EVALUATING BAHASA INGGRIS MARITIM DAN PERIKANAN PAKET KEAHLIAN TEKNIKA KAPAL PENANGKAPAN IKAN KELAS X

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Abstract: This study would like to find out the extent to which the ESP textbooks Bahasa Inggris Maritim dan Perikanan Paket Keahlian: Teknika Kapal Penangkapan Ikan Kelas X Semester I (BIMP I) and Bahasa Inggris Maritim dan Perikanan Paket Keahlian: Teknika Kapal Penangkapan Ikan Kelas X Semester II (BIMP II) met the criterions of ESP textbooks evaluation proposed by Cunningsworth (1995). Content analysis was used to analyze the textbooks. It was found that one of the textbooks’ objectives was to enable students to use English as a communication tool. Both ESP textbooks presented vocabulary and discourse structures, covered relevant skills, encouraged learning activities relevant to student’s real life, and acknowledged student’s subject specific knowledge. The presentation of language items and language skills, however, were not fully in balance, and both ESP textbooks did cover speaking activities which replicated genuine English communication.

Keywords: English for Specific Purposes, textbook, textbook evaluation

INTRODUCTION

The ESP textbooks evaluated for this study are Bahasa Inggris Maritim dan Perikanan Paket Keahlian: Teknika Kapal Penangkapan Ikan Kelas X Semester I (BIMP I) and Bahasa Inggris Maritim dan Perikanan Paket Keahlian: Teknika Kapal Penangkapan Ikan Kelas X Semester II (BIMP II). The books are developed and distributed online by Direktorat Pembinaan SMK through belajar.ditpsmk.net which is a subsite of portal.ditpsmk.net. The books are designated for the maritime English course in the Teknika Kapal Penangkapan Ikan/ fishing ship engineering study program. I chose to evaluate these books because both books are not yet published or released as official books, and also as cited on its website belajar.ditpsmk.net, the authors of the books are open to criticism and new ideas about the presentation of the books.

THEORY

In this research, I employ the ESP textbook evaluation proposed by Cunningsworth (1995) as his main theoretical framework. I focused on five criterions which are the 2nd, 4th, 5th, 6th, and 10th criterions as these items focus more on the use of ESP textbook for teaching and learning process. Each of these criterions is discussed below.
Principle no. 2: Are the objectives specified in terms of content and performance?

Learning objectives are used to define what the student is expected to know and/or able to do as a result of the instruction or after the completion of a program/course (Cunningsworth, 1995). To support Cunningsworth’s argument, Heinich et al (1996) add that, in order to provide clear statements of objectives, four components namely A (audience), B (behavior), C (condition), and D (degree) are needed to provide clearly defined statements. In addition, when stating performance, appropriate action verbs as listed in the Revised Bloom’s Taxonomy (Anderson and Krathwohl, 2001) must be used to ensure clarity and single interpretation.

Principle no. 4: Is there a body of ‘core’ specialist language related to the subject area?

Core specialist language refers to the specific language covered for a specific discipline which includes grammar, vocabulary, and discourse structure (Cunningsworth, 1995). Maritime English communication involves communication between ship to shore, shore to ship, ship to ship, and on board ships. The standardized language used in maritime English communication is presented in the IMO Standard Marine Communication Phrases (SMCP) or the IMO SMCP phrase book (Bocanegra-Valle, 2010). The core specialist language includes language (phrases) used in intraship communication (language used in communication between ship to shore, shore to ship, and ship to ship as required by the STCW 1995) and onboard (intership) communication i.e. communication on ship (Pritchard, 2002). As mentioned by Losey-Leon (1995), maritime English vocabularies are classified into two main categories namely general maritime use and specialized maritime use vocabulary. General maritime use vocabulary refers to terms that are connected with the most immediate maritime features while specialized maritime use vocabularies are terms which include a whole account of diverse fields applied to the nautical world.

Principle no. 5: Are learners equipped with skills and strategies which will allow them to operate effectively in English in the professional/occupational situation?

The types of English language skills relevant to student’s professional/occupational situation often vary depending on the specific discipline (Cunningsworth, 1995). For certain specific disciplines, the emphasis might be on written language, while ignoring oral skills. Other disciplines may also focus on writing but more specific skills such as note taking. ESP material equips students with relevant communicative skills and strategies that allow them to perform and work effectively in their respective professional/occupational situation.

Principle no. 6: Is there a balance between subject specific language items (grammar, vocabulary, discourse structure and operational skills and strategies in language use?)

Cunningsworth (1995) mentions “specific features of grammar, vocabulary, and discourse structure are needed to ensure the effective use of the subject content’s operational skills and strategies” (p. 132). Language items which
include grammar, vocabulary, discourse structure, and language skills and strategies are interrelated and connected. It is important to have a balanced presentation of language items and operational skills and strategies.

**Principle no. 10: To what extent do learning activities mirror real life situations, e.g. through task-based and skill based activities?**

As stated by Cunningsworth (1995), students’ language uses are not limited only to its use in the classroom. Students must effectively use language in their daily lives, professions, or for specific purposes. Since the goal of ESP language teaching is the development of specific skills and strategies for operating for a specific purpose, it is important that ESP materials include task-based and skill based activities which incorporate problem-solving activities, and content specific to the learners’ specialist subject knowledge.

**METHOD**

I took the data from two ESP textbooks *BIMP I* and *BIMP II*. *BIMP I* has 136 pages and is comprised of 6 units under the heading *Kegiatan Pembelajaran*. Each of the units has different titles which are *Do you know?*, *Welcome to a Modern Port*, *In Port*, *The Ship*, *Leaving Port*, and *Greeting and Parting*. The book is to be used on the first semester. The second book evaluated (*BIMP II*) is for the second semester of the Maritime English course. The book has 201 pages and is comprised of 8 units namely *Ship Knowledge*, *Types of the Ship*, *Shipping*, *Marine Communication*, *Navigation*, *Cargo Handling*, *Time at Sea*, and *Emergencies*.

I analyzed the textbooks by referring to the guideline proposed by Cunningsworth (1995). I first overviewed the content of the textbook; then employed content analysis which is defined as “a research technique for making replicable and valid inferences from texts (printed matter, recorded speech, visual communications, works of art, artifacts) or other meaningful matter to the contexts of their use” (Krippendorff, 2004, p.37). The findings are discussed below.

**FINDINGS**

**The specificity of objectives in terms of content and performance**

The objectives of *BIMP I* and *BIMP II* are written in the overall objectives section or *Tujuan Akhir* found on page 4 in both ESP textbooks *BIMP I* and *BIMP II*, and in the learning objectives section or *Tujuan Pembelajaran* found at the beginning of each unit in both ESP textbooks *BIMP I* and *BIMP II*.

**The overall objectives**

The overall objectives of both ESP textbooks are identical. However, the overall objectives mentioned, are not clearly stated both in terms of content and performance. The condition and degree are not clearly determined either. The overall objectives could be seen in *Figure 1*. 
The content and performance are categorized as the behavior students would attain through learning the content in the books. The content mentioned in the overall objectives are teori kemampuan dasar Bahasa Inggris umum or basic theories of general English (first objective), English as an effective and simple communication tool in the form of daily conversation (second objective), and basic theories of English used in Maritime and shipping context (third objective).

The content in the first, second, and third objectives do not indicate the exact language skill or item, and language functions students would learn. The performance mentioned is also not specific. The first and third objective utilize the action verbs memiliki (have) and memahami (understand), both which are not specific according to the revised Bloom’s taxonomy of action verbs.

The condition and degree of proficiency are not explicitly mentioned. Since both EPS textbooks have the same learning objectives (both in regards to content and performance), it is difficult to determine when the students are expected to demonstrate their understanding of the contents whether it is after the completion of the first or second ESP textbooks.

The unit learning objectives

Although there are learning objectives that are stated clearly using concise action verbs such as; differentiate/ membedakan, apply/ mengaplikasikan, and identify/ mengidentifikasi to indicate performance, the use of ambiguous and less clearly defined verbs to indicate performance are still apparent in the objectives stated in most learning objectives sections.

The use of ambiguous and less clearly defined verbs to indicate performance could be found in the learning objectives section in all units or Kegiatan Pembelajaran of the ESP textbook BIMP I namely the first and third learning objectives of Unit 1, first and second learning objectives of Unit 2, 3, and 6, the first objective of Unit 5, and first, second and third learning objectives of Unit 4. The ambiguous action verbs used in BIMP I include mengetahui (to know), memahami (understand), and memperkenalkan (introduce). The statement of content in the learning objectives of BIMP I is also not specific, particularly in the learning objectives sections of Unit 2, 3, 4, and 5 and in the second and third learning objectives found in the learning objectives section in Unit 6.
As seen in Figure 2, the first objective (a) and the second objective (b) of unit 3 both utilize ambiguous action verbs to indicate performance. The action verb *mengetahui* (know) and *memahami* (understand) in objective a and objective b are ambiguous since they do not indicate a specific action done by the students.

In addition, the content stated in the first (a) and the second objectives (b) highlighted in learning objectives of Unit 3 above in Figure 2 are not specifically written. The content mentioned in the first learning objective of Unit 3 is identical with the content mentioned in the first learning objectives of Unit 2, 4, and 5. The statement of content is too broad because it could refer to any terms or vocabulary related to maritime context such as terms related to port activity, ship parts, types of ships, navigation in which the exact vocabularies that students would be exposed in the unit are not specified. The exact content of *terms related to maritime context* covered in Unit 2, 3, 4, and 5 is difficult to determine since the content statement in the learning objectives of each unit is the same.

The content mentioned in the second objective (b) is not specifically written. The content mentioned in the second learning objective of unit 3 is identical with the content mentioned in the second learning objective of unit 4. The content mentioned in the second objective (b) is not specific since the exact sentence construction and sentence structure are not specifically mentioned.

Although the statement of content are specific and unambiguous, the performance in the learning objectives in *Tujuan Pembelajaran* in all eight units or *Kegiatan Pembelajaran* in the ESP textbook *BIMP II* are written using ambiguous and less clearly defined verbs such as *mengenal* and *mengetahui* (to know), *memahami* (to understand), and *memahami secara praktis* (to have a practical understanding). An example of this can be seen in Figure 3 (Unit 2, p. 39).
B. Kegiatan Belajar

1. Tujuan Pembelajaran

   a) Melalui kegiatan pembelajaran ini siswa diajak untuk mengenal, mengetahui dan memahami jenis-jenis kapal dan kegunaannya dalam bahasa Inggris.
   
   b) Selanjutnya siswa diajak untuk lebih dalam memahami peristilahan Maritime English secara praktis dalam hal vocabulary yang menyangkut Kapal dan jenis-jenisnya.

   Figure 3
   Source: *BIMP II*, 2013, p. 39

The first objective (a) and the second objective (b) highlighted in learning objectives section of unit 2 stated above in *Figure 3* both utilize ambiguous verbs to indicate performance. As inferred from *Figure 3*, the verb used to indicate performance of the first and second learning objectives are *mengenal* and *mengetahui* or *know* and *memahami* or *understand* which are not mentioned in Bloom’s taxonomy (Anderson and Krathwohl, 2001). Both the words *know* and *understand* are not specific because they do not imply a specific form of action which is measurable, observable, and concise.

**The Core Specialist Language Related to the Subject Area**

In the ESP textbook *BIMP I*, core specialist language of maritime communication covered includes vocabularies, several Maritime English discourse phrases, and general English language functions. It is important though to note that the discourse phrases presented are not in line with the *IMO SMCP*. The vocabulary presented in *BIMP I* are mostly general maritime and specialized maritime vocabulary.

In the ESP textbook *BIMP I*, there are two types of vocabulary exercises. The first is conducted through exercises in which students are required to read a text, and list and discuss about certain words that they do not understand. This type of exercise could be found in unit 2 on page 26. The second exercise requires students to discuss and find the definitions of words listed in a vocabulary list which could be found in unit 3 on page 48 and unit 5 on page 93.
As seen in Figure 4, the vocabularies covered in the reading text are specialized maritime use vocabulary related to maritime business and law. The instruction for the vocabulary practice on page 26 of unit 2 requires students read the reading text, list the maritime related vocabularies that are underlined, and then discuss the meanings of the vocabularies.

The discourse structure covered in the ESP textbook *BIMP I* includes phrases used as spoken commands for the activity of *casting off* found in unit 5, and the general English language functions which includes self-introduction, introducing other people, greeting, inviting, thanking, congratulating, other expressions found in unit 6.
As seen in Figure 5, the discourse structures presented consist of the phrases used as orders or directives when conducting the activity of *casting off* or *unberthing*. However, the phrases included in the table are sometimes not accurate and are not entirely the same as the *Unberthing* phrases listed in the AII/3.7 Berthing and unberthing section of IMO (SMCP).

Similar to the ESP textbook *BIMP I*, the core specialist language of maritime communication covered in *BIMP II* consists of maritime related vocabulary (both general and specialized maritime use) and several discourse structures related to maritime communication.

The maritime related vocabulary presented in the *BIMP II* includes vocabulary related to parts of a ship in unit 1 (pages 7-9, 13-15), types of ships in unit 2 (pages 37-38, 39-47, and 56-57), terms of shipment in unit 3 (pages 67-68), equipment used for navigation (page 115-117) and nautical chart symbols unit (page 129) in unit 5, and vocabulary related to cargo handling in unit 6 (page 142-144). The vocabulary contents in *BIMP II* are presented in the forms of lists, pictures, and tables (pages 7-8, 13-15), texts containing explanations of specific terms (pages 37-38, 39-47, 56-57, 67-68, and 115-117), and vocabulary comprehension exercises (pages 129, 142-144, and 177). An example of the maritime related vocabulary section is presented below in Figure 6 (Unit 1, pp. 13-15)
b. Vocabulary

Amuntialab Gambar dibawah ini!

Identify yourself what parts of a ship you have familiar with.

Figure 6

Source: BIMP II, 2013, pp. 13-14

The discourse structure related to maritime context in the ESP textbook BIMP II is presented in the Subject focus of unit 4 on page 96-106 which covers communicative features of marine communication and general marine communication, and in unit 8 in page 175 which covers the structure of emergency messages and distress call signs. This Subject focus section covers communicative features of marine communication and general marine communication. An example is presented below:

- Name of the vessel or ship in distress
- Her position (actual, last known or estimated expressed in lat/long, or in distance/distance from a specific location)
- Nature of the vessel distress condition or situation (e.g. on fire, sinking, aground, taking on water, adrift in hazardous waters)
- Number of persons at risk or to be rescued, grave injuries
- Type of assistance needed or being sought
- Any other details to facilitate resolution of the emergency such as actions being taken (e.g. abandoning ship, pumping flood water), estimated available time remaining afloat

Figure 7

Source: BIMP II, 2013, p. 175
Skills and strategies allowing students to operate effectively in English in the professional/occupational situation

In the ESP textbook *BIMP I*, the units or *Kegiatan Pembelajaran* containing skills that equip students to operate in the occupational situation could be found in unit 5 and unit 6. The skills covered include the ability to identify parts or components of a ship and ability to use maritime English communication on board of a ship in unit 5 on page 94, and communicate using English language in unit 6 on page 113-122.

The skills section intended to equip students to be able to use maritime English communication on board of a ship is available on pages 94 and 103 in unit 5 as presented in Figure 8.

![Figure 8](image)

**Figure 8**
Source: *BIMP I*, 2013, p. 94

The ability to communicate using English language is covered in unit 6 on page 113-122. The students are equipped to communicate in English language through the learning of English language functions under the headings *Self introduction*, *How to introduce people (in formal situations)*, *Greeting (memberi salam)*, *Inviting (mengundang/mengajak)*, *Thanking*, *Congratulating (ucapan selamat)*, and *Other expressions*. Content covering the language function *Greetings* could also be found in page 118 in the student reflection section or *Refleksi*. The speaking activity where students practice the language functions could be found on pages 119 and 121.

The operational skills which equip students to operate effectively in their professional/occupational situation in the ESP textbook *BIMP II* could be found in unit 1, 4, 5, 6, 7, and 8. These operational skills include identifying parts of a ship, reading skills related to navigational warnings and ship activity log comprehension, writing a shipping instruction, speaking skills related to pronunciation/spelling of ship parts and marine communication phrases, and responses to communicative situations at sea. In addition, students are also
exposed to the procedures of indicating emergency at sea and the forms of emergency messages.

The reading skills which equip students for their professional/occupational situation include the comprehension of technical texts, namely navigational warnings and ship activity log. All of the technical texts are accompanied with either open ended or multiple choice reading comprehension questions. These reading exercises could be found in unit 1 on pages 11-12, unit 5 on page 125-128 and 133.

The speaking skills related to students’ professional/occupational situation covered in the ESP textbook BIMP II include spelling or pronunciation of parts of ships, marine communication phrases, and navigational warning (found in unit 1 on page 16, unit 4 on page 108, and unit 5 page 130) and responses to communicative situations at sea found in unit 5 page 131. In addition, students are also exposed to the procedures of indicating emergency at sea and the forms of emergency messages in Unit 8.

The marine communication phrases are presented in unit 4 on page 96-106. The marine communication phrases covered in unit 4 includes the procedure to indicate that the standard marine communication phrases of the international maritime organization is being used; spelling of letters and numbers or digits; message markers to indicate type of messages; general responses (including negative, positive, and interrogative responses to messages); distress, urgency, and safety signals or messages; standard organizational phrases; message correction; and procedures and messages to indicate readiness to receive message, repetition of message and asking for the repetition of message, numbers, positions, bearings, courses, distances, speed, time, geographical names, and ambiguous words. The practice involving the marine communication phrases is found in unit 4 on page 108.

The writing skill covered in BIMP II includes writing shipping instructions (found in unit 6 page 153), and re-writing information contained in a navigational warning to demonstrate understanding in unit 5 on page 133 and 134.

The balance between subject-specific language items (grammar, vocabulary, discourse structure) and operational skills and strategies in language use

In the ESP textbook BIMP I, there are several language items that are presented in balance with the operational skills exercises. These include specific maritime English discourse phrases covered in unit 5 on page 94 which are practiced through the spelling and role play activity on page 103, and general English language items in unit 6 on page 113-118 which are practiced in the speaking and spelling activities on pages 119 and 121.

Similar to the ESP textbook BIMP I, there are also several language items that are presented in balance with operational skills exercises. These include vocabulary related to parts of a ship on page 17 which are practiced through the activity of identifying ship parts on the same page, and the discourse structure in Subject Focus of unit 4 on page 96-106 which are practiced through the speaking activity in unit 5 on page 131. The students are equipped to use these language items (maritime related vocabulary and discourse structure) through several operational skills activities. An example of this can be seen below.
From Figure 10 it can be seen that the general maritime use vocabulary related to parts of a ship are practiced through the activity of identifying parts of the ship on page 17 in unit 1. In addition, vocabularies related to parts of the ship are also practiced through the pronunciation exercise found in unit 1 on page 16.

The marine communication discourse structures covered in Subject focus of unit 4 on page 96-106 are practiced through the speaking activity in unit 5 on page 131. However, there are also language items that are not practiced through skill exercises. In BIMP I, language items presented without being practiced in operational skills exercises include the vocabularies (both general maritime use and specialized maritime use vocabularies) covered in BIMP I in unit 2 on page 26, unit 3 on page 48, and in unit 5 on page 93.

In the ESP textbook BIMP II, there are several operational skills exercises in which the students are not equipped with knowledge regarding the language items necessary in order to complete the operational skills exercises. Examples of these could be seen in several operational skills exercises particularly the navigational notice/warning comprehension activities particularly Notice B, C, and D on page 126-128 in unit 5, and the navigational warning comprehension activities on page 133 and 134 in unit 5. An example of this can be seen below.
The extent to which the learning activities mirror real life situations, e.g. through task-based activities and skill based activities.

In the ESP textbook *BIMP I*, there are only two learning activities which mirror real life communicative situations which are; the role play activity found on page 103 and the dialogue practice on page 119. In the role play activity on page 103 students are instructed to practice or enact role play based on the activity of a ship unberthing or leaving port. The dialogue practice on page 109 requires the students to practice enacting an English dialogue using language functions covered in unit 6.

Similar to the first book, the ESP textbook *BIMP II* also contains few learning activities requiring students to practice language use in realistic communicative situations. These activities are mostly in the form of skill based activities namely specific text comprehension, specific writing activities, and speaking activities. In addition, there are several learning activities in *BIMP II* which also incorporate student’s subject specific knowledge, namely maritime and SMCP (*Standard Marine Communication Phrases*) comprehension questions.

Specific text comprehension activities include the comprehension of various specific texts used in maritime communication which are; ship activity log found on page 11-12, navigational warnings on page 125-128,130, and 133, and shipping instructions on page 152. Specific writing activities in the ESP textbook *BIMP II* include rewriting a navigational warning into a full description on page 134 and writing a shipping instruction on page 153. Speaking activities which represents the real communicative situations are mostly in the form of role plays and speaking activities which require students to provide appropriate responses for communicative situations at sea which could be found in unit 5 on page 131.
Learning activities which incorporates student’s subject specific knowledge related to the maritime field of study includes comprehension questions related to ship knowledge (unit 1 page 28), types of ships (unit 2 page 52), ship handling and specific terms related to ship handling (unit 3 page 79), navigation (unit 5 page 119 and 133), time division at sea (unit 7 page 165), and emergency procedures (unit 8 page 181).

However, despite one of the overall aims of the ESP textbooks BIMP I and BIMP II is to enable students to use English effectively in daily conversations, there are only few learning activities which replicate genuine real life communication such as role plays and dialogues. In the ESP textbook BIMP I, for example, there are only two speaking exercises replicating genuine communication and there is only one speaking exercise replicating genuine communication is available in BIMP II.

CONCLUSION

Through the evaluation of both ESP textbooks BIMP I and BIMP II using the theory of ESP textbook evaluation proposed by Cunningsworth (1995) particularly the 2nd, 4th, 5th, 6th, and 10th criterions, I found out that both ESP textbooks contain core specialist language relevant to the student’s subject area which is in the form of vocabulary and discourse structures, cover skills and strategies relevant to the student’s profession/occupational situation, and contain learning activities relevant to student’s real life and incorporate student’s subject specific knowledge.

In addition, I discovered that the presentation of language items and language skills are not fully in balance, and both ESP textbooks lack speaking activities which replicates genuine English communication despite one of the overall objectives being to enable students to use English effectively as a communication tool in the form of daily conversation.

I hope that the findings of this present study would contribute to the quality improvement of BIMP I and BIMP II. More studies such as the one that involves the real users of the textbooks as evaluators or the one that compares the textbooks with other maritime and nautical studies textbooks published by the International publishers might be needed to shed additional light and provide further contribution in meaningful ways.
REFERENCES


