need of specific curriculum for each kind of vocational school. This study is a response toward a vocational English teacher experience, in which English lesson in maritime school still applies general English and even English for hotel during the learning process. It aims to provide materials which have direct relation to navigation in maritime school. The products of this study are syllabus and a module entitled English for Maritime consisting of thirteen units which is expected to be used by students of SMK Pelayaran Kupang. Research and development (R&D) method is applied in designing the materials.

Keywords: English maritime, navigation, materials, syllabus, module

1. INTRODUCTION

NTT is an archipelago province so that the job vacancy in maritime sector is promising not only for the development of human resources but also to maximize the use of the existing geographical feature of the province that is maritime province. Thus the program development of English maritime will contribute much to the improvement of human resources in NTT based on the typical geographical area they already have.As an important requirement in global community, English is needed for maritime students. Seeing the students' future working area and people they will work with, the program designers come to a plan of creating suitable English learning program for the students. English for Maritime is designed to fulfill the need for specific English material for Maritime vocational schools which is located in Kupang, NTT. In designing the program, there are reasons which become considerations. The reasons are the absence of English curriculum and syllabus for maritime school, the lack of materials, the students' opportunities to work overseas, and their lack of interest in learning.

Based on the students' needs, the goal of designing these materials is to promote students' mastery and application of specific navigational maritime system vocabularies in written and spoken texts. In addition, the planning of English for Maritime program is conducted in order to prepare the students of maritime school to face the real contexts that they will face later related to English. It can be how they use and operate several things in proper English related to navigation and engineering. Then, obtaining the bright future such as working overseas is considered the other essential one in designing this program. The other thing that makes the design of English for Maritime exist is to solve their problems in learning especially giving them specific materials that they absolutely need. Hopefully, those will be successfully achieved in the English for Maritime program which is done for about one year.

2. MATERIALS AND METHOD

English for Maritime is designed to fulfill the vision of SMK Pelayaran Kupang to produce students who are able to compete nationally and internationally. English for specific purpose (ESP) learners usually have already the clear image of what kind of working place they desire to have (Farris et al., 2008). English for Maritime mission is to enhance the mastery and the use of specific vocabulary of navigational maritime systems in writing and spoken texts. By mastering the vocabularies used in the navigation area and given the background knowledge of basic English for communication, the learners are expected to be able to communicate with their future co-workers who have various backgrounds of language and culture.

The beliefs of the English for Maritime are divided into four categories. First, it is the beliefs from view of language. Second, it is the beliefs based on the view of the social context of language. Third, it is the beliefs from the view of learning and learners. The last, it is the beliefs based on the view of teaching. These beliefs are described clearly in the following explanations (Graves, 2000; Hyland, 2006).

Beside beliefs, learning context is considered in designing the materials. According to Graves (2000, p.16) in defining a context of English teaching program we need to consider factors such as people, nature of course and

institution, time, physical settings, and teaching resources. Each of the components will be explained respectively.

The target students in the design are the eleventh grade students of SMK Pelayaran Kupang majoring navigation. The parents of the target students are classified into mid-low society because most of them are farmers and traders. In addition, they are also considered having mid-low educational background because most of them are junior high school graduates, only around 1% of the parents are senior high school graduates. For the school administrators, this school is a private school under private management. Then, the funders are students' fee and the community around the school is a mid-low society because most of them are farmers and traders. Since the institution is formal institution, English is an obligatory course. In relation to the nature of the course, the curriculum which is planned to be used is learner centered curriculum because there is no specific curriculum for Maritime English so what the students learn so far is general English for vocational school. This program adjusts to English time allocation based on the national curriculum so the time allocation will be 2x45 minutes /week. The classroom is planned to be inside the classroom and in the ship.

The materials is planned to improve the students' speaking, listening, and reading skills through module, worksheets, videos and ship as their learning environment. For listening section, videos about maritime navigational is planned to be used so the students are helped to see similar environment while listening. Teaching equipment which is programmed to support the learning process consists of projector, speaker, and ship are programmed as the teaching equipment.

In designing the material, R&D which consists of collecting information, planning, developing preliminary form of product, preliminary field testing, and revising main product (Borg and Gall, 1983:772). In the current design, the steps which had been conducted so far were collecting information, planning, and developing preliminary form of product. In collecting information, students needs, learning beliefs, and learning context were considered. At the next steps that is planning, curriculum and syllabus of the materials were designed according to the information collection and communicative language teaching method(Richards and Rogers, 1986; Applebee, 1974 in Richards and Rogers, 1986).

For evaluating the teaching and learning process and for measuring the achievement of the goals, there will be a test every three meetings when one chapter is discussed completely, one mid-test in the middle of semester, and a final test at the end of each semester. The test will measure the students' achievement and performance on vocabulary mastery, speaking, listening, and reading skills. The test will be in form of matching test, conversation test, role play test, and bingo test.

3. RESULTS AND DISCUSSION

The design of this program involves the curriculum, the syllabus, and one unit of material.

1. Curriculum

June (2013, 1) presents the definition of curriculum in two perspectives. The first is by Kelly (1999) who argues that curriculum is negatively viewed as a "syllabus which may limit the planning of teachers to a consideration of the content or the body of knowledge they wish to transmit or a list of the subjects to be taught or both". The second perspective is by the Hong Kong Yearbook published in the year of 2006, curriculum is more positive in nature, which could achieve the objective of motivating learning, enhancing knowledge and abilities and developing positive values or even attitudes. These elements could help achieve whole-person development of students.

By providing the two different perspectives June honestly shows two sides of curriculum. Fortunately, in case of English for maritime in this program, there is no fix curriculum given by the institution so teachers are allowed to use their curriculum. This condition is beneficial because the programmer is going to create a learner-centered curriculum.

Since the curriculum is based on the students' needs, it will cover the students' affective needs, cognitive needs, and social needs. Andrews and Mckennell (1980), suggest that cognition refers to the rational, 'from-the-head', aspects of a person's response, while affect refers to the emotional, 'from-the-heart' (or 'from-thegut') components. Meanwhile Thomas (2015) suggests Maslow's hierarchy of needs which contains social needs at the third stage of the hierarchy. The social needs is considered as interpersonal relationship. Thomas insists that the social needs belong to interaction with others.

Considering these three kinds of needs, this program is designed to fulfill the students' needs of having a satisfying English classroom which supports them to build their competence in maritime navigational specific vocabulary, and bring them to a good interaction with others not only their friends in the classroom but also their co-workers later in their job.

2. Syllabus

The syllabus which is planned to be used in this program is ccompetencey-based syllabus. Graves (2000, p. 46) suggests that competency based syllabus is a syllabus which focuses on situations, linguistics skills, and functions. He adds that competency involves the learners' behaviour and language in a certain situation. This syllabus is chosen because of the consideration that the students need English in their job later as mariners. Thus this syllabus can help them to use appropriate language and behaviour in maritim navigation.

3. One Unit of Material

The learning process of this program will be adjusted to the material in the modul. Below is the example of the process of teaching and learning about Navigational Equipment in one meeting. Since this is only example, the turn of the sections and the activities are not fix for every unit. Teacher can do the sections in different turn depends on the learning condition and atmosphere. The activities are not the same but vary among the units so students will not be bored.

a. Spoken Section

1. Ssshh... Listen! (Listening)

Students will watch the video played by the teacher. Then they will identify the maritime equipment in the video together with the teacher.

After that students will be given worksheets with pictures on it. They will hear a number of words related to the pictures. Each word is the name of the picture. Thus they to put number on each picture according to the number of word mentioned in the recording.

2. Grab the Words! (Vocabulary)

Students will study words provided on the modul. Then they will have matching exercise for helping them comprehend the words.

After matching the words, the students will be involved in be involved in guessing game for. They will be grouped into group of three and given cards of maritime navigational equipment. The game will be guessing the name of pictures shown by the teacher by choosing one of the cards given to them, show it to the whole class, and pronounce the word written on the card. The first group which shows the card and pronounces the word correctly will be the winner.

3. Speak up! (Speaking)

Then the students will be given a topic related to the navigational equipment and they have to talk in group about the topic. Here the students are demanded to speak as much as possible. Grammatical mistakes will be corrected after the performance.

b. Written Section

4. Find it in the text! (Reading)

Students will be given text about navigational equipment and asked to find out information in the text by answering questions.

5. Pour your idea! (Writing)

In this phase, students will be involved in brainstorming to gather information about navigational equipment. After that students will make a short description about navigational tool they choose based on the brainstorming they have done together.

c. Assessment

The assessment will measure the students' achievement in spoken and written text, performance and vocabulary. For spoken and written test, the consideration will involve accuracy, fluency, and appropriacy. For performance, confidence and engagement will be considered. The last aspect, vocabulary test will deal with vocabulary size and depth of knowledge. For assessment, there is worksheet provided.

d. Resources

The resources for this program covers Curriculum for SMK Pelayaran from the Ministry of Education, various material from the books used in other subjects in Maritime school, material from internet such as pictures, movies, sound recordings, and reading materials, and real ship and environment. Curriculum for SMK Pelayaran from the Ministry of Education is used as the reference for creating the learners based curriculum. Materials from other subjects are used to match the students' needs as ship crew. Then internet is one of rich resources because it can provide teaching properties and supporting materials. Ship is used as one of the resources because students need to recognize their working area at least to know the ship parts and equipment in English. Lastly real

environment such as school field is also one of the resources because students need to learn about meteorology parameter such as air humidity, weather consition, air temperature, etc, which cannot be learned in the classroom.

4. CONCLUSION

English for specific purpose has actually been applied in Indonesia. Vocational schools have started to have English for specific kind of school such as hotel, nursing, engineering, pharmacy and even maritime. However, the curriculum and the real application in the school are still out of control because English material provided is still in general English instead of specific materials for each different vocational school. Even, from the past experience and still happening now, maritime students need to learn English for hotel. Considering this fact, English for Maritime is designed to fulfill the need for specific English material for Maritime vocational schools, especially XI grade students of maritime vocational school in Kupang, East Nusa Tenggara majoring navigation. This program is designed to achieve the goal for mastering and using specific vocabulary of navigational maritime systems in written and spoken texts. The program applies learner-centered curriculum and competence-based syllabus to enhance learners' ability in English.

Further, English for Maritime is designed based on communicative language teaching method. Although the learners are of low background of English, they are believed to be young students with high curiosity, high energy and high eagerness for challenge. Hence, the program is designed to fulfill their needs of acquiring English in attractive and interesting ways. Therefore, it is conducted to promote their individual and community roles in the society and in the future working places especially by considering the teaching and learning process, the social context and the view on language itself.

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