A Study of FAIES Method:
Situational Approach Of Teaching Speaking Maritime English In Maritime Polytechnic Of North Sulawesi

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Abstract. *English communication skills in the areas of speaking, listening, reading and writing. However, in many students' minds communication means only interaction between the speaker and the listener. Teaching English at maritime universities and nautical colleges involves not only teaching the language and the sea-related terminology but also making the students aware of the cross-cultural issues and problems that they may encounter in their work on board ships. The best way of teaching is how the teacher, instructor and lecturer can choose and use the right teaching method. FAIES is one of an unique and wellknown method in teaching which can adapt with many situations in the classroom and makes the students feel easy to understand and study comfortably at the lesson especially in speaking English. According to Freud in Wollheim (1981), FAIES (First Aid in English System) is the teaching method to emphasize or stress on communication, which consist of directional approach, functional approach, situational approach and drilling technique. Maritime English is largely restricted to IMO Standard Marine Communication Phrases, which builds basic knowledge of English and has been drafted in a simplified version of maritime English. A multitude of new methodologies have explored and discussed in recent years in an attempt to approach the training and testing the proficiency of maritime English that meets the international standards laid out in STCW.*

Keywords **:** *FAIES method, situational approach, speaking, maritime English*

INTRODUCTION

Knowledge of written and spoken English enhances them to understand charts, nautical publications, meteorological information and messages concerning the vessel's safety and operation and the requirement to communicate with other vessels, VTS stations and multinational seafarers' crew, and to use the IMO Standard Marine Communication Phrases (SMCP). The IMO SMCP builds on a basic knowledge of English and has drafted in a simplified version of Maritime English. Modern Maritime English teachers must be able to make well-grounded choices from a host of teaching materials available all over the world today in order to select the most appropriate course book, software or any materials or source. Today the ability to communicate in English in the highly competitive world is the most valuable asset for our students. The overall objective of teaching Maritime English (ME) is development of the students.

English communication skills in the areas of speaking, listening, reading and writing. However, in many students' minds communication means only interaction between the speaker and the listener. A speaker may state, enquire, promise, bet, warn, and exclaim, order and so on. Clark and Clark (1977) put it in the following manner:

Speaking is fundamentally an instrumental act. Speakers talk in order to have some effect on their listeners. They assert things to change their state of knowledge. They Request things to do things for

them, and they promise, bet, warn, and exclaim to affect them instill other ways. The nature of the speech act should, t play a central rolein the process of speech production. Speakers begin with the intention of affecting their listeners in a particular way, and they select and utter a sentence they believe will bring about just this effect.

Teaching English at maritime universities and nautical colleges involve not only teaching the language and the sea-related terminology but also making the students aware of the cross-cultural issues and problems thatthey may encounter in their work onboard ships.

As a result, the overall communicative competence of the students was very poor. Language is about communicating (speak- more), not about grammar rules itself. The situational approach of the way to learn about communication of English languagecould tried and developed in teaching methods as a role by the goal of the institution to help the students reach their dreams.

Identification of The Research

English can be use in any part of the job area, where the cadetwill apply for it to many overseas shipping companies. This isbecause at least a few people in each locality would know the language. Though these people might not havethe same accent as others, the language at least will be understandable.

If people followed the Englishrules, it would not be so hard to learn,but new words were being create andold words develop new meanings toooften. English depends on the socio cultural background of a person who learns English. For example, a Frenchspeaker would experience less difficulty learning English thanRussian, meanwhile for a Indonesianspeaker it is hard to imitate the Britishaccent and it would make a whole lotof difference. So, there is no distinct answer whether English is hard ornot. It all depends on particular aspects of a language, learnerbackground and circumstances underwhich they learn. Based on the cases above the writer tries to identify someproblems of students-cadets to learning English in case of studying Maritime English as their main subject and need in foreign language mastery.

a)   The students are not havingenough opportunities to practice English
b)   The students lack of speaking and listening English skillspractice.
c)   The students are afraid of makingmistakes.
d)   The instructors use more theoretical than practice.
e)   The instructors use inappropriatemethods of teaching English.

METHODS

Methodology as known as abody of practices, procedures and rules created by those who work in the discipline. As far as maritime English is a highly socio-oriented subject, the teaching methods should be based rather on acquisition (the process by which humans acquire the capacity to perceive and comprehend language interactively) than on learning (when students have conscious knowledge about the new language, but do not communicate it). Fortunately, maritime cadets have the opportunity of real-life socializing through professional activities during their first sea voyages. In this context, the idea of early specialization may be helpful. Early specialization in ME training implies the introductory course implementation from the first semester of ME curriculum. The priorities were gave to general English Competency, which includes abundant communicative work on the level of a sentence/phrase and a text/description, narration, etc.

Based on the research questions, the approach that used in this study is qualitative research. The qualitative method has a reliable quality to provide elaborate textual descriptions of how people experience a specific research issue. This research approach used to provide a better understanding of the research problem. Mohajan (2018) defines that "qualitative research is a form of social action that stresses the way people interpret and make sense of their experiences to understand the social reality of individuals" (p.2).

Source of data used in this research has taken from the observation and interview. The observation held during the English class at three departments in Maritime Polytechnic of North Sulawesi. However, the interview was conduct with two English lecturers and some students of Merchant Polytechnic of North Sulawesi. The students interviewed were from three departments.

In gaining data in this research, the researcher used the interview method to obtain deep information. Kajornboon(2005) states that "Interview is a way for participants to get involved and talk about their views and discuss their perceptions and interpretation in regards to a given situation" (p.2). This study used a semi- structured interview for about 30 minutes to find the problem deeply. Edwards and Holland (2013) also mentioned that a semi-structured interview is the major form of a qualitative interview. In a semi-structured interview, the researcher has prepared a list of questions of topics that the researcher wants to cover in the interview process. The data were analyzed using qualitative analysis. A detailed overview of the perceptions of teachers was included in the data analysis. The researcher has been able to use many approaches to interpret the data better, one of them being thematic analysis. Braun & Clarke (2006, p. 6) States that "Thematic analysis is a technique that is often used for data pattern

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identification, analysis, and reporting." Here, the data from interviews obtained by the researcher were transcribed and then interpreted by thematic analysis. In this qualitative research,the result of data collection was analyze into 31 several steps referring to Creswell (2012), those steps are: first, Organizing and preparing the data, in this part the interviewees' raw data was compiled and transcribed intowords, then field notes were typed in. Finally, the data was correctly sort and organized into different forms. Second, reading through all data to obtain general information, the data that was written and transcribed was read several times to be acquainted with the data. Some general sense of knowledge was given to the data, including general thoughts on what participants are being told. After that, the knowledge was make as code into different classes. Third, coding the data into several categories, the researcher used opencoding to analyses the data. Gallicano (2013) states that opencoding is an empirical method to categorize text data. Also, data marked the concepts, identified, and established categories based on their purposes. Fourth, looking for patterns and themes, in this step, the codes were interpreted, and they were thematically developed. Comparing the observations with the details from the hypotheses willexplain this. Fifth, representing, and reporting findings. Here, the themesof data were describe narratively. Sixth, interpret and discussing the meaning of the findings. The final step of qualitative data analysis wasto analyze and address the results. Besides, the current literature hypothesis was also explore to obtain more detailed finding evidence

Findings And Discussions

1. Multimedia Technology

Multimedia technology began when the lecturers can take advantage of multimedia technology to create an effective circumstance. Nowadays, most ofthe cadets have more access to the internet as they are curious about the online world. If the lecturersmanipulate multimedia technology during the process of teaching, they can enable the abstract things bemore intuitive and make the boring teaching material be more vivid.

2. Visual Teaching Aids

Pictures, models and some othervisual things are good inducement for teaching. If teachers can cooperate withstudents through taking advantage ofthose visual teaching aids during the process of teaching English, theefficiency of teaching will be striking and remarkable. For example, in theprocess of teaching English Maritime words, lecturers' use of some real pictures to motivate students' imagination. Then they may think about

the meaning of the words. Using real pictures to teach Maritime English, lecturers created active atmosphere of the class. Ultimately, cadets will be more interested in English and learnMaritime English consciously.

3. **Role Play**

This role-play also really recommended improving student- speaking skill. Consequently, cadets could deepen the impression of the specific knowledge through their preparation of the performance.Besides, role-play is also a good way tomotivate cadets' desire and enthusiasmof learning Maritime English. For example, when we learn some terms oridioms that is relate with maritime life. We can assume some scenes or role, such as a captain, leader, in the ships orin the office, emporiums, and many more.

CONCLUSION

In the exploration of utilizing situational teaching method, Englishlecturer need to think constantly and overcome the deficiencies. Meanwhile,lecturers are also required to improve the teaching mode and accumulate experience of teaching. It is like a finaltarget for the lecturers to fully-tap the great potential of situational teaching method. Ultimately, the effect of speaking Maritime English will implement a new height and improve. However, considering the current teaching method, there are some aspects that we should focus on in the Maritime English class.

Firstly, lecturer should avoidthe situation that the form is far away from the teaching content. At present, it has become a universal problem for Maritime English class. Furthermore, itis more likely to come to extremes. Onthe one hand, the teaching content covers too wide knowledge. More scenes will cause more questions.*Secondly*, lecturer should avoid the situation that it is not balance between creation and presentation of the class. The disorder of creating and presenting mainly refers to the excessive design of teaching. When teachers make use of situational teaching method, the creation of the class is one of the significant links for the whole class. However, in the actual teaching, cumbersome creation will reduce the effect of teaching. *Thirdly*, teachers should avoid the disorder between preparation and reflection of the class.In the teaching of situational language teaching method, the preparation of theclass is necessary, which can help students adapt to the scene. What's more, the reflection after the class is very significant, while, the traditional teaching only pay attention to the effectof the class and ignore to summary thewhole class. Teaching reflection is the summary of teachers and students. *Fourthly*, lecturer should avoid the fuzzy relationship between objectives and dominants. Situational language teaching method covers a process of mutual exchange between cadets and

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lecturers. Hence, the interaction between lecturers and cadets become particularly important. The interactionbetween students is also very significant as peers are more likely to discover problem of each other. That students receive knowledge initiativelywill gain a better result.

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