

## **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: Teknik Kapal Penangkapan Ikan Kelas X Semester I (BIMP I)* and *Bahasa Inggris Maritim dan Perikanan Paket Keahlian: Teknik Kapal Penangkapan Ikan Kelas X Semester II (BIMP II)* met the criteria 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: Teknik Kapal Penangkapan Ikan Kelas X Semester I (BIMP I)* and *Bahasa Inggris Maritim dan Perikanan Paket Keahlian: Teknik 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 *Teknik 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 criteria which are the 2<sup>nd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, and 10<sup>th</sup> criteria as these items focus more on the use of ESP textbook for teaching and learning process. Each of these criteria 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*.

**D. Tujuan Akhir**

1. Setiap individu siswa dapat memiliki teori kemampuan dasar Bahasa Inggris umum sebagai pengantar menuju pembelajaran Bahasa Inggris untuk bidang/ilmu pengetahuan tertentu, dalam hal ini bidang Maritim dan Perkapalan;
2. Siswa dapat menggunakan bahasa Inggris sebagai alat komunikasi yang efektif dan sederhana dalam bentuk percakapan sehari-hari;
3. Siswa dapat memahami dan dapat menguasai teori dasar Bahasa Inggris Maritim dan Perikanan sehingga dapat mengikuti dan mempelajari pembelajaran Bahasa Inggris Maritim tingkat selanjutnya yang lebih kompleks.

Figure 1

Source: *BIMP I*, 2013, p. 4

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.

## **B. Kegiatan Belajar**

### **1. Tujuan Pembelajaran**

- a. Melalui kegiatan pembelajaran ini siswa diajak untuk mengenal, mengetahui dan memahami peristilahan dunia perkapalan, pelabuhan dan kemaritiman, dalam bahasa Inggris.
- b. Selanjutnya siswa diajak untuk memahami tentang pola pembentukan kalimat bahasa Inggris yang baku sebagai bahan dasar menuju materi berikutnya yang tentunya mempunyai kedalaman materi yang berbeda.
- c. Akhirnya, secara sederhana dan tepat siswa dapat membedakan penggunaan pola kalimat (*tenses*) antara *Simple Present Tense* dengan *Present Continuous Tense* dengan tepat.

Figure 2

Source: *BIMP I*, 2013, pp. 45-46

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.

Bacalah paragraf dibawah ini dan perhatikan dengan seksama *kata* atau *frasa* yang digarisbawahi.

**Welcome to a Modern Port**

Today a major port is a world of its own. Modern port facilities have to meet the demands of highly specialised transport systems by sea, land and air. And so within the boundaries of any large sea port we find an amazing range of services.

A modern port maintains shipping channels, harbour basins, and navigation aids as well as the port infrastructure such as wharves, quays, docks, storage areas and warehouses, cranes for cargo handling and terminals for cargoes and passengers. It provides pilots and pilot vessels, tugs for towage and emergency response vessels in cases of accidents at sea.

Within its area we find office buildings for all the various companies catering for the shipping industry - Ship Brokers, Shipping Agents, Stevedoring and Lashing Companies, Ship's Chandlers, Marine Engineering Companies, Companies for Marine Equipment and Ship's Repair, Cargo Surveyors and Inspection Companies, to name only a few. Today there are also strict security requirements.

Kumpulkan beberapa kata atau frasa yang terkait dengan peristilahan Kapal dan Pelabuhan. Kemudian lanjutkan dengan mencari tahu arti/definisi dari peristilahan tersebut dengan menggunakan Kamus yang anda miliki.

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 2. _____  | 3. _____  |
| 4. _____  | 5. _____  | 6. _____  |
| 7. _____  | 8. _____  | 9. _____  |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ |
| 16. _____ | 17. _____ | 18. _____ |

Figure 4  
Source: *BIMP I*, 2013, p. 26

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.

Important Structures : Casting Off	
CASTING OFF - ORDERS	
Stand by for letting go!	Breast line!
Single up head lines!	forward/aft spring!
Single up stern lines!	Let go head line/stern line!
Single up forward/aft breast line!	Let go breast line!
Single up the forward/aft spring!	Let go forward/aft spring!
Slack away / hold on / heave on	Let go all forward
Head line!	Let go all aft!
	Let go all ropes!

94

Figure 5  
Source: *BIMP I*, 2013, p. 94

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)*.

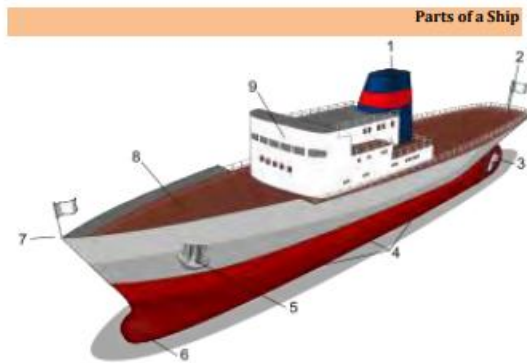
Similar to the ESP textbook *BIMP I*, the core specialist language of maritime communication covered in *BIMP II* consists of maritime related vocabulary (both general and specialized maritime use) and several discourse structures related to maritime communication.

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

Amatilah Gambar dibawah ini!

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



1: Smokestack; 2: Stern; 3: Propeler; 4: Portside (sebelah kanan dikenal dengan nama starboard); 5: Anchor; 6: Bulbous bow; 7: Bows; 8: Deck; 9: Ships's Bridge

Other useful vocabulary (places/positions):

Abeam	At right angles to the ship but not on the ship
Aboard	On the ship
Above deck	On the deck but not over it
Abreast	By the side of the ship
Aft	Toward the stern
Ahead	In a forward direction

Alee	Away from the direction of the wind
Alo	Above the deck
Amidships	Towards the centre of the ship
Astern	In the rear of the ship
Below	Under the deck
Dead ahead	Directly ahead
Fore-and-aft	In a line parallel to the ship
Headway	The forward motion of the ship
Inboard	Inside the ship
Lee	The side away from the wind
Leeward	The direction away from the wind
Leeway	The sideways movement of the boat caused by either wind or current
Midship	Mid way between bow and stern
Overboard	Over the side of the ship
Stem	The forward most part of the bow

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/bearing 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

175

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*.

Important Structures : Casting Off	
CASTING OFF - ORDERS	
Stand by for letting go!	Breast line!
Single up head lines!	forward/aft spring!
Single up stern lines!	Let go head line/stern line!
Single up forward/aft breast line!	Let go breast line!
Single up the forward/aft spring!	Let go forward/aft spring!
Slack away / hold on / heave on	Let go all forward
Head line!	Let go all aft!
	Let go all ropes!

94

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.

Latihan !

Use these words on the right box to name the parts of the ship (A-H) and name any other parts you know.

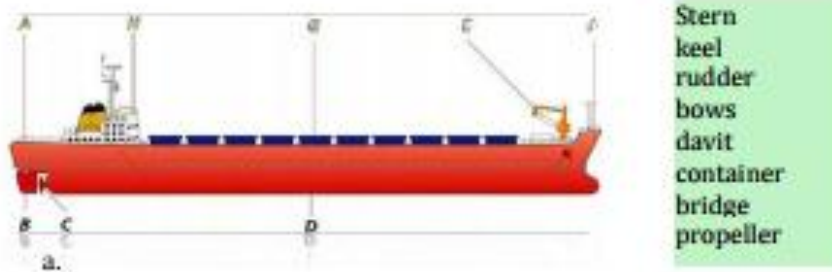


Figure 10

Source: *BIMP II*, 2013, p. 17

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.

Now study this navigational warning and write in full sentences

NAVIGATIONAL WARNING

281400 UTC JUN  
BAL TIC SEA NAV WARN 007  
SE BAL TIC.  
DERELICT SEMISUBMERGED YACHT ADRIPT 55-32N  
019-34E AT 280245 UTC JUN.

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Figure 11  
Source: *BIMP II*, 2013, p. 134

**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.

**Exercise 3. Answer the questions.**

1. You receive this warning about a dangerous obstruction but the end is not clear:  
"Securité, Securité Securité: Dangerous obstruction at location \*\*\*brzzzz\*\*\* ..." What do you say?
2. You send this message: "My ETA is one zero four five UTC" but you make a mistake – your ETA is 12.45. What do you say?
3. A vessel is coming too close. It is very important that the vessel gives you a wide berth. What do you say?

Figure 12

Source: *BIMP II*, 2013, p. 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 2<sup>nd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, and 10<sup>th</sup> criteria, 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.

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