

The Students' Productive Skills through TRB Test to Support SMCP Implementation

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Abstract

This research aimed to investigate the assessment of students' productive skills (speaking and writing skills) through the Training Record Book (TRB) test in support of the implementation of Standard Marine Communication Phrases (SMCP). This research applied descriptive qualitative research. It was calculated first based on the aspects score of cadets' speaking and writing skills, then described them in words qualitatively. The assessment Rubric by Brown (2004) and the semi-structured interview were applied in gathering the data which was conducted by cadets from Politeknik Ilmu Pelayaran Makassar. The speaking aspects overwhelmed grammar, vocabulary, pronunciation, and fluency. Meanwhile, the writing aspects involved organization, content, coherence, diction, grammar, and mechanics. The score range of each aspect was 1 to 4 with the score 1 being the lowest and the score 4 being the highest with their description. Then, a semi-structured interview was used in the research to obtain more data. In applying this type, the researchers provided a recorder, notes, and definitely some questions to ask, but remained flexibility so that other information could arise. Semi-structured interviews guided the researchers to investigate the cadets' view of what was typically lacking and strong aspects of cadets' speaking and writing performance through the TRB test. The result of the research revealed that grammar is the lacking aspect for the cadets in both speaking and writing, while vocabulary and pronunciation were relatively stronger in speaking skills and the organization aspect was much stronger in writing skills. The research identified some reasons for this weaknesses including maladaptive language habits among seafarers, resistance to grammar learning, lack of motivation, student reluctance, and non-compliant speakers in speaking skills and students' reluctance and Grammar resistance in the writing skills. This research revealed the crucial of concerning these weaknesses to improve the cadets' ability to be able to communicate effectively so that it can lead to safety and operational efficiency.

Keywords: *Productive skills, TRB test, SMCP, the lack of grammar*

Introduction

As we know, English has 4 skills, namely listening, reading, speaking, and writing. Hence, the language teaching process covers language generated by learners and language directed at learners (Bailey, 2003). Language generated by learners' listening and reading skills is called as receptive or known as language comprehension. Language directed at learners with speaking and writing skills is called productive or well-known as language performance.

In this research, the researchers discussed more about language performance, namely speaking and writing, so the researchers firstly relate the definitions of both. According to Kürüm (2016) in his article speaking is considered to be the most sought skill for an individual to be accepted as competent in a foreign language, and according to Gautam (2019), writing skill assumes the highest order on a scale of hierarchy and develops only after the former three have been learned or acquired. Hence, it would not be wrong to conclude that through speaking and writing a person is able to show his English language skills in order to gain recognition from society.

Further, through speaking and writing, teachers are able to assess their students' capabilities. This is what researchers conducted in this research, namely assessing students' speaking and writing performance. In this research, the assessment process for both skills will be carried out through TRB (Training Record Book) test since the English competence in this test requires students to use English in oral and written form (Competence 7). This test involved students who have completed sailing practice for one year and continued their education on campus by answering questions from examiners about their sailing experiences in order to achieve the specified competencies. Thus, the research was feasible to conduct due to it was supported by the existence of the students of PIP Makassar who conducted the TRB test and the researchers who are the English teachers at PIP Makassar would be the examiners of the test.

The idea to assess the students' speaking and writing performance through TRB test comes from the previous research which the findings displayed some problems in communication on board training, one of them is grammatical and pronunciation error. Unfortunately, the previous research did not clearly explore the aspects of speaking and writing, meanwhile they are important to carry on since they are the foundation to support the perfection of the students' speaking and writing performance. Therefore, the research focused on the assessment aspects of speaking and writing performance.

Even more, the main significance of the research was how it could provide the students to perform English well especially in implementing Standard Marine Communication Phrases (SMCP) on board. Based on the IMO Maritime English curriculum 3.17 states about the competence achieved by the students, that is "Use the IMO Standard Marine Communication Phrases and Use English in Written and Oral Form", made the researchers to figure out from the basic point. The researchers were aware that to perform speaking and writing well, they must be supported by well organized aspects, consequently assessing the aspects of speaking and writing which are these skills as the language competence that must be achieved by the students to implement SMCP was urgent to conduct in order to assist their communication ability on board. Finally, the research was conducted under the title "The Students' Productive Skills through TRB Test to Support SMCP Implementation."

Method

The research applied qualitative research, namely descriptive qualitative type of study because the data was performed in written expression, although firstly the researchers calculated the aspects score of students' speaking and writing, then described them in words. Hence, to obtain the data, the researchers applied two instruments, namely; the assessment rubric which was adopted by Brown (2004). The speaking aspects overwhelms grammar, vocabulary, pronunciation, and fluency. Meanwhile, the writing aspects involves organization, content, coherence, diction, grammar, and mechanics. The score range of each aspect is 1 to 4 with the score 1 being the lowest and the score 4 being the highest with their description. Then, a semi-structured interview was used in the research to obtain more data. In applying this type, the researchers provided a recorder, notes, and definitely some questions to ask, but remaining flexibility so that other information could arise. Semi-structured interview guided the researchers to investigate the students' view of what typically lack and strong aspects of students' speaking and writing performance through TRB test.

Results

The result of the research indicated the average score of speaking rubric which the range score is 1 to 4 covering grammar, vocabulary, pronunciation, and fluency that were 1.8, 2.5, 2.5, and 2.3. It points out, the lowest score aspect is grammar and the highest score aspects are vocabulary and pronunciation. Meanwhile, the writing rubric covers organization, content, coherence, diction, grammar, and mechanics which the scores were 3.3, 3.2, 3.2, 2.5, 1.9, and 3.2. It highlighted that the strongest aspects have the similar scores but not for grammar. It is figured out in the following table.

Table 1: The typically lack and strong aspects

SPEAKING RUBRIC				WRITING RUBRIC			
LACK ASPECT	AVERAGE SCORE	STRONG ASPECT	AVERAGE SCORE	LACK ASPECT	AVERAGE SCORE	STRONG ASPECT	AVERAGE SCORE
Grammar	1.8	Vocabulary	2.5	Grammar	1.9	Organization	3.3
		Pronunciation	2.5				

Based on the table above, grammar aspect was the lack aspect both in speaking and writing. Furthermore, the researchers found some reasons through interviews which are shown in the following table.

Table 2: The reasons of the lack aspect

GRAMMAR IN SPEAKING	GRAMMAR IN WRITING
Maladaptive among seafarers	Students' Reluctance
Grammar Resistance	Grammar Resistance
Unmotivated to English	
Students' Reluctance	

These results will be explained more in the following discussion.

Discussion

Based on the results, the researchers highlighted the reasons why the students are lacking of the grammar aspect both in speaking and writing skills. The researchers investigated all the reasons for the lack of grammar aspects derived from the lack of students' motivation towards English grammar. The following are the details of each reason of the lack of grammar in speaking.

1. Maladaptive among seafarers.

The researchers interviewed the students and then found some unexpected responses. why they were not interested in learning grammar, some of them stated that the officers onboard mostly non-native speakers spoke English ungrammatically and sometimes incomprehensible but they still could achieve good positions on board. This reason made the researchers concluded that the students had maladaptive behavior among seafarers. It can be seen from the extract below;

The researcher: Dari hasil rubrik penilaian speaking, kenapa nilai grammar kamu yang paling rendah.?

The Student A: Jujur ya Mam, diatas kapal saya, officer bahkan kapten saya tidak bisa berbahasa Inggris dengan baik apalagi sesuai grammar tapi kenyataanya, mereka bisaji jadi Kapten, Chief Officer...

This extract proved the theory of Maladaptive stated by Morin, 2014 that maladaptive is a behavior that is not suited or unexpected situation in the environment leading to the harm or weakness of the person or group. He also declared that the maladaptive side effects of social learning are unlikely to have been important.

2. Grammar Resistance.

The researchers found the fact that grammar resistance involved the students' mindset toward how rigid grammar is to learn. It is in accordance with the theory of grammar resistance by Garcia and Wei, 2014 in Language Policy and the Role of Attitudes in Language Learning. They assumed that how norms in formal language affected language attitude in language learning and use. It is also proved in the extract of the interview below;

The students B: Memang dari dulu tidak tertarik untuk belajar grammar, Mam. Karena grammar itu ribet beda kata beda kondisi.

The extract above is supported by Jusmaya, 2023 that a lack of relevance and context could demotivated students in learning grammar. It is likewise agreed with that the data gained by the researcher that most students felt hard to understand the forms, the word formation more over the tenses of the English Grammar.

3. Unmotivated to English

As the researchers mentioned above all the reasons derived from students' motivations, thus this point proved that uninteresting or unmotivated students toward grammar due to assuming that grammar is difficult and we do not need it to communicate on the ship. It can be shown in the following extract.

The students C: bagi saya, Mam yang penting bisa speaking , you iunderstand, I understand, OK. Saya tidak mau terikat dengan aturan bahasa .

This research was in line with the research investigated by Srisermbhok, 2017 argued that unmotivated learners showed negative attitudes toward learning English. They tend to be active or passive depending on others for assistance. This kind of case led to a lack of initiative and self-confidence which crucially affected their learning outcomes.

Furthermore, similar research is likewise examined by Subekti, 2020 which promoted terms of motivation, demotivation, and amotivation. Based on his research,

he proposed the amotivation is a term which has the closest meaning to unmotivated. He stated that amotivation is believed not having personal motivation to lead purposively language behaviors.

4. Students' Reluctance

The researchers revealed that their reluctance occurred due to their incompleteness using grammar in communicating on board ship. They were aware that grammar was useful for seafarers, unfortunately, they were the cadets on board who did not need to speak grammatically since their mindset could understand each other, indeed the fact they could communicate among seafarers on the ship even if it was ungrammatical. The extract below proves the result.

The student E: Diatas kapal itu kita ngomong saja, Mam. Yang penting saling mengerti saja meskipun tidak sesuai aturan Bahasa, komunikasi bisa tetap jalan jadi grammar tidak penting bagi cadet beda kalo officer ,Mam karena mereka harus membuat berita acara, laporan, melapor ke Perusahaan....

In this reluctance case of research, the researchers promote the students' reluctance depending on their needs like the extract below:

The student E: rencana kalo sudah wisuda baru mau belajar Bahasa inggris betul- betul, Mam terutama grammar karena sudah officer kalo kemarin waktu dikapal masi status saya cadet.

The second cause of students' reluctance to English since they did not have partner to speak on board, although they sailed ocean going route but the crews were all Indonesians. Consequently, no motivation to improve English. This research was similar to Bahar, Limbong et.all. (2024) in their research stated that the English doer should consider to have partners in order to create a harmonious relationship that has the potential to increase motivation. Here is the extract:

The student D: Tidak ada juga teman bicara mam di atas kapal karena orang Indonesia semua...

Additionally, another cause of students' reluctance is the students' assumption which even native speakers speak ungrammatically. It refers to Saville-Troike' (2006) statements that even the most intelligent adult native speakers of English could not master of potential aspect of the language. So, it is unrealistic to expect an English student to produce the target language without errors.

This statement also related to the data found by the researchers that most students spoke comprehensively but ungrammatically. They told their amazing experience during sailing even though they were not aware that they spoke ungrammatically. So, the researchers considered that to support SMCP implementation, especially in speaking skill is impractical to make mistakes.

All the reasons why the lack of grammar in speaking skill have been explored. It is turn to explain why the lack of grammar in writing skill which covering students reluctance and grammar resistance.

1. Students Reluctance

The students' reluctance to write was caused by the available templates on the ship to make a report, requesting spare parts, and all the correspondence. The students felt too lazy to learn grammar because if they wanted to send email for example the company provided the concept or the template and they relied on the electronic dictionary in their mobile phones. Indeed, writing skill is the highest skill in English since its process needs contemplation which the writers must think about several different things and do a lot of careful back and thinking when they write, in words with Bushal (2021). The extract below reflects the statement.

The Researcher: OK, Speaking boleh lah ungrammatically, tapi kalo writing kan bisa fatal karena ini komunikasi tidak langsung, tidak face to face.

The Student F: iya, Mam tapi diatas kapal itu sudah tersedia template-templatennya. Semntara pelaut itu dituntut untuk kerja cepat . kalo mau lagi berfikir apa yang mau dilaporkan makan waktu. Lagian juga kan ada google translate yang memudahkan.

2. Grammar Resistance

Continuously the result of students' reluctance above, the students felt that writing in English is the most difficult practice due to the pronunciation and the spelling of the words are different. Like wise with Khansir (2015) , most of the English language error of speling and pronunciation are due to the lack of connection both spelling and pronunciation. They have a complicated connection since they are inconsistent. In the words with the extract below:

The Student G: bed abaca beda tulisan m, Mam jadi susah....

Conclusion

The result of the research revealed several reasons the lack of grammar in speaking and writing which after analyzing all of them derived from the study of motivation.

In speaking skill, the reason of the lack grammar were maladaptive, grammar resistance, unmotivated in English, and Students' reluctance. Meanwhile, in writing skill were students' reluctance and grammar resistance.

All the data contributed to the knowledge of the students' characteristics of maritime school towards English learning during their onboard training experience and several corrections in the Training Record Book Test. It also provides the evaluation for Maritime English teacher in developing their students competence in English especially for their productive skills.

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