

CHAPTER IV

RESEACH FINDINGS

This chapter provides the data obtained from the research. The data is about research findings related to the focus of research, they are; 1) the design of teaching and learning activities of grammar and speaking for job interview in English Cruise Ship Program, in term (syllabus, lesson plan, method, technique, media, material, teaching learning process, and evaluation model. 2) the teacher set activities in ESP to support student learning in the class.

A. Research Finding

In this part, the researcher collected the data by doing observation, interview and study document. The detail data of observation and interview were stated on the field note of the research in appendices. Besides, the researcher also recorded the teachers' activities were taken during teaching in the classroom and the teachers' opinion when conducted interview. The researcher take all the data related with the Practices of ESP for English Cruise Ship Pare Kediri. It contains the teaching learning activities and teacher activities in ESP to support student learning in the class. The description data are as follows:

1. The design of teaching and learning activities on English for Cruise Ship (in the term of syllabus, lesson plan, method, technique and material)

Based on interviews with grammar and speaking teachers about how to design learning activities, researchers began their interview on June 23th2020, researchers found that teaching and learning activities were designed by

teachers based on student needs and experience in the field about the world of cruises in addition to the methods used when teaching namely the direct teaching method. In this case, it is related to how managers and teachers prepare and collect all learning materials in order to facilitate students in achieving goals that are proficient in English, especially English for cruise ships. All learning tools based on the syllabus, lesson plans, materials, methods, teaching techniques, and also evaluation at the end of learning.

In preparing the tools for teaching and learning activities based on ESP, the teacher designs based on a curriculum that has been set by the institution and from the results of the interview owner of the company that has collaborated with this cruise ship institution. In this process the teacher reconsiders the students' needs, experience and understanding of the students.

a. The design of teaching and learning activities on English Grammar for Cruise Ship Program.

In finding the data related to the design of teaching and learning activities especially on grammar class at LTE Cruise Ship Course, and it describe based on chosen point of one instrument of research. Those are teaching and learning activities for grammar class in English for Cruise Ship observation checklist and interview with the tutor of grammar class, she is Mrs. V.L who give information by interview on June 27th, 29st and July 6th2020.

This case discuss some aspects related to teaching and learning activities of grammar class in English for Cruise Ship, they are (a)

syllabus, (b) lesson plan, (c) method, (d) technique, (e) media, (f) material, and (g) teaching learning process,

1) Syllabus

Syllabus is used as the guide of teaching in educational institution. In formal educational institution, it should have syllabus as the attribute in teaching. This rule does not occur in informal educational institution. Some of them do not have syllabus in teaching. If they have syllabus, the form will be different with the form of syllabus informal educational system. An example of informal educational institution is English course. English course such as in Pare do not use syllabus generally, except there is one of the officer who has background as education graduates. They have syllabus but the syllabus is different with syllabus which is used in formal education institution. As in the course of this LTE Cruise Ship as a place of research has a syllabus but is very different from formal institutions such as schools in the syllabus components there are competency standards, basic competencies, subject matter, indicators, assessments, clear time allocation. But in this course that only material or subject and only written results are not as detailed as syllabus used in formal schools. From the teacher she said that:

“... I have designed syllabus in accordance with the needs of students so that they can pass the marlin test and I as a tutor designed the syllabus based on consultations with managers who have obtained from the curriculum from collaboration with major agencies in Jakarta. And in giving grammar material in the learning process I often use questions related to

the marlin test, and I only provide 5 basic tenses material that is often used in English for cruise ship...”

Based on the interview data above, the teacher has developed the syllabus design by itself according to the needs of students in order to achieve the goals of students in the learning process, therefore the researcher found in his observation that students easily understand grammar material especially during speaking classes in job interview material because the teacher only explained anything that is often used especially in English for cruise ships.

2) Lesson Plan

Lesson plan is also an important instrument in teaching and learning activities, but it is rarely used in place of courses such as the LTE Cruise Ship Course Pare. Even though a course has a lesson plan, it will be different from the lesson plan in formal educational institutions, in the LTE Cruises Course it is conducted spontaneously, results from discussions, material reviews, and provides examples and questions. this data was obtained by researchers based on the results of the interview on June 27th 2020 to the grammar teacher bellow from the teacher said that,

“... Based on the needs of students the manager frees the tutors in designing lesson plans as long as the learning objectives can be understood by students and can achieve the targets set by the standard agency.

Based on interviews conducted on June 27 2020 which resulted that, the preparation of the lesson plan is similar to the preparation

of the syllabus that is determined by the needs of students, this proves the material for vocational students is very limited to only be focused on the midwife from here the researchers found that the institution uses the practice of ESP, because teachers only limit the material that will be presented in the lesson plan, this statement is supported from the interview data below. She said that:

"... I can show that, the many alumni has joined on the costa ship, and on that ship they need more lingual material which is more focused on grammar like some material "some any, much many, view and viewer"

From the interview data above, it can be concluded that the learning plan that the teacher has used stimulates the learning outcomes of students as evidenced by several alumni who have been accepted to work on a cruise ship not far from the results of some material that has been limited according to student needs.

3) Method and Technique

A method is an application of an approach in the context of language teaching. Method is crucial thing should be considered in order to help the students to understand the lesson easily. Method is used too in course place and method for each program is different. The tutor used method suitable with the program where she/he taught. It occurs to for grammar class where the tutor should have the appropriate method to teach them. Direct method and natural method are used in LTE Cruise Ship course in teaching grammar for English cruise ship. These methods were suitable because it

could increase students' comprehension in speaking when they face interview in their dream company or International Hotel and cruise ship. Technique should be suitable with the method. If the method is direct and nature method, the technique should be something that can create communicative atmosphere in the class. Some techniques that can be applied in class if the tutor uses direct and nature method, as learning by the teaching. From the manager to additional information, he said that;

“... The teaching technique that I have done is direct teaching, which directly confronts them and conveys material along with several examples, I often provide written material, I give them in the form of sheets per day so that they do not underestimate the material that I give every day...”

From the teacher she said that:

“... In learning activities I always give examples in each material that I have submitted, after that I will give questions one by one with different questions because in one class members only about 15 members...”

The interview above researchers interviewed the manager to strengthen the data. From the manager's and the tutor explanation about the application of this method is about talking actively in English that is related to grammar gives the clue that the method which is used for English grammar in LTE Cruise Ship course is natural method and direct method. This statement is supported by the observation in grammar class on June 29th 2020. From this observation could be seen that the tutor always gave the student an

example in each material and gave the different question in every member of that class.

4) Media

Media can be a tool to help tutors teach in class, every subject or program tutor in the course requires the media to deliver the material. From the manager, he said that for the entire media used were modules, projectors, whiteboards, oral simulation with the tutor directly while for the psycho-test class using software to analyze student tests. From the teacher said that:

“... The media that I have used in the grammar class are modules that I have designed according to the standards of the institution but I do not print them as one module in general, but instead I give them in sheets per day (paper)...”

Based on the interview with the tutor the researcher has found that the teacher's own way to make students active in class is to provide modules every day, namely in the form of paper and the contents of the material on paper, but only a brief summary and a number of assignments so that their students will be more pay attention when the teacher explains in class, this is what makes many prospective students choose the institution because teachers in this institution are creative in presenting learning media, the researchers' findings are based on observations made in February

and supported by the results of interviews on June 29 as follows,
the teacher said that :

“... in preparing learning activities, why do I make different from other tutors it is useful to anticipate the members so that they always come in with the paper that I have given every day...”

In addition, to complement the previous researcher's interview with the grammar teacher, it was explained that the grammar teacher deliberately created the method to make students active in the classroom.

5) Material

Material must be prepared as best as possible. Like at English grammar for cruise ship where the material for three mont must be prepared before the class is started. The term material in language teaching and learning refers to everything used to help teaching language learners (Tomlinson, 1998), and to facilitate teachers and learners in the language learning (Richards and Schmidt, 2002). It can be in the form of linguistic, visual, auditory, or kinesthetic. from the tutor she said that:

“... The material I got from the owner or manager who had a direct discussion with the company agency then I developed it myself to facilitate the needs of students. In addition, the material comes from grammar books in general, but only a few that I have listed in the module are Basic Grammar such as, Part of Speech, Use of Pronoun, 4-5 basic tenses that are often used for work needs...”

Based on the interview above we can conclude that, the material which was used English grammar for cruise ship program came from book internet, experience and agency collaborated. The material from grammar book and internet had been chosen which the best to teach English grammar for Cruise Ship program at LTE Cruise Ship. It was supported by the observation indicated that the tutor had a note book where it made by herself from internet and book that was used to teach.

b. The design of Teaching and Learning activities on Speaking especially for Job Interview in English for Cruise Ship Program

In finding the data related to the design of teaching and learning activities especially on speaking on job interview at LTE Cruise Ship program, and it describes based on the chosen points of one instrument of research. Those are teaching and learning activities for speaking on job interview observation checklist and interview with the manager of LTE Cruise Ship, his name is Mr J, beside that he is as tutor of speaking on job interview class. Mr. J who give information by interview on June 23th, 24st, and 25nd 2020. This case discuss some aspects related to teaching learning activities of speaking for job interview in English for Cruise Ship, they are (a) syllabus, (b) lesson plan, (c) method, (d) technique, (e) media, (f) material, and (g) teaching learning process

1) Syllabus

Syllabus is used as the guide of teaching in educational institution. In formal educational institution, it should have syllabus as the attribute in teaching. This rule does not occur in informal educational institution. Some of them do not have syllabus in teaching. If they have syllabus, the form will be different with the form of syllabus informal educational system. An example of informal educational institution is English course. English course such as in Pare do not use syllabus generally, except there is one of the officer who has background as education graduates. They have syllabus but the syllabus is different with syllabus which is used in formal education institution. As in the course of this LTE Cruise Ship as a place of research has a syllabus but is very different from formal institutions such as schools in the syllabus components there are competency standards, basic competencies, subject matter, indicators, assessments, clear time allocation. But in this course that only material or subject and only written results are not as detailed as syllabus used in formal schools. From the manager, he said:

“... The form of syllabus in this course does not like the syllabus found in the school. I have draft about job interview program inside my head and write it on my book because I also handle to be a tutor in this program beside becomes a manager. I get this draft after doing social research, from my personal experience and conducting

direct interview with foreign companies. I have also collaborated with large recruitment agency in Jakarta so that LTE can get the syllabus about Job Interview. However the result of the social result shows that people do not only need the pure job interview but also the attribute in job's selection, one of the attribute which I use is psychological test..."

From the manager's explanation as the teacher speaks based on the data above, through the way the teacher develops a syllabus based on the field that is the company to work, students can get material in accordance with their field focus can be called a form of ESP practice to make students focus on the goals of their majors, and make many people take courses at this institution supported by several alumni. Other than that, the other teacher said about syllabus in this course that,

"... We have a syllabus after 2 or 3 weeks of class form. The syllabus is simple and not perfect. The source of the syllabus is from the internet and books on job interviews. The syllabus can be arranged based on the existing agency in Jakarta because it is in line with the times when the condition of the cruise ship is very dynamic, so from here both the teacher and the owner must adjust the developments that have been obtained from the agency that works the same as LTE. Revisions to the syllabus are needed according to the situation and conditions in the job interview class. The points in the syllabus are lesson material, study time, learning targets, and interview questions that will be presented at each meeting ... "

In writing and type of syllabus used by institutions, certainly different from formal institutions such as schools, here researchers have found a form of syllabus that has been used by institutions that is written only limited to the material and day

and it is in the form of a table which is displayed in appendix, supported based on the interviews below this,

“... the type of syllabus we use is based on the standards of the agency and American hotels books, and the form of our syllabus is written as d1-d20 (the first day to the twentieth day)”
(teacher, he said)

From the data above it can be seen that, although the form of the syllabus is not detailed as in formal schools, the institution has developed the syllabus directly on the focus of the students' fields, making students met with their material needs.

2) Lesson Plan

Lesson plan is also the important instrument in the teaching and learning activities, but it is rare to use at course place as like as at LTE Cruise Ship Pare. Although a course has lesson plan, it will be different with lesson plan in formal educational institution.

From the tutor, he said that:

“...That the lesson plan was made at the same time with the syllabus and contented the material which would be presented in every meeting. And we have a handbook and have discussions with students what they need for job review material and LTE has obtained information from agencies that have collaborated. Involved in designing lesson plans are supporting tutors, managers and technical partners who work together. And most important in the context of the lesson plan is the material requirements needed by the agency and the questions that often come out in the question...”

Talking about lesson plan, it was found that the design of the lesson plan was only limited to writing and notes because it was

known that some of the tutors here were not graduates of education, but the teachers were able to present materials in accordance with student needs for the intended field of cruise ships, attached in the appendix.

3) Method

A method is an application of an approach in the context of language teaching. Method is crucial thing should be considered in order to help the students to understand the lesson easily. Method is used too in course place and method for each program is different. The tutor used method suitable with the program where she/he taught. It occurs too for speaking in job interview where the tutor should have the appropriate method to teach them. Direct method and natural method are used in LTE Cruise Ship course in teaching speaking especially in job interview on cruise ship program. These methods were suitable because it could increase students' comprehension in speaking when they face interview in their dream company or International Hotel and Cruise Ship. From the manager to additional information, he said:

"...Especially, I teach about the psychological test, so the method I used to know about their personality by asking directly in English, giving impromptu test, and of course lecture them after giving a test in order to make them understand about the test giving in job selection. It is purposed to make them confidence and understand well about the test will be used ..."

The manager's role as a determinant of student learning outcomes, is the development of a method, he trains students' mentality by giving questions outside the learning module, aims to train the confidence of each student when facing an actual interview, beside that from the tutor, gave the data he said that:

"... There are three forms of methods that I applied in my class namely written, where each member gets a module to practice, the second is oral I give a video from YouTube about job interview especially in cruise ship and the last is a simulation here I do every day pair and meet me directly. I give questions to students related to job interviews in English and ask them to answer my questions directly and after each question, I will discuss the most appropriate answer to each question, so that is the application of the method in my class. The purpose of this method is to build students to be active and confident ... "

From the explanation of the teacher about the application of this method is about talking actively in English that is related to job interview gives the clue that the method which is used for speaking in job interview on LTE Cruise Ship course is natural method and direct method. This statement is supported by the observation in job interview class on June 24th 2020. From this observation could be seen that the tutor gave questions and chose some students to answer the question directly in English. Besides they also do discussion in speaking English about cruise ship especially in job interview.

4) Technique

In the method, there is a technique which is used. Technique should be suitable with the method. If the method is direct and

nature method, the technique should be something that can create communicative atmosphere in the class. Some techniques that can be applied in class if the tutor uses direct and nature method are role-play, interview, the teacher he said that

"...the technique used is direct interview, there are three stages, namely simulation, face to face and discussion. This technique aims to build students 'English fluency, become students familiar with the habit of speaking English and most importantly train students' thinking in answering any questions in job interviews because the most important is the applicant's answer point. For the question I gave, I repeat in four times where the standard speed is from slow to fast to standard again so students can understand the question ... "

Based on the technique that is used to teach speaking in job interviews using direct and natural methods, the researchers have found are direct interviews and discussions. Direct interviews and discussions are used for speaking and psychological testing. The application of direct interview techniques and discussion in class speaking from the researcher's observations is the tutor giving students one question first, the questions will be served four times in standard - low - fast - returning to standard speed once again to make students really understand the question, and that can be referrens to as a repetition technique. After analyzing the answer, the tutor will give a review and give the best answer to the question. Next questions will be given, usually 10 questions in each

meeting plus discussion. This observation is related to interviews and documentation formed in the photo

5) Media

Media can be a tool to help tutors teach in class, every subject or program tutor in the course requires the media to deliver the material. From the manager, he said that for the entire media used were modules, projectors, whiteboards, oral simulation with the tutor directly while for the psycho-test class using software to analyze student tests. From the tutor, he said:

"... Not too much media use, but the most important thing is how to answer that question. However, the one-time power point displayed by the LCD projector is to display a list of questions that are in accordance with the modules they are getting from the institution. For the time being, the use of blackboards and markers is not very important in the job-in-class class. I do more oral simulations after they get an explanation from me and watch a video of some questions ..."

Sometimes the media is important to use, but in accordance with the statement above it does not have a significant effect on students. From observations made on Wednesday, 25h February 2020, the tutor uses himself more to practice speaking students in answering questions. For the psychological test class, the media used are only the papers that are used to conduct tests and applications to analyze the psychological test from students. That is related to interviews of managers and tutors.

6) Material

Material must be prepared as best as possible. Likewise at speaking class in job interview where the material for three month must be prepared before the class is started. The term material in language teaching and learning refers to everything used to help teaching language learners (Tomlinson, 1998), and to facilitate teachers and learners in the language learning (Richards and Schmidt, 2002). It can be in the form of linguistic, visual, auditory, or kinesthetic from the manager to additional information, he said:

"... Teaching material comes from many sources, especially sources from the Gramedia book for questions during job interviews and psychological tests. There are some materials which cannot be shared because of a psychological code of ethics. The material in each period is the same, but what makes it different is the test. But if there is a recent development of material related to job interviews, we can use it to the extent that it is suitable to be taught. The material taught on the first day is a pre-test, the aim is to determine the academic abilities of students further given material about self-intro. The aim is to show them how to acquaint themselves during the interview. The second meeting was a graphical test (about pictures) which has a high code of ethics with the use to see the potential of someone here. The third meeting was given material on motivation, namely student work motivation to join in the companies they applied for. The purpose of this test is to introduce students to the types of test material used in applying for jobs. And the best choice for understanding this test is to introduce it and practice continuously. Then there is the ABPS test that uses the Edward scale to see their potential to complete a graphical test at a previous meeting. After the ABPS test, there is also a Kostick PAPI test that can be done at home. For the fourth meeting there is a partial test consisting of drawings and cubes. The fifth meeting is to bring the test to the discussion. The sixth meeting is for the reasoning test and the seventh meeting discusses the test. The eight meetings are numerical tests and the ninth meeting for discussion (lengthy discussion and usually must be outside the classroom). In addition, there is an extra hour to

make a Curriculum Vitae (CV), will also be taught how to make it. You will also be told what the shortcomings of the CV ... "

From the tutor, he said:

"...The material comes from books and internet really helps students to answer the questions which are given in job interview program with a discussion later assisted way to find the essence of the answers and construct the correct answer. The material for the job interview questions presented in the classroom is for general questions. As for students who want to know the questions more specific to certain types of work they take, they can take extra classes outside two sessions presented in speaking for job interview program in LTE Cruise Ship..."

Based on the interview above we can conclude that, the material which was used speaking for job interview program came from book internet, experience and agency collaborated. The material from book and internet had been chosen which the best to teach speaking in job interview at LTE Cruise Ship program. It was supported by the observation indicated that the tutor had a note book where it made by himself from internet and book that was used to teach. The material of speaking in job interview and psycho test are attached on appendices.

7) Teaching and Learning Activities

Class observation was done on Friday, 21th 2020. The class was started at 1.00 p.m and ended at 2.30 p.m. The total of the students were coming is 15 students. The observation results as follows:

"... The tutor come in to the class before the class is started. He greets the students as soon as she enters the classroom. t

1.15 pm he leads students to pray together. The students sit on the floor. Two students come for the first time. The tutor makes free conversation in English with the students to warm up their brain. The students are asked whether they have written information about themselves based on what the tutor asked in the previous meeting. Then the tutor gives the related questions as like as the real interview that is related to their homework such as ‘ can you tell about yourself?’ The questions will be asked four times, sometimes it is low speed, fast or standard. The student answers the question directly as they know. After two or three students answer it, the tutor gives tips and trick to answer the questions well. For example the question likes ‘what things have made you confuse to choose?’ Most of the students are answered if they confuse to choose between family and job, the tutor says that the answer can make the interview be doubt to choose them because family is the personal problem and it is too sensitive for being discussed. Better they answer that they ever confuse to choose between want to continue their study and getting a job. After giving some questions and discuss the answer, the tutor asked the students to make a pair. One student be the interview and the other one be the interviewed, and vice versa. Before closing the program, the tutor asks whether the students have question or not. The tutor inform lesson in the next meeting. The class is dismissed as soon as the tutor greets them...”

After class dismiss, the tutor explained the teaching and learning activities on interviewed from

“...Stimulus is doing in the beginning by asking the students what they need in the class of speaking in job interview and what their intention is in following this program. Pre-requirement to join at cruise ship program is that students should have the speaking level in level 3 or it is called speaking 2 here, because the class was full of English start from questions until the discussion. It is aimed to build students’ habitual to speak English. Questions will be repeated four times from the standard-slow-fast-standard speed so that students can understand the purpose of question well especially about cruse ship...”

The object which was explained at the following observation’s result was about English for cruise ship program in job interview for speaking aspects. Related to the teaching and learning activities, the

manager explained about the process of teaching and learning at psycho-test:

“... (translated) In every meetings, students will do a test and it will be different with the following meeting. The paper will be distributed to students and tutor will explain how to do the test and the time allocation. Students will do the test as good as they can because some of them never get the kind of test before so they will face difficulty. After the test if the time stills enough, we will do discussion about the test. Tutor will give the tips and trick to do the test and also how to manage the limitation time. If the time is not enough, the discussion will take over the class. After discussion, tutor gives practice of the test to know the score of the students before and after giving discussion...”

The teaching learning process in job interview program at LTE used discussion more than any method. It was a good choice in order to prepare the student faced job selection. Students not only needed practiced but also tips and trick which could not learn from internet or book

2. Teacher set activities in ESP to support student learning in the class.

In the classroom, the teacher used the direct teaching strategy in order to teach the students. They practiced this kind of teaching strategy to present the material in a depth conception and explanation to the students. Based on the researcher observation, in this strategy was seen teacher oriented the materials and the teacher kept the students participate and being active in the learning process. Designing a syllabus to a specific group in a particular situation is not simple task, it is about designing the goals of learning a

language based on the needs of learners and the target. The syllabus tends to represent, reflects the idea of the originator of language learning

The teacher managed the situation in teaching learning process very well. They can handle the students who got problems in learning English by using variety strategies in the teaching learning process. They do not only use the conventional method, but they modify many strategies in teaching. The teacher used many strategies in every meeting and It made the students interesting in learning, so they did not feel bored in learning process.

The result of observation and interview with the teacher shows that the teacher used some strategies such as Contextual Teaching Learning and Problem Based Learning. The lecturer also used group discussion and they also used media such as short movie, picture, series pictures and games.

The result also can be proved since he conducted some prominent characteristics of the use strategy in teaching activities such as in the first activity the tutors reviewed the previous material in the classroom. They informed the students about the learning goal by writing it down on the whiteboard. Then, prepared the students for the material then delivered the instructional material in a detail explanation to the students. They demonstrated skills and knowledge related to the instructional material which was given to the students.

They guided the students practice and learning in doing their assignment. Then, evaluated and measured the students' understanding by asking them about the material during the classroom activities and giving

them simple short individual task. The tutors also provided feedback and correction to the students when the students had any difficulty or problem toward the material and the task. Then, the teacher gave chance to the students to continue their learning by their own concept of learning.

The teacher has to monitor the progress of each student, to take advantage of some moments to reinforce concepts or introduce new concepts, and to make decisions about appropriate needed. Thus, in the reading lesson it strongly believed that our role in preparing teacher involves educating individuals who can draw on their knowledge base and experiences to make informed critical decisions that positively influence the lives of children and adolescents. Education involves more than training lecturer candidates to use particular approaches, methods, and materials.