

**TEACHING-LEARNING of ENGLISH for NAUTICAL
SCIENCES**

**(A Study at Second Grade of Nautical Sciences of SMK
PELAYARAN “AKPELNI” Semarang)**

A FINAL PROJECT

Submitted in fulfillment of the Requirement
For Degree of Bachelor of Education
In English Education



By:

IMAM BAEHAQI

1403046115

**EDUCATION AND TEACHING TRAINING FACULTY
UIN WALISONGO SEMARANG**

2019

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I am the student with following identity:

Name : Imam Baehaqi

Students Number : 1403046115

Department : Education

Field of Study : English Language Education

certify that the thesis entitled

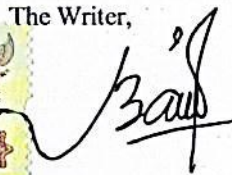
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The Writer,



Imam Baehaqi

Student Number: 1403046115



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Prof. Dr. Hamka (Kampus II) Ngaliyan Telp.7601295 Fax. 7615387 Semarang 50185

RATIFICATION

This thesis with the following identification:

Title : **TEACHING-LEARNING OF ENGLISH FOR NAUTICAL SCIENCES**
(A Study at Second Grade of Nautical Sciences of SMK PELAYARAN
"AKPELNI" Semarang)

Name of Students : Imam Baehaqi
Students Number : 1403046115
Department : English Language Department

Had been ratified by the board of examiner of Education and Teacher Training Faculty of Walisongo State University of Islamic Studies and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.

Semarang, July 25th 2019

Chair Person,

Dr. H. Ikhsom, M. Ag.
NIP. 196503291994021002

Examiner I,

Nadiah Via'mun, M. Pd.
NIP. 197811032007012016

Advisor I,

Dra. Hj. Ma'rifatul Fadhliah, M.Ed.
NIP. 19670803 198903 2 003

THE BOARD OF EXAMINERS

Secretary,

Sayyidatul Fadlilah, M. Pd.
NIP. 198109082007102001

Examiner II,

Dr. Hj. Siti Mariam, M. Pd.
NIP. 196507271992032002

Advisor II,

Dra. Nuna Mustikawati Dewi, M.Pd.
NIP. 19650614 199203 2 001

ADVISOR NOTE

Semarang, July 8th 2019

To

The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamualaikum wr. wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identify:

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Second Grade of Nautical Sciences of SMK PELAYARAN
"AKPELNI" Semarang).**

Name : Imam Baehaqi

Student Number : 1403046115

Department : English Education Department

I state that the thesis is ready to be submitted to Islamic Education and Teacher Training Faculty Walisongo State Islamic University and to be examined at Munaqasyah Session.

Wassalamualaikum wr. wb.

Advisor I,



Dra. Hj. Mh'rifatul Fadhilah, M.Ed.
NIP. 19670803 198903 2 003

ADVISOR NOTE

Semarang, July 8th 2019

To

The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

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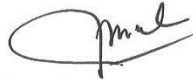
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Wassalamualaikum wr. wb.

Advisor II,



Dra. Nuna Mustikawati Dewi, M.Pd.
NIP. 19650614 199203 2 001

MOTTO

“The power of education extends beyond the development of skills we need for economic success. It can contribute to nation-building and reconciliation”
(Nelson Mandela)

DEDICATION

This thesis is dedicated to:

- ❖ My beloved mother and father (Mrs. Hj. Srimiatun and Mr. H. Musta'in) who always support me with material, pray, love and patience. They are the best supporter for researcher.
- ❖ My beloved brothers (Abdul Latif, S.E and Ahmad Najib, S.Pd) who always give me guidance and support for raising my dream.

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The researcher realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted. The researcher hopes that this thesis beneficial to everyone. Aaamiin.

Semarang, July 8th 2019

The researcher,

Imam Baehaqi

NIM. 1403046115

Title : **TEACHING-LEARNING OF ENGLISH FOR NAUTICAL SCIENCES. (A Study at Second Grade of Nautical Sciences of SMK PELAYARAN “AKPELNI” Semarang).**

Researcher : Imam Baehaqi

Student Number : 1403046115

ABSTRACT

English for Specific Purposes (ESP) is a type of language learning which has its focus on all aspects of language pertaining to a particular field of human activity. This research is conducted on the basis of applying ESP in Teaching-Learning of English for Nautical Sciences. The objectives of this study are aimed to explain the teaching-learning of English for nautical sciences, to analyze the barriers faced in the teaching-learning of English for nautical sciences, and to explain the problem solving of barriers faced in the teaching-learning of English for nautical sciences. The method of this research is qualitative research. It is based on the research focus to find out teaching-learning of English for nautical sciences at the second grade of SMK PELAYARAN “AKPELNI” Semarang. For collecting data, it based on qualitative analysis data which used the observation, documentation, and interview. As the results of the analysis, it showed that Teaching-learning of English for nautical sciences at SMK Pelayaran Semarang uses the 2013 curriculum by combining of Education Minister and Communication Minister. Besides that, the students barrier are limitation vocabulary. The way to solve the problem is the teacher should ask students to memorize the code and instruction communication of Maritime English, it's so complicated and should use to daily operation at the ship. She should also give motivation to the student for hard study.

Keywords: Maritime English, English for Specific Purposes (ESP), Teaching-Learning of English.

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CHAPTER I

INTRODUCTION

This chapter presents the discussion of some issues related to the topic being studied. They are background, problem statement, objective, and significance of the research.

A. Background of the Study

Sea is considered as a transportation route besides land and airlines, therefore, transportation between countries using ship is an easy way to go besides airplanes in countries bordering the sea. It can also carry large quantities of people, stuff, and others. Besides that, it is more economically priced than an airplane. That makes people choose the ship as a means of transportation between islands and countries. Therefore, many seafarers must be able to speak foreign languages for communication when in other countries.

It is also due to the fact that today, language has become a social commodity inside communities as a crucial tool in building human connections either written or spoken. Its role as an intimate part of social identity and also forms the basis of how users identify with each other. Without language, we cannot express the ideas, opinions, thought. According to *Oxford Advanced Learner's Dictionary* stated that "Language is a system of sounds and words used by humans to express their thoughts

and feelings."¹ Furthermore, Ramelan also argues language has some basic characteristics: among others that language is systematic, arbitrary, social and complete.² Besides that, Allah has given the decree to the human in Al-Qur'an of Surah Ar-Rahman as follows:

Surah Ar-Rahman 3-4:

خَلَقَ الْإِنْسَانَ عَلَّمَهُ الْبَيَانَ

“He has created man (and) taught him the art of speech and exposition. (Qs. Ar-Rahman 3 - 4)”³

From the verses above, we know that Allah has given to human beings art if speech is used by which they can communicate with each other and fulfill their need to survive. Human beings can master the art of speech, in this case mastering the language by way of learning.

People have always been interested in language, in such matters as its origin, its nature, and its various uses for since many years ago. They are as social creatures that have to use a language or symbol to communicate with each other. So, understanding and learning of language are very important for the

¹ A. S. Hornby, *Oxford Advanced Learners' Dictionary*, 5th editio (new york: Oxford University Press, 1995).

² Ramelan, *Introduction to Linguistic Analysis*, ed. by IKIP Semarang Press (Semarang, 1992).

³ Muhammad Zafrulla Khan, *The Qur'an* (London and Dublin: Curzon Press, 1971).

human being to live in a community. Whereas, English is a language used in the world.

English is said as an important language because English as an international language has used to speak in the world. So it is very important and must be learned. In Indonesia, English has an important role for scenes and technology to develop a relationship in the international forum. In the globalization era, English is a vital linguistic tool for many business people, academics, tourist and citizens who want to communicate easily across nationalities.

The adoption of the English language has brought about a tremendous change in the educational policies of the country. So, it takes several things that need to be done related to learn needs in language learning. These are some very important things, including method, curriculum, evaluation, and assessment that must be given to the students, they can be used later. In addition, teachers also need to have skills that are in accordance with the learning needs to the maximum teaching-learning process because the teacher as the key factors to teach. So, the role of education in the language is important.

Education is a basic thing so that people become better and knowledgeable about humans life. Besides that, they can develop their skills and decide the decision wisely. Education gives value that will help and guide humans in enduring their lives. We may not imagine what the difference is between humans "life in past

time (darkness era) and this time without education". Besides that, Education needs an institution to manage well. As we know the school as the institution of education.

School as a formal educational institution systematically had planned various environments, which is the educational environment, which provides a variety of opportunities for students to gain educational experience in order to encourage student growth and development. The environment is organized into the curriculum and teaching methods.⁴ The process of education at school cannot be apart from the output of education itself. One of the educational substances which have an important role to determine the graduation quality is the curriculum. So, the good quality of the graduation depends on the curriculum as the guidance in education.

Curriculum is a basis of the teaching-learning process so that every teaching-learning process has to follow the curriculum. It also as a system to manage how the education process gets maximum output. It is the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives.⁵ That is the reason why every teacher has to understand and follow the current curriculum before planning and developing a kind of

⁴ Oemar Hamalik, *Proses Belajar Mengajar* (Jakarta: Bumi Aksara, 2004).

⁵ 'Curriculum - Wikipedia'.

teaching-learning process and preparing the materials well for the teaching-learning process. But, the curriculum is often changed after an evaluation of the curriculum. The curriculum change is done to make a better future of national education. A change to be better will not come true if there is no attempt to change it. English for Specific Purposes is a part of a result of the evaluation of the curriculum.

In the global era, English was split into several types. In this case, English education split kinds like English general purposes and English for specific purposes. English general is used like usual English education in formal school. Meanwhile, English for Specific Purposes (ESP) is meant that the type of language learning which has its focus on all aspects of language pertaining to a particular field of human activity.⁶ In other words, it is a way of teaching-learning English for specialized subjects with some specific vocational and educational purposes in mind. In ESP syllabus, the teaching content is geared to the special language 'repertoire' pertaining to the specialized aims that are required of the learners. It is a relatively bids a new learner-centered approach to English language teaching whose methodology is based on the specific needs of the learner as a new discipline within applied linguistics.⁷ It is used in vocational

⁶ 'Article_ The Benefits of ESP'.

⁷ 'Article_ The Benefits of ESP'.

as a language teaching-learning. Especially, vocational of AKPELNI Semarang.

Vocational of AKPELNI Senior High School Semarang (well known as SMK PELAYARAN “AKPELNI” Semarang) is one of the institute educations of the public middle level which have sailor's character. Processes of the study taken as a process of which try to guide human beings and spiritual, behavior, intellectual. School of SMK PELAYARAN “AKPELNI” Semarang was built as supported effort to increase student's ability in mastering the English language for nautical technic study. The program school has English specific programs such as English language courses; English speak area, and English speech in ship circles. The programs can help to develop a student's ability in mastering English for students to use in nautical technic. In the educational context, English Language has functioned as a means to communicate in order to fulfill requirement communicate of every day, obtain science, appliance to construct interpersonally, change over information and also enjoy Language esthetics in English culture.

From the discussion above, researchers want to examine more about implementation as well as the effectiveness of ESP in the application of vocational schools. The study is expected to contribute to English language education in our department. Therefore, the researcher submitted a study entitled “Teaching-

Learning of English for Nautical Sciences (a study at second grade of Nautical Sciences of SMK AKPELNI Semarang)”.

B. Research Question

1. How is the Teaching-Learning of English for Nautical Sciences at the second grade of SMK PELAYARAN “AKPELNI” Semarang?
2. What are the barriers faced by the teacher to implement Teaching-Learning of English for Nautical Sciences at the second grade of SMK PELAYARAN “AKPELNI” Semarang?
3. What does the teacher do to solve barriers of Teaching-Learning of English for Nautical Sciences at second grade of SMK PELAYARAN “AKPELNI” Semarang?

C. Objective Study

Related to the question of the research above, the objectives of the study are:

1. To explain the Teaching-Learning of English for Nautical Sciences at second grade of SMK PELAYARAN “AKPELNI” Semarang.
2. To analyze the barriers faced in the Teaching-Learning of English for Nautical Sciences at second grade of SMK PELAYARAN “AKPELNI” Semarang.
3. To explain the problem solving of the barriers faced in the Teaching-Learning of English for Nautical Sciences at

second grade of SMK PELAYARAN “AKPELNI”
Semarang.

D. Significance of The Study

The result of this study was useful for students, teacher, school, and researcher:

1. For Students

To develop teaching and learning English as foreign language study in the classroom in order to get easier for them, hopefully, students will be interested in English as a foreign language study especially English for nautical sciences ability.

2. For Teacher

By doing this research, the researcher hopes that the output of the study will be useful and give a contribution for developing English teaching and learning processes of nautical sciences ability.

3. For Researcher

The researcher can know in more detail the way how to analyze curriculum and English for specific purposes especially English vocational of nautical sciences in SMK PELAYARAN “AKPELNI” Semarang. He hopes the result of the study could be useful to improve the teaching and learning process for him. It is used to teach for him soon as a teacher of English study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the previous related studies, and theoretical framework.

A. Previous Related Studies

The first study is done by Irma Nur Khasanah with title “The Implementation of 2013 Curriculum by the English Teacher and Its Barriers (A Case Study at the 10th Grade of SMA N 1 Rembang in 2014/2015 Academic Year)”, she analyzed implementation of 2013 curriculum by the English teacher and its barriers, she found that her research covered lesson plan applying the scientific approach based on almost all the principles of lesson plan arrangement mentioned in *permendikbud* of 2013 curriculum and syllabus. The barriers of this dimension are choosing the right method and making the right instrument of authentic assessment that will cooperate to cover three learning domains and to support the success of core and basic competence interpretation in the learning process.⁸

Moreover, the teacher organized the teaching-learning process based on the lesson plans that have been prepared. It used a scientific approach well, but the learning evaluation is conducted by the teacher based on what is planned on the dimension of planning including the barriers that affect it. So, the biggest portion of the evaluation is using a non-authentic assessment that also gives the

⁸ Irma Nur Khasanah, ‘The Implementation of 2013 Curriculum by EnglishTeacher and Its Barriers’, *Educational Research*, 2015, 69.

biggest emphasis on the cognitive domain. It is not the same as the mandate of the 2013 curriculum in *Permendikbud* to use authentic assessment.

From her study, she found that it needed evaluation to get improvement in the future. As a result, several important things can be suggested in the last report and it is hopefully can be useful for the strategy of teaching-learning is very important to gain better output. Her study is similar to this study, it is about the teaching-learning process in class through the same method. The differences between her study and this study are the object; this study is not about the teacher, but also the teacher and students. Therefore, the teacher and students can get a better output of implementation of the 2013 curriculum.

The second study is done by Fitri Puji Astuti with title “The Implementation of Learning Assessment Based on the 2013 Curriculum in ELT Class (A Study at VII and VIII Grade of SMP N 2 Kendal in Academic Year of 2014/2015)”, she tried to analyze the Implementation of learning assessment based on the 2013 curriculum in ELT class.⁹ She analyzed teaching and learning assessment based on the 2013 curriculum at SMP N 2 Kendal in this year has been running appropriate with the procedure but has not been running fully, because 2013 curriculum is a new curriculum, so

⁹ Fitri Puji Astuti, ‘Based on the 2013 Curriculum in Elt Class’, 103411012, 2015.

the teachers need time and process in the effort of implementation 2013 curriculum maximally.

Furthermore, she found some problems that occurred in the implementation of learning assessment based on the 2013 curriculum in ELT class, such as so many assessments that should be done by the teacher (test, observation, self-assessment, peer-assessment, performance assessment, portfolio assessment, project assessment, product assessment, and journal assessment). Especially on the attitude assessment, the teacher might be unable to assess the students' attitude by journal assessment because the teacher did not remember all of the students' names. It made the teacher feel difficult to record the students' attitude inside and outside the classroom, so the teacher used the value of teachers' observation to give the value of journal assessment. In addition, the cost was also one of the problems in the implementation of learning assessment.

Based on the problems which explained in this final project, i.e. the implementation of learning assessment, she concluded to recommend the teachers should increase the understanding of the 2013 curriculum by seminars, workshops, and study the books of the 2013 curriculum. In addition, the teachers should implement the 2013 curriculum professionally so that the learning process will be more qualified. Her study is similar to this study, learning assessment is showing the goal of the teaching-learning process. It's

one of indicator teaching-learning to analyze the students understanding.

The third study done by Choudhary Zahid Javid with title “English for Specific Purposes: Role of Learners, Teachers and Teaching Methodologies”, he found out that adulthood teaching demands that ESP teaching should not be restricted only to instructional setting but other modes, such as self-access study, project work, cooperative learning, etc.¹⁰ It should also incorporate in the program. It also reported that ESP learners must active involvement in the process of the choice of content materials, curriculum development and teaching methodology to ensure maximum commitment and motivation of the program participants.

He suggested that considered the extremely varied nature of ESP teaching, the term "practitioners" used instead of teachers to emphasize that ESP pedagogy involves much more than teaching. Furthermore, he followed five key roles to identify for ESP practitioners who needed to discharge their work as a 1) teacher, 2) course designer and material provider, 3) collaborator, 4) researcher and 5) evaluator. ESP teachers might have an extra burden on the content area of the learners. His study is similar to this study, it is about ESP. this study analyzes the implementation of ESP to

¹⁰ Choudhary Zahid Javid, ‘English for Specific Purposes: Role of Learners, Teachers and Teaching Methodologies’, *European Scientific Journal*, 11.20 (2015), 17–34
<<https://eujournal.org/index.php/esj/article/viewFile/5950/5736>>.

practice vocational in teaching-learning. Furthermore, the researcher tries to find out of ESP gain the vocational, exactly its use to prepare of student being.

B. Theoretical Framework

1. English for Specific Purposes (ESP)

The prevalent use of the English language as an international means of communication is in constant expansion. This fact is reflected in different fields and in various domains where English is considered as a working tool. In order to reach specific objectives, world countries, including Indonesia, introduce English courses at all levels of the educational system especially at the university through ESP.

Since the 1960" s ESP has become one of the most active branches of Applied Linguistics in general, and of Teaching English as a Foreign Language (TEFL) in particular.¹¹ Among the factors that could explain its vitality and its expansion is, as previously mentioned, the emergence of English as a world language, for this reason, the necessity to cope with the different teaching situations and needs that such a position brings about.

ESP has existed as a separate branch of language teaching for around 40 years. In the beginning, it focused upon the

¹¹ Chams Eddine Lamri, 'An Introduction to English for Specific Purposes (ESP)', *Abou Bekr Belkaid University – Tlemcen*, 2016, ii + 22.

specific lexicon of technical and scientific texts, but it soon changed its emphasis on the rhetorical uses of language in precise discourses. Next, the four skills are reading, speaking, writing, and listening. Which were neglected by all previous methods, were assessed and addressed through the introduction of needs analysis studies.

All the previous definitions and statements have contributed, at some point or another through the history of the field, to better delimit the scope and aim of ESP. They have all built ESP's niche within foreign language teaching and they have all emphasized that "in ESP . . . the purpose of learning is paramount and related directly to what the learner needs to do in their vocation or job". ESP was born and will continue to address the learners' needs and purpose to learn a language that will most likely help them to communicate in a globalized world where the sense of immediacy of need can best be fulfilled by English for Specific Purposes instruction.

ESP is a relatively new discipline within Applied Linguistics that bids a new learner-centered approach to English language teaching whose methodology is based on the specific needs of the learner. Kennedy and Bolitho point out that ESP is

based on an investigation of the purposes of the learner and the set of communicative needs arising from these purposes“ .¹²

The communicative practices can make a particular group of learners which will acquire central to ESP, informing its curricula and materials, academic, and professional realities. It is a crucial link between perception and practice, helping ESP to keep its feet on the ground by tempering any excesses of academic theory-building with practical applications.

Mackay and Mountford defined ESP as the teaching of English for a “clearly utilitarian purpose”. The purpose they refer to is defined by the needs of the learners, which could be academic, occupational, or scientific.¹³ These needs, in turn, determine the content of the ESP curriculum be taught and learned. Mackay and Mountford also defined ESP and the *special language* that takes place in specific settings by certain *participants*. They stated that those participants are usually adults. They focused on adults because adults are usually *highly conscious* of the reasons to attain English proficiency in a determined field of specialization and because adults make real

¹² Carolina Gonzalez Ramirez, ‘English for Specific Purposes: Brief History and Definitions’, *Revista De Lenguas Modernas*, Nr. 23,2015 / 379-386, 2015, 1–6.

¹³ Abel Javier Romo, ‘An English for Specific Purposes Curriculum to Prepare English Learners to Become Nursing Assistants’, *BYU Scholars Archive*, 2006 <<http://scholarsarchive.byu.edu/etd/485>>.

use of special language in the special settings they work. They also argued that there is a close relationship among special settings and adults and the role, usually auxiliary, that English plays in those particular settings for those particular people.

Robinson defined ESP courses as ones in which the participants have specific goals and purposes (again, academic, occupational, and scientific).¹⁴ On this, she cited Stevens to emphasize that the purposes language learners have for using language are of paramount importance. She stated that those purposes must be understood as the driving force of the curriculum in a way that would help teachers and learners to not let irrelevant materials be introduced in the course. She also referred to learners in their role of curriculum designers in order to make the curriculum more learner-centered. Stevens argued that ESP courses are those that are almost strictly based on the analysis of the participants' needs – a key and crucial element - in order to tailor the curriculum to address those needs. Along with this, he referred to the participants as most adults, people willing and committed to pursuing specific *utilitarian goals* rather than pleasurable or cultural goals. He also mentioned the fact that English plays a very important and specific role in the curriculum because of the use to which it would be put once it is

¹⁴ Romo.

acquired (i.e. to allow learners to interact in their specific settings in order to fulfill the roles for which they learned it).

2. Teaching-learning in English for Specific Purposes (ESP)

While courses of English for Specific Purposes (ESP) are introduced in higher education institutions, a theoretical framework for ESP curriculum planning is still under development. Unlike general language instructors, who have fairly detailed curricula and national guidelines, ESP teachers need to construct their own goals, objectives, and learning materials.¹⁵ One of the main issues in ESP course development is the focus of the syllabus and content on learners' needs. The latter often looks capable of functioning in certain situations. However, some learners, especially university students, may find it hard to determine what language skills they need to master. On the one hand, students need the English language to fulfill academic requirements or access scientific information in their chosen field of study. On the other hand, students are future professionals, and they expect an ESP university course to prepare them to carry out professional duties in their prospective workplace. Therefore, teaching-learning English in ESP is needed to prepare students in the prospective workplace.

¹⁵ Anastasiia Belyaeva, 'English for Specific Purposes : Characteristic Features and Curriculum', *Anastasiia Belyaeva Languages*, 2019 (2015), 73–91 <<https://doi.org/http://dx.doi.org/10.7220/2335-2027.7.4>>.

In response to these problems, it is important to help students adapt to today's competitive society, meaning that vocational schools and universities even certain faculties of universities need to design ESP courses that can best prepare learners for future professional communication, not just presenting general English for the sake of passing the examination on the English subject. Designing a new ESP course involves issues such as what to teach, how to teach or where to start. Based on an integrated approach, this research puts forward a sample ESP course framework and critically analyzes the core elements of ESP course design through Bilingual-based materials of English for Educational Technology: target needs; learning needs; syllabus; instructional materials; and finally, assessment and evaluation.

a. Teaching-Learning English

In Indonesia, English considered the second foreign language to be learned, the Indonesian government has chosen English as a second foreign language to be taught in schools. As a formal education, English is taught from Elementary School until Universities. As a subject of the learning process, English considered as one of the subjects that less comfortable by students.

In learning English, Students should be able to master the four language skills of English. They are speaking, reading, writing, and listening. Learning English

also should cover some language components. They are structure, vocabulary, spelling, and pronunciation. As a part of language components, vocabulary has an important role in learning English. Without mastering vocabulary, it is impossible to master English well. The students who get more vocabulary, they can improve their English easily.

English is the medium of a great deal of the world's knowledge, especially in such areas as science and technology. And access to knowledge is the business of education.¹⁶ When we investigate why so many nations have in recent years made English an official language or chosen it as their chief foreign language in schools, one of the most important reasons is always about educational – in the broadest sense.

The methodologies of ESP teaching conform to the same model of the language teaching process as does any other form of language teaching.¹⁷ In ESP teaching, some basic elements have to be taken into consideration, the most important of which are the learner needs, goals and

¹⁶ David Crystal, *English as a Global Language, Second Ed*Crystal, D. (n.d.). *English as a Global Language, Second Edition*. Retrieved from http://Culturaldiplomacy.Org/Academy/Pdf/Research/Books/Nation_branding/English_As_A_Global_Language_-_David_Crystal.Pdfition <http://culturaldiplomacy.org/academy/pdf/research/books/nation_branding/English_As_A_Global_Language_-_David_Crystal.pdf>.

¹⁷ Lamri.

motivation. Furthermore, learners' attitudes towards learning and learning strategies are emphasized and seen as fundamental to the ESP process. As the students are sited at the core of the learning process they have to be dynamic contributors in their learning either in the classroom or out of it. Students use adequate and favorite learning strategies and put a rapid and durable learning rhythm to achieve the stated objectives.

Dudley-Evans and Johns maintain that “The key stages in ESP are needed analysis, course (and syllabus) design, materials selection (and production), teaching and learning, and evaluation.” ESP course design is the product of a dynamic interaction between these elements which “... are not separated, linearly-related activities, rather, they represent phases which overlap and are interdependent”.¹⁸ It is well demonstrated that the basic elements in the ESP teaching process are interconnected.

In 2001 Richards states that ESP teaching aims are: preparing non-native speaking students for study in the English-medium academic context; preparing those already fluent or who have mastered general English, but now need English for specific usage in employment, such as engineers, scientists, or nurses; responding to the needs of

¹⁸ Lamri.

the materials of English for Business Purposes; and teaching immigrants the English needed to deal with their job situations.¹⁹ It can be considered as a common core because he described ESP as teaching the specific content and skills of English to a specific group of learners aiming at communicating effectively in academic or vocational situations.

The criteria of the ESP course as suggested by Robinson. First, ESP is goal-directed. Students learn English because they need English for certain purposes such as study or work purpose. Second, an ESP course is based on needs analysis. The aim of the analysis is to specify the things that the students have to go through the medium of English. It emphasizes the course requirements or targets. Third, the students that learn an ESP course are likely adults rather than children. It focuses on the continuation of their English learning.²⁰ Besides, although there are some differences in the learners 'educational background, ESP course should be identical. This means

¹⁹ Chams Eddine Lamri Faiza Bouabdallah-Heddami Abdelkader Bensafa, 'University of Tlemcen Faculty of Arts and Languages Department of English Language English for Specific Purposes (1st Semester) Third Year "LICENCE" Level', 2016 <https://faclettre.univ-tlemcen.dz/assets/uploads/DOCUMENTS/cours_en_ligne/4-ESP_handout_1st_Semester_1.pdf>.

²⁰ Restu Arini, 'Improving Nautical Students' English Mastery through Need Analysis-Based Materials Development', *I.Mm* (2010), 1–18.

that the students are involved in the same kind of work or specialized studies.

ESP is a recognizable activity of English Language Teaching (ELT) with some specific characteristics. Dudley-Evans and St. Johns tried to apply a series of characteristics, some absolute and some variable, to outline the major features of ESP.

Absolute Characteristics:

- 1) ESP is defined to meet the specific needs of the learners;
- 2) ESP makes use of underlying methodology and activities of the discipline it serves;
- 3) ESP is centered on the language grammar, lexis, register, skills, discourse, and genre appropriate to these activities.

Variable Characteristics:

- 1) ESP may be related to or designed for specific disciplines;
- 2) ESP may use, in specific teaching situations, a different methodology from that of General English;
- 3) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at the secondary school level;

- 4) ESP is generally designed for intermediate or advanced students.
- 5) Most ESP courses assume some basic knowledge of the language systems, but it can be used with beginners. (Dudley-Evans & St. John, 1998:4)²¹

It is obvious that the absolute characteristics are specific to ESP because learners' needs are of central importance when designing language activities. Concerning the variable features, ESP courses can be designed for a specific group using definite teaching methodology, nevertheless, all learners' categories and disciplines can be concerned with ESP.

b. Curriculum

1) The Definitions of Curriculum

Etymologically, the curriculum is derived from the Latin, the "Curriculae", means that the distance of race must be taken by a runner. In the past, the curriculum is defined as a period of education that must be taken by students to obtain a diploma as a runner who had to take a distance of the race to reach the finish line.²²

²¹ Lamri.

²² Muhammad Joko Susilo, *Kurikulum Tingkat Satuan Pendidikan* (Jogjakarta: Pustaka Pelajar, 2008).

Terminologically, the curriculum has a variety of different interpretations according to the viewpoint of each expert. Based on the studies that have been conducted by many experts, the definition of the curriculum can be viewed from two different sides; those are the old view and the new view.

The old view, or often called the traditional view, formulate that the curriculum is a subject that must be taken by students to earn a diploma.²³ Meanwhile, according to a new view of (modern), as proposed by Romine, is as follows:

“Curriculum is interpreted to mean all of the organized courses, activities, and experiences which pupils have under the direction of the school, whether in the classroom or not”.²⁴

A curriculum is a plan for learning consisting of two major dimensions, vision, and structure. Vision in a curriculum is the product of a set of assumptions about people and the world at large and takes the form of some conceptualization of reality. Structure in a curriculum is a basic organization for translating the

²³ Oemar Hamalik, *Dasar-Dasar Pengembangan Kurikulum* (Bandung: Remaja Rosdakarya, 2009).

²⁴ Oemar Hamalik, *Dasar-Dasar Pengembangan Kurikulum*.

visionary aspects of the plan into experiences for the learners.²⁵

The term curriculum became more popular as more and more definition of the curriculum arises. Based on the results of the collection of information about the word curriculum in 1916-1982, has obtained several statements that can be developed as a definition of the curriculum,²⁶ as Hilda Taba said:

“A curriculum is a plan for learning; therefore, what is known about the learning process and the development of the individual has beaten on the shaping of a curriculum”.²⁷ In other words, the curriculum must be applied in education. It can be guidelines for education, and also can develop education be better.

The requirements for communicative competence of seafarers in STCW 2010 present a great challenge to Indonesian seafarers who will struggle to improve their linguistic competences, most of the Indonesian seafarers find it difficult to

²⁵ Wiles Bondi, *Curriculum Development* (New York: Macmillan Publishing, 1989).

²⁶ Toto Ruhimat, *Kurikulum Dan Pembelajaran* (Jakarta: Rajawali Pers, 2012).

²⁷ Ruhimat.

communicate in English with the Port State Control Officer (PSCO) and with multi-national crews on board. They cannot speak English fluently and find it difficult for understanding VHF radio messages, etc. Most of the Indonesian seafarers regarded language barriers as the main contributing factor to ineffective communication and the language barriers for them particularly refer to poor listening and speaking ability.

According to Directorate General of Sea Transportation (2008), in the last five (5) years and the five years ahead as well, the job market for the seafarers is widely open. Singapore, Vietnam, and some other countries in South East Asia need thousands of seafarers in each year. This opportunity can only be fulfilled by the Maritime education and training graduates meet requirement such as Maritime English as amended by the STCW 2010 curriculum.²⁸

In order to improve competencies and skills of the future officers, it is important to make changes on the present training requirements and bring them to

²⁸ marselia and Hartono Rudi, 'The Implementation of Standard Training , Certification and Watchkeeping 2010 to Redesign The Maritime English Syllabus for Fulfilling Students ' Needs', *English Education Journal*, 7.2 (2017), 130–38.

the actual development of the maritime field and so, to consider the missing is covered.²⁹

Inside of this concept of uniform and updated training, Constanta Maritime University developed its profile and vision as maritime officers formative, combining STCW 95 Convention requirements with the latest technological development in order to provide to the international shipping market better trained people, capable to apply STCW objectives and also to use the modern technology for a more safety sea.

The improvement of the training process is compulsory in the present due to the new position of the Maritime Education and Training institutions, as providers of services for the maritime industry and correspondent activities. In this respect, these institutions have to pay attention to the following underlying factors:

²⁹ E Barsan, F Memet, and L Stan, 'Particularities of the Maritime Higher Education System as Part of the Maritime Transport Engineering Studies', *Conference on Engineering Education*, 2010, 168–75 <<http://www.wseas.us/e-library/conferences/2010/Corfu/Education/Education-28.pdf>>.

- a) Programs and courses must meet industry standards and regular requirements;
- b) Programs and courses must be relevant and meet clients and industry needs;
- c) Training level of graduates must be accordingly with STCW and national authorities requirements;
- d) Teachers and trainers involved in the training process must have a high level of knowledge and understanding of the system and its requirements under present in force regulations.

According to with these major objectives, SMK PELAYARAN “AKPELNI” Semarang developed its study programs under requirements of the Convention and applied the curricula recommended by the Convention through the IMO Model Courses for each of the principal specializations, Navigation, and Marine Engine.

In the first stage, we have to familiarize the students with all of this equipment and make them understand their function and role in the navigation, with implications in the safety of the maritime activities.

Today, many ships are armed with the latest technologies for navigation, like GPS devices, Anti-Collision Radar and Electronic Charts Display, Automatic Identification System devices. During school training, future operators receive data about technical details, configuration, operational procedures, models of data analysis and correct decisions. During the applications made based on the simulators, the students have the possibility to develop their skills using these devices. They can work with them interconnected, analyze all data or compare data received from two different devices or from other sources. Thus, they will learn to use information in the navigation activities and realize safe and correct travel for their virtual ship.

2) The Functions of Curriculum

As some meanings or definitions of the curriculum explained before, basically it has a function as a guide or reference. The functions of the curriculum are different according to each of the parties such as teachers, students, principals, supervisors, parents, and community. For teachers, the curriculum should serve as guidance in implementing the learning process. For students, the curriculum serves as a study guide. For principals and supervisors, the curriculum serves as a

guideline in conducting supervision. For parents, the curriculum serves as a guide in guiding children to learn at home.

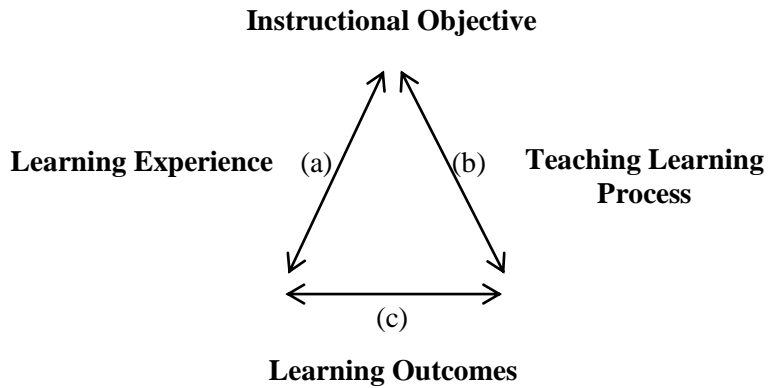
As for the community, the curriculum serves as a guide to assist in the implementation of the educational process at school.³⁰ Therefore curriculum is important for the role of education that it all is covered. That is teachers, students, principals, supervisors, parents, and community. So that education is going on better.

c. **Learning Assessment**

Learning and teaching as a process that contains three elements that can be distinguished; i.e.: the purpose of teaching (instructional), the experiences of the learning process, and learning outcomes. The relationship between these elements can be described in picture 2.1.³¹

³⁰ Ruhimat.

³¹ Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar* (Bandung: PT Remaja Rosdakarya, 2009).



Picture 2.1 The relations between three elements of a teaching-learning process

Line (a) shows the relationship between instructional objectives and learning experiences, line (b) shows the relationship between the learning experience and learning outcomes, and the line (c) shows the relationship of instructional purposes and learning outcomes. From the diagram above it can be understood that the assessment expressed by the line (c), ie, action or activity to see how far the instructional objectives have been achieved or mastered by the student in the form of learning outcomes that shown after they finished the teaching-learning process. While the line (b) an assessment to determine the

effectiveness of the learning experience in achieving optimal learning results.³²

In terms of language, assessment is defined as the process of determining the value of an object. To be able to determine the value or price of an object it is necessary to measure or criteria. In other words, the core assessment is the process of giving or determines the value of the specified object based on certain criteria.

Boyer & Ewel, as quoted by Eko Putro defined that assessment is: “*processes that provide information about individual students, about curricula or programs, about institutions, or about entire systems of institutions*”.³³ Assessment is an ongoing process that encompasses a wide range of methodological techniques. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an appraisal of the student's performance.³⁴ In other words, assessment is the process of gathering and discussing information from multiple and diverse sources in order to

³² Sudjana.

³³ Eko Putro Widoyoko, *Penilaian Hasil Pembelajaran Di Sekolah* (Jogjakarta: Pustaka Pelajar, 2014).

³⁴ H. Douglas Brown and Priyanvada Abeywickrama, *Language Assessment: Principles and Classroom Practices* (United States of America: Pearson Education, 2010).

develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences.³⁵ Therefore assessment is needed for teachers and students. The teacher can know how many percent understanding of students. Students also know their abilities.

d. Learning Evaluation

The teacher activity in this dimension is to evaluate students' learning. Many points of view regarding the evaluation activity is performed after the teachers do the teaching and learning process. Furthermore, evaluation activity can also be performed, when the learning activity is in process.

Evaluation is defined as a systematic attempt to gather information in order to make judgments or decisions.³⁶ An evaluation has different meanings for different teachers. However, the meaning of evaluation which has been widely accepted by teachers in the field is a process that

³⁵ Ismet Basuki dan Hariyanto, *Assessment Pembelajaran* (Bandung: PT Remaja Rosdakarya, 2014).

³⁶ Brian K. Lynch, *Language Program Evaluation* (new york: Cambridge University Press (CUP), 2003).

determines the extent to which objectives have been achieved.³⁷

Based on the guidelines of learning evaluation by the teachers, the 2013 Curriculum requires the use of authentic assessment. In the paradigmatic embodiment, authentic assessment requires real authentic instruction and authentic learning. It is believed that authentic assessment is more able to provide information on students' abilities holistically and validly.³⁸

The authentic assessment used in the evaluation assesses the students' readiness, process, and outcomes of learning as a whole.³⁹ An authentic assessment is not the only approach used in evaluating students, non-authentic assessment is also used. However, authentic assessment is the main approach in evaluating students based on the 2013 curriculum.⁴⁰

The scope of the evaluation is student learning outcomes by the teacher include attitude competencies

³⁷ M. Sukardi, *Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2008).

³⁸ Permendikbud No 104, *Salinan Lampiran Permendikbud No 104 Tahun 2014, Penilaian Hasil Belajar Oleh Pendidik Pada Pendidikan Dasar Dan Pendidikan Menengah, Rom I*, 2014.

³⁹ Kunandar, *Penilaian Autentik (Berdasarkan Kurikulum 2013)* (Jakarta: Rajawali Pers, 2014).

⁴⁰ Permendikbud No 104.

(spiritual and social), knowledge, and skills.⁴¹ The scope is also known as the three domains in the objectives of education formulated by Bloom et al (taxonomy), named cognitive, affective, and psychomotor domain.⁴² Therefore, the instrument of assessment that used also should be considered in order to include all of these three competencies. The instrument of an assessment prepared by the teacher must be in accordance with the characteristics and complexity of the material in the content standards and competency standards. Thus the instrument will provide accurate information about the level of achievement of student competence.

However ideal the curriculum is, without support by the teacher's ability to implement it, it will not be meaningful as an instrumental input in achieving the goals of education. In the same way, teaching-learning activity without curriculum as a guideline would not be effective.

⁴¹ Permendikbud No 104.

⁴² Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: PT. Rineka Cipta, 2007).

CHAPTER III

RESEARCH METHODOLOGY

This chapter is to provide the description of the steps that are taken to conduct the study. The description involves research design, research setting, source of data, focus the research, method of collecting data, and method of analyzing data.

A. Type of The Research

The method of this research is qualitative research. It is based on the research focus to find out teaching-learning of English for nautical sciences at the second grade of SMK PELAYARAN “AKPELNI” Semarang. Qualitative research is an approach to the study of social phenomena. Its various genres are naturalistic and interpretative, and it draws on multiple methods of inquiry. Some characteristics of qualitative research are: take places in the natural world, uses multiple methods that are interactive and humanistic, it is emergent rather than prefigured and fundamentally interpretative.⁴³ Qualitative research has some purposes, are describing, and reporting the creation of key concepts, theory generation, and testing.⁴⁴

This research is a descriptive study. The descriptive study doesn't purpose to test a certain hypothesis but just describes

⁴³ et. al. Catherine Marshall, *Designing Qualitative Research, Third Ed* (United States of America: Sage, 1999).

⁴⁴ louis cohen, *Research Methods in Physical Education, Physiotherapy*, 2005, LXXXVIII <[https://doi.org/10.1016/s0031-9406\(05\)60753-5](https://doi.org/10.1016/s0031-9406(05)60753-5)>.

some variables and conditions naturally.⁴⁵ Relating to this, Bogdan and Taylor define qualitative research as a research procedure resulting in descriptive data in the form of written or spoken words from the people and object being observed.⁴⁶ Thus, the descriptive qualitative method in this research has a purpose to find out the implementation of Teaching-Learning English for Nautical Sciences at the second grade of SMK PELAYARAN “AKPELNI” Semarang systematically and accurately based on the reality.

B. Time and Place

The researcher conducted the research on SMK PELAYARAN “AKPELNI” Semarang. This research was conducted as 25 of February until 20 of March 2019.

C. Source of Data/Participants

The source of data is the subject where the data can be obtained in detailed, those data were the field data, and they are:

1. Students

Data that are obtained from the students are Students' English nautical science ability and the results of interviews conducted with the students. The participant

⁴⁵ Suharsimi Arikunto.

⁴⁶ Lexy J., *Moloeng, Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2009).

students are second grade Nautic I and II of SMK PELAYARAN “AKPELNI” Semarang in the second year. There are two classes that be participants; class of Nautic I and II.

2. Teacher

Data that are obtained from the teacher are files such as; students' name list, teacher's lesson plan, lesson schedule, syllabus and the results of interviews conducted with the teacher in SMK PELAYARAN “AKPELNI” Semarang.

D. Focus of the Research

This research is focused to find out the Teaching-Learning of English for Nautical Sciences at second grade of SMK PELAYARAN “AKPELNI” Semarang, includes the caused. Sugiyono defines that a focused refers to a single cultural domain or a view related domains.⁴⁷ The participants of this research are students on second grade Nautic I and II of SMK PELAYARAN “AKPELNI” Semarang in the second year.

⁴⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R & D* (Bandung: ALFABETA CV, 2007).

E. Technique of Collecting Data

The methods will be used by the researcher to get the data in this research is as follows:

1. Observation

The observation that will be conducted is related to the learning assessment process of English material in the ELT class. In this observation, the researcher needs a teacher of school as observation guidance to observe and to write how the teacher makes an assessment.

As a scientific method, observation is a complex process, a process that is composed of a variety of biological and psychological processes.⁴⁸ This observation carried out three times intensively in ELT class to obtain an overview of the data and the Teaching-Learning of English for Nautical Sciences at the second grade of SMK PELAYARAN “AKPELNI” Semarang. Observations can be done (1) with the participation of observer so the observer as a participant or (2) without the participation of observer so the observer is a non-participant.⁴⁹

In this case, the researcher used non-participant observation, as a process of observations by the observer

⁴⁸ Sutrisno Hadi, *Metodologi Research* (Yogyakarta: Pustaka pelajar, 2015).

⁴⁹ S. Nasution, *Metode Research (Penelitian Ilmiah)* (Jakarta: Bumi Aksara, 2011).

who did not take part in the lives of people who observed and separately the position as an observer.

2. Documentation

In collecting data, the researcher uses a documentation study. The document study as stated to the technique of collecting data by gathering and analyzing documents. The document is any communicable material (such as text, video, audio, etc) used to explain some attributes of an object, systems or procedure.⁵⁰ These documents which are obtained through this technique are the teacher's lesson plan, students' name list and syllabus of English language material.

3. Interview

In this study, the researcher has chosen a semi-structured interview because it is flexible, allowing new questions to be brought up during the interview as a result of what the interviewee says. The interviewer in a semi-structured interview generally has a framework of themes to be explored.⁵¹ However, the specific topic or topics that the interviewer wants to explore during the interview should usually be thought about well in advance especially during interviews to have an interview guide prepared, which is an informal grouping of topics and questions that the

⁵⁰ Suharsimi Arikunto.

⁵¹ Suharsimi Arikunto.

interviewer can ask in different ways for different participants.

Since this research uses a semi-structured interview, it is necessary for the researcher to use an interview guideline. Interview guides help researchers to control the interview process so that the important data relating to the topic can be obtained. Besides that, it will focus to do an interview on the topics at hand without constraining them to a particular format.

However, the questions may be developed in the process of the interview depending on the answers to the questions. This freedom can help interviewers to tailor their questions to the interview context/situation, and the people, they are interviewing. The interview is conducted with both teachers and students. Interviewing teachers is done to obtain further data about the difficulty and objection in teaching writing, especially in the grammatical aspect. On the other hand, interviewing students are done to get further information about their difficulty in learning grammar especially which is related to their native language interference.

F. Technique of Analysing Data

In this research, the process of analyzing the data begins when the researcher collects the data. Analysis of the data when

the data collection is done in a way to sort out which data is important or not. The measure of whether the data is important or not refers to the contribution in answering the research focus.⁵² In fact, Creswell said that qualitative researchers should already think and analyze when qualitative research begins.

The steps which are conducted by researchers to analyze the data are expressed by Miles & Huberman, that analysis of the data consists of three flows of activities that occur simultaneously,⁵³ the activity is done interactively and continues over time to completion, (1) data reduction, (2) data presentation/display, and (3) conclusion or verification.

1. Data Reduction

Data reduction is an activity of summarizing, choosing the subject matter, focusing on things that are important, and looking for themes and patterns.

2. Data Display

Data display is seen by Miles & Huberman as a set of structured information and gives the possibility of drawing conclusions and taking action. They also see that the most frequent form of display data for qualitative research data is narrative text. Looking at displays helps the researcher to

⁵² Imam Gunawan, *Metodologi Penelitian Kualitatif: Teori Dan Praktik* (Jakarta: Bumi Aksara, 2014).

⁵³ Sugiyono, *Memahami Penelitian Kualitatif* (Bandung: ALFABETA CV, 2013).

understand what is happening and to do something-further analysis or caution on the understanding.

3. Conclusion Drawing/ Verifying

Conclusion drawing/ verifying is an activity of formulating research result that answers the focus of research based on the data analysis result. Conclusions are presented in the descriptive form of the research object based on the research study.⁵⁴

⁵⁴ Imam Gunawan.

CHAPTER IV

FINDING AND ANALYSIS

This chapter present the analysis, the interpretation, and contribution of the data obtained based on the result of researcher description. This chapter involves finding and data analysis. Each finding has discussions of the data that is presented in relation to the research questions.

Finding and Data Analysis

SMK PELAYARAN “AKPELNI” Semarang has two English lessons; those are general English learning and maritime specific English learning. In addition, the researcher focused on maritime specific English learning to find out the implementation and teaching process in the classroom.

1. Curriculum at SMK PELAYARAN “AKPELNI” Semarang

The curriculum as a set of plans and arrangements are regarding the content, teaching materials, and the methods that used as a reference in the implementation of teaching-learning activities. The curriculum is a tool to achieve educational goals. Without the curriculum, the educational aims will not be achieved. If the curriculum is seen as a reference for the implementation of learning activities, the curriculum must be relevant to the times.

So, we need curriculum change that accordance with the demands of the times.

Curriculum used is as follows:

a. Normative and Adaptive

Using the Curriculum of Education Level Unit (KTSP), in the year of 2014 this school was required to use the 2013 curriculum. Related to the curriculum change, the government tries to improve the quality of education, both conventional and innovative. The test makes the efforts of implementing the 2013 curriculum. 2013 Curriculum is a concept that emphasizes character education based on the Education Ministry.⁵⁵

Moreover, the curriculum of the school is a unique difference with another vocational school, because this school uses the curriculum of 2013 by combining several things such as syllabus which tends to follow the Minister of Communication rules. While the guidelines and sources of textbooks that are used follow the International Maritime Organization (IMO) rules that have been agreed around the world

⁵⁵ Imam Baehaqi, Interview Filda Hulwani, teacher Maritime Specific English Learning on second grade of SMK PELAYARAN “AKPELNI” Semarang on Wednesday, February, 27 2019, 2019.

regarding shipping rules and standardization of knowledge and capabilities for sailors.

The materials for teaching Specific English Maritime Learning are different between General English Learning because this study focuses on the skill of maritime areas. Vice Headmaster of SMK PELAYARAN “AKPELNI” Semarang said the materials took from International Maritime Organization (IMO).⁵⁶ So, the materials are one of the crucial components in teaching learning activities, must be suitable for student’s need and relevant to syllabus.

They are interested in concepts like knowledge (definitions, laws, principles, etc.), practice (to be used with basic equipment, to be able to use tables and charts, to collect and analyze data in the laboratory) and professional skills (acquiring basic skills related with thermal machines). Also, Vice Headmaster Student Division of SMK PELAYARAN “AKPELNI” Semarang examines whether the instructor provides notes and course references. Teaching syllabus should also contain information on

⁵⁶ Imam Baehaqi, interview Vice Headmaster Student Division of SMK PELAYARAN “AKPELNI” Semarang, Tuesday, February, 26 2019., 2019.

examination and calculation of grade. In order to meet the course requirements, the instructor has to mention in the teaching syllabus number of independent learning hours. All this information is contained in the "Guide of Student" so that students are aware regarding course exigencies.

Since seafaring deals with international world and regulation, the use of English is far more crucial. People who involve in this field – in this case, the seafarers—will need English for oral and/or for written communication. They use English to send or receive a message when they are on a voyage. Subandi states that people who work in maritime companies will deal with people from many countries around the world and sometimes none of the mariners is a native speaker of English.⁵⁷

In the Marine English (ME) context, English linguistic systems underlying the maritime domain-specific performances can be made in both maritime-general and language-substantial. Then ME teaching can be adjusted to be more maritime-specific regarding the duties and departments so that it aims to

⁵⁷ Arini.

realize a maritime professional identity through using the English language.⁵⁸

SMK PELAYARAN “AKPELNI” Semarang developed its study programs under requirements of the Convention and applied the curricula recommended by the Convention through the IMO Model Courses for each of the principal specializations, Navigation, and Marine Engine. The study cycles also were structured in the operational and managerial levels.⁵⁹

Based on the 2013 curriculum, assessment is the process of gathering information about the achievement of student learning outcomes in attitude, knowledge, and skill competence carried out systematically, during and after the learning process.⁶⁰ The assessment based on the 2013 curriculum is an outstanding assessment. It is cover all aspect of individual learner include attitude, knowledge, and skill competence.

⁵⁸ Imam Baehaqi, *Interview Vice Headmaster Student Division of SMK PELAYARAN “AKPELNI” Semarang, Tuesday, February, 26 2019.*

⁵⁹ Imam Baehaqi, *The researcher observation on February, 28 2019., 2019.*

⁶⁰ Permendikbud No 104.

b. Productive

SMK PELAYARAN “AKPELNI” Semarang depends on two national management education; those are education ministry and the communication department. In addition, it has used the curriculum of Secondary Seafarers Training Education Decree No. PK.07/BPSDMP-2016, in the year 2014 has used Sea-Com Curriculum that has been adapted to the PM 70 and PM 140.⁶¹

SMK PELAYARAN “AKPELNI” Semarang has an institution approved to educate and train seafarers student under the PM 70 and PM 140.⁶² Essentially, the International Convention on Standards of Training, Certification, and Watchkeeping for Seafarers (STCW) Convention, 1978, as amended, prescribes and defines standards concerning the training, certification, and competence of seafarers, and as such works as the legal foundation of Marine English (ME). It is stated that:

All seafarers shall be obviously educated and trained, adequately experienced, skilled and

⁶¹ Imam Baehaqi, Profile Sekolah Menengah Kejuruan SMK PELAYARAN “AKPELNI” Semarang 2018, 2018.

⁶² Imam Baehaqi, *Profile Sekolah Menengah Kejuruan SMK PELAYARAN “AKPELNI” Semarang 2018*.

competent to perform their duties in ways that provide for the safety of life, property, and security at sea and the protection of the marine environment.⁶³

In this connection, *IMO Model Course 3.17 Maritime English* is one of 63 model courses developed by IMO to assist maritime education institutes and their teaching staff, and especially those in developing countries, to improve their maritime teaching capacities, thus enhancing their implementation of the STCW Convention. The Maritime English model course, in particular, sets out the education and training framework as a guide for ME teaching to achieve the required standards of competence related to effective communication as specified in the STCW Code.

SMK PELAYARAN “AKPELNI” Semarang has the role to provide world fleet officers that are more trained and capable to work with the latest equipment. It is reasonable, in a century of high techniques, to teach about procedures in a field as navigation used for a more safely navigation activity.⁶⁴

⁶³ Albert Embankment, ‘Issues to Be Considered When Integrating Computer-Based Technologies into the Training and Assessment of Seafarers 1’, 2002.

⁶⁴ Imam Baehaqi, *The Researcher Observation on February, 28 2019*.

In order to improve competencies and skills of the future officers, it is important to make changes on the present training requirements and bring them to the actual development of the maritime field and so, to consider the missing is covered.

Accordingly, Basturkmen (2010) claims that the integration of meaning from the linguistic system and generic resources helps develop the learner's capacity of handling specialized professional communicative tasks without sacrificing their language accuracy.⁶⁵

When it comes to Specific Maritime English (SME), the focus is more towards the procurement of maritime professional identity via the English language. Here, the learners are secondly divided up according to their specific professional ranks or departments, and then directly introduced to, and involved in, their maritime duty-specific genre set where a range of typical communicative activities are provided.

From the result of interview and observation that has been conducted, the researcher can know about the steps that were conducted by an English teacher of Teaching-

⁶⁵ Yan Zhang and Clive Cole, 'Maritime English as a Code-Tailored Esp: Genre-Based Curriculum Development as a Way Out', *Iberica*, 2018.35 (2018), 145–70.

Learning of English for Nautical Sciences at second grade of SMK PELAYARAN “AKPELNI” Semarang depend on English Specific Purpose.

a. Planning

On the implementation of Teaching-Learning of English for Nautical Sciences, the teacher needs good planning. Such as the task should be relevance and accordance with the competence that will measure. In addition, the teacher was preparing depend on IMO curricula using some models teaching, such as cooperative learning, team peer solo and other.⁶⁶

In the class, the teacher did the teaching-learning process according to the procedures that made before. The teacher opened the class, greeted the students and checked students’ attendance. The teacher gave stimulant question to the students related to the material, then explained the material to the students.

The researcher observed the class during the teaching-learning process. The observation was

⁶⁶ Imam Baehaqi, *Interview Filda Hulwani, Teacher Maritime Specific English Learning on Second Grade of SMK PELAYARAN “AKPELNI” Semarang on Wednesday, February, 27 2019.*

done in order to know teaching-learning activity, students' activeness, students' responses and students' participation in the learning activity. The condition class was restrained by the teacher, and the student good responses through the instruction of the teacher.

b. Implementation

In practice, the assessment of learning outcomes by educators has a function to monitor the progress of learning, to monitor the learning outcomes, and to detect continuous improvement needs of student learning outcomes. In SMK PELAYARAN "AKPELNI" Semarang, Specific Maritime English (SME) was a new lesson difference with General English Learning, it very useful to the student conducted working and code shipping instruction.

Theoretically, English for the maritime academy is considered a branch of English for Specific Purpose. The students may or may not regard language as an important feature in their future occupations. Thus, the designed materials are different from general English which is to meet the

specific needs and characteristics of the maritime academy.⁶⁷

On the observation of the researcher, fun and challenging learning is always created. The method used is always different each meeting. So, the students activities of the previous meeting are different with next meeting. It makes the atmosphere of the classroom interesting and alive. Teacher also motivates the learners to participate actively. The English teacher's learning contract and her appearance of taking the score in front of the students, both of those two attempts are proven to make the students active and realize that it is their own needs of the score consequences.⁶⁸

c. Evaluation

The last steps of the implementation of the assessment are evaluation. The evaluation used to know the students that have not been able to reach the standard of competency and the students that have been able to reach the standard of competency.

⁶⁷ Arini.

⁶⁸ Imam Baehaqi, *The Researcher Observation on February, 28 2019*.

To achieve a certain standard of competence, the teacher used a variety of methods, strategies, and approaches. If the students have not been able to reach the standard of competency, remediation will be carried out by the teacher. And for the students that have been able to reach the standard of competency, the teacher conducted enrichment.

The researcher found the teacher writes the media used for the teaching-learning process in the lesson plan and the teacher does use it. The teacher also uses the media, it can help the teacher in the direct instruction and creating active learning teaching strategies. Media influence learning a lot because it will relate to the applied method.

The learning evaluation runs in the learning process especially when the method is applied. It may not cover all competencies because it is as a consequence of the unavailability of appropriate instruments from the teacher. Here it shows how important the planning of learning that should really good prepare.

2. The barriers faced by the teacher and solve the problem of Teaching-Learning of English for Nautical Sciences at

second grade of SMK PELAYARAN “AKPELNI”
Semarang

As it is generally known that Maritime English is codified English in such a unique and typical one. Moreover, the teacher has been meeting the barrier or problem in teaching-learning this lesson. Filda statement, she got students barrier limitation vocabulary. Viewing from this barrier, the vocabulary for student very important thing to get enrich and to develop their skills, especially speaking in Maritime English Learning. Furthermore, they must memorize the code and instruction communication of Maritime English, it's so complicated and should use to daily operation at the ship. The teacher should give motivation to the student for hard study.

The teaching-learning process is the execution of the planning. Nevertheless, the learning process is almost completely based on the lesson plan. Four skills of English (reading, writing, listening, and speaking) and 5M have been reached by the English teacher. The teacher also does what she should do in the classroom, such as monitoring, explaining difficult new words, correcting the students' wrong pronunciation, reminding about the tenses pattern, etc. Although it is not intensive, the teacher

has developed the students' spiritual, social, and skills competence through giving advice.

The teacher should approach encapsulates language, culture, communicative skills as well as professional motivation and behavior in the teaching process, where these elements are continuously negotiated in the process of learning Maritime English while fulfilling maritime domain-specific tasks. In the maritime communication context, the content of what is being transferred and discussed, the “specific sociolinguistic circumstances” (i.e. specific speaker hearer relationships are often developed under various degrees of stress and panic) and the multi-mode communication at sea and ashore interact with each other to produce very specific intercultural registers. All of these factors point to the part in Maritime English education and training of communication strategy development, rather than product-based terminology teaching.

CHAPTER V

CONCLUSION AND RECOMMENDATION

The conclusion and recommendation need for this research are explained in this research.

A. Conclusion

Based on the findings of the research and discussion that have been conducted. The conclusion can be seen as follows:

Teaching-learning of English for nautical sciences at SMK Pelayaran Semarang uses the 2013 curriculum by combining of Education Minister and Communication Minister. It makes a unique difference with another vocational school. Related to the curriculum change, the government tries to improve the quality of education, both conventional and innovative. The syllabus and materials taken from International Maritime Organization (IMO).

The teacher's greatest barrier is a limitation in vocabulary. Viewing from this barrier, the vocabulary for students is a very important thing to get enriched and to develop their skills, especially speaking in Maritime English Learning.

The way to solve the problem is the teacher should ask students to memorize the code and instruction communication of Maritime English, it's so complicated and should be used in daily operation at the ship. She should also give motivation to the student for hard study. The teaching-learning process is the

execution of the planning. Nevertheless, the learning process is almost completely based on the lesson plan. Four skills of English (reading, writing, listening, and speaking) and 5M have been reached by the English teacher. The teacher also does what she should do in the classroom, such as monitoring, explaining difficult new words, correcting the students' wrong pronunciation, reminding about the tenses pattern, etc. Although it is not intensive, the teacher has developed the students' spiritual, social, and skills competence through giving advice.

B. Recommendation

This paper there is some suggestions based on the problems which have been explained in this final project, i.e Teaching-Learning of English for Nautical Sciences at second grade of SMK PELAYARAN "AKPELNI" Semarang, the writer gives some suggestions.

To the English teacher, a more detailed analysis of the students' need is highly recommended. Then, in terms of providing specific learning material based on the students' needs and certain curriculum, the teacher should be able to collaborate well with other teachers to create a better language input for the students. Furthermore, the teacher should instruction to memorize the code and instruction communication of maritime English to the students, it's so complicated and should use to daily operation at the ship. The teacher should give motivation to the student for

hard study. Finally, the English teacher should create a relaxed classroom atmosphere at every meeting.

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Appendix 1

Profile of SMK PELAYARAN “AKPELNI” Semarang

The Vocational High School (VHS) Shipping “AKPELNI” Semarang or SMK PELAYARAN “AKPELNI” was founded by Wiyata Dharma Foundation on July 17, 2009, located at JL. Mgr. Sugiyopranoto No. 37 Semarang. It has obtained permission from the Education Office of Semarang with Decree No. 848/6846 dated December 24, 2008, NIS/NSS: 400760/592036312002. NPSN: 20353814.

SMK “AKPELNI” Semarang was received ISO 9001: 2015, its field of maritime to the management of vocational education service on February, 8th 2017. The School open two programs; those are Nautical of Merchant Ship and Technical Merchant Ship.

1. Vision

AKPELNI Shipping Vocational School Semarang is a superior, excellent shipping education institution in achievement, polite in behavior.

2. Mission

a. Educating and training Central Java youths in particular, Indonesia, in general, is a NIAGA PAYMENT

TRAVELER who has national and international standard competencies

- b. Educating and training Central Java youths in particular, Indonesia, in general, becomes SEA TRAVELERS who have personality competencies through moral and mental fostering programs.
- c. Improve the quality of the learning process by developing curricula, education and training facilities, and human resources.

Appendix 2

Observation Guidelines

1. Teaching-Learning process of English for Nautical Sciences.
2. The learning assessment process of English material in the ELT class.

Appendix 3

Interview Guidelines

Questions for Vice Headmaster

1. Kurikulum apa yang digunakan dalam pembelajaran bahasa Inggris Nautik/Maritim dikelas XI SMK Pelayaran AKPELNI?
2. Apakah perbedaan dari bahasa Inggris Maritim dengan bahasa Inggris Umum?
3. Apakah silabusnya sama dengan sekolah lain?

Questions for Teacher

1. Kurikulum apa yang digunakan dalam pembelajaran?
2. Bagaimana implementasi bahasa Inggris Maritim terhadap skill dan kemampuan siswa?
3. Model pembelajaran apa yang telah digunakan pada pelajaran bahasa Inggris Maritim?
4. Media apa yang digunakan dalam proses belajar mengajar?
5. Hambatan yang anda temukan ketika pengajaran Maritim?
6. Cara mengatasi itu terhadap hambatan siswa?
7. Seberapa pentingkah motivasi yang diberikan guru terhadap siswa?
8. Efektifkah bahasa Inggris Maritim untuk modal kerja nanti?
9. Bagaimana hasil belajar siswa pada pelajaran bahasa Inggris Maritim?

Questions for Students

1. Apakah pembelajaran bahasa Inggris Maritim membantu buat modal kerja nantinya?
2. Media apa yang menarik ketika mata pelajaran bahasa Inggris Maritim?
3. Motivasi apa yang membuat anda minat dengan bahasa Inggris Maritim?
4. Halangan apa yang anda dapat ketika belajar bahasa Inggris Maritim?
5. Apa hasil yang kamu dapat dari belajar bahasa Inggris Maritim?
6. Lebih efektif mana antara bahasa Inggris Maritim dan bahasa Inggris Biasa untuk pelaut?

Appendix 4

Documentation guidelines

1. Archive
 - a. Syllabus
 - b. Lesson Plan
 - c. Students' name list
2. Picture
 - a. Teaching-Learning of Maritime English

Appendix 5

Transcript of the Observation Result

No	Activities	Explanation
1.	Teaching-Learning process of English for Nautical Sciences.	✓
2.	The learning assessment process of English material in the ELT class.	✓

Appendix 6

Transcript of Interview result

Name : Yenrika Kurniati Rahayu, M. Pd.

Position : Vise Headmaster

Researcher :

Kurikulum apa yang digunakan dalam pembelajaran bahasa Inggris Nautik/Maritim dikelas XI SMK Pelayaran AKPELNI?

Vise Headmaster :

Kurikulum yang digunakan adalah kurikulum k13

Researcher :

Apakah perbedaan dari bahasa inggris maritim dengan bahasa Inggris Umum?

Vise Headmaster :

Perbedaannya hanya di sub bab materi, seperti pada bahasa Inggris Maritim itu lebih spesifik dikapal.

Researcher :

Apakah silabusnya sama dengan sekolah lain?

Vise Headmaster :

Ada perbedaan, karena kita ada dua naungan yaitu naungan dinas pendidikan dan dinas perhubungan. Khusus silabus dari bahasa Inggris Maritim itu merujuk pada IMO model course. Sedangkan bahasa Inggris Umum itu merujuk pada silabus yang dikeluarkan dari dinas pendidikan.

Transcript of Interview result

Name : Filda Hulwani Dewi, S. Pd

Position : Teacher of English Maritime

Researcher :

Kurikulum apa yang digunakan dalam pembelajaran?

Ibu Filda :

Kalau kurikulum sesuai dari dinas untuk kelas 11 itu k13 untuk saat ini, kalau tahun kemaren masih ktsp.

Researcher :

Bagaimana implementasi bahasa Inggris Maritim terhadap skill dan kemampuan siswa?

Ibu Filda :

Ya jadi untuk bahasa Inggris Maritim disini itu sebagai tambahan, bahasa Inggris Maritim itu nggak dari berdirinya sekolah ini. Jadi sebagai tambahan untuk lebih spesifik dikapal itu seperti apa, jadi ranah pembelajaran itu tentang kapal sendiri beda dengan bahasa Inggris Umum yang dari dinas, itu masih luas pembahasannya diluar kejuruan.

Researcher :

Model pembelajaran apa yang telah digunakan pada pelajaran bahasa Inggris Maritim?

Ibu Filda :

Kalau untuk model atau strategi masih sama dengan materi lain, kadang kita pakai cooperative-learning, team pair solo, atau GTM masih dipakai karena translation itu juga masih perlu dan anak-anak harus tau bagaimana artinya.

Researcher :

Media apa yang digunakan dalam proses belajar mengajar?

Ibu Filda :

Kalau media bisa menggunakan LCD untuk menunjukkan gambar-gambar atau papper sheet tergantung juga sama strategi yang dipakai.

Researcher :

Hambatan yang anda temukan ketika pengajaran maritim?

Ibu Filda :

Kalau hambatan ke anak itu kosa kata karena ketukar dengan kosa kata bahasa umum, spelling, dan juga hafalan.

Researcher :

Cara mengatasi ibu terhadap hambatan siswa?

Ibu Filda :

Kalau saya cara ngajarinnya lebih dipermudah dan rajin mengingatkan siswa bahwa term bahasa Inggris Maritim beda dengan bahasa Inggris Umum. Karena beda termnya antara vocab dan spellingnya, contohnya helmsman dibahasa Inggris Maritim itu juru mudi bukan orang yang pakai helm. Jadi harus diremind terus anak-anaknya.

Researcher :

Seberapa pentingkah motivasi yang diberikan guru terhadap siswa?

Ibu Filda :

Kalau ini cukup penting, dibahasa Inggris Maritim yang penting ngasih bekal, antara kepakai atau tidaknya itu tergantung kapalnya. Untuk bisa mendapatkan kapal luar negeri harus bisa bahasa Inggris yang bagus.

Researcher :

Efektifkah bahasa Inggris Maritim untuk modal kerja nanti?

Ibu Filda :

Menurut saya cukup efektif karena kita memberi bekal bahasa Inggris supaya ketika dapat kerja sudah bisa memahaminya.

Researcher :

Bagaimana hasil belajar siswa pada pelajaran bahasa Inggris Maritim?

Ibu Filda :

Kalau hasilnya bagus, ada beberapa yang sudah bagus dan ada yang kurang. Tetapi mapel ini sudah bisa diterima oleh siswa.

Transcript of Interview result

Name : Fermita Ayu

Position : Student of English Maritime

Researcher :

Apakah pembelajaran bahasa Inggris Maritim membantu buat modal kerja nantinya?

Student :

Ya, karena salah satu dari inti profesi kami menggunakan bahasa Inggris Maritim untuk berkomunikasi.

Researcher :

Media apa yang menarik ketika mata pelajaran bahasa Inggris Maritim?

Student :

Hp, karena lebih mudah menemukan jawaban yang harus dicari.

Researcher :

Motivasi apa yang membuat anda minat dengan bahasa Inggris Maritim?

Student :

Karena lebih mudah dibanding bahasa Inggris Biasa dan lebih berguna saat komunikasi dengan kapal lain.

Researcher :

Halangan apa yang anda dapat ketika belajar bahasa Inggris Maritim?

Student :

Terkadang banyak kosa kata baru jadi harus sering-sering cari artinya supaya ngerti.

Researcher :

Apa hasil yang kamu dapat dari belajar bahasa Inggris Maritim?

Student :

Mengerti apa saja bahasa kapal dan sebutan-sebutan dikapal.

Researcher :

Lebih efektif mana antara bahasa Inggris Maritim dan bahasa Inggris Biasa untuk pelaut?

Student :

Efektif bahasa Inggris Maritim, karena kita lulus besok menjadi seorang pelaut harus lebih mendalami bahasa Inggris Maritim.

Transcript of Interview result

Name : Rizal Robbi

Position : Student of English Maritime

Researcher :

Apakah pembelajaran bahasa Inggris Maritim membantu buat modal kerja nantinya?

Student :

Membantu sekali, karena bahasa Inggris Maritim berguna bagi kita saat berlayar nanti berlayar terutama untuk kita berkomunikasi.

Researcher :

Media apa yang menarik ketika mata pelajaran bahasa Inggris Maritim?

Student :

Buku, karena udah ada bukunya yang komplit sih menurut saya.

Researcher :

Motivasi apa yang membuat anda minat dengan bahasa Inggris Maritim?

Student :

Karena besok saat kita berlayar, bahasa Inggris Maritim ini sangat membantu sekali makanya saya semangat belajar bahasa Inggris Maritim, apalagi gurunya yang bikin saya semangat.

Researcher :

Halangan apa yang anda dapat ketika belajar bahasa Inggris Maritim?

Student :

Jujur saya susah untuk menghafal kode-kodenya.

Researcher :

Apa hasil yang kamu dapat dari belajar bahasa Inggris Maritim?

Student :


Banyak, salah satunya kode komunikasi.

Researcher :

Lebih efektif mana antara bahasa Inggris Maritim dan bahasa Inggris Biasa untuk pelaut?

Student :

Bahasa Inggris Maritim, karena bahasa Inggris Maritim itu mudah sebenarnya ketimbang bahasa Inggris Biasa.

	<p>YAYASAN WIYATA DHARMA SMK PELAYARAN "AKPELNI" SEMARANG</p>	No. Dok/Rev. : FM-008-SMK-PA-KR/00
	<p>SILABUS</p>	Tgl. Efektif : 15 Juli 2019 Halaman : 1 dari 7 Status : <input checked="" type="checkbox"/> Terkendali <input type="checkbox"/> Tidak Terkendali

SILABUS
TAHUN PELAJARAN 2019/2020




NAMA GURU : FILDA HULWANI DEWI, S.Pd
MATA PELAJARAN : BAHASA INGGRIS MARITIM
KELAS : XI NAUTIKA/TEKNIKA KAPAL NIAGA

PENDIDIKAN DAN LATIHAN KEPেলাUTAN

SMK PELAYARAN "AKPELNI" SEMARANG

Jl. Mgr. Sugiyopranoto No. 37 Telp. & Fax (024) 3558233

	<p style="text-align: center;">YAYASAN WIYATA DHARMA SMK PELAYARAN "AKPELNI" SEMARANG</p>	No. Dok/Rev. : FM-008-SMK-PA-KR/00
	<h1>SILABUS</h1>	Tgl. Efektif : 15 Juli 2019
		Halaman : 2 dari 7
		Status : <input checked="" type="checkbox"/> Terkendali <input type="checkbox"/> Tidak Terkendali


SEMARANG

Nama Sekolah : SMK Pelayaran “AKPELNI” Semarang
Bidang Keahlian : Kemaritiman
Program keahlian : Pelayaran Kapal Niaga
Kompetensi Keahlian : Nautika Kapal Niaga dan Teknik Kapal Niaga
Mata Pelajaran : Bahasa Inggris Maritim
Kelas/ Semester : XI (Sebelas)/ 3 (Tiga)
Alokasi Waktu : 2x 45 Menit (16 jam teori dan 16 jam praktek)


Kompetensi Inti

- KI 3** : Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural, dan metakognitif sesuai dengan bidang dan lingkup kajian bahasa Inggris maritim pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.
- KI 4** : Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang bahasa Inggris maritim. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan ketrampilan menalar, mengolah dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komutatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

Appendix 7


	<p>YAYASAN WIYATA DHARMA SMK PELAYARAN "AKPELNI" SEMARANG</p>	No. Dok/Rev. : FM-008-SMK-PA-KR/00
	<p>SILABUS</p>	Tgl. Efektif : 15 Juli 2019
Halaman : 3 dari 7		
		Status : <input checked="" type="checkbox"/> Terkendali <input type="checkbox"/> Tidak Terkendali

Appendix 7

	YAYASAN WIYATA DHARMA SMK PELAYARAN "AKPELNI" SEMARANG	No. Dok/Rev. : FM-008-SMK-PA-KR/00 Tgl. Efektif : 15 Juli 2019 Halaman : 4 dari 7
	SILABUS	Status : <input checked="" type="checkbox"/> Terkendali <input type="checkbox"/> Tidak Terkendali


Basic Competency	Indicators of Competency	Material	Learning Activities	Scoring	Time Allocation	Source of Learning
1	2	3	4	5	6	7

Appendix 7

	<p style="text-align: center;">YAYASAN WIYATA DHARMA SMK PELAYARAN "AKPELNI" SEMARANG</p>	No. Dok/Rev. : FM-008-SMK-PA-KR/00
		Tgl. Efektif : 15 Juli 2019
		Halaman : 5 dari 7
SILABUS		Status : <input checked="" type="checkbox"/> Terkendali <input type="checkbox"/> Tidak Terkendali


<p>3.3 Describes crew roles and routines on board passenger vessels</p>	<p>3.3.1 Understanding situation that happen on board through picture</p> <p>3.3.2 Describing a picture tha shows about situation on board</p> <p>3.3.3 Distinguishing routine activities and current action</p>	<p>“What’s Happening on Board?”</p> <ul style="list-style-type: none"> - Verb describes work activities and routines - Simple Present and Present Continuous 	<ul style="list-style-type: none"> - Students identifying an action in a picture that shows situation on board by using verb - Students describing a picture that shows situation on board - Teacher divides students in some groups and give picture with its description - Teacher asks the students to read the description of the picture. - Students work in group and trying to identify verb in simple present and present continuous - Students back to their seat and try to make a description of situation life on board by using correct verb and grammar - Students share their own work to the whole class. 	Written and Spoken	4 x 45 minutes	Marlin Study Pack 1
<p>4.3 Apply crew roles and routines on board passenger vessels</p>	<p>4.3.1 Making a description of situation life on board</p>					
<p>3.3 Describes crew roles and routines on board</p>	<p>3.3.4 Understanding to read a restaurant menu</p>	<p>“In the messroom”</p> <ul style="list-style-type: none"> - Adjectives - Some and any, way of asking 	<ul style="list-style-type: none"> - Teacher gives an example of dialogue related to the topic - Teacher ask the students to read the dialogue 	Written and Spoken	4x 45 minutes	Marlin Study Pack 1

Appendix 7

	<p style="text-align: center;">YAYASAN WIYATA DHARMA SMK PELAYARAN "AKPELNI" SEMARANG</p>	No. Dok/Rev. : FM-008-SMK-PA-KR/00
		Tgl. Efektif : 15 Juli 2019
SILABUS		Halaman : 6 dari 7
		Status : <input checked="" type="checkbox"/> Terkendali <input type="checkbox"/> Tidak Terkendali


passenger vessels	3.3.5 Identifying adjectives, some and any in a dialogue	for something	and identify the adjectives, some and any			
4.3 Apply crew roles and routines on board passenger vessels	4.3.2 Making a dialogue related to topic and using adjectives, some and any		<ul style="list-style-type: none"> - Students identify adjectives, some and any in dialogue by discussing with their friends - Students make a dialogue related to the topic by using adjectives, some and any - Students share their own work to the whole class 			
3.4 Describes job responsibilities on board	3.4.1 Understanding type of cargo and container vocabulary	“Supplies”	- Teacher gives an example cargo type and container vocabulary	Written and Spoken	6x 45 minutes	Marlin Study Pack 1
	3.4.2 Identifying of amounts, weights and prices of food	<ul style="list-style-type: none"> - Type of cargo and container vocabulary - Countable and uncountable - Checking food supplies 	<ul style="list-style-type: none"> - Teacher ask the students to read the dialogue and identify the amount, weights and price of food - Students read the text of dialogue and try to identify food supply 			
	3.4.3 Understanding how to check food supplies	<ul style="list-style-type: none"> - Quantities and weights - Calculating prices 	<ul style="list-style-type: none"> - Students read the dialogue and try to explain the details of quantities of food from text - Students make a dialogue 			
	3.4.4 Explaining details of		<ul style="list-style-type: none"> - Students share their own work to the whole class 			

Appendix 7

	YAYASAN WIYATA DHARMA SMK PELAYARAN "AKPELNI" SEMARANG	No. Dok/Rev. : FM-008-SMK-PA-KR/00
		Tgl. Efektif : 15 Juli 2019
SILABUS		Halaman : 7 dari 7
		Status : <input checked="" type="checkbox"/> Terkendali <input type="checkbox"/> Tidak Terkendali


4.4 Apply job responsibilities on board	quantities and weights of food supplies from text 4.4.1 Making a dialogue about buying food to supply the food					
3.4 Describes job responsibilities on board	3.4.5 Understanding adjectives that describe vessel specifications 3.4.6 Understanding comparative sentence 3.4.7 Identifying a vessel specifications 3.4.8 Comparing vessel specifications	"A New Vessel" - Adjectives that describe vessel specifications - Comparatives - Comparing and contrasting sizes, speeds, age.	- Teacher gives an example of vessel pictures and its information - Teacher ask the students to read the specification of text and find adjectives - Teacher provide two examples and teaches about comparative - Students identify specification from new picture of two vessels - Students make a comparison - students make a description of vessel specification - Students share their own work to the whole class	Written and Spoken	6x 45 minutes	Marlin Study Pack 1
4.4 Apply job responsibilities	4.4.2 Making a description of vessel					

Appendix 7

	YAYASAN WIYATA DHARMA SMK PELAYARAN "AKPELNI" SEMARANG	No. Dok/Rev. : FM-008-SMK-PA-KR/00
		Tgl. Efektif : 15 Juli 2019
SILABUS		Halaman : 8 dari 7
		Status : <input checked="" type="checkbox"/> Terkendali <input type="checkbox"/> Tidak Terkendali

on board	specification through pictures and its information					
	4.4.3 Writing a comparative sentence from pictures					
3.4 Describes job responsibilities on board	3.4.9 Understanding task completion 3.4.10 Understanding completed procedures 3.4.11 Identifying components of vessel	“Have You Checked the Machine?” - Task Completion - Maintenance duties - Components of the vessel	- Students match the pictures and the task on vessel - Teacher provide procedure on work text and asks the students to read - Students identify componets of vessel - Students make a description - Students share their own work to the whole class	Written and Spoken	6x 45 minutes	Marlin Study Pack 1
4.4 Apply job responsibilities on board	4.4.4 Making descriptions of safety procedure					
3.4 Describes job responsibilities on board	3.4.12 Identifying current and future weather conditions 3.4.13 Describing current	“Weather” - Weather conditions	- Teacher gives an example of weather vocabulary - Tecaheer provides pictures of of weather map and students identify the weather condition	Written and Spoken	6x 45 minutes	Marlin Study Pack 1

Appendix 7

	YAYASAN WIYATA DHARMA SMK PELAYARAN "AKPELNI" SEMARANG	No. Dok/Rev. : FM-008-SMK-PA-KR/00
		Tgl. Efektif : 15 Juli 2019
SILABUS		Halaman : 9 dari 7
		Status : <input checked="" type="checkbox"/> Terkendali <input type="checkbox"/> Tidak Terkendali

4.4 Apply job responsibilities on board	and future weather conditions 3.4.14 Interpreting weather map 3.4.15 Interpreting weather chart information 4.4.5 Making a description of weather conditions related to weather map provided	- Weather maps - Weather chart information	- Teacher provides chart of weather and students interpret the weather information - Students make a description of weather condition - Students share their own work to the whole class			
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Mengetahui,
 Plt. Kepala Sekolah
 SMK Pelayaran AKPELNI Semarang



Budi Purnomo, M.Si, M. Mar.E


Semarang, 15 Juli 2019

Guru Mata Pelajaran



Filda Hulwani Dewi, S.Pd

Appendix 7

	YAYASAN WIYATA DHARMA SMK PELAYARAN "AKPELNI" SEMARANG	No. Dok/Rev. : FM-008-SMK-PA-KR/00
		Tgl. Efektif : 15 Juli 2019
SILABUS		Halaman : 1 dari 5
		Status : <input checked="" type="checkbox"/> Terkendali <input type="checkbox"/> Tidak Terkendali

SILABUS

TAHUN PELAJARAN 2019/2020



NAMA GURU : FILDA HULWANI DEWI, S.Pd
MATA PELAJARAN : BAHASA INGGRIS MARITIM
KELAS : XI NAUTIKA/TEKNIKA KAPAL NIAGA


PENDIDIKAN DAN LATIHAN KEPেলাUTAN

SMK PELAYARAN "AKPELNI" SEMARANG

Jl. Mgr. Sugiyopranoto No. 37 Telp. & Fax (024) 3558233

SEMARANG

Appendix 7


	YAYASAN WIYATA DHARMA SMK PELAYARAN "AKPELNI" SEMARANG	No. Dok/Rev. : FM-008-SMK-PA-KR/00
		Tgl. Efektif : 15 Juli 2019
		Halaman : 2 dari 5
	SILABUS	Status : <input checked="" type="checkbox"/> Terkendali <input type="checkbox"/> Tidak Terkendali

Nama Sekolah : SMK Pelayaran “AKPELNI” Semarang
Bidang Keahlian : Kemaritiman
Program keahlian : Pelayaran Kapal Niaga
Kompetensi Keahlian : Nautika Kapal Niaga dan Teknik Kapal Niaga
Mata Pelajaran : Bahasa Inggris Maritim
Kelas/ Semester : XI (Sebelas)/ 4 (Empat)
Alokasi Waktu : 2x 45 Menit (16 jam teori dan 16 jam praktek)

Kompetensi Inti


- KI 3** : Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural, dan metakognitif sesuai dengan bidang dan lingkup kajian bahasa Inggris maritim pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.
- KI 4** : Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang bahasa Inggris maritim. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komutatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

Appendix 7

	YAYASAN WIYATA DHARMA SMK PELAYARAN "AKPELNI" SEMARANG	No. Dok/Rev. : FM-008-SMK-PA-KR/00
		Tgl. Efektif : 15 Juli 2019 Halaman : 3 dari 5
SILABUS		Status : <input checked="" type="checkbox"/> Terkendali <input type="checkbox"/> Tidak Terkendali


Basic Competency	Indicators of Competency	Material	Learning Activities	Scoring	Time Allocation	Source of Learning
1	2	3	4	5	6	7
3.5 Understand considers instruction on board ship 4.5 Apply considers instruction on board ship	3.5.1 Understanding demonstrative adjectives 3.5.2 Understanding command in emergency situation 3.5.3 Analyzing procedural steps of situation 3.5.4 Understanding imperative sentence 3.5.5 Understanding instructions about safety on board 4.5.1 Making a sentence by using demonstrative adjectives	"Emergency" - Demonstrative adjectives - Command in emergency situation - Procedural steps of situation - Imperative sentence - B2 Safety on Board - B2/1 General Activities - B2/2 Occupational Safety - B2/2.1 Instruction - B2/2.2 Practical occupational safety	<ul style="list-style-type: none"> - Students identifying a picture that shows situation on board by using demonstrative adjectives - Students completing the sentence of command in emergency situation - Teacher asks the students to read the text about emergency on board - Students trying to match the pictures of emergency with its commad - Students making a procedural steps of emerency situation - Students share their own work to the whole class. 	Written and Spoken	16 x 45 minutes	- Marlin Study Pack 1 - SMCP 2000

Appendix 7

	<p style="text-align: center;">YAYASAN WIYATA DHARMA SMK PELAYARAN "AKPELNI" SEMARANG</p>	No. Dok/Rev. : FM-008-SMK-PA-KR/00
		Tgl. Efektif : 15 Juli 2019
<h1>SILABUS</h1>		Halaman : 4 dari 5
		Status : <input checked="" type="checkbox"/> Terkendali <input type="checkbox"/> Tidak Terkendali

	<p>4.5.2 Writing a command for each situation</p> <p>4.5.3 Making an instruction from pictures provided</p>	<p>- B2/2.3 Occupational accidents</p>				
<p>3.6 Understand trainees will role play the various drills on board</p>	<p>3.6.1 Understanding protective clothing for work on board</p> <p>3.6.2 Describing injury on vessel</p> <p>3.6.3 Understanding causes and means of prevention</p> <p>3.6.4 Identifying safety equipment</p> <p>3.6.5 Distinguishing safety commands</p> <p>3.6.6 Describing the location of safety equipment</p>	<p>“Personal Injuries”</p> <p>- Protective clothing</p> <p>- Injury on vessels</p> <p>“Where the life jackets?”</p> <p>- Safety equipment</p> <p>- Safety commands</p> <p>- Location of safety equipment</p> <p>- B2/3.2 Fire fighting and drills</p> <p>- B2/4.1 Checking equipment status and drills</p>	<ul style="list-style-type: none"> - Teacher gives an example of safety equipment and protective clothing - Teacher give example of safety command - teacher ask the students to read causes and means of prevention text - Teacher explains location of safety equipment - Teacher provide emergency situation and students distinguish the command - Tecaher provides pictures of safey equipment an students try to describe the location - students make a dialogue - Students share their own work to the whole class 	<p>Written and Spoken</p>	<p>16 x 45 minutes</p>	<p>- Marlin Study Pack 1</p> <p>- SMCP 2000</p>

Appendix 7

	<p>YAYASAN WIYATA DHARMA SMK PELAYARAN "AKPELNI" SEMARANG</p>	No. Dok/Rev. : FM-008-SMK-PA-KR/00
		Tgl. Efektif : 15 Juli 2019
<p>SILABUS</p>		Halaman : 5 dari 5
		Status : <input checked="" type="checkbox"/> Terkendali <input type="checkbox"/> Tidak Terkendali

4.6 Apply trainee will roleplay the various drills on board	<p>3.6.7 Understanding various drill on board</p> <p>4.6.1 Writing a prevention in safety work</p> <p>4.6.2 Making dialogue of safety equipment on board</p>	- B4/2 Evacuation and Boat Drill				
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Mengetahui,
Plt. Kepala Sekolah
SMK Pelayaran AKPELNI Semarang



Budi Purnomo, M.Si, M. Mar.E


Semarang, 15 Juli 2019

Guru Mata Pelajaran



Filda Hulwani Dewi, S.Pd

Appendix 8

	YAYASAN WIYATA DHARMA SMK PELAYARAN "AKPELNI" SEMARANG	No. Dok/Rev. : FM-010-SMK-PA-KR/00
		Tgl. Efektif : 8 Februari 2019
		Halaman : 1 /
	RENCANA PELAKSANAAN PEMBELAJARAN (RPP)	Status : <input type="checkbox"/> Terkendali <input type="checkbox"/> Tidak Terkendali

LESSON PLAN

SCHOOL NAME : SMK Pelayaran "AKPELNI" Semarang

SUBJECT : Maritime English

CLASS/ SEMESTER : XI / Fourth Semester

TIME ALLOTMENT : 4 x 45 menit

TOPIC : Unit 16 - Incidents at Sea

A. Core Competence

3. Understanding and applying knowledge of (factual, conceptual, and procedural) based on the curiosity of science, technology, art, culture related to empiric phenomenon and event.
4. Try, produce, and provide in concrete domain (using, disentangle, arranging, modifying, and creating) and abstract domain (writing, reading, counting, drawing, and arranging) appropriate with acquired in the school and another source that have same theories and the point of view.


B. Basic Competence

- Understanding the ways and the facts needed to express phenomenon that happen on board.
- Use English in written and oral form in general maritime communication.

C. Indicators

- Interpretation graphs of Incident report on board
- Reporting statistical information
- Making an accident report form
- Asking for and describing details of past events

Appendix 8

	YAYASAN WIYATA DHARMA SMK PELAYARAN "AKPELNI" SEMARANG	No. Dok/Rev. : FM-010-SMK-PA-KR/00
		Tgl. Efektif : 8 Februari 2019
		Halaman :2 /
	RENCANA PELAKSANAAN PEMBELAJARAN (RPP)	Status : <input type="checkbox"/> Terkendali <input type="checkbox"/> Tidak Terkendali


D. Teaching Methods

- Team Pair Solo
- Cooperative Learning

E. Teaching Step

Activity	DESCRIPTION	Time Allotment
Pre activity	<ul style="list-style-type: none"> • Teacher enters the class and greets students by saying “good afternoon students”/ “how are you today ?”/”nice to meet you”. • Teacher check students’ attendance. 	5 Minutes
Main activity	<p><u>Observing</u></p> <ul style="list-style-type: none"> • Teacher warms up students by asking kinds of incidents on board • Teacher informs the material of that day. • Teacher explains the material <p><u>Questioning</u></p> <ul style="list-style-type: none"> • Teacher gives a chance to students to ask, and checking students’ understanding by asking them questions. <p><u>Experimenting</u></p> <ul style="list-style-type: none"> • Teacher divides students into some groups and asks them to discuss and do the exercise. <p><u>Associating</u></p> <ul style="list-style-type: none"> • Students back to their seats. Teacher gives a topic and ask the students to think then discuss the topic in pair. Students then do an exercise/produce (writing) by the topic that has been given by the 	70 minutes

Appendix 8

	YAYASAN WIYATA DHARMA SMK PELAYARAN "AKPELNI" SEMARANG	No. Dok/Rev. : FM-010-SMK-PA-KR/00
		Tgl. Efektif : 8 Februari 2019
		Halaman :3 /
	RENCANA PELAKSANAAN PEMBELAJARAN (RPP)	Status : <input type="checkbox"/> Terkendali <input type="checkbox"/> Tidak Terkendali

	<p>teacher individually.</p> <p><u>Communicating</u></p> <ul style="list-style-type: none"> • Teacher gives a chance to students to answer the question/ presenting their works. • Teacher asks another students to judge whether the answer is correct or wrong 	
Post activity	<ul style="list-style-type: none"> • Teacher review the material that has been taught • Teacher closes the lesson 	15 Minutes

F. Media and Sources of material

- Media : Slides of material, pictures of graph, news, papersheet
- Sources of material : Marlin Study Pack-1, www.safety4sea.com

G. Scoring

Assignment: Group and Individual Assignment, written and oral performance.

Parameter : Exercise in Unit 16, MSP-1

Evaluation : Essay/multiple choice

Semarang, 03 January 2019

Mengetahui,

Plt. Kepala Sekolah

SMK Pelayaran “AKPELNI” Semarang

Guru Mata Pelajaran

Budi Purnomo, M.Si, M.Mar.E

Filda Hulwani Dewi, S.Pd

Appendix 9



YAYASAN WIYATA DHARMA
SMK PELAYARAN "AKPELNI" SEMARANG
 Jl. Mgr. Sugiyopranoto No. 37 Telp & Fax. 024 - 3588233 Semarang 50131

DAFTAR NILAI TARUNA/I SMK PELAYARAN "I"
 KELAS : XI NAUTIKA 1
 MATA PELAJARAN :
 DOSEN/GURU :
 SEMESTER : IV/ GENAI TAHUN PELAJARAN

KOMPETENSI KEAHLIAN : NAUTIKA KAPAL NIAGA

NO.	NIT	Nama	L/P	PENILAIAN ASPEK PENGETAHUAN												
				Nilai Proses (Nilai Harian)								Rerata (A)	NUIS (B)	NUAS (C)	Predikat	
				Tes : Tulis, Tes Lisan dan Penugasan KD												
				KD 1	KD2	KD3	KD4	KD5	KD6	KD7	KD8					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	17091096	Alif Prasetyo Aji	L										###		###	#DIV/0!
2	17091097	Bima Labroy Putra Samudra Silaban (Kr)	L										###		###	#DIV/0!
3	17091098	Fahrul Anaza	L										###		###	#DIV/0!
4	17091099	Fajar Setya Pratama	L										###		###	#DIV/0!
5	17091100	Faradhito Kurnia Sandy	L										###		###	#DIV/0!
6	17091101	Firdaus Iman Saputra	L										###		###	#DIV/0!
7	17091102	<i>Galuh Putri Ariani (Hd)</i>	P										###		###	#DIV/0!
8	17091103	Ignatius Rangga Oktaviano (Kt)	L										###		###	#DIV/0!
9	17091104	Juherman	L										###		###	#DIV/0!
10	17091105	<i>Karen Hapukh Averyel Dionstina Pramono</i>	P										###		###	#DIV/0!
11	17091106	<i>Kristanti Aprilia Solekha</i>	P										###		###	#DIV/0!
12	17091107	<i>Luftana Mei Lindriani</i>	P										###		###	#DIV/0!
13	17091109	Moh. Mujahizin Aqia	L										###		###	#DIV/0!
14	17091110	Mohammad Arda Fianto	L										###		###	#DIV/0!
15	17091112	Noer Pajrie Yulianto	L										###		###	#DIV/0!
16	17091113	Ravena Aldho Mahandika	L										###		###	#DIV/0!
17	17091114	Ronaldo Soritua Manurung (Kr)	L										###		###	#DIV/0!
18	17091115	Sarjono (Kr)	L										###		###	#DIV/0!
19	17091116	Yedy Yoshua Christian Sadubun (Kr)	L										###		###	#DIV/0!
JUMLAH																
RATA-RATA																

Mengetahui
 Kepala SMK Pelayaran "AKPELNI"

Semarang,
 Guru Mapel

Budi Purnomo, M.Si, M.Mar.E

Appendix 10

Pictures of Teaching-Learning Maritime English



Teacher write the materials



Students read what is teacher writes

Appendix 11



YAYASAN WIYATA DHARMA
SMK PELAYARAN "AKPELNI" SEMARANG

JL. Mgr. Sugiopranoto No. 37 Telp& Fax. 024 - 3588233 Semarang 50131
Website : www.smk-akpelni.sch.id E-mail : smk.akpelni@yahoo.co.id



SURAT KETERANGAN

Nomor :550/SMK.P/VII/2019

Yang bertandatangan dibawah ini :

Nama : Budi Purnomo, M.Si, M.Mar.E
Jabatan : Pit. Kepala Sekolah
Instansi : SMK Pelayaran "AKPELNI" Semarang

Menerangkan bahwa :

Nama : Imam Baehaqi
NIM : 1403046115
Jurusan/Jenjang : Pendidikan Bahasa Inggris (PBI)
Perguruan Tinggi : UIN Walisongo Semarang

telah melakukan kegiatan riset pada tanggal 25 Februari – 15 Maret 2019 untuk menyusun skripsi yang berjudul "*The Implementation of Teaching-learning English for Nautical Sciences. (a study at first Grade of Nautical Sciences of SMK Akpelni Semarang)*".

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Semarang, 11 Juli 2019

Pit. Kepala Sekolah
SMK Pelayaran "AKPELNI" Semarang

Budi Purnomo / M.Si, M.Mar.E

CURRICULUM VITAE

A. Identity

Name : Imam Baehaqi
Student Number : 1403046115
Birth : Demak, April 8th, 1995
Address : Ds. Medini
Rt. 01/03 kec. Gajah,
Kab. Demak, Central Java.
Mobile : +6285879355443
E-mail : haqibae95@gmail.com

B. History Education

1. Formal Education

- a. SD N 1 Medini Gajah graduated in 2007.
- b. MTs Nurul Huda Gajah graduated in 2010.
- c. MA NU TBS Kudus graduated in 2013.
- d. English Education Department of UIN Walisongo Semarang 2019.

2. Non-Formal Education

- a. Access_es English Course

Semarang, July 8th, 2018

Imam Baehaqi

NIM. 1403046115