

Survey of English Teaching and Learning Process in Maritime Education and Training in Indonesia: A Case Study in Private MET in Indonesia

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Abstract

This paper intends to evaluate the process of teaching and learning of Maritime English in private Maritime Education and Training (MET) in Indonesia. This study was conducted in three private MET such as Maritime Academy Indonesia Medan (AMI-Medan), Maritime Academy Belawan (AMB-Belawan), and Maritime Academy Sapta Samudra Padang (AMSSP-Padang). This paper was focused to five indicators such the learning materials, teaching methods, assessments, students' profiles, and lecturers' profiles as well. The respondents of the research were the students and the lecturers. The instruments for collecting data were a questionnaire with Likert Scale questionnaire and a documentary sheet. The data were analyzed by descriptive analysis. The results of the reaserch generally show the process of teaching and learning was optimal in terms of learning materilas, teaching methods, assessment, the students performance and the teacher performance as well.

Keywords: maritime English, teaching and learning process, STCW'95 curriculum

1. Introduction

In Standard Training Certification Watch keeping for Seafarers "95 (STCW'95) or STCW'95 curriculum and now is amanded to be STCW" 2010 (STCW 2010 Amendments) here after (STCW 2010), the MET graduates are required to have good standard of English competences. Then, the STCW' 2010 curriculum also requires the students to have knowledge of written and spoken English that is adequate to understand chart, nautical publication, meteorological information, message concerning the ship's safety and operation, and adequate skill to communicate with other ship and coast station, etc (IMO, 1995). The communications within the bridge team need to be understood properly. Communication among multilingual team members, and in particular with ratings, should be in a language that is common to all relevant bridge team members (Blakey, 1978; IMO, 1995; Bridge Procedure Guide, 1998).

This means that English is truthfully necessary for them. By this regulation, the English subject is not regarded as a general and secondary or complementary subject anymore in MET, but it is officially declared as a professional subject like other maritime subjects such as *Ship Handling*, *Celestial Astronomy*, *Meteorology*, *Maneuvering*, *International Maritime Law*, *Maintenance* subjects and so forth. It then, leads to typical position Maritime English. It truly plays an important role for the students and graduates of MET.

To enhance and provide the standardized competences of English, all MET all over the world must adopt and implement the international curriculum issued and legalized by the STCW' 2010. This curriculum requires a minimum-standard of English for all students and the graduates of the MET throughout the world. Consequently, the curriculum also provides the students and the graduates an international wide job vacancy and career. Then, to support and complete the document, for example, the diploma is written in two languages-English and the language of the native speaker where MET is settled and founded. By this document, the graduates can get job that suitable for them, for example Indonesian graduates can apply and work in the Philippines, Malaysians can apply and work in Australia, or European graduates can apply and work in USA, and so forth.

In Indonesia's context, it seems that the ideal goals and objectives of the curriculum of MET are not optimally achieved especially for the private MET (Dirgayasa & Ownie, 2008; AMI Medan, 2010). The students and the graduates are not able to master Maritime English optimally and proficiently, as it is required by the curriculum and job market. Consequently, the graduates cannot compete to seek job competitively with job seekers from other countries due to their poor English (Directorate General of Sea Transportation, 2008; Maritime Magazine, 2006; Shipping Gazette, 2008).

In line with the lack of ability of the students and the graduates in English, Dirgayasa and Juriaty (2008) further states that the students' Maritime English abilities are relatively low and it is only about to 5.66 in average. Then, Risuandi, the Head of State Maritime Institute of Jakarta emphasizes that the students and the graduates of MET generally have low competences of Maritime English (Indo Pos, 2009). He then adds that graduates always find it difficult to join the shipping company because of their language problems and therefore advised these graduates to improve their English skills to improve their opportunities in getting the job. This condition, forces the institution to have to provide them any training and academic activities in order to improve their English continuously so that their English meet both the curriculum and job market needs.

The purpose of training and course is to empower and improve the students Maritime in English so that they are able to compete with the graduates from the countries in order to seek and fulfill job opportunities at the international level. Then, so far, it is generally known that in many senses, Indonesian graduates are commonly not be able to compete to get job with graduates from other countries such as Vietnam, Thailand, Myanmar, Cambodia Philippine, Vietnam, China, Russia and countries from Eastern Europe because they are justified to have a better English competencies than Indonesian's seamen or seafarers. As a result, they are just be able to compete with their own graduates for local and national levels and settings (Indonesia Shipping Gazette, 2008).

According to Directorate General of Sea Transportation (2008), in the last 5 years and the five years ahead as well. The job market for the seafarers is widely open. e.g. Singapore, Vietnam, and some other countries in South East Asia need thousands seafarers in each year. This opportunity can only be fulfilled by MET graduates meeting requirements such as Maritime English as amended by the STCW' 2010 curriculum. However, the graduates from Indonesia maritime and education training are assumed to find it hard and difficult to compete with graduates from other countries.

This obviously shows that there is still promising job opportunity for the maritime education and training graduates for near the future. Risuandi, then declares that now the maritime world needs more or less 83.900 for the next five years and 3,400 of them are now expected to fulfill the for 2009 vacancy (IndoPos, 2009).

This study is conducted in three private MET such as Maritime Academy Indonesia Medan (AMI-Medan), Maritime Academy Belawan (AMB-Belawan), and Maritime Academy Sapta Samudra Padang (AMSSP-Padang). It focus to five indicators such the learning materials, teaching methods, assessments, students profiles, and lecturers' profiles as well.

2. The Research Methodology

The objective of this research is to evaluate the process of teaching and learning of Maritime English in private METs in Indonesia. This study is conducted in three private METs such as Maritime Academy Indonesia Medan (AMI-Medan), Maritime Academy Belawan (AMB-Belawan), and Maritime Academy Sapta Samudra Padang (AMSSP-Padang). This research applies an evaluative research methodology.

2.1 The Participants

The participants of this research are the students and the English lecturers of the Maritime Academy Indonesia Medan (AMI-Medan), Maritime Academy Belawan (AMB-Belawan), and Maritime Academy Sapta Samudra Padang (AMSSP-Padang). The participants are randomly taken as the respondents from the three MET. The participants are grouped into two categories that the students and the lecturers. In this case, the students respondents evaluate the process of Maritime English teaching and learning focusing on the lecturers' teaching performance, on other hand, the lecturers evaluate the process of Maritime English teaching and learning focusing on the students' learning performance. By using simple random technique, the number of respondents for the students are 55 students and total respondents for the lecturers of Maritime English are about 11 lecturers.

2.2 Data Collection

The research instruments developed to measure and evaluate the process of teaching and learning English in MET are questionnaire from Likert Scale and documentary sheet. The questionnaire from Likert scale consists of five options that is *a) very good, b) good, c) fair, d) poor, and e) very poor*. This instrument is used to collect data both from the students and teachers dealing with the current and existing teaching and learning process of

Maritime English. However, the items of questionnaire are different between the students and the lecturers. The instrument filled in by students is used to collect the data from the students' perspectives whereas the instrument answered by the teacher is used to have the data from lecturers' perspectives about the process of Maritime English teaching and learning. Besides, the documentary sheet is also used to collect the data dealing with the students records, lecturers' record, and other related documents.

3. The Results and Discussion

This section presents the five components of instructions chronologically covering learning materials, teaching methods, assessments, the students, and the lecturers. They are compulsory elements that must exist during the teaching and learning process.

3.1 *The Learning Materials*

Learning materials or teaching materials or instructional materials is one of the five components among others (teaching methods, assessments, the students, and the lecturers) of language instructional playing important role in the process of teaching and learning (Kitao, 1997). Learning materials are the things "consumed" by the students. They provide competences and skills, which must be mastered by the students. The materials take the central role and function in the instructional process.

Based on research conducted in the three private MET in Indonesia, respectively (9,09%) and (14,54%) of the students that that learning materials of Maritime English are really relevant and relevant to the students and stakeholders' needs and (30%) of them states that it is relevant enough to. While the rest (36,36%) and (9,09%) of the respondents argue that the learning materials are less relevant and not relevant at all.

The lack of relevance of the existing materials of Maritime English happens because it seems that the materials are not developed and designed by conducting need analysis. In fact need analysis really important role in designing English for Specific Purposes (ESP) in order to meet the students and stakeholders meets (Brown, 1995; Dudley-Evans & Maggie, 2002). In line with the importance of the need analysis in developing and designing materials for ESP especially, Graves (2000) state clearly:

Essentially, need assessment is a systematic and ongoing process of gathering information about students' needs and preferences, interpreting the information, and then making course decisions based on the interpretation in order to meet the needs. It is an orientation toward the teaching and learning process, which views it as a dialogue between people; between the teachers and administrators; parents, other teachers; between the teachers and learners; among the learners.

In fact, theoretically and empirically, it is necessary to design and develop the learning materials of Maritime English by involving the several parties such as the students, the graduates, the teachers and the stakeholders (Mc Donough, 1984; McDonough & Christopher, 2005). Then, in particular to Maritime English, Dirgayasa and Juriaty (2008) argue that the sources of information for developing learning material must involve the five parties that is the students, the teachers, the stakeholders, the alumni or cadets, and the active or retired seamen. Third, textbooks, handbooks, learning materials, and other maritime publications are not adequately available and assessable by the students.

However, this current existing materials condition of maritime academy seemingly is not only a matter of Indonesia maritime academies but it is also an international occurrence and phenomena or matter. It is a fact that providing a standard learning materials have been difficult to achieve for a number of reasons. This condition is also reported by Pritchard (2009). He claims that the real condition of existing materials of maritime academies are: (a) non-existence of standards on Maritime English syllabus, (b) lack of standards on Maritime English course books, (c) poor supply of textbooks for international use, and (d) lack of related learning resources, and e) restrictive national legislation and language policies.

3.2 *The Teaching Method*

In terms of teaching method used by the lecturers in MET, most of the students or (45,45%) assume that teaching method applied apparently is not optimal yet and about (18,18%) of the students state it is not very optimal. Meanwhile about (25,45%) states it is relatively optimal, and only (7,27%) thinks it is optimal, and (3,36%) argues it is very optimal. Then, the research shows that the teaching method implemented by the does not really encourage the students to be active and involved participatively during the teaching and learning process (56,08%) and only about (32,72%) respondents state that it can encourage the students to be very active and active the teaching and learning process.

In addition, when the students are asked for listing the most serious to the least serious problems they face and

experience about teaching and learning process, it is found that a) the lecturer still becomes the center of the activities in the classroom (30,90%), b) most of the learning materials are delivered through whiteboard and then students copy the materials, or one or two students sometimes help the lecturer write them down on board. In other word, “talk and chalk “ or “spoon feeding” still dominates the process of teaching and learning (23,63%), c) lack of discussion and problem solving classroom activities (18,18%), d) lack of classroom interaction among teachers-students, student-student, and students-students (14,54%), and e) the class size is still very big (12,72%).

The reality of the big class size is also proven by the document. By documentation, it is found that the class size sometimes reaches 50 up to 60 students or even more (AMI Medan ED, 2008) . This reality, of course interfere the optimality of teaching and learning process. In fact, STCW’2010 requires that the feasible class-size for maritime academy ranging from only 25-30 students for each class.

In addition, research also shows that lecturers never and almost never do feedback and remedial teaching reaching approximately (42,81%) and (36,25%) respectively. And only (3,36%) respondents state that the feedback and remedial teaching is sometimes provided by the lecturer. By the previous elaboration, it can be justified that the teaching and learning process in MET doesn’t improve yet. They lecturers seemingly do not follow and be pro active to pursue the current trend of teaching and learning method and model. In fact, there are a large number of relevant and innovative teaching methods that can be used such as task based-learning, problem solving, project learning, research project, contextual teaching and learning or revolutionary learning. In short, it could be judged that the classroom interaction model is still strictly traditional classroom model: “the teacher speaks and students listen.”

3.3 The Assessment

Assessment in term of testing is a kind of measurement to know how far students understand and master the subjects taught. In term of assessment, this research is concerned to three aspects of assessment namely a) content of the test and b) type of the test. By using documentary sheet as instrument for collecting the contents and the type of test, it is found that there are about 20 test documents consisting of 10 mid test and 10 final test during the last five years: 2006/2007, 2007/2008, 2008/2009, 2009/2010, and 2010/2011. Of the 20 test documents, it is then found there are about 45 types of test contents (AMI Medan, Self Evaluation, 2010). This happen because a test sometimes consists of more than one types of contents. Table 1 shows the actual distribution of test contents during the last five years.

Table 1. Distribution of contents of the test

No	Types of Test	Frequency	Percentage
1	Listening-Speaking	4	8.88
2	Reading comprehension	7	15.55
3	Writing	6	13.13
4	Grammar	13	28.88
5	Vocabulary	10	22.22
6	Translation	5	11.11
Total		39	100

Referring to table 1 above, it shows that majority of the test content (28.88%) is about grammar. The vocabulary is also relative high reaching (22.22%) of the total test types of contents. The high propotion of the contents of the test relating to vocabulary become logic and realistic because Maritime English has specific terms and terminologies, and pharses as well. In addition, those can found in Standard Marine Communication Phrases (SMCP) and Standard Marine Navigational Vocabulary (SMNV) (IMO, 1995).

On the other hand, the proportion of listening-speaking skill is still relatively low reaching only (11.11%). It is lower than reading and writing skill swchich is respectively about (15,55%) and (13.13). In fact, in accordance to STCW’2010, the test contents of Maritime English is focused on oral and written form. It means that the test contents must be emphasized more on writing and speaking skill. In addition, reading skill and translation become the important subject in future in the contents of Maritime English Test (International Chamber of

Shipping, 1998); (IMO, 1995); (Directorate General of Sea Transportation of Indonesia, 2008).

In line with the contents of the test, it is found that there are about 39 types of test. These are grouped into 6 types such as a) multiple choice, b) matching, c) the structure essay, d) true-false, e) cloze-test, and f) translation. Table 2 shows the actual distribution of test types during the last five years.

Table 2. The contribution of the test

No	Types of Test	Frequency	Percentage
1	Multiple Choice	12	30.76
2	Matching	6	15.38
3	The structured Essay	8	20.51
4	True False	4	10.25
5	Cloze-test	3	7.69
6	Translation	6	15.38
Total		39	100

Table 2 above shows that of 39 tests in total, most of the test type (30,76%) is in the form of multiple choice and it is followed by the structured essay reaching (20,51%). Then, both matching and translation are equal ly reaching (15,38%) respectively. Again, this distribution of test types doesn't meet the required standards of the STCW'2010 in which the test types should be form of structure essay and authentic ones. The multiple choice and matching test types are not able to actually test the students' competences and skills in oral and written English.

The STCW'2010 requires that the test types must be dominantly in the form of writing and oral practice-could be in written-spoken model, comprehension-in the form of structured essay, and translation, as well. In short, the types of the tests implemented in maritiem education and training are mostly not yet based on authentic assessment. In fact, the authentic assessment is trully test and provide the students the competences required. In addition, the authetic assesment also attributes the changing phenomena from traditional assessment such as a) selecting a response to performing a task, b) contrived to real life, c) recall or recognition to construction and application, d) teacher centered to student centered, and e) indirect evidence to direct evidence (Muller in <http://jfmuller.faculty.noctrl.edu/toolbox/whatisit.htm/22/4/2012>).

3.4 The Students

In line with the students' characteristics and background, it seems that maritime academy students show their own truly distinctive backgrounds among other types academies and universities. These range from sex, entry behaviors, socio-economic background, motivation, and the like. In this research, the students' backgrounds are viewed from 5 (five) indicators. The five indicators are a) sex, b) entry behavior, social economic status, and d) motivation.

First, by sex, based on the documentaion found in the three METs, the male students reach (95,23%) on the other hand, the female students about only about (4,76%). This is not really surprising that the MTEs students are dominated by male because by its nature and nurture, the MET is 'designed' for male students. Then, people's mindset is still stereotyped that maritime world is the world of male. Then, it is generally assumed that the life of the sea is totally hard and hectic.

Second, by cognitive particularly English entry behavior also show their own ways. The students entry behaviors of English are taken from their entrence test and the result of High School National Exam (UN) before they study at MET. Theoretically and empirically, the students' entry behaviors tend to influence their further learning achievements. This means that the entry behaviors play important role for the further studies of the students. In line with the entry behaviors, the METs' students entry behaviors of the three METs are not really good in common. Table 3 shows existing students' English entry behavior.

Table 3. The students' entry behavior by English

Subjects	Excellent (9-10)	Good (7-8)	Fair (60-6,99)	Poor (5-5,99)	Very poor (1-4,99)
	%	%	%	%	%
Entrence Test	4,78	11,91	38,08	30,85	14,28
High Scool National Exam (UN)	2,38	14,28	40,47	35,71	7,14
Average	3,58	13,09	39,27	33,10	10,71

The third characteristics of maritime students can be viewed from their parents' social economic status and residents. It seems that low entry behavior has a positive correlation with the students' parent socio-economic status and residents. By residents, for example, most of the students or (33,33%) is from district of the regency and (26,19%) is from village, and (11,91) is from remote village. Only (9,52%) originally lives in the capital city of the province and (16,66%) is from the capital cities of regency.

Since most of the students come from district and village, most of them are categorized as the economically disadvantageous students. Study indicates that almost (40%) of the students is from parents whose income is only (Rp.3.000.000, 00-Rp.4.000.000, 00) or equivalent to (US\$ 300-400) in average and (23,81%) is from low parent whose earn is reaching about (Rp.2.000.000, 00-Rp 3.000.000,00 a month (US\$ 200-300). Whereas the advantageous students whose parents' income reaches bigger than Rp.4.000.000, 00 up to Rp. 5.000.000,00 are respectively (14,28%) and (16,66%).

The success of learning actually doesn't merely depends on the existence of cognitive and intellectual competence but it is also influenced by psychological factors such as motivation, sprit of competition, and learning independence and so forth. In line with these factors, this study focuses on the students' motivation, sprit of competition, and learning independence. It is found that they are still relatively not satisfying. Table 4 shows that the current condition of the students' motivation, sprit of competition, and learning independence.

Table 4. The students' existing reality motivation, sprit of competition, and learning independence

Subjects	Very strong	Strong	Fair	Poor	Very poor
	%	%	%	%	%
Motivation	6,66	13,33	40,00	33,33	6,66
Competition	0,00	20,00	46,66	33,33	0,00
Independence	6,66	20,00	40,00	33,33	0,00
Average	4,44	17,77	42,22	33,33	2,22

Referring to table 3 above, it indicates that majority (40%) and (33,33%) of students' motivation is supposed to be fair and poor. Students having very strong and strong motivation to learn only reaches (6,66%) and (13,33) respectively. In fact, motivation, especially instrumental one plays important role in succeeding the learning process. Motivation by its own nature is a kind of trigger driving the students to learn seriously and competitively. The fair and poor level of motivation then, consequently leads to low competition and independence of learning among them. This shows that motivation plays significant role in the success of the study. In line with the importance of motivation in learning, Yang (2000) find that motivation is the crucial factor to determine whether an individual would enthusiastically participate in a language learning activity. And, Lin (2003) showed that motivation is a critical element to have an effect on a learning process and if someone would like to conduct a long term and significant learning activity effectively, motivation is indispensable.

Furthermore, McDonough (1983) and Ellis (1994) argue that learners' motivation has been widely accepted as a key factor which influences the rate and success of second/foreign language learning . Then, McDonough (1983) states futher that "motivation of the students is one of the most important factors influencing their success or failure in learning the language".

Whereas in term of independence, as shown by table 3 above, it shows that only (20%) of the students has strong competition and independence. Even though most of them have fair to poor motivation and independence in learning (46,66%) and (40,00%), however (6,66%) of the students still has very strong independence in learning.

3.5 The Teachers

Viewed from the teacher performance, survey shows that the teachers' work performance is not really satisfying and optimal yet in accordance to the students. Table 4 shows the teachers' performance during the teaching learning process.

Table 5. The students' perception toward of lecturers' work performances

Indicators	Excellent	Good	Fair	Poor	Very poor
	%	%	%	%	%
Teaching preparation	16,66	21,43	30,95	23,81	7,14
Effectiveness	16,66	35,71	30,95	16,66	0,00
Competence	19,04	35,71	28,57	16,66	0,00
In average	17,45	30,95	30,15	19,04	2,38

Based on table 5 above, it is clear that respectively (16,66%) and (21,43%) of the students think that teachers are excellent to good preparation before teaching. However, most of them think that their teachers are preparing teaching and learning process fairly (30,85%) and poorly (23,81%). Surprisingly, (7,14%) of respondents judged that the teachers are totally poor to prepare for the teaching and learning. Even though teachers' preparation seemingly is categorized relatively fair, but students have rather positive perceptions and judgments toward teaching effectiveness and teaching mastery. Respectively (16,66%) and (35,71%) of respondents justify that teaching and learning are very effective-to-effective. On other hand, (28,57%) and (16,66%) of students still assume that it is fair to poor condition.

In term of teachers' competences and mastery of the subject, although (45, 23%) of respondents' states that their lecturers are very competent to competent for their own subject, however there is still about (54,75%) of the respondents argues that they need training to improve their proficiencies in English. Their mastery of Maritime English in particular needs improving. It seems that it is trully right because almost all of the teachers' backgrounds are from general English. In this case, they need very much improving their Maritime English. They also need training for Maritime English.

When the respondents are asked about whether they need team teaching or not, survey shows that the need of team teaching is better than individual one. Then, research also shows that (47,61%) of the students prefers having collaborative teaching between English lecturer and maritime lecturer who understand English. Only (26,19%) and (23,81%) of the students respectively are eager to be taught by lecturers whose background is maritime lecturer who understand English and whose background is English. This condition is not actually surprising because theoretical perspective states that teaching ESP is much better carried out by collaborative teaching then individual teaching. Balabar (1995) & Martin (1992) state that teaching ESP will be more effective and relevant when materials are designed and taught by both parties-the lecturer of English and the specialist. They, both have their own strengths and weaknesses to share. When they work together they will create a strong synergy to provide both relevant materials and optimal teaching process. In this case, Trankner & Cole (2009) state that the Maritime English teaching community requires a solidly based into professional profile of the Maritime English instructor. In addition, it is thought that to develop this ability, it is necessary to involve in teaching and assessment processes both the professional English teachers and professional seafarers (V. A. Loginovsky, 2009).

4. Conclusion

The main point of views of the study could be summed up in four points. First, in general, the real existing and objective phenomena of teaching and learning in private MET, frankly speaking does not meet the standard process as amended by the STCW'2010 curriculum particularly in term of the learning materials, teaching method, and the evaluation. Then, the students and lecturers' backgrounds don't show the ideal condition either yet. For example, the students' entry behavior of academic achievement in Math and English are still low and the lecturers' competences need improving regularly and continuously.

Second, in context of *private MET in Indonesia*, it seems that there is serious gap between students' low entry behavior in English and ideal and high standard of competences of English as written in STCW'2010 codes. This condition is almost similar to lecturers' English background whose their English need improving and empowering. But again, it doesn't mean that the MET can't create the qualified and standardized graduates, still it is able continuously to produce the international standard qualification of the graduates when the institution consistently endeavors to improve their resources in all aspects and dimensions.

Third, it could be justified that the MET in Indonesia particularly still becomes the 'unpopular academy,' or 'low class academy' or the 'neglected academy. They have limited resources either human capital or non-human capital. This happens because people, in common still hold a minor and negative perception and opinion about it. Also government apparently still pays less attention to the academy.

Finally, in line with the autonomy era in Indonesia, to empower the existence of private MET, the government especially local government must help the MET in any forms and by any means so that they can produce the qualified graduates and meet the standard competences. Consequently, then they can compete to get job with graduates from other countries. Then, the reality of lack of Indonesian MET graduates in English communication skills is not a serious matter anymore.

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