Jurnal Teknik dan Keselamatan Transportasi

A Study of FAIES Method: Situational Approach of Teaching Speaking Maritime English in Merchant Marine Polytechnic of North Sulawesi

Aliong Silalahi
tolpingtwister@gmail.com

Merchant Marine Polytechnic of North Sulawesi, South Minahasa

ABSTRACT

English communication skills are in the areas of speaking, listening, reading, and writing. However, many students only think that in communication only speaking skill is needed because it is an interaction between the speaker and the listener. Teaching English in merchant marine polytechnic, especially in the nautical study program, involves not only teaching about the English language itself and the sea-related terminology but also making the students aware of the cross-cultural issues and problems that they may encounter on board ships. The best way of teaching us how the instructor or lecturer can choose and use the right teaching method. FAIES is one of the unique and well-known methods in teaching which can be adapted to many situations in the classroom and makes the students feel easy and comfortable to study, especially in speaking English. According to Freud in Wollheim (1981), FAIES (First Aid in English System) is the teaching method to emphasize or stress communication, which consists of a directional approach, functional approach, situational approach, and drilling technique. Maritime English is largely restricted to IMO Standard Marine Communication Phrases (SMCP), which builds basic knowledge of English and has been drafted in a simplified version of maritime English. A multitude of new methodologies has been explored and discussed in recent years in an attempt to approach the training and testing of the proficiency of maritime English that meets the international standards laid out in STCW.

Keywords: FAIES method, situational approach, speaking, maritime English

Introduction

Nowadays, many English language learners know the English grammar rules very well, but they don't have the capability to speak and can not communicate effectively in English. None of the teachers or students can blame themselves. It is encouraging to know that this is not entirely the student's or teacher's fault. Mostly it happened as the consequence of a traditional approach to language teaching that enormously emphasizes on grammar.

English in merchant marine polytechnic is not as simple as general English. To create a qualified seafarer, the school must provide the cadets with good communication skills, both in general and maritime English. Knowledge of written and

spoken English enhances them to communicate in the vessel. However, understanding charts, nautical publications, meteorological information, the vessel's safety, and reporting VTS stations are a port of maritime English. A simple phrase or command used in the ship, which is known as Standard Marine Communication Phrases (SMCP) also a part of maritime English. The International Maritime Organization (IMO) created SMCP as a basic English knowledge for seafarers and drafted in a simplified version of maritime English. As merchant marine lecturers in this modern era, they must be able to make well-grounded choices from a host of teaching materials available all over the world today. In order to select the most appropriate course book, software or any materials or source, the lectures must know the need cadets' needs and capabilities since the ability to communicate in English in the highly competitive world is the most valuable asset. So, it is a part of lecturers' objective to teach maritime English and develop the students' ability.

English communication skills can be classified into four areas, namely speaking listening, reading, and writing. The fact, in many cadet' minds, English communication means only the interaction between the speaker and the listener in speaking. The speakers may state, enquire, promise, bet, warn and exclaim, but they do it orally. However, in the real situation in the vessel, there is so many kinds of communication. Clark and Clark (1977) put it in the following manner:
Speaking is fundamentally an instrumental act. Speakers talk in order to have some effect on their listeners. They assert things to change their state of knowledge. They request things to do things for them, and they promise, bet, warn, and exclaim to affect them in still other ways. The nature of the speech act should play a central role in the process of speech production. Speakers begin with the intention of affecting their listeners in a particular way, and they select and utter a sentence they believe will bring about just this effect.

Teaching English in merchant marine polytechnic, especially in the nautical study program involves not only teaching the English language in general and the sea-related terminology but also making the students aware of the cross-cultural issues and problems that they will face.
The fact onboard ship, cadets' communicative competence was very poor. Language is about communicating, not about grammar rules themselves. The situational approach can be one option way to learn about the English language that can be developed in the teaching method. So, it can help the institution to provide the cadets' with competency and help them to reach their dreams.

Identification of the Research
English can be use in any part of the job area. For merchant marine cadets, they will apply it in the onboard vessel as a daily language to communicate or as a SMCP. This is because there are so many varieties of people in the vessel, only a few or maybe none of the people would know their local language. Most people will use English as their main language. Though these people might not have the same accent, intonation, or pronunciation as others, the language at least will be understandable.
For many undergraduates in Indonesia, English was an old problem since childhood. However, English is just a skill, but a tool to communicate daily so needs to be loved and solved immediately in a certain learning period. If people have a willingness to learn English, it would not be so hard to learn, because new words or the development of new meanings will be known

spontaneously. English depends on the socio-cultural background of a person who learns English. For example, for a Indonesian speaker it is hard to imitate the British accent and it would make a whole lot of difference. So, there is no distinct answer whether English is hard or not. It all depends on particular aspects of a language, learner background and circumstances under which they learn.

Based on the cases above the researcher tries to identify some problems of students-cadets in learning English in case of studying maritime English as their main subject and need in English daily language mastery.

a) The students lack of speaking and listening English skills practice.
b) The students are afraid of making mistakes.
c) The students are not having enough opportunities to practice English
d) The instructors use more theoretical than practice.
e) The instructors use inappropriate methods of teaching English.

Top two problems come from the cadets themselves. However, the rest can be encountered by the instructor, especially the last part. In this research, the research want to explore about the method of teaching that can be used in maritime English class. Hopefully, it can help the cadets to have enough opportunities to practice English and it can be more time for practical instead of theoretical. This research can help English instructor and also the cadets to solve the problem they might face in the class.

Methods

Maritime English is a highly socio-oriented subject, the teaching methods should be based rather on acquisition (the process by which humans acquire the capacity to perceive and comprehend language interactively) than on learning (when students have conscious knowledge about the new language, but do not communicate it). Maritime cadets have a good opportunity to learn English as real-life socializing through professional activities during their first sea voyages or as tools and media to improve their maritime skill. So, a good method of teaching to provide and improve the cadets' competency may be helpful.

Based on the research questions, the approach that used in this study is qualitative research. The qualitative method has a reliable quality to provide elaborate textual descriptions of how people experience a specific research issue. This research approach used to provide a better understanding of the research problem. Mohajan (2018) defines that "qualitative research is a form of social action that stresses the way people interpret and make sense of their experiences to understand the social reality of individuals".

Source of data used in this research has taken from the observation and interview. The observation held during the maritime English class at three study program in Maritime Polytechnic of North Sulawesi, namely nautical study program, ship engineering study program, and sea transportation management study program. The research started on August to September 2021. Since maritime English class in Merchant Marine Polytechnic of North Sulawesi was held twice a week for each study program, so the observation for this research totally 12 meetings for each study program.

To get a valid and complete data in this research, the researcher used the interview method to obtain deep information. Kajornboon (2005) states that Interview is a way for participants to get involved and talk about their views and discuss their perceptions and interpretation in regards to a

given situation". The researcher interviewed 2 maritime English lecturers and 15 cadets of Merchant Marine Polytechnic of North Sulawesi. The cadets interviewed were from different three departments. This research used a semi-structured interview which means that the researcher has prepared a list of questions from the topics to answer the research questions. Edwards and Holland (2013) mentioned that a semi- structured interview is the major form of a qualitative interview.

The data were analyzed using qualitative descriptive analysis. A detailed overview of the perceptions of lecturer and researcher was included in the data analysis. The researcher used some instrument to collect and interpret the data, they are notes, interview question list, and documentation. To analyze the data, the researcher used thematic analysis data. Braun & Clarke (2006) states that thematic analysis is a technique that is often used for data pattern identification, analysis, and reporting.

In this qualitative research, the result of data collection was analyzed into 31 several steps referring to Creswell (2012). However, in this research, the researcher adopted several of data analyze, those steps are:

First, organizing and preparing the data. In this part the interviewees' raw data was compiled and transcribed into words. Then the data was sorted and organized into different forms.

Second, reading through all data to obtain general information. The transcribed data was read several times to be acquainted. Some general sense of knowledge was given to the data, including general thoughts on what participants are being told. After that, the knowledge was made as code into different classes.

Third, coding the data into several categories. The researcher used open coding to analyses the data. Gallicano (2013) states that open coding is an empirical method to categorize text data. Then, data marked the concepts, identified, and established categories based on their purposes.

Fourth, looking for patterns and themes, in this step, the codes were interpreted, and they were thematically developed. Comparing the observations with the details from the hypotheses will explain this.

Fifth, representing, and reporting findings. The themes of data were described narratively. After that interpret, discuss, and address the result.

Findings and Discussions
1. Multimedia Technology
Internet and digital devices are not a new thing in the society. Most of the cadets, especially in Merchant Marine Polytechnic of North Sulawesi were curious about online world. As a modern lecturer, the maritime English lecturer sees this as a big opportunity to combine and apply technology in meriting English learning. Multimedia technology began when the lecturers can take advantage of multimedia technology to create an effective circumstance. The lecturers transfer the knowledge to the cadets through technology to make enable the abstract things that they discussed to be more intuitive and make boring learning process more vivid and fun. By using multimedia technology, it helped to build the cadets' interest and create a deep impression on them.

The cadets' listening and speaking skull improves relatively. The stimulation from the audio and visual image which were provided in the video contributed to cadets' initiative and creativeness. They can imagine and relate the condition in the video with the condition in the vessels. Taking some authentic video from the real life in the ship, listening the accent, intonation, and

pronunciation from the native speaker arouse the cadets' curiosity to practice their listening and speaking.

In order to enrich the content and the competition in the class, the lecturer created a quiz competition using some application in the phone to evaluate and see the cadets learning result. With the guidance of the lecturer in the class, the cadets learn curiously and get an efficiency learning process. Not only the knowledge and skill, but also they got a lot of fun.

2. Visual Teaching Aids

Psychologically, it is easier for human to accept visual or audio visual things to mobilize their enthusiasm. Pictures, models and some other visual things are good teaching aid for learning process. The cooperation between cadets and lecturer through learning process gave advantage of those visual teaching aids during the process of teaching English. The efficiency of teaching will be striking and remarkable. In the process of teaching English Maritime words, lecturers' use of some real pictures which was shown in the screen to motivate students' imagination since a lot of unfamiliar tools in the vessels that they never met before. It is such a chance to maritime English lecturer to introduce the tools or the part of the vessels to them. In some cases, the cadets have known those things before in Bahasa Indonesia, but they did not know the term in English. So when the lecturer showed the picture, they might think about the meaning of the words too.

Merchant Marine Polytechnic of North Sulawesi has a lot of laboratory with their tools. Sometimes, the maritime English lecturer also brought the tools to the class and showed it to the cadets. Not only see the things visually, but the maritime English lecturer also gave a chance to the cadets to touch it. This process lead them to the

discussion that cam improve the communication. Using real pictures to teach Maritime English, lecturer succeed to create active atmosphere of the class. Ultimately, cadets seemed more interested in English and learn Maritime English consciously.

To create an authentic learning process, maritime English lecturer also asked the students to explore the stuff that they might find in the vessels. Asked the students to visit the clinic, explore about medical stuff, and interview the doctor there also another good option. The cadets can explore by themselves and get the information directly from the expertise. In this method, a good coordination with the other stakeholder in the institution is really important.

3. Role Play

In language learning process, role-play is the best common method to improve speaking skill. It is no doubt that this activity is a way to render and create a curious atmosphere at the same time. People love to be themselves, but sometimes they love to imitate as other people. This role-play also really recommended improving cadets' creativity. Consequently, cadets could deepen the impression of the specific knowledge through their preparation of the performance.

Role-play is also a good way to motivate cadets' desire and enthusiasm to learn about Standard Maritime Common Phrases (SMCP). Since in Merchant Marine Polytechnic of North Sulawesi consists of three study program, the maritime English lecturer created and prepared different play role card for each study program. For example, for ship engineering study program, maritime English lecturer prepared the play-role related to ship engineering cases that might happen in the vessels. So, it is not only introduce the cadets with the SMCP that might be used in that situation, but also teach

the cadets about the role or habit that exist in the vessels. It can be assumed some scenes or role, such as a captain, leader, in the ships or in the office, emporiums, and many more.

When the lecturer wants to learn about some terms or an idiom that is relate with maritime life, this play-role can be best option. The lecturer can ask the cadet to make a decision of the scene they want to perform. Meanwhile, the must use that specific idioms in the conversation. After the role play, the lecturer can take that moment to explain about the idioms without a lot of explanation. The cadets can obtain a good opportunity of performing in front of the classmates to achieve their integrated development and the lecturer can use this opportunity also to find the cadets creativity.

Conclusion

In the exploration situational teaching method, maritime English lecturer must think constantly and overcome the efficiency in the class. Moreover, maritime English lecturers are also required to improve the teaching mode and explore more about experience of learning process. Teaching is no more teacher or book oriented. It is like a final target for the lecturers to fully find a great potential of situational teaching method. Observing the potential, capability and the need of the cadets are really important to decide the learning method that might be used in the class. Finding the right situational method, hopefully can give a good contribution in improving cadets skills in maritime English class. However, considering the current teaching method, there are some aspects that we should focus on in the Maritime English class.

First, lecturer should think the situation that the form is close to the teaching content. Long time ago, it has become a universal and big problem for Maritime English class, but nowadays technology can make everything possible. The teaching content may covers too wide knowledge, but technology and a willingness from the lecturer to explore the teaching method and tools can help both lecturers and cadets to bridge the gap. The purpose of this situational teaching method to deviates from textbooks. The diversity of the teaching method enables knowledge become more understandable and acceptable for cadets and lecturer.

Second, lecturer should bring the balance situation between creation and presentation of the class. The disorder of creating and presenting mainly refers to the excessive design of teaching. When the lecturer applies the situational teaching method, the creation of the class is significant links for the whole class. In the real teaching, cumbersome creation will reduce the effect of teaching. Therefore, lecturers should focus on teaching objectives and ideas before the class. Lecturers should have a macro vision of the class before it happen.

Third, teachers should have preparation and reflection of the class. In situational language teaching method, the preparation of the class is important and it can help students adapt to the real situation. Furthermore, the reflection after the class is also very significant. While in the traditional teaching only focus to the effect of the class and ignore to summary the whole class, in situational method, reflection seems like a confirmation after all the activity and explanation that the lecturer given in the class. Teaching reflection is such as the summary of the materials today. The last, lecturer should stand in the firm position, avoid the fuzzy relationship between objectives and dominants. Situational language teaching method can make every situation became possible. It can cover a process of mutual exchange knowledge between cadets and lecturers. So, the interaction between lecturers and cadets

become really important and necessary. The interaction between lecturer and cadets become very significant as peers are more likely to discover problem of each other. It makes the cadet possibly to receive knowledge initiatively and gain a better result.

References

Allwright, Dick, And Bailey. (2000). Focus On The Language Classroom. New York: Cambridge University Press.

Braun, V. and Clarke, V. (2006) Using Thematic Analysis in Psychology. Qualitative Research in Psychology, 3, 77101.http://dx.doi.org/10.1191/1478088706qp0 63oa.

Clark, Herbert H and Eve V. Clark. (1977). Psychology and Language. New York: Harcourt Brace Javanovich.

Creswell, John W. (2012). Educational research: planning, conducting, evaluating, quantitative and qualitative research (Fourth Edition). United State of America: Pearson Education Inc.

Demydenko, N. (2012). Teaching Maritime English: A Linguistic Approach. Kyiv: Kyiv State Maritime Academy.

Finocchiaro. 1974. English as A Second Language: From Theory to Practice. New York: Regent Publishing Company.

Fulcher, Glenn. (2003). Testing Second Language Speaking. Britain: Person Education Limited.

Kayi, R. (2006). Teaching Speaking: Activities to Promote Speaking in a Second Language. The Internet TESL Journal, 12. http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html

Mathieson, Stuart. (2019). Charlemagne, Common Sense, and Chartism: how Robert Blakey wrote his History of Political Literature. History of European Ideas. 45.866-883.10.1080/01916599.2019.1599409.

Mohajan, Haradhan (2018): Qualitative Research Methodology in Social Sciences and Related Subjects. Published in: Journal of Economic Development, Environment and People , Vol. 7, No. 1 (31 March 2018): pp. 23-48.

Nunan, D. (2003). Practical English Language Teaching. New York : Mc Graw Hill.

Gallicano, T. (2013). An example of how to perform open coding, axial coding and selective coding. The PR Post. https://prpost.wordpress.com/2013/07/22/an-example-of how-toperform-open-coding-axial-coding-and-selective-coding/

Harris, M. S. (1974). Effect of Speaking Mode on Temporal Factors in Speech. The Journal of Acoustical Society of America. Retrieved on 6th January 2011.

Harmer, J. (1991). The Practice of English Language Teaching: New Edition. New York: Longman.

Harmer, J. (2007). The Practice of English Language Teaching: New Edition. New York: Longman.