

Implementation of Content-Based Instruction Approach in Teaching English for Maritime at Vocational High School Pelayaran Buana Bahari

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ABSTRACT

This study aims to describe the implementation of the English for Maritime teaching method using the Content-Based Instruction approach at Vocational High School Pelayaran Buana Bahari, Medan. The subjects of this study were 30 students with a total of 10 students per class from grade ten, grade eleven, and grade twelfth. The data collected in the study was taken using a questionnaire containing questions about the implementation of the Content-Based Learning Approach in Teaching English for Maritime at Vocational High School Pelayaran Buana Bahari, Medan. The study was conducted once with data collection carried out for three days. From this study it can be concluded that the maritime English teaching method using the Content-Based Instruction Approach can improve students' competence in understanding English for Maritime because the teaching approach through this method is carried out in a structured and systematic manner so that the aim is to equip students with mastery of English for the benefit of marine communication can be achieved.

KEYWORDS

Perceptions; feedback; Critical Book Review (CBR)

INTRODUCTION

Communication is the spine of our society. It empowers us to construct bonds, impact choices, and motivate alter. It would be essentially outlandish to development within the working environment and in life without good communication abilities. Dialect could be a communication apparatus that's exceptionally critical in human life. Through language, one can express all knowledge, thought messages, ideas, and so on. Agreeing to Wibowo (2001:3), dialect could be a framework of images that are significant and verbalize sound (created by said device) that are self-assertive and ordinary, which is utilized as a implies of communication by a gather of men to grant birth to sentiments and contemplations. Language is an arbitrary symbol used by humans to cooperate, interact, and identify themselves.

English is the most widely spoken international language in the world. Each day, millions of individuals talk English at work and in social life (William, 1989). English is used in a wide variety of fields, from work, education, business, communication, commerce, and politics. English is also the official language of instruction in the world of air and sea transportation. Aircraft pilots, regardless of nationality, are trained to master English so that they can communicate with the control tower of the airport that is the destination of the aircraft they fly. Similar to the world of maritime, English is the official language of communication. People who work at the maritime sector must be able to

speaking English to facilitate their work. Therefore, before entering the maritime world the cadets are required to study English for Maritime.

Maritime English is a branch of the English for Specific Purpose which aims to enable trainees to communicate effectively using English in the maritime profession. Therefore, many academies and shipping courses offer the best education to teach cadets English for maritime. Maritime academies play an important role in teaching students to understand maritime English fluently. By applying the right teaching techniques, the cadets can master maritime English well and have no difficulty when they are in the world of work later.

Currently, Maritime English learning with the Content-Based Instruction approach method has been widely carried out in Indonesian maritime academies. Content-Based Instruction is a common English teaching style that can be used in the learning process. Content-Based Instruction, as described by Brinton, Snow, and Wessche (1989), is the simultaneous instructing of scholastic subject matter and moment language skills. This Content-Based Instruction is intended to give content and language instruction to second-language learners. The knowledge or subject matter that we learn or communicate through the language we use to communicate it is referred to as content (Richard, 2006). This article will discuss the implementation of the Content-Based Instruction Approach in Teaching English for Maritime at Vocational High School Pelayaran Buana Bahari.

LITERATURE REVIEW

Maritime English

Maritime English is a term for the English spoken by seafarers at sea and at ports, as well as those employed in the shipping and shipbuilding industries. Maritime English is part of the workplace English category. In today's global trade, merchant ships (and auxiliary craft) are employed to facilitate the international haulage of freight between remote sites and the movement of passengers where other forms of transportation are not acceptable, possible, or even cost-effective. Maritime English is a subset of English for Specific Purposes. Safety at sea necessitates the use of Maritime English. A single language allows all ranks of seafarers to successfully cope with crises, daily operations, ship-to-shore communication, and health, safety, and security issues in the maritime business.

According to Blakeys (1987), English for Maritime Ponders may be a language course outlined to help non-native English-speaking cadets and qualified faculty examining for proficient certifications at national colleges and maritime teach around the world that utilize the English language as their medium of instruction. English for Maritime is utilized as a venturing stone for understudies to move from an middle of the road level of common English to a position where they can oversee the sort of content books and informational they will experience in college and on board dispatch.

Content-Based Instruction

In the CBI approach, students learn the target language by interacting with content. According to Richards and Rodgers (2001), Content-Based instruction refers to the method of teaching second language where the focus of instruction is on the substance or subject matter the understudies will procure instead of on a linguistic or other sort of syllabus." (Richards & Rodgers, 2001, p. 204). (Brinton, 2003, p. 201) stated that "Content-based instruction offers courses that are relevant and interesting to learners". In 2001, Snow defined content as subject matter used for teaching foreign or second languages. The subject matter will be based on interests or needs in an adult EFL setting or very specific to what they are currently studying in school (Snow, 2001, p. 303).

There are two main principles of Content-based Instruction according to (Richards and Rodgers, 2001) :

1. Learners can learn a second language more successfully when they use the language as a means of acquiring information from the subject based on their interests and needs rather than learn grammar itself.
2. CBI better meets the needs of learners learning a second language. Learning English becomes more engaging when English competencies are integrated into interesting themes or specific information.

The standards of CBI are intensely established on the standards of communicative language instructing since they include an dynamic interest of understudies within the trade of substance. Concurring to Richards and Rodgers (2001), CBI is based on two pertinent standards: (1) Individuals learn a moment language more effectively when they utilize the language as a means of securing data, instead of as an conclusion in itself. (2) CBI way better reflects learners' needs for learning a moment language. One can certainly say that individuals that are confronted with ordinary needs in a genuine life circumstance might discover it simpler to secure and utilize the target language as a instrument with a genuine reason, for occurrence, getting nourishment, considering, getting a work, and others.

According to Brinton et al (1989) the are three models of CBI Approach :

1. Adjunct model
In this demonstrate there ought to be more than two instuctors within the course. These educates educate the lesson the same materials but with two diverse point of accentuation. One educators employments the fabric to educate the substance matter, while the other educators employments it to educate the language skills.
2. Sheltered model
The shielded demonstrate that comprises of substance course instructed within the moment dialect to isolated bunch of learners by a substance area specialist
3. Theme-based model
In this show, the lesson is structure around points or topics with the themes shaping the spine of the course educational modules. The topical substance in this show gives wealthy input for lessons that are either language-based or skill-based. This demonstrate can be utilized by instructor for teacher in English thinks about or master by creating learning fabric based on learner intrigued.

Instructional Media

Concurring to Azikiwe (2007), guidelines media cover anything the educator employments to include all the five faculties of locate, hearing, touch, scent and taste whereas displaying his/her lessons. In a comparable vein Adegun (1997) says directions media are things which are aiming to assist the educator to educate more viably and enable the understudies to memorize more promptly. Guidelines media are data carriers outlined particularly to fulfill targets in a teaching-learning circumstance. They are exceptionally vital in dialect educating, particularly the outside language, since they encourage the direct affiliation between sounds and their images additionally word sand the objects they speak to. They offer assistance to strikingly outline implications of things since they are related with materials utilized by the instructor to make strides the quality of his educating. The term guidelines media has been characterized in a assortment of ways. In a few cases, it alludes to all helps that are utilized by the speaker and understudies.

Nowadays, interactive media is utilized within the organize of computer directions program (Smaldino, 2005: 141). Computer is utilized back the utilization of interactive media in learning handle since computer gives for all intents and purposes reaction to the

understudy input. It moreover gives capacity to store to store and control data. There are two applications of computer instruction: Computer-Assisted Instruction (CAI) and Computer-Managed Instruction (CMI). In CAI understudies associated specifically with the computer as portion of the directions action. In the mean time, CMI makes a difference both teachers and understudies in keeping up data around understudies and in directing instruction (Smaldino, 2005:110).

RESEARCH METHODS

Research Design

In conducting investigate, we require inquire about plan. Inquire about plan alludes to the procedure to coordinated the distinctive components of investigate ventures in cohesive and coherence way. A few specialists have distinctive supposition almost what is cruel by inquire about plan. Concurring to Creswell (2009:3). Inquire about plan is plans and the strategies for inquire about to nitty gritty strategies of information collection and investigation. The work of a investigate plan is to guarantee that the prove get empowers us to reply the beginning address as unambiguously as conceivable.

This research was conducted to get the students' opinion about the implementation of Content-Based Learning Approach in Teaching English for Maritime at Vocational High School Pelayaran Buana Bahari Medan. George and Bennett (2005:23), characterizes clear inquire about as a inquire about that has purposes to examine a condition, circumstance, occasion, action, etc, and the result is displayed within the shape of inquire about report. The analyst choses graphic as investigate plan since the analyst may deliver more detail clarification of the data gotten. Based on Knupfer and McLellan (1996) state that "the clear inquire about can be either quantitative or subjective. In this investigate utilized subjective investigate strategy.

This investigate is categorized a graphic subjective investigate. As Williams (2007:66) theorized that "descriptive inquire about approach may be a basic research strategy that looks at the circumstance, because it exists in its current state". In other words, the result of this expressive inquire about is portrayal of the information at minute. That is why this research called descriptive because it describes what the students' opinion about implementation of Content-Based Learning Approach in Teaching English for Maritime.

Population and Sample

Population

Populace is the number of individuals who will be watched. Agreeing to Fraenckle and wallen (1993: 80) say that "Population is the gather the intrigued to the reserach, the bunch whom the analyst would like to generalize the result of the study". Agreeing to Riduwan (2008: 8) populace is question or subject in locale and meet certain conditions related to the inquire about issues. The population of this was students from tenth grade, eleventh grade, and twelveth grade of Vocational High School Pelayaran Buana Bahari Medan.

Sample

Test could be a portion of the number and characteristics of which are claimed by the populace. Agreeing to Suharsimin Arikunto (2002: 109) tests are somewhat or agent of the populace studied. According to Sugiyono (2008: 116) "Sample may be a parcel of the amount and the characteristics had by the population". And concurring Sugiyono (2003: 74-78) "sampling could be a test technique".

In this reserach, the researchers used proportional random sampling. The researchers choose students from tenth grade, eleventh grade, and twelveth grade and there were 90

students of the tenth grade, eleventh grade, and twelfth grade of Vocational High School Pelayaran Buana Bahari Medan. The researchers choose the sample of this research were 30 students with 10 students every grade with use proportional random sampling method.

Technique and Instruments for Collecting Data

Technique for Collecting Data

This research uses a questionnaire method. Agreeing to Siniscalco and Auriat (2005:3) theorized that “questionnaire could be a overview instrument utilized to gather information from people almost themselves, or around a social unit as a family or a school. A survey is said to be standardized when each respondent is to be uncovered to the same questions and the same system of coding responses”. It can be implied that survey could be a strategy of collecting information by utilizing a few questions made by the analyst. In this research, the researcher used the open questionnaire. The purpose of the open questionnaire in this research was to obtain the data information about the implementation of Content-Based Learning Approach in Teaching English for Maritime at Vocational High School Pelayaran Buana Bahari Medan.

Instrument for Collecting Data

In this study, the instruments used to collect data were questions in the form of questionnaires that would be distributed to respondents, namely 30 students of the tenth grade, eleventh grade, and twelfth grade of Vocational High School Pelayaran Buana Bahari Medan.

Technique for Analyzing Data

The stages of analyzing the data from this research are as follows:

1. An examination of the completeness of the answers. At this stage the data obtained is checked again to determine the completeness of the answers that have been filled in by the respondent.
2. Compilation and Calculation of Data
The compilation and calculation of the data were done manually using a computer tool.
3. Tally, which is to calculate the percentage of each respondent's answer in the questionnaire.
4. The data that has been compiled and calculated then presented in tables and diagrams.

RESULTS AND DISCUSSION

Result

The result in this paper is firstly to explain the way of teaching English for Maritime with visualization between Content Based Instruction approach and instructional media. Secondly, the students' responses about the implementation of Content-Based Learning Approach in Teaching English for Maritime at Vocational High School Pelayaran Buana Bahari Medan.

The way of teaching English for Maritime with visualization between Content Based Instruction approach and instructional media.

In creating effective multimedia and integrating the characters CBI in computer learning model has 2 aspects that should be considered, namely displaying reading text and

integrating English skills. To visualize the reading text display into an effective multimedia design, there are some guidance must be considered for example the appropriate space between sentence in order to make the reading easier to read, use normal font, use seven to ten words per line, use certain characters, use table or line to separate text and images. Moreover, multimedia elements should be provided to complete the text, for example line, shape, texture, balance, space, and color.

The second aspect is integrating English skills. Adding more multimedia elements can train English skills. The elements are picture to visualize abstract concepts in the material, sound to enhance the presentation and train our listening skill, video with the relevant topic to Maritime English, animation and narration can be increased the students' understanding with the topic.

The example of reading presentation in instructional multimedia :

a. Media combination between text and picture

For example, in Maritime English to describe and present the part of vessel can use the media combination between text and picture. The pictures in the display depict every part and text in the display explains the usage of these parts vessel. The picture is relevant to the topic because it represents similar topic.

b. Media combination between text and sound

For example, the combination between text and sound in Maritime English will help the students understanding because the media provide pronunciation practice to students so the students can know the terms in Maritime English also can learn pronunciation in every term.

c. Media combination between text and animation

For example, the display presents the prowords or procedural words in Maritime English by using specific technique that is called Hypermedia text. This techniques allows students to see additional information namely the meaning of each proword in Maritime English when they click menu box in the right side of the display.

Student Responses to the implementation of Content-Based Learning Approach in Teaching English for Maritime at Vocational High School Pelayaran Buana Bahari Medan.

This research is done to see how students respond to implementation of of Content-Based Learning Approach in Teaching English for Maritime with circulated a questionnaire to students who were involved in the CBI-based learning activities

Table 1. Student Response Questionnaire Analysis

No	Statement	Frequency (n)			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	CBI Approach makes me interested in learning in Maritime English	27 (30)	3 (30)	0 (30)	0 (30)
2.	CBI approach could motivates me for learning Maritime English	25(30)	5 (30)	0 (30)	0 (30)
3.	CBI approach makes me understand concepts in learning Maritime English	24 (30)	6 (30)	0 (30)	0 (30)
4.	CBI approach could	27 (30)	3(30)	0 (30)	0 (30)

	help me solve the problem in answering questions in Maritime English				
5.	CBI approach makes me have courage to ask or answer question .	25 (30)	3 (30)	2 (30)	0 (30)
6.	CBI approach make me feel encourage in expressing opinions	26(30)	4(30)	0(30)	0(30)
7.	CBI approach could help me think more critical and creative in learning Maritime English	24(30)	6(30)	0(30)	0(30)
8.	CBI approach could improve my reasoning when study Maritime English	27 (30)	3 (30)	0 (30)	0 (30)
9.	CBI approach makes me interested in learn Maritime English	25 (30)	5(30)	0(30)	0(30)
10.	CBI approach makes me get take advantage of study time well.	26 (30)	4(30)	0(30)	0(30)
11.	CBI approach got me used to it collaborate with students others collaboratively in learning Maritime English	27(30)	3(30)	0(30)	0(30)
12.	CBI approach makes me understand questions and answers both from me and from other students	28 (30)	2(30)	0(30)	0(30)
13.	CBI approach makes me more appreciate and using the ideas of friends in understand Maritime English material.	26 (30)	2(30)	2(30)	0(30)
14.	CBI approach could make me collect real evidence for support ideas/concepts	25(30)	5(30)	0(30)	0(30)

Discussion

The way of teaching with CBI approach that mentioned earlier can be visualized into the instructional multimedia. The visualization of CBI and instructional multimedia can be a great choice to teach the Maritime English students. This can be seen when the CBI is an approach uses reading activity as the main resource of learning and integrates other English skills (listening, speaking, and writing in reading activity) and the instructional multimedia become a complement support that refers to use variety media. Using this instructional multimedia makes students more engaged with the Maritime English topic because the goal of multimedia is to immerse the learner in multimedia sensory experience to promote learning.

Based on the data that the authors collected through a survey at Vocational High School Pelayaran Buana Bahari, it can be concluded that the all students of Vocational High School Buana Bahari gave a positive response regarding the English for Maritime learning

method with Content-Based Instruction Approach. Most of the answers showing storngly agree and agree. This can be seen from the 14 questions that the researcher gave in the questionnaire to 30 respondents. Everyone in the survey was agree with the implementation of CBI in learning Maritime English. As many as 90% of the total stated that strongly agree that CBI Approach makes students interested in learning in Maritime English. 83% of respondents stated that CBI approach could motivates students for learning Maritime English.

For further questions still regarding students' responses on the implementing of CBI approach in learning Maritime English at Vocational High School Pelayaran Buana Bahari Medan, 80% of respondents answered strongly agree that CBI approach makes they understand concepts in learning Maritime English. 90% of respondents stated strongly agree that CBI approach could help students solve the problem in answering questions in Maritime English. As many as 83% of respondents strongly agree that CBI approach makes me have courage to ask or answer question. Almost all respondents with a total of 86% stated strongly agree that CBI approach makes they feel encourage in expressing opinions in learning Maritime English. 80% of respondents answered strongly agree that CBI approach could help they think more critical and creative in learning Maritime English.

Based on the results of this study, it can be seen that the implementation of CBI approach in learning Maritime English be in demand of students at Vocational High School Pelayaran Buana Bahari Medan especially the visualization CBI approach with instructional multimedia can improve students' motivation in learning Maritime English content and also the English skills in fun and flexibel situation. The Maritime English content can be presented effectively because it is designed by students' interest and material is visualized by multimedia such as text display, images, audio, and animation. Original materials were designed using the CBI approach in instructional media will get the student' interest. Consequently, the students more involved and active in the classroom. The student can learn the Maritime English content, while at the same time they would learn the English skills through the display.

CONCLUSION

Content-Based Instruction is a learning approach that integrates subject content with language. The rationale on which Content-Based Instruction is based is that a second language is learned most effectively when used as the medium to convey informational content of interest and relevance to the learners. Unlike traditional language learning approaches, which are usually based on presentation and practice of grammar and vocabulary that are not always contextual, Content-Based Instruction provides students with meaningful and contextual language skills through authentic materials based on the themes in the certain subjects.

Based on the data that the authors have collected, it can be concluded that almost all students of Vocational High School Pelayaran Buana Bahari gave a positive response regarding the English for Maritime learning method with Content-Based Instruction Approach. It can be seen from the results of the questionnaire which shows that they are interested in the Content-Based Instruction method applied in the learning process in the classroom. This method makes it easier for them to understand various terms and important things that they must master as cadets so that they can communicate well in the marine world later. By applying Content-Based Instruction in instructional media in teaching English for Maritime, teachers can provide a deeper and more structured understanding to

prospective cadets because this method is designed using all aspects such as text display, audio, images, video, and animation.

In this approach the teacher focuses on learning English for maritime and the students are students who are learning maritime English with all the linguistic problems they have to face. For instance, they must continue to learn to communicate in pairs and in small groups. They must still be able to apply listening, speaking, reading, and writing strategies. This approach can make it easier for students to learn terms and master maritime English well so that later they will have no difficulty in the field of work they will pursue. Practices to facilitate the teaching of maritime English can be developed consciously by using the principles of Content-Based Instruction in a more structured and systematic way so that the goal of equipping students with mastery of English for Maritime can be achieved.

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