

Developing the English Speaking Materials for Basic of Cruise Ship Crew of Students at Bangkalan Education Center

Roziyan Adi Wicaksana

English Language Teaching Study Program

Postgraduate School, Universitas Islam Malang, Indonesia

Email: roziyanadi@gmail.com

Abstract

Barely, availability of the appropriate English materials is much needed for the students to master the English optimally. The primary goal of this research is to guide students to be able to communicate in English through the appropriate materials for basic of cruise ship crew. Teaching and learning of English at this subject was considered unable to achieve its objective. The main problem was that there were not instructional materials to support the teaching learning process. The procedures being employed in this study were R&D. Collecting relevant information for a basis of developing materials, the interview with the 1 teacher and 5 students, and classroom observation were carried out to complete the information provided in the instructional materials at Bangkalan Education Center. The findings represented that the respondents showed good responses in attractiveness of the materials, level of difficulties, steps of activities, usefulness of the materials in supporting speaking practice and students' worksheet and the materials was considered eligible. Moreover, the materials were great in facilitating the students to practice their oral language. This study then ends with suggestion for teacher and other researchers.

Keywords: Cruise Ship, Material Development, English for Specific Purpose.

INTRODUCTION

Nowadays, the appropriate material is very important for the teacher and students. For the teachers, materials fill in as a structure, giving thoughts how to plan and show tasks just as organizations that teacher can utilize. In addition to the fact that materials provide the reason for the substance of the tasks, the language aptitudes educated, and the sort of language practice students participate in, they additionally serve to enhance the teacher guidance. For the students, the materials give a significant wellspring of the contact; they have with the language separated from the teacher. It implies that material capacity as a teacher's substitute where students can behave study.

There is something like this of material sources that materials may appear as written words, for example, books, task manuals, worksheets or readers, non-incuse materials, for example, tapes, or voice materials, recordings or PC, based materials and contain incuse and non-incuse sources, for example, self get to materials and on the web (Richards, 2001). The fact is English for Basic Cruise Ship Crew Program at Bangkalan Education Center does not have its own textbook. Sometimes, the teacher only selected the topics which they liked and they are

taken from the available course book. She merely followed the sequence of the topics in the course book without any consideration about the students' need.

This condition makes the students cannot speak English well as the teacher wants in every meeting, even they have ever learned English before, most of them still cannot communicate in English well. The other reality often occurs in the class, the students are capable of answering or completing a dialogue in the written form but they find difficulties to answer or respond orally. Realizing that speaking skill is an important part of learning the foreign language, the problem causing the ineffectiveness of the learning process must get immediate solution. Related to the problems elaborated above, this study is intended to develop the instructional materials, in this case, the speaking materials for English for Basic Cruise Ship Crew Program of Bangkalan Education Center.

Based upon preliminary study of English for Basic Cruise Ship Crew Program at Bangkalan Education Center, it revealed that no speaking material is available. It is also existing materials that given to the students are considered a weak that it is so far from interesting. The last is the language inputs in the mentioned materials tend to be very limited in topics discussed. It is what Latief (2010: 102) said that the source of materials learning that is not appropriate is the main problem in learning must be done with a good solution.

For this empirical evidence, this study is aimed at developing an interesting students' book for English for Basic Cruise Ship Crew Program at Bangkalan Education Center. This material is expected to be one of the alternative solutions for the teaching of speaking in English for Basic Cruise Ship Crew Program. In developing speaking materials, the researcher adopted the design of the development models that is chosen under the consideration that the development models have been proved suitable as a development model for developing instructional materials as encouraged by Borg and Gall (1983). Theoretically, this study is supposed to provide knowledge about Developing English Speaking Materials for Basic of Basic Cruise Ship Crew of Student at Bangkalan Education Centre and practically, the study is supposed to produce the material of learning speaking English which is appropriate, so the students will be more communicative, enjoyable and interesting on English speaking material. The study also provides insight for the teachers. It is expected to be able as reference to teach English speaking material so the students can get appropriate materials. Additionally, the study is supposed to provide the teachers an inspiration to develop innovative instructional materials. In addition, the study adds the researcher's knowledge and references in developing learning materials and supposes to motivate in developing the other materials.

From the previous studies, the researcher found the study entitled Developing an English Syllabus for Diploma III in Tourism Merdeka University and the study entitled developing appropriate speaking course syllabus for the medical school of Muhammadiyah University in Malang, the researcher focused on developing

English speaking materials for basic of Cruise Ship Crew. The researcher combined the basic of speaking materials with the basic knowledge of Cruise Ship, so that there is a relation between the speaking materials and the knowledge of cruise ship that can be applied in real situation in cruise ship because the purpose of the students learn speaking skill is for getting job as cruise ship crew, so this research conduct to develop the appropriate speaking materials that can be used by the students when they get job as cruise crew.

The researcher concludes that appropriate product or materials are greatly important to support optimally in facilitating and developing students' ability and the researcher attempts to define the students' speaking materials especially for the students of Bangkalan Education Center. The goal of the research is to study the needs of the speaking material development at English for Basic Cruise Ship Crew Program of Bangkalan Education Center.

METHOD

The appropriate design that the researcher implemented is research and development (R&D). The R&D is a procedure used to create and approve instructive items. The means of this procedure are typically alluded to as the Research and development cycle, which comprises of contemplating research discoveries appropriate to the items dependent on these discoveries, field testing it in the setting where it will be utilized in the long run, and updating it to address the inadequacies found in the field-testing stage. In increasingly thorough projects of Research and development, this cycle is rehashed until the field-test information demonstrate that the items meet its typically characterized purposes (Borg and Ga11, 1983:772) cited in Latief (2010: 101-102).

Describing this research, the designs contain a cycle of the process in the which the draft of the product are developed, validated by an expert, revised on the basis of the expert validation, field-tested, revised on the basis of field-test data and developed into the final products. After the implementation of the try out, the teacher and the students are given questionnaires for their opinions, comment, and suggestion. The data derived from questionnaires are analyzed in two ways namely the data collected from the teacher are analyzed and presented descriptively while those from the students are analyzed in percentage.

The study involves a number of students of Bangkalan Education Center. The number of the students involved for the subject of this study is 5 students converged by distributed questionnaires and they are gathered in a small class for try out and the process of obtaining information after tryout. In developing the instructional materials, the writer created the study accorded on particular model of development. The models are requirement to support the writer in the process of developing the materials. On the basis of the study of the materials design, the writer assigned to implement the model of development which covered the

following steps: problem identification, need analysis, developing objective, selecting and developing materials, expert judgment, and final product.

The instruments data are questionnaires and interview guide. The questionnaires are used to get the data from the students while the interview guide is used to get the data from the teachers. The questionnaires covered the information about the student preferences in learning to speak and the students' need of the speaking materials. The interview guide is utilized to raise the information involving the teachers' need of the speaking materials and the teachers' instigations on arranging the materials. The data obtained from the survey is presented in two ways, namely by presenting descriptively and calculating in percentage. In writing down the instructional objectives, the content standard of students' need and teacher' recommended topic was taken into consideration, especially, the materials and the competences of the speaking skill.

There was no curriculum; the teacher only prepared the materials based on the students' request and ability in speaking skill. Based on this situation, the researcher proposed the curriculum which is in line with the mapping materials of the product and it was accepted by the teacher. The researcher explained to the teacher that the teaching of speaking is instigated to assist the students to be able express meaning in transactional objectives (to gets things done) and interpersonal objectives (socialization).

In developing the materials, the developer applied the ways of adapting materials suggested by Hyland (2003: 99). The ways include (1) Adding which involves completing or expanding what the textbook presents with extra reading, tasks, or exercises, (2) Eliminating which involves omitting repetitive, irrelevant, potentially unhelpful or difficult items, (3) Converting which considerate with picture, rubrics, examples, activities, or explanation, to correct relevant, impact or clarify, (4) Facilitating which concerns with rewriting to diminish the difficulty of tasks, explanations, or instructions, (5) Reinstating which focuses on converting the sequence of unit or activities to fit more obviously with course objectives.

The speaking materials contain: 1) Basic knowledge of cruise ship 2) Dialogue & Expression, 3) Conversation practice 4) Tasks. Title is the name of each lesson and it represents a certain language function. Dialogue is a part of each lesson presenting conversation as models of the use of expression or functions for students to practice and it is accompanied by pictures as media to make them more understandable. Conversation practice is a part of the lesson that contains with the role play activity. Expression focus presents individual functions and their exponents and tasks through completing dialogs to strengthen students' knowledge and skill of the functions and to provide a point of departure to other more communicatively oriented activities. A task is parts that can train students write their experience in learning speaking.

The expert who gives judgment in these materials is the lecturer. He is one of the lecturers and head of Marine Sciences and Fisheries Department, Faculty of

Agriculture at University of Trunojoyo Madura. The expert was also the writer of the Marine Sciences instructional materials and often became key speaker of the Marine Sciences workshop. In addition, the writer chose the expert because the content of materials is much related with Marine Sciences and the expert experienced in writing instructional materials. There are some aspects to be judgment, namely, the quality and the applicability of the developed material in the classroom. The researcher had gained the permission of the expert judgments to insert their name on this study.

In addition, before the book is ready to serve to students, the developer needs to consult with the expert what is actually the match content that to be considered for students of junior high school. The further information appurtenant to the materials is applied by the developer with the revision. The feedback from the expert is important information that is initiated as a reference to make this book more comprehend. The next, this book completely would be tried out after revision. Latief (2010: 107) stated "after the materials revised, it needs to try out, the try out could be done in the small group of students or if it is possible it could be running in one class". The data from trying out was also very useful and to improve the materials. It was conducted by the class teacher while the developer served as observer. The choices of the materials were based on the class teacher's suggestion. In this try out, the questionnaires were given to both teacher and students after the try out. The questionnaires were given to them in order to get their opinions, comments, and suggestion concerning with the practically and the effectiveness of the materials. The try out was conducted by the English teacher who was the practitioner and tried out the materials using certain topic of the developed materials. For the try out, the developer observed the activities to record some important information concerning with the usefulness of the materials.

The concept of the speaking materials is submitted to the expert to be validated. This final step would be complied by materials accomplishing in which the developer rectifies few parts of the materials needed in the last. The feedback for the experts represents valuable inputs for the developer to revise the materials. Finally, the step is in expert evaluation with approval or in another word if the developed material has full filled all aspects of the criteria into successful.

The procedures of developing the instructional materials are the stages that the writer conducted starting from the survey up to the final stage i.e. developing the final product. The steps were on the basic of the development model. The proceeds data guide the writer for selecting a means of problem solving of which instructional materials are developed. The researcher tries to overcome the problem related to speaking. It becomes a deliberation of many aspects of the materials such as teaching strategy, level difficulty, and proportional abilities to accomplish the problem they acquire in learning English. Here the researcher also

tries to find out what is actually the appropriate topic for students of Bangkalan Education Center. Furthermore the well matched model of learning.

The developer creates this material into a form of book like final product. This final product is distributed to the students one by one. In this final product the developer called the book under the English for Basic Cruise Ship Crew as in the cover. It contains ten units. This final product is provided especially for students of Bangkalan Education Center. Referring to the result of the try out, the speaking materials were considered effective and need no revising if it is reached 80% of the students judged that each aspect of the specified indicators i.e practically usefulness, interesting, attractiveness and level of difficulty were very good, good or at last fair.

RESULTS AND DISCUSSION

The data taken from students cover some information needed for developing the materials. The question covers some criteria: it is about the important skill of speaking, the willingness in speaking, the activity the students like in speaking, model of material book they want, the need of illustration in materials, and the form of illustration they like. Learning about speaking, almost the students were quite interested to master English; they said English is important, they think that English is a skill that has to be mastered because they want to get a job as cruise ship crew. Related to the activity they like in speaking English, part of them said that doing conversation is a good think they want. Some students said that role play is quite interesting. They can imagine what they feel as in the real situation.

Focusing on the materials, most of all said that they said actually need a material book. They said that as long as the program was running they never had a book to read which is able to lead to speak fluently. It was just a topic that written on the piece of papers. Discussing about the illustration, they said that the picture must be completed with color. It must represent on the basis of interesting and attractiveness. It was also like the teacher said to researcher.

The result of the survey showed that 80% stated that speaking skill was very important, 20% stated important and no one stated that speaking skill was less important. Concerning the students' interest in learning to speak English, 60% claimed to be very interested and 40% claimed to be interested. Concerning the activities that the students like to do in speaking classes the students' responses are: 80% liked role play (dialogue and expression on cruise ship), 20% answered the questions about the knowledge of cruise ship. In relation to the need for the speaking materials, 80% it is really needed and 20% needed. Furthermore, 100% of the respondent expected that the materials need to present with pictures/photos.

Unavailability materials courses caused the program of learning found difficulties both teacher and students. In this area, the developer suggested to the teacher to make materials learning. She actually said that she needed a long time

to arrange the materials. She did not have a time because there were many activities to do outside the school. This problem was directly responded by the researcher on arranging the materials.

In response to the development in the speaking materials, the teachers supported it and she said that she would be very happy if there would be specific materials for teaching speaking. Talking about the good activity to learn in topic discussion, the teacher said that the materials must be presented with activities that lead to speak like making dialogue. The students were quite interested in dialogue. Teacher stated that the most important thing was that the materials provide the activities for students to speak. However, she also suggested that the students be given the written tasks.

On the topic about the obstacles, the teacher just said that the students sometimes did not enjoy writing down the material given by the teacher on the board. When the teacher wanted to review the previous topic, the pieces of the paper that the students have was gone. It made the teacher repeated the entire previous topic. The main problem was they did not have own textbook. It made they did not want to learn English well specifically on the basis of speaking. On the other hand, the teacher said that they need a new style in learning. Not just writing and memorizing that always the same as previous. It is also the students are poor in English competence. She said that in spite of their eagerness to be involved in practicing the dialogs, some of them found it difficult. Limited number of materials was another factor that contributed to the effectiveness of the learning process.

The findings become fundamental side for developing the appropriate speaking materials. The findings are described follows: The students at Bangkalan Education Centre were interested in learning English. In spite of their interest in learning to speak, their English competence was still far from fluent. They needed a new style in learning speaking. Their speaking did not increase well because of limited materials given. The students need strong materials that can lead their willingness in speaking that can improve well.

Related to the materials, the student did not have a textbook that can be a guide to speak. They just wrote topics on the pieces of the paper that always gone. They need to collect material topics in the considered easy to understand. In relation to the picture, the student stated that the speaking materials should be completed with pictures/photos because they believe that pictures or photos will be able to make them imagine the real situation.

Based on the questionnaires from tryout 1, the researcher gathered information as follows; in terms of attractiveness, 60% of students thought that the materials are very good, 40% stated good. Dealing with the level of difficulties and the steps of activities, 80% stated that the materials are good, 20% stated fair. For the usefulness of the materials in supporting speaking practice, 80% of the students stated the materials are very good, 20% stated the materials are good. Regarding the students' opinion on the usefulness of the good focusing on

students' worksheet, 40% students stated very good, 40% students stated good and 20% students stated fair.

The result of the first try out indicated that there were found something did not match between picture and the topic discussing. It had to revise to the match of relationship between the visual and the discussion of the topic. It was know when there some students asked about the picture. It was also about the writing that the book needed to be corrected. In the basis of writing, there were some corrections that would be discussed in the next revision.

In this second try out showed that there were no many different things found. The students were getting more accustomed to following the tasks or the activities. Especially for the speaking practice, the teacher did not command the students but they have realized to practice without any pressure from the teacher. The students could directly do the practice without asking the teacher to give them example as they did in the first try out and the students find new knowledge about the time world.

The teacher only walked around the table students, if there was question as long as the students read the materials and practice the dialogue. When the teacher points them to practice in front of the class, parts of the students were eager in raising hand to practice conversation. There were two students that raised their hand in the first. The others students gave applause to them.

From the questionnaires in the tryout 2, the following information can be presented. In terms of the attractiveness, 80% of the students thought that the materials are very good and 20% of them stated good. Dealing with the level of difficulty, 60% of students stated that the materials are very good and 40% of them stated good. Meanwhile, from the questionnaires given to the teacher, it was known that from the aspects asked to the teacher in the tryout of the materials, all aspect were considered very well, while in the tryout of unit 1 & 2, students stated the materials is very good and the last judged book. The other aspects were considered good in the level discussed.

The second tryout indicated that this research was completely done with goal of the research up to 80%. The next step is about the final product as the next topic discussed. In addition, the teacher commented on the speaking materials according to her, the materials were good in facilitating the students to practice their oral language. Moreover, she stated that the existence of dialogue and expression was appropriate with the real condition in cruise ship. In her opinion, it helped the students to be more focus on what to learn and practice. Moreover, she added the comment that the book can help the student to predict and imagine what they should do if they work on cruise ship. Her comments on the materials were very helpful.

The last after the first try out and the second, the developer discussed about the final product. The final product of this development are the students book, it is completely arranged after being validated by the expert and the

practitioner. The drafts of the materials were completely developed. These materials are purposed to the students who want to apply job as cruise ship crew. The product of research is the students' book that leads to the speaking materials. The book contains ten units and was designed in the form of sets of speaking skill. Each unit was designed following the format; Basic knowledge about Cruise Ship, Dialogue (English expression), Conversation practice (role play), Tasks. All steps are a part of each lesson which presents the model of speaking. This final product is approved by the expert. On this term, he said that the product of this research is eligible to be the hand out of learning English speaking skill for cruise ship crew.

In addition, according to Mustofa et,al (2020:17), policymakers are urged to devise powerful teacher proficient actions concentrating on proposition of character edification educating suggests for the teachers. The developer inserted the character education in the textbook by providing common polite English expression that is related with cruise ship and can be used for the students in real situation when they speak English as cruise ship crew.

CONCLUSION

The unavailability of English speaking materials becomes the main problem in speaking program. Before doing the research, the materials that the teacher used in the class is very limited. The teacher only provided the students some pieces of papers contain the materials. Finally they have to collect the materials by their own selves. This topic in this materials are exploited into Basic knowledge about Cruise Ship, Dialogue , Conversation practice , Tasks that assist the students to develop their speaking ability that later will guide the students to the acquisition of the language. In addition, these materials are completed with an attractive picture. In developing the materials, the important considerations is about what the students like to learn focused in speaking based on the students need. The materials in the textbook could lead them into acquisition of English competence.

They need no collect again the materials subject in a piece, they only read and practice the speaking based on the content of the Cruise Ship. As suggested at the stage of validation, the book elaborated the specific instructional objectives for the materials/topics. The materials have been implemented in the class room during the try out stage. Those materials can be models for the users to make other materials. The instructional materials can be directly being applied in the class since the activities have arranged orderly to achieve their objectives. The materials for some meetings are also completed with some pictures, practices/tasks that can be accomplished outside class to keep enhancing the students skill speaking. Related to the weaknesses of the products, the materials were only tried-out two times. The try-out would be more helpful, if it was organized to more than two times, for obtaining more inputs so that the materials would be much better.

REFERENCES

- Borg and Gall. 1983. *Educational Research, Fourth Edition*. New York: Longman
- Hyland, K. 2003. *Second Language Writing*. Cambridge: Cambridge University Press.
- Latief, M.A. 2010. *Tanya Jawab Metode Penelitian Pembelajaran Bahasa*. Malang: Universitas Negeri Malang (UM Press).
- Mustofa, M., & Rohmati, N.A. 2020. In Pursuit of Teacher Reflective Enactment in Indonesian Pre-School Contexts. *Indonesian EFL Research and Practices*, 1(1), 12-21.
- Richards, J.C. and Rodgers, T.S. 2001. *Approaches and Method in Language Teaching*. Cambridge and New York: Cambridge UP.