

A DISCUSSION OF LEARNING MARITIME ENGLISH BY UTILIZING AUTHENTIC VIDEO IN SPEAKING SKILL

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ABSTRACT

This study describes the utilization of authentic video by maritime English teachers in speaking class, the challenge often faced by the teacher in utilizing authentic video and students' responses toward utilizing authentic video. The participants of this study were 100 cadets and four maritime English teachers. Quantitative and qualitative methods were employed and obtained from observation sheet, interview and questionnaire. The data result found that: (1) four observed teachers implemented the same way in utilizing video; (2) the teachers did the three phases in video application, such as Pre-Viewing, Viewing and Post-Viewing Activity; (3) there are still lack of activities toward the video material; and (4) there are several problems faced by the teacher in utilizing authentic video are as follows: selecting the video that fits the topic, the limitation of video archive, audio-visual tools and avoiding the 'nothing new' video syndrome among the students. (5) the students' responses toward authentic video application was very positive. There are 55 students who chose strongly agree option by means authentic video can give them example of working scope later. 56 students stated that learning English by using video can make their knowledge stay longer. 51 students like learning English by using video. Besides, 69 students stated that their teacher often uses authentic video while teaching English. It is suggested that the teachers should be more creative in utilizing authentic video and participate in workshops related to learning material.

Keywords: *speaking, authentic video, maritime English.*

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INTRODUCTION

English is an official working language for seafarers adopted by the International Maritime Organization (IMO) in 1995. Seafarers with competent communication in English can satisfy their needs of fulfilling their professional duties and socializing with mixed crews from different nationalities, which contributes to safe, secure and safe shipping.

However, there has been a demand and a degree of pressure by the International Maritime Community and Industry to develop maritime English. The maritime English course in the classroom is developed in accordance with the IMO Model Course 3.17. First, maritime English course is designed to aid students in developing the essential professional language required by the maritime industry. Secondly, it is needed to increase students' confidence and effectiveness when communicating in English. Last, it provides a solid foundation of general English.

Consequently, it was important for the teacher to make the maritime English learning process become more enjoyable, rich of advantages and effective for the students and teacher for the achievement of learning goals. Teachers must be creative in preparing teaching material which is suitable for presentation in the classroom. Also, it would be more fun if authentic material is used, such as videos. Shortly, teachers must be able to apply authentic material in the classroom to fulfill their goal in teaching English. Besides, the school should facilitate various audio-visual learning tools or videos which are related to maritime because it can be learning sources for teaching future cadets especially to support cadets' speaking skill.

Speaking is one of the most important skills in a language. Chaney (2006) stated that speaking is the process of building and sharing meanings through the use of verbal and non-verbal symbols in a variety of contexts. In other words, speaking is a competency skill that is needed by someone to do a verbal and non-verbal interaction with others to convey information, influence, and negotiate to reach a mutual agreement. In short, speaking skill is also particularly an interesting process in English language learning. For language learners, speaking is a crucial need for communication because it is a key to communicate with each other. The use of authentic video in teaching maritime English also plays an essential role as an enjoyable learning resource for supporting cadets' speaking skill. As Sherman (2010, p. 1) explained that video is a wonderful resource for opening up the English language world and can be used with great pleasure, profit and very little sweat.

Moreover, Arthur (1999) as quoted by Cakir (2006, p. 68) claimed that video can give students realistic models to imitate for role-play and can increase awareness of other cultures by teaching appropriateness and suitability. Shortly, giving video for introducing people spoken model can be shown by using video.

BP2IP Malahayati Aceh is the school which has excellent quality and also it is one of the college which held seafarers' training under the Ministry of Transportation specifically in Marine. Since this school is a Marine college, they need to learn English for Mariner, that is maritime English. In general, the English curriculum and syllabus applied at this school refers to IMO model course 3.17.

Based on the preliminary research conducted by the researcher at BP2IP Malahayati Aceh on February 23rd, 2015, she informally interviewed several maritime English teachers about their students' ability in English skill especially in speaking. She found information that approximately 20 out of 165 cadets could speak English well. The importance of English language are not only for Nautical Cadets which English are mostly used in their communication on board but also for Engineering cadets who always interact with engine manuals and some orders in English. In addition, English speaking ability becomes the most priority language skill for them when they apply for a job later in the ship. Hence, maritime English teachers were fully responsible in developing the cadets' ability in speaking English. Many teachers had tried to add the additional material to support their cadet's knowledge and ability in speaking.

The researcher also found information that the teachers often use video to support a particular matter relating to vessels and cultures from various nations. The teacher's goals were to familiarize the cadets in hearing native English spoken when they work in the ship later. The teacher also stated there were plenty of benefit from teaching their cadets by using authentic video. The atmosphere of learning directly turned into joyful. As the reason, since the application of video are exist in the school and it can encourage the cadets in learning maritime English. Therefore, the researcher intended to investigate further about the authentic video.

There were several studies about authentic video which have been conducted previously. The writer took some of them as the basic knowledge in doing this research. The first study was conducted by Sihem (2013, p. 82); his research was entitled "*Using Video Techniques to Develop Students' Speaking Skill*". This research aimed to explore the effects of video techniques on improving and developing learners'

speaking skill and communication abilities. The results indicate that video techniques are very important in teaching English because it helps to improve the students' speaking skill. Also, it leads us to know that oral practice is a very important activity in the language classroom because it is the unique opportunity for the learners to express themselves freely.

Abdelkarim (2013) undertook research entitled "*The Effectiveness of Using Authentic Video in Teaching Speaking Skill*". This study investigated the effect of teaching speaking by using video. Based on the finding of the research, it was concluded that all students during the use of authentic videos could produce new grammatical forms and words, acquire several vocabularies and give the right pronunciation of words, and increase their ability in speaking. He also recommended that authentic video be supposed to be as a strategy in teaching oral courses at least one time per week.

Based on the preliminary research result and discussions above, the writer was interested in observing the application of authentic video in teaching maritime English speaking learning at Merchant Marine College (BP2IP) Malahayati Aceh Besar because many teachers used it in learning process. Then, the researcher needed to observed how the teachers applied the authentic video in speaking learning. In other case, the researcher also assumed that there were some challenges inside the application of video by the maritime English teachers. Also, the researcher need to know the students responses toward the application of authentic video.

The Nature of Speaking

In the literature, many experts defined speaking in many ways. Nunan (2003, p. 48) states that speaking is a productive oral skill which consists of constructing systematic verbal utterances to convey meaning. In other words, speaking skill is an interactive process of constricting meaning that involves producing and processing information. Moreover, Atma (2010) as cited by Sihem (2013, p. 27) states that speaking skill involves a communicative ability to use language to chat and transmit messages in different and appropriate situations. It is to interact with participants and carry a message of some sort. In addition, Hedge (2000, p. 261) defines speaking as "a skill by which they (people) are judged while first impressions are being formed." That is to say, speaking is an important skill which deserves more attention in both first and second language because it reflects people's thoughts and personalities.

In other words, speaking can be defined as an ability to produce and process the language to other interlocutor. Moreover, speaking involves two of speakers to transfer the meaning of ideas. Speaking is a basic skill that language learners should master with the other language skills. It is defined as a complex process of sending and receiving messages through the use of verbal expressions, but it also involves non verbal symbols such as gestures and facial expressions

Elements of Speaking

Harmer (2001) as cited in Kouicem (2010, pp. 27-28) mentions the elements of speaking which refer to the language features and social processing. In order to speak fluently, there are some language features necessary for both learner and teacher. The following features are necessary for effective speaking, Kouicem (2010, pp. 27-28): first, connected speech: this ability needs the speaker of English to produce more connected sounds not only separated phonemes which the sound may be modified, omitted and added. Second, Expressive devices: it means that phonological rules which referring to the pitch, stress, volume, speed with the use of nonverbal means. These devices help them to convey their intended meaning. Third, Lexis and grammar: providing them with different phrases which carry different functions so that they can use them in the different stages of communication with others. Fourth, Negotiation language: is functioned as clarification language.

Moreover, social processing including: First, language processing: it is referred to the ability of learner to process the language which they got by putting in coherent order. So that the interlocutor can understand the meaning. Second, interacting with others: an effective talk happened if there is interaction between the speaker and other interlocutor through taking turn to speak and listen. Third, Information processing: this is related to the ability to process the information that they got fastly.

Techniques in Teaching Speaking

There are a number of techniques which can be used in teaching speaking. According to Kayi (2006) states there are thirteen activities to promote speaking in the classroom. The explanations of techniques as follows:

Discussion

In speaking activity, the teacher can form the group discussion to hook the learner to speak up. The teacher can divided the group into four

or five. The teacher should highly full attention in setting the activity in discussion in order to avoid unnecessary talk among the students. For efficient group discussions, it is always better not to form large group, because quiet students may avoid contributing in large groups.

Role play

One other way of getting students to speak is role playing. Students pretend that they are in various social context and have a variety of social roles.

Simulation

Simulation is different with role play. According to Nunan (2003, p. 57), she states that simulation is a technique in which provide a somewhat realistic environment for language practice. It is also highly flexible, leaving much more scope for the exercise of individual variation, initiative and imaginative. In simulations, students can bring item to the class to create realistic environment.

Information Gap

In this activity, students are supposed to be working in pairs. One student will have information that the other partner does not and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collection information. Also, each partner plays an important role. Because the task cannot be completed if the partners do not provide the information the other need. Brown (2001, p. 47) states that the students work together; they are term who must work and share the information together. These activities are effective because everybody has the opportunity to talk extensively in the target language.

Brainstorming

The students can produce ideas about a topic in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate a lot of ideas quickly and freely. According to Blanchard and Root (2003, p. 41), brainstorming is a quick way to generate a lot of ideas on subject. The good characteristics of brainstorming is that students are not criticized for their ideas, so that students will be opened to sharing new ideas.

Storytelling

Storytelling is the way to deliver speech in entertaining ways. The students can retell the story or the information that they got. Barzaq (2009, p. 7) define storytelling as a knowledge management technique, a way of distributing information, targeted to audiences with a sense of information.

Interview

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of question they can ask or what path to follow, but students should prepare their own interview questions. Conducting an interview with people gives students a chance to practice their speaking ability not only in class but also outside and helps them become socialized. After the interview, each student can present his or her result to the class.

Story Complication

In this speaking activity, the whole-class can be free speaking. The students may sit in a circle. For this activity, a teacher starts to tell a story but after a few sentences he or she stops narrating. Then each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, description, and so on.

Reporting

Before coming to the class, students are asked to read a newspaper or magazine and in class, they report to their friends what they find as the most interesting news.

Playing cards

In this game, students should form a group consisting of four. Each student will represent a topic. Each student in a group will choose a card. Then, each student will write 4-5 open-ended questions about that topic to ask the other people in the group.

Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying

attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Finally, they describe it in front of the class.

Types of Classroom Speaking Performance

According to Brown (2004, p. 141) the types of speaking performances are as follows :

Imitative

Students are asked to imitate words, phrases or sentences. Pronunciation is the aspect to be considered. The teacher uses drilling in the learning process, and thus students get a chance to listen and repeat some words.

Intensive

When students perform their speaking, some aspects of phonology and grammar will be seen by the teacher. In this category, students in pairs are asked to read aloud the learning material.

Responsive

This is the response between teachers and students interacting in simple language. Then, students are expected to understand what is meant by the teacher.

Transactional (dialogue)

The aim of transactional is to convey and exchange particular information.

Interpersonal (dialogue)

The aim of this speaking performance is to keep social relationship. Discussion, games, role play, interview and conversation are examples of interpersonal (dialogue) speaking performance.

Extensive (monologue)

The examples of extensive (monologue) are oral report, summary, and storytelling and short speech.

Teaching Maritime English at BP2IP Malahayati

At Malahayati Merchant Marine College (BP2IP), maritime English is as a compulsory subject which supports students in comprehending English for mariners. According to Demydenko (2012), she states that the basic of maritime English is developed under of various language resources in response to the society requirements in the domain of seafaring and shipping. She further states that maritime English is the set of specialized sublanguage interacting among themselves to describe in the most appropriate manner all material and non material known in maritime affairs.

Theoretically, Demydenko (2012) also divided maritime English into three parts. Two of them are explained in the following elaboration. First, maritime English is as a global language and lingua Franca. Second, maritime English is as an operational language. Hall and Lindzey (1985) stated that operational language is a language that reflects an operational belief depending on what the speaker intends and how the listener will interpret this utterance. Therefore, there is a wide difference between general English and maritime English. For instance, for the word “Bridge”, some students know the word “Bridge” is a construction which functioned as connector of one place to the other places. But in maritime English context, it is a word which stated an accomodation room or navigational room.

The need of maritime English course for marine cadets in BP2IP Malahayati is highly important. The maritime English course in the classroom in this school is developed in accordance with the IMO Model Course 3.17. It stated that there are several functions of Maritime English course. First, maritime English course is designed to aid students in developing the essential professional language required by the maritime industry. The statement above also in line with the mission of the school which prepared sailor who are excellent, ethical, professional and highly competitive both domestic and global. Secondly, it is needed to increase

students' confidence and effectiveness when communicating in English. Last, it provides a solid foundation of general English.

Authentic Material

In the literature on second-language acquisition and learning, the term “authentic material” means different things to different people. Authentic material can help students to bridge the gap between the classroom and the outside world (Laniro, 2007). Authentic material are believed can motivate learners to learn the language by making them feel that they are learning the ‘real’ language.

In addition, based as the definitions mentioned above, it can be concluded that authentic material is helpful in developing learners' language skills. Without the use of authentic material while exposing learners to EFL situation, it is difficult to anticipate how learners will perform in real situations.

Advantages and disadvantages of Authentic Material

Authentic materials include literature, CDs, DVDs, news, movies, TV programs, and even brochures and menus. In addition, Peacock (1997) as cited in Richards (2001) mentions several reasons for using authentic materials in the classroom, i.e. (1) they prepare learners for real life; (2) they meet learners' needs; (3) they affect learners' motivation positively; (4) they encourage teachers to adopt effective teaching methods; and (5) they present authentic information about culture.

There are some scholars who are against the use of this kind of materials claiming that they have no value. For instance, Kilickaya (2004) as cited by Alazri (2014, p. 250) claims that authentic materials add a burden on teachers, as they may contain difficult vocabulary and structures which need more effort to be simplified and explained, in order to make them appropriate for their learners.

In conclusion and after having revised the related literature, the researcher could claim that the advantages of using authentic materials in teaching learners in ESL classrooms outweigh the disadvantages. Therefore, teachers should consider them seriously as a successful aid in teaching a foreign language.

Definition of Authentic Video

The definition relationship between authentic video and visual literacy is very significant. Visual literacy is defined as the ability of learner in creating, negotiating and constructing the meaning which

getting from visual material. The visual literacy theorists had discussed that the power of moving object, which create an almost palpable world of objects and events, an illusion of “reality” that draws us in and makes us dissolve on (Newfield, 2011, p. 82). In ways of create a meaning from video, the students can use their visual literacy competence to help them in interpreting the meaning from a moving image (Newfield, 2011, p. 82).

In addition, video is a medium of communication which contains some information. The information is in the form of picture, images and action. All of them can be discussed in the classroom. Lonergan (1984, p. 3) defines video as the combination of sound and vision which show how the combination occurs in real situations. Moreover, according to Sherman (2010, p. 2), using authentic video in the classroom is good for comprehension of the spoken language.

Video can bring all kinds of voices in all kinds of situation with full contextual back up. It can be concluded that authentic video has been used in the field of education to support teachers in the teaching learning process. The role of authentic video is as a language model which provides a vast up-to-date linguistic resource of accents, vocabulary, grammar, syntax and discourse, which show us language in most of its uses and context. It can be a model for specific language items to pick and choose from.

Techniques of Utilizing Video in the Classroom

There are some suggestions for presenting videos. Fazezy of Kentucky Educational Television (KET) (1999) as quoted by Burt (1999, p. 5) suggested that teachers could use a video as a three-part lesson, namely pre-viewing, viewing, and post-viewing activities. Firstly, *the pre-viewing activity "before presenting the video"*: it is important for the teacher to make sure the learners' attention is caught. The teacher must tell or lead them about the aim of watching videos before it starts in order to make them interested at the beginning of the activity. Sherman (2010, p. 4) argued that the teacher must explain as clearly as possible. Too many explanations will make students feel bored and they are no longer excited. Encourage them in big curiosity.

Preparation may include a pre-viewing reading activity or a discussion of new vocabulary from the video. It may involve looking at still pictures from the video and predicting language and content to be covered. Sherman (2010, p. 5) said that in the setting up phase, we need to check all the video equipment such the monitor, in-focus, cable, and

speaker. Make sure that all the equipment can run well during video watching. Finally, the pre-viewing preparation means ensuring that an operating video monitor is available and that the screen is large enough for all students to easily view the film.

Secondly, *Viewing "While learners view the video"*: the teacher should control them to observe their reactions and see what they do not understand, what they are curious with, and what bothers them. In addition, the teacher can press the pause, rewind, and play buttons as needed. Canning-wilson (2000) suggested that we can apply active viewing that we watch the scene without any interruption.

The others ways in presenting video are *freeze framing* (Canning-Wilson, 2000; Rice, 1993). Freeze framing means stopping the picture on the screen by pressing the still or pause button. Freeze frame is a simple, basic technique that is used dozens of time in the course of lesson. Video gives us an additional dimension of information about the characters' body language, facial expressions, emotions, reactions and responses. The teacher freezes the picture when he or she wants to teach words and expressions regarding moods and emotions, to ask questions about a particular scene, or to call students' attention to some points. By freezing the scene students can be asked of what is going to happen next. It can encourage the learner for thinking.

Some scholars suggested the other ways in viewing video. The teacher can focus only on *video sounds or giving prediction*. Sherman (2010), Rice (1993) and Canning-Wilson (2000) stated that these activities can also be called imaginative activities. There are some techniques such as blocking viewing by turning down contrast and brightness to zero, draping a coat over it or taping a newspaper to it or persuading students to sit back and close their eyes. This activity is more soothing and less frustrating than looking at a blank screen and it also makes them listen carefully.

Canning-Wilson (2000) suggested that the teacher can make *Silent Viewing* while giving the video. Silent viewing raises students' interests, stimulates thought, and develops skills of anticipation. In silent viewing, the video segment is played with the sound off using only the picture. According to Rice (1993, p. 25), to use this technique or *silent viewing*, turn down the volume control to its lowest setting so that the soundtrack is inaudible. Students watch the video without sound. It is good for stimulating speaking and writing. Students want to communicate their interpretations of the people and the action they have seen on the screen.

Reproduction Activity, after students have seen a section, students are asked to reproduce either what is being said, to describe what is happening, or to write or retell what has happened. This activity encourages students to try out their knowledge

Jigsaw Viewing, according to (Rice, 1993) It is a technique based on the idea that students' partners will each know different, incomplete versions of the same story. In order to recreate the original, they will need to share their information. While creating print or audio tape material to use with this technique is an arduous task, video with its separate visual and sound track is easily adaptable.

Repetition and Role Play: Sherman (2010, p. 8) said that when there are some difficult points of language in the video unit, repetition can be a necessary step to communicative production exercises. A scene on video is replayed with certain pauses for repetition either individually or in chorus. When students have a clear understanding of the presentation, they are asked to act out the scene using as much of the original version as they can remember. When students become confident with role playing and are sure of vocabulary and language structures, more creative activity can be introduced in which they are asked to improvise the scene to fit their views of the situation and the characters they are playing.

Breaks: viewing should not be frequently interrupted. As far as possible, do comprehension activities before and after viewing rather than breaking up the sequence for explanations or questions. The teacher can give other activities such as keeping writing or reading while viewing to a minimum. It is difficult even for expert speakers. The teacher can give students choices, e.g. they can choose which sequences to study from the longer program, how often to view in order to understand, what roles to take in group activities, what favorite scenes to present to the class, what vocabulary to note down, etc. Personal choice is not only motivating but also encouraging their independence and focuses on their needs.

Finally, *narrative ways*: students usually have good instincts about what tenses to use in telling the story of a film or TV program but it is a good idea to give some knowledge about tenses that they can use for reporting their activity.

Canning-Wilson (2000) also noted that it is important that a video presentation should lead to *follow-up activity* as the basis for further extended oral practice. Discussion stimulates communication among students and it helps to achieve communicative practice. With this

activity students have an opportunity to develop sharing and cooperative skills.

In conclusion, *Post Viewing Activity "After the viewing"*: the teacher should review all they have learnt and clarify some complex points, supported by discussion, and explain and assign follow-up activities whether they are included in the students' texts and materials that accompany the instructional videos or they are developed for authentic video.

From all the video guidelines that some experts state, there are several differences in the ways of giving videos. It is based on the video given era. For this research, the researcher takes some suggestions by Fazey (1999) and Sherman (2010).

RESEARCH METHODOLOGY

This study was conducted at the first semester students of BP2IP Malahayati Aceh at the 4th batch in the academic year 2016/2017. The combination of qualitative and quantitative approach were used in this study. The participant of research were 50 cadets from Deck department, 50 cadets from Engine department and 4 maritime english instructors.

The instrument which were employed to collect the data in this study were observation sheet, interview guide and questionnaire. The observation sheet were administered to collect the data related to the classroom activity by using authentic video. The observation sheet which adapted from Fazey (1999) and sherman (2013) consist of 13 activities in three phase of learning by using video. The researcher observed four English maritime instructors in four meetings of learning in different classes. After, she got the data, then she analyzed it descriptively. Moreover, interview guide was employed to ask the teacher about their challenge in utilizing authentic video. the interview items were adapted from Burt (1999). The researcher interviewed the observed teacher after their teaching and learning process. Then, the researcher analyzed the data based on Miles, Huberman and Saldana (2014) suggestions. The last, questionnaire were distributed to the students after teaching and learning process. The questionnaire ask about the student response toward video application in maritime english speaking learning. The items of questionnaire were adopted and modified from Sherman (2013). The five point of Likert scale provided in the questionnaire are strongly agree, agree, normal, strongly disagree and agree. Then, the researcher

processed the data by finding their percentage and mean and elaborated it narratively as well.

RESULTS AND DISCUSSION

The information below is the result of the data based on three types of data; first, the teaching and learning process by utilizing authentic video by the english maritime instructors was taken by observation sheet. Second, the challenge faced by the teacher in utilizing authentic video was recorded from interview and last, the data of students responses toward learning maritime English by utilizing authentic video was founded from questionnaire. All the calculation which was presented here was assisted by microsoft excel program.

Results of Classroom Observation

The researcher had done classroom observation in order to get the data about how the teacher' performance in utilizing the authentic video in Maritime English in speaking learning.

The result of the observation sheet presented in three stages is as follows.

Pre-viewing activities

Item 1. The teacher prepares video learning tool such as in-focus, speaker, monitor and video matter.

The researcher observed that all of the observed teacher had opened the class by greeted thair students. Then, they checked the students' attendance list. The reseracher came to the class and take a sit in back of the class. The first step was all of the teachers started to prepare video learning tool such as laptop, speaker, screen and infocus. While the teacher was preparing the learning tool, some students came and helped the teacher. Several students asked the teacher what they would do and some of them guessed that they would watch the video. The teacher kept on installing the video tool and checked it out to make sure it worked properly.

According to Sherman (2010, p. 5), she says that in setting up phase, we need to check all the video equipment such as monitor, in-focus, cable and speaker. That is why, before utilizing video in teaching, we need to make sure all the equipment running well.

Item 2. The teacher explains the learning objective toward the video.

After All of the teachers prepared the video learning tools, the teachers explained the learning objective by using video at that time. All of the students listened to the teacher. Some students looked enthusiastic when the teacher said she would teach the topic by inserting the maritime video. After that the teacher started teaching by turning on the video without completing explanation.

T-2 explained the topic of the lesson that would be taught to the students. After that, the teacher said that the learning would be supported by the video that showed “Kinds of Merchant Vessels”. In the same case, the T-3 also stated the goal of learning at that time. She said that she would teach them about “Kinds of Safety Equipment in Machinery Spaces” and also there was a video in the middle of learning. The students just paid attention and all of them looked enthusiastic. Moreover, T-4 started the learning by explaining the topic of learning “Kinds of Safety Equipment in Machinery Spaces”. She asked the students to find out the kinds of them in the video and they would discuss later.

Item 3. The teacher starts the learning process by explaining some vocabulary in video, guessing the language use, and the video content.

The next step in the pre-viewing activity is that the teacher should start the learning process by explaining some vocabulary in video, guessing the language use, and the video content. Based on the notes, T-1 did not follow the step as stated before. She did not explain the vocabulary at the beginning of the lesson. T-1, T-3 and T-4 did not give the vocabulary before watching video because they wanted the students to find the words by themselves. Besides, they did not explain about the language use in the video. In addition, the students only kept watching the video and filling the worksheet given.

It was different when the researcher observed T-2 in the third stage. T-2 explained some vocabulary that would often come in video before she played it. There was a student who asked the teacher to explain about the vocabulary. It was very helpful to make them easier to comprehend the video. After that, the teacher explained the vocabulary and also the language use in video. The teacher directed the students to fulfill the worksheet that had been given, and it was best if the students could take notes about some important information in video.

Viewing Activities

Item 4. The teacher presses the pause, rewind and play buttons.

The next activity was suggested that the teacher can press the pause, rewind and play buttons. After the students were prepared with some vocabulary, video content and some activity which could attract them to watch video, in this step the teacher could vary her activity in playing video. The word pause can be replaced by *Freeze framing* term. According to (Canning-Wilson, 2000; Rice, 1993), freeze framing means stopping the picture on the screen by pressing the still or pause button.

T-1 sometimes pressed the pause button and then she explained the type of merchant vessel as viewed. When the teacher pressed the pause button, some of students felt disturbed and screamed because they asked the teacher to continue the video. T-1 pressed the pause button about three times. After that, T-1 played the video again and they kept watching the video.

Conversely, T-2 did not attract the students in watching video by pressing the pause, rewind buttons. She just let the students watch the video until it was over. The students at that time only filled the worksheet which was distributed by the teacher before watching the video.

T-3 often pressed the pause button, and after that she explained the freeze picture to the students. The students paid more attention to the teacher's explanation because after she explained the picture, she would ask the student again to repeat it once more.

Besides, T-4 also had the same technique in giving video as T-3. The teacher pressed the pause and rewind buttons. The students paid more attention. Then she asked the other student to repeat what the speaker said on the video. The teacher pointed to one of the students, and after that the students had to repeat it.

Item 5. The teacher makes another variation in giving video, for instance only audio focus activity.

Presenting a video in the classroom needs variations to make learning more joyful. T-1 and T-2 did not make any variation of activity in giving videos. Nevertheless, T-3 closed the lens and asked the students to guess the scene that would be played. T-3 asked the students what kind of picture that would be shown when she closed the lens of the in-focus. The students guessed it together. After that, the teacher showed it again until the video finished. T-4 did not do any other variation but she just kept asking the students to repeat what the speaker said without closing the in-focus lens.

Item 6. The teacher gives a chance to the student to choose the most interesting scene to be learned and motivated.

In the T-1's class, the teacher paused the scene based on the students' request. Then, the teacher described the picture on the screen. Unfortunately, T-2 did not apply this activity to enrich the activity in giving video in the classroom. The students kept watching the video while completing the worksheet given by the teacher. The students' activities in that part of learning were that almost all the students chose the best scene to discuss. Only in T-2's class the students did not choose the best scene to be learnt. It happened because the T-2 did not apply this step.

Item 7. The teacher asked the students to imitate the language use in video through speaking activity

T-1 and T-2 did not ask the students to imitate the language use on the video. They only freeze the scene and explain it together. Actually, the activity such as imitation has many advantages in language acquisition for students. It is in accordance with Sherman (2010) who states that when there are some difficult language points in the video unit, the imitation activity could be a good way for communicative production exercises. The teacher can replay a scene on the video with certain pauses for imitation either individually or in chorus.

T-3 & T-4 asked the students to imitate what the speaker said on the video one by one. The teacher directed the students to listen to the audio and pay attention to the scene carefully. After that the teacher would stop it and ask the students chosen to imitate the language by the speaker on the video. Before it was started, T-3 gave a model first and made sure all the students understood the direction.

Item 8. The teacher explained the tenses form which was used on the video and it would be used in "Retelling" in speaking activity.

T-1, T-2 and T-3 explained the tense form on the video. However, none of the teachers gave the students a specific activity to use the simple past tense in the "retelling" activity related to the video. They taught the simple past tense to the students. T-2 played another video which taught about Simple Past. The teacher did not ask them specific activity related to the tense used on the video. It was different from T-4 who did not explain about the tense used in video. Moreover, the tense form is very important to be explained because it can become a further activity, for example: retelling the video content as an activity in speaking skill.

Item 9. The teacher supervised the students during learning process by using video.

All of the observed teachers had supervised the learning process by going around to the class. They checked whether their students completed and paid attention to the video. Supervision activity is very important to do in the classroom. When the teacher walk around the class, she can check their students comprehension by asking their problem in learning (Sherman, 2010).

Item 10. The teacher checked the students whether they filled their worksheet.

T-1 did not give a specific worksheet related to the video. She just asked the students to watch and comprehend the characteristics of every vessel shown on the video. She also told that she would ask about the characteristics of the vessels at the end of lesson. Therefore, the students wrote by themselves on their notebook. T-2 went around all over the students' seat and the students filled in the worksheet given by the teacher. T-3 also did the same action as the other teachers; she checked the students by walking over to the students' seat. T-4 did not prepare a specific worksheet related to the video. T- 4 went around the class and checked the students whether they did the task or not.

Post-Viewing

Item 11. The teacher asked the students to hold a small discussion, then sum up the conclusion and make all the point were clear.

In post-viewing activity, the video showing had been stopped and the teacher gave the students a chance to elaborate more and sum up what they had learnt from the video. T-1 asked the students to discuss and re-check. The task was checked by the students in pairs. T-2 also held a small discussion after watching. They summed up together. First, the teacher asked their task whether it was finished or not. Then, she discussed together with the students. The students checked the answer. While explaining the answer, the teacher played the scene that was an answer from the question. T-3 asked the students to complete the task. Then, they made a summary about types of safety equipment in machinery spaces which consisted of some DOs and DON'Ts in machinery spaces. T-4 and students discussed types of safety equipment on the video. After that, the teacher asked one of the students to present it in front of the class.

Item 12. The teacher asked the students' comment about the video.

Before the teacher closed the lesson, all of the teachers asked their students' comments toward the video which had just been watched. The students in Class Nautical II C commented that the video was good. They can be motivated by learning maritime English by using videos because videos can give them real examples based on their life. T-3 asked one of the students to come to the front of class and expressed their comments related to the video. That student at that time expressed his feeling when the teacher taught them by using the video. He said that the teacher had to often give them a video because they still lacked information about ship. Moreover, they were still basic in knowing about machine. Last, in the Technical II B class, there were only several students who gave their comments related to video. They felt happy and they also reminded the teacher to give them another video related to ship.

Item.13. The teacher gave a follow-up activity to the students.

T-1 gave the video to the chairman after the lesson and she asked them to transcribe it in English. The teacher also asked them to work on it in groups. The chairman of the class had divided the students into five groups. T-2 and T-3 did not give a follow-up activity to the students. She ended the lesson by summarizing the video. There was not any homework to the students related to the video. Whereas, T-4 had set several questions related to the video and asked the students to answer it at dormitory. The teacher also gave the soft copy of video to the chairman so that they could learn it by themselves.

Result of Interview

Q-1. Have you ever felt teaching maritime English material by using video seems useless?

T-1 once felt that learning maritime English by using video seems useless. It happened because the teacher did not prepare the video material well which was relevant to the topic of teaching. Besides, based on her experience, T-1 ever presented the video which was irrelevant to the topic at that time. So, the cadet did not pay full attention on it. It also happened to T-3, who felt useless if the material had been presented before from the other teacher who taught the seafarer's subject. Therefore, the video was not new anymore for learning. In contrast, T-2 and T-3 expressed that the video can boost up the students' spirit in learning English. So that, they enjoyed teaching maritime English by using video.

Q-2. Do you always take more time to choose the best video before presenting to the learners?

The researcher obtained the same information that T-1 and T-3 always take more time to select the best authentic video for learning. According to them, the selection of video is very crucial to support the learning. Since the learning materials for mariners were still limited, if the teacher present a not-well prepared video, it can make the students feel bored. That is the reason which influences the teachers to be more creative in selecting the materials. T-2 and T-4 have a different response regarding this; they feel easy to find the best video for presenting the maritime material and they always prepare the time to find it.

Q-3 Have you ever thought that it is hard to explain the video content to the learners?

T-1 said that she does not have any problems in explaining the video content because she has prepared before. T-2 responded that teaching by using video really helps her in teaching; she has not had any problems in explaining the content of video because she has seen the video before. T-3 sometimes has problems in explaining the video content, but she tries to eliminate the problem by giving the video based on the students' level and also the level of video difficulties. Last, T-4 also does not have any problems in explaining the content of video. She stated that it is dependent on the video level. It means that if the video is easy, it will be easy for her to explain it. But, if the video is complex, it will be hard for her to explain it.

Q-4. How do you overcome language complexity in authentic video?

T-1 starts the presentation of video by using familiar terms at the beginning and end of video viewing. She never explains the video content during the watching of video because it can disturb the students' attention to the video. However, T-2 usually gives the vocabulary mostly spoken during the video watching. As for T-3, she said that the language in authentic video is hard to understand. She overcomes the language complexity by selecting and giving the video based on the students' level. It means that she always pays full attention to the selection of video. Last, T-3 has a trick to deal with such a situation; she usually switches the language to the target language or translates it to avoid the misunderstanding of video content's meaning.

Q-5. Do you agree that authentic video will make you hard to prepare the activity?

Both T-1 and 2 agree that it was hard to prepare relevant activities by using authentic video. As for T-1, she usually plays the video in learning without any activities or only viewing. It holds true for T-2 who sometimes feels hard to decide activities related to video watching. Unlike Teachers 1 and 2, T-3 does not have any problems in preparing activities after watching video. She finds it easy to teach if there is a video. T-4 also finds it easy to teach if there is a video, and she always tries to find the best activity related to video.

Q-6. What about authentic video availability in this school, would you elaborate?

BP2IP Malahayati Aceh is a new school for seafarers, especially in Aceh, Sumatera. There are no video compilations that can support the learning. The teachers must find it by themselves.

All of the teachers have similar ideas about the availability of authentic videos. According to them, they have not found the compilation of video in the school. To prepare the learning material about video, they usually download it by themselves, and sometimes they collaborate with the seafarers to get the video.

Q-7. What about the video tools availability in this school, would you elaborate?

The four interviewed teachers have problems concerning the availability of video tools such as the limited number of the in-focus available. The teachers often get the broken in-focus and the speaker. They have to struggle to obtain the in-focus because the other teachers also use it. In the following interview excerpt, T-4 experienced when she wanted to take the in-focus. Unfortunately, it was broken. So, she had to cancel the showing of authentic video in learning English.

Q-8. Generally, what are the problems commonly faced by you when you apply authentic video?

T-1 only got a problem in presenting the video. Since the students had watched the video, so there was nothing new anymore for them. T-2 had a problem concerning the duration of video. She had to consider the duration of video before presenting it to the class. Generally, T-3 had problems of the WI-FI connection for searching the video as well as the limited number of video available. Besides, it was hard to find a good

video for the students. It was different for T-4; her students were only excited at the beginning and got bored at last.

Result of questionnaire

The data of the students' responses toward the application of authentic video in maritime english speaking learning were obtained through questionnaire. The questionnaire consisted of twelve questions which distributed to 50 of Deck cadets and 50 of Engineering cadets. The chart below represent the result from the questionnaire, as follows:

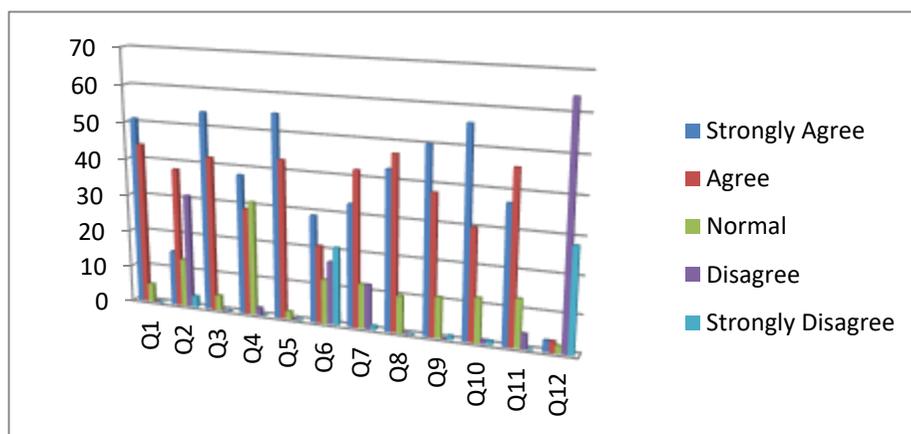


Chart 1. Students' responses toward the application of Authentic video in Maritime English Speaking Learning

Discussion

Regarding to the research results, there are several points that need to be described in this discussion section such as the learning process of learning maritime english speaking learning by utilizing authentic video, the challenge in utilizing authentic video in teaching maritime English in speaking leaning and the students' responses toward authentic video application in teaching maritime English speaking learning at Merchant Marine College (BP2IP) Malahayati Aceh.

The learning process of learning maritime english speaking learning by utilizing authentic video

Based on the observations to four maritime English teacher, the researcher found comparatively similar variation in each of the four

teachers in presenting video. according to the researcher still uses the usual ways of presenting authentic video and the activities after watching as well. In the "*Pre-viewing*" step, all teachers prepared a video playback support tool, and there was no problem with the tools. As stated by Sherman (2010) that we need to check all the video equipment such as the monitor, in-focus, cable, and speaker in setting up phase. Then, the teacher began to explain the purpose of learning by using the video on that day. There was a teacher who did not explain the vocabulary earlier before video playback, but he explained it when the video finished. Some teachers brainstormed the vocabulary first before video playback to help students easily understand the video. The researcher also found that some teachers did not prepare video worksheets. Whereas, the video worksheets are beneficial to give the students more detailed comprehension. But in reality, some of the teachers asked their students to take notes in their notebooks. There was only one teacher who prepared the student worksheet well, but she did not explain the specific vocabulary before video playing.

In the "*Viewing*" step, the researcher also found that all teachers did limited variations in presenting videos. For example, the teacher should be able to develop a lesson on the "Tenses" used on the video, guessing the language use of the video, and guess the next scene on the video. Two of teachers who asked their students to imitate the language as speaking activity in the classroom besides asking them to come in front of the class for having a presentation.

In the "post-viewing" step, it is the time for the teacher to know the feedback obtained from the learned topics through the help of video playback. At this stage, all the teachers asked for confirmation from the learning process. Some teachers asked the students to present their work in front of the class, and some others asked them retell the content of the video. The weaknesses were that there were 2 teachers who did not provide follow-up activities to strengthen their memory of what they had learned at that time.

Teachers' Challenges in Utilizing Authentic Videos in Teaching Maritime English in Speaking Learning

Based on the interviews conducted with four maritime English teachers, the results show that the four teachers have different challenges in utilizing authentic video in the classroom. The researcher noted that only one teacher has a challenge in the interview question 1 which asks about what the teacher feels in teaching maritime English by using

authentic video, whether it is useless or not. T-1 experienced that she once taught the topic of maritime English by using video, and unfortunately it seemed useless and did not mean anything to the students. It happened since the teacher did not well-prepared and just play the video in the learning process without certain activities. On the other hand, the other three teachers claim that they never feel that the video is useless, and they believe it can boost up and motivate the learners.

The other challenges are that two maritime English teachers encounter difficulty when selecting the best video to use in the teaching and learning process, since they think the maritime learning material is very complicated, and even though they have downloaded it from YouTube, they need to process it further prior to bringing it to class. This is in line with Burt (1999), who stated that the teacher would take time to preview and select authentic video and then to prepared the activities for learner.

One of the participants thought that it was very hard to explain the video content to learners since the language was very complex. But one teacher has the strategy to choose the video based on the students' level.

All of the participants (100%) encounter challenges concerning the availability of authentic video archive in their school. Since the school is still new, it is very hard to the maritime English teachers to find maritime videos that are relevant to the syllabus of learning. All of the teacher always find the video by themselves and sometimes they ask for help from their friends who are seafarers.

Last, all of the participating teachers have challenges in video tools availability. They feel hard to get the in-focus and also the speaker, because not many video tools are available, and sometimes the teachers get a broken in-focus. Since the number of students increases every semester, it cannot cover all the classes. That is why the school should prepare more utilities, especially the in-focus and sound system.

From all the questions asked to the four maritime English teachers, there were some additional results found. One teacher mentioned that the students sometimes showed the syndrome "*nothing new*" if the teacher presented the video they had watched. Unfortunately, the student usually ignored the video playing at that time. T-2 expressed that she mainly had difficulty with video duration. It would challenge her to choose the shortest video to avoid the students' boredom. However, T-3 faced difficulty concerning the limited WIFI connection for searching the videos and also the learning tools such as the in-focus. Finally, the fourth

teacher had problem with the students' mood. The students usually pay full attention only at the beginning of video playing.

Students' Responses toward Authentic Video's Application in Teaching Maritime English in Speaking Learning

In general, it can be summed up that, regarding the students' responses toward the application of authentic video in maritime English in speaking learning, approximately half of the total students responded positively toward the application of video in learning maritime English, especially speaking skill. There were 56 students (56%) who stated learning English by using authentic material can make their knowledge stay longer than without it. Whereas, there are 55 students (55%) who strongly agree with the statement "I will get a lot of information about my work scope later from video watching". Besides, 54 students (54%) who strongly agree that learning becomes more interesting if there is video watching. 51 students (51%) stated that they like learning English by using video. All of the above points are in line with Peacock (1997) as cited in Richards (2001) who mentions several reasons for using authentic materials in the classroom, i.e. (1) they prepare learners for real life; (2) they meet learners' needs; (3) they affect learners' motivation positively; (4) they encourage teachers to adopt effective teaching methods; and (5) they present authentic information about culture.

Conversely, there are 38 students (38%) who stated they agree that their teacher often uses authentic video when teaching maritime English, but only 3 students who strongly disagree on it. It means that the teacher regularly presents it in the classroom. 47 students stated they agree that by using authentic video they can know how native speakers speak in their daily life, and 42% students agree that video can introduce them with a foreign culture. The maritime students need to know about a foreign culture due to their work scope.

CONCLUSION AND SUGGESTION

The process of authentic video application in maritime English in speaking learning for Nautical and Engineering students of Merchant Marine College (BP2IP Malahayati-Aceh Besar) is performed by selecting the source of learning from the website such as YouTube and also from the seafarers who are functioned as instructors at the college. The procedures of authentic video application are as suggested by Fazey (1999) and Sherman (2010) – i.e. Pre-viewing, Viewing and Post-

Viewing. All the cadets of BP2IP Malahayati Aceh responded positively toward the authentic video's application in teaching maritime English in speaking learning.

The four observed teachers have different challenges in utilizing authentic video in the classroom. Their problems include the limitation of the video learning tools, kinds of video that fit the topic at that time, the archive of video availability in the school considering that it is a relatively new school. The other challenges the teachers encountered in presenting video in the classroom are that they need to choose the shortest video to avoid the boredom of students. Besides, they have to decrease their students' syndrome "Nothing New" that can break their students' mood in learning.

Suggestion

In utilizing the authentic video, the teacher should be more creative in creating the activity inside the video. It is recommended for the teacher to prepare the lesson plan before teaching. Since the implementation of authentic video can increase the students' motivation in learning maritime English, it is expected that the school can fully provide the facilities related to audio-visual that can help the teachers to do interactive the teaching-learning process. It is expected that the school holds workshops related to the development of learning material for maritime English classes, especially how to create creative learning materials from other sources.

Since this research is a descriptive qualitative study, the researcher recommends that future researchers can conduct similar research in order to develop the learning method to become better and more convincing. The writer expects that the weaknesses or other important things that were not covered well in this research can be revised by next researchers.

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