

**TEACHING BASIC SPEAKING ENGLISH FOR ADULT
LEARNERS AS CRUISE SHIP CREW BASED ON THE STUDENT'S
NEED THEORY OF ESP AT LPIA CRUISE SHIP TRAINING
CENTER**

La Ode Hampu

*Indraprasta PGRI university
hampulaode75@gmail.com*

ABSTRAK

Tujuan dari penelitian penelitian ini adalah menjelaskan tentang pembelajaran keterampilan berbahasa inggris untuk murid- murid dewasa sebagai calon karyawan kapal pesiar di LPIA cruise ship training center. Ini merupakan qualitative descriptive yang datanya diperoleh dari interviu and observasi. Teknik analisis data adalah reduksi, tampilan, dan kesimpulan. Berdasarkan hasil penelitian diperoleh bahwa mengajar basic keterampilan berbicara bahasa Inggris di pusat Latihan PLIA sangat efektif. Para pelajar dewasa dapat belajar bahasa Inggris sesuai dengan kebutuhan mereka. Sehingga bisa membantu mereka memperoleh pekerjaan yang mereka harapkan

Kata kunci; berbicara bahasa inggris; pekerjaan masa depan

ABSTRACT

The objective of this study is to describe teaching basic speaking English for adult learners as cruise ship crew at LPIA cruise ship training center. This is a descriptive qualitative study in which the data are taken from interview and observation. The technique of the data analysis is data reduction, data display, and conclusion. Based on the result of the study , the researcher found out that teaching basic speaking English for adult learners as cruise ship crew at LPIA cruise ship training center is effective. The adult learners can speak English as the goal of the teaching training center. The effectiveness of teaching basic speaking English for adult learners that help adult learners be able to achieve their future job.

Keyword: *English speaking; future job*

INTRODUCTION

English as an international language, and as a foreign language in Indonesia. There are four skills to be mastered in English language education: speaking, listening, reading and writing. Speaking English is the first skill used to communicate with people from different countries. In this study speaking English is

defined as the activity and the ability of someone to express himself in a certain situation, converse or transmit the main idea in the appropriate words. English is very important nowadays, since most industries and commerce require people or employees to be capable of speaking and writing in English. This condition makes teaching and learning English as foreign language very complicated because the language is not used for our daily interaction. Teaching basic English means teaching from the easier and the simple things. One of the English skills that is very crucial to be learned by students at all levels is speaking competence (Parupalli Srinivas Rao, 2019). Related to this study, Teaching basic speaking English is urgent at LPIA cruise ship training center, since the adult learners need to communicate English for their future job desc. They have to learn from the simple ones. Such as pronouncing words, and simple sentences, asking and answering short questions, and understanding commands. Teaching basic speaking English for adult learners is challenging because they have already brought their own characteristics. Teaching adults should be grounded in the learners' experiences; it should allow adult learners to connect with what they have learned to experience in the past so that they can see possible future implications (Merriam and Caffarella 1999). The previous study, (Luliana Lungu, 2013) conducted research related to English course design for adults who study mechanical engineering. This study was conducted to describe their needs. The ability to understand a wide range of text, including diagrams, tables, graphs, course brochures, and job advertisements. The similarity with the previous study is the adult learners and students' purpose, while the difference is the context of students' needs. In addition, there was a research conducted in France by (N. Ramila Diaz, 2015) about English private tutoring through advertisement

campaigns. The tutoring is aimed to help people get a better job. As a result, it shows that through campaigns, English is good for doing trading and helping French people to have a good job. This second previous study has similarity about the outcome of learning English is finding a better job, while the different private was informal learning and training center was formal learning.

In this study, the researcher found that the teacher used one of the traditional methods of total physical response to interact in the class. The main purposes of total physical response is how to encourage the adult learners to understand a command and do an action. New words or vocabulary must be drilled, do role play. According to James Asher in Asti Ramadhan,et.al (2023, 21) stated that it is based on the children learning their mother tongue. Parents have “body language conversation” with their children. Although the learners are adults, they act as children in the class. It meant learners pronounce not only the words, phrases, sentences, but also they have to understand what they had pronounced. That is why in this study, theory of analyzing the learners' needs is very important in order to teach the appropriate materials and to get the goal of the learner. According to Gustaman Saragih..et. al (2021) “learning needs are divided into three parts; first, necessities is the type determined by the demands of the target situation and what the learners have to know in order to facilitate effectively in the target situation. Second, because of the concern about the needs of the particular learners, the teacher has to know what the learners already know so the teacher can decide what the necessity is lacking. Lastly, teachers have considered the target need only in object sense, with the actual learners playing no active role, but learners also have a view as to what they need.” The researcher's concern in this study is about teaching

material based on students' needs and working as a cruise ship crew that they work as chef assistant, waiters, laundrymen, and housekeeping. The adult learners must understand well in this job area and the situation as they will interact with their daily working activity.

In this study, teaching basic speaking English is to support students' future jobs as a cruise ship crew. English speaking competence is substantial skill to be learned as a foreign language in Indonesia. it is important which is related to all aspects of life today. Moreover, Indonesia construct the instruction of English as one of the important subject in their educational curriculum subject that is taught from junior high to university level (Asrobil et al., 2013). (Magdalena et al., 2021, p. 388) speaking skill is the ability to articulate sound system or words to express, state, deliver idea, and feeling. Speaking is not only about pronouncing words but also the ability to organize and express the ideas clearly and effectively to someone else. students need to struggle to speak English effectively in social interaction. Based on the purpose of this study, the teacher has to encourage the learners to practice topics which are discussed in the classroom. Students who joined this training center had high motivation to learn English and at least to communicate about their job desk. They are all adult learners and have a dream to work on a cruise ship.

Based on the result of a brief observation and interview before conducting this study, The researcher found some students did not pass interview tests because students were not confident to speak English, and knew the students perspective of joining LPIA cruise ship training center. Students have the point of view that English was

very confusing, boring, and difficult. The mindset made students become passive and less motivated to respond to teacher questions and they even preferred using *bahasa Indonesia* as their mother tongue to English. The students can not mention things around them in English such as things in the living room, kitchen, bedroom, and didn't even know to spell simple words, although those words have been studied when they were in junior and senior school. Nouns and verbs which they almost found in the school, home or surrounding them. Students have to memorize vocabularies to support speaking skill. According to Purnami (2022) vocabulary is a massive crucial aspect attaining proficiency in foreign language lies in its correlation with four fundamental language competencies. Vocabulary is a key aspect of language as it has a big impact on making successful communication between the language user. The objective of this study is to describe the problem of teaching basic speaking English for adult learners and the solution of the problem.

METHOD

The researcher used a qualitative design with descriptive analysis. According to (Taylor et al., 2015), the process required to be achieved in qualitative descriptive design starts with the data collection that is relevant to the matter of this study. The following process is the data analysis which requires the researcher to be accurately observed when analyzing the data to make sure the result could be presented accordingly. The final step is making a conclusion that is made after carefully analyzing the data. This qualitative study aims to provide clarification for descriptive or non statistical data. It has to be done with a method of study that

produces spoken or written descriptive data. (Farisca Adhani et. Al 2023)

This research was categorized as qualitative research. This qualitative research applied a case study approach based on the problem that researchers got from the pre-observation. Case study used to describe and to explain about the relation in progress and consequences or effects that happen. The subjects of this study were students in LPIA training center Jakarta, which consists of 14 students. In order to facilitate the data collection, the researcher used two instruments: observation and Interview. Observation method used to gain and understand about the process that happens to the students. The researcher used this method to obtain direct data from the participants in the LPIA Training center. The second instrument was an interview. The interview used in this study was an in-depth interview. It meant that researchers asked several questions related to the focus problem in order to collect the data as much as possible. The researcher chose this method of interviewing to know the students' problems in speaking English that happen in the LPIA Training center. There are three activities analysts do in this research; the first summarizing, choosing the main points, focusing the problems. Moreover, the researcher selects an arrangement of assessed represent data with the formulation of the problems of students' speaking English. The second one was a presentation of the data. In this study, the researcher presented the data in the form of descriptive or in the form of description words. In the end I was drawing conclusions. The researcher analyzed more intensively after all data in the field was sufficient to be processed and arranged to the final conclusion.

RESULT AND DISCUSSION

As A result of this study based on interviews, adult learners are interested in learning basic speaking English, since they want to work on cruise ships. They thought English is very important for their future job as well as being provided to be an employee on a cruise Ship. However, Some of adult learners were still worried about their speaking English ability. The adult learners thought speaking English was complicated, but they had to solve their English problem by joining LPIA cruise ship training center. By joining this training center, adult learners could solve their English problem and reach their dream career by working in an English speaking country. At LPIA cruise ship Training center, the researcher found some elements of teaching basic speaking English for adult learners as cruise ship crew and learning process to reach the teaching's goal.

1. Teaching basic speaking English for adult learners

Teaching English at LPIA cruise training center was to guide the adult learners' speaking ability by teaching and learning intensively,. so adult learners could improve their speaking English ability and be able to apply communication later on cruise ships. The main goal of adult learners joining the training center was to pass an interview test on a cruise ship. This study found that teaching basic speaking English and the learning process were facilitated to adult learners in order to help and support their needs, especially speaking English. At LPIA cruise ship training center provided facilities which were needed in teaching and learning process to support their need appropriately. Additionally, some elements of teaching basic speaking English for adult learners was to encourage the learners to have a good English speaking

outcome. Adult learners who had good speaking English outcomes will be able to compete for walking interviews by the user and working on cruise ship. Considering the time length at LPIA cruise ship training center program is about three months, the target of teaching is focusing on speaking skill. The teacher provides materials of learning related to the adult learning' purposes. The most suitable materials and activities related to the cruise ship industry, such as vocabulary, phrases, sentences, topic discussion, conversation, .

The method used in this teaching basic speaking English is total physical response (TPR). This traditional method made adult learners easier to understand, since they reviewed and drilled every new vocabulary all the time and adult learners had to respond to the teacher's command by an action. This Study found that the teacher used a variation technique for teaching basic speaking English to adult learners in order to make students participate in speaking English.. To achieve the goal of teaching basic speaking English for adult learners to work as cruise ship crew, there are some elements to be considered;

a. Material design

Material used in teaching basic speaking English is a module designed by LPIA cruise ship training center. Material based on class teaching in door and outing class activities. Basic English material depends on teaching objectives, adult learners' needs and interest. Based on the observation of the researcher, material design consists of vocabularies, phrases, sentences, topic discussion, conversation which related to the job activities on cruise ship. Adult learners could use vocabularies, phrases and sentences in the right context. Topic

discussion, exercises. Self introduction, conversation, job interview, culinary, restaurant, and hospitality.

b. Method and Technique of teaching basic speaking English for adult learners

Traditionally techniques of teaching basic English for adult learners in this study use drilling, role play, command and action as the application from total physical response. (TPR) method. Teacher explained the topics and students took notes which were still useful, the teacher gave commands and adult learners did an action. Teacher pronounces new words or sentences several times and students repeat them several times. Although, They were adult learners, teachers treat them as younger learners that adult learners have to repeat what the teacher pronounced several times to make sure the students do not mispronounce those words, phrases and sentences. Teacher asked a student to take a turn acting like a teacher and other students repeated after the students said the words, phrases, and sentences. Adult learners also asked by the teacher to perform in front of the class in pairs or groups related to the topics have been discussed. The activities above made adult learners speak English well and had self confidence when they communicate using English.

c. Media of learning

The researcher found, the media at the LPIA cruise ship training center was available and the teacher could conduct teaching and learning processes as creatively as the teacher could. Media has important role for both teacher and adult learners to support teaching basic speaking

English and learning process in order to reach the goal. The researcher found, the English teacher used media to encourage teaching basic speaking

English for adult learners and the learning process. The media used such as flash cards, videos, pictures, and other social media. Video was really interesting for teaching basic English because the video showed how native speakers communicated, expressed, and used body language in the real context. Students practiced what they had seen and listened to from the video.

d. Students' motivation

Based on the result of an interview and observation at LPIA cruise ship training center, the researcher found, adult learners were motivated to speak English in order to work as cruise ship crew abroad. Motivation according to scientists is not debatable for supporting students to success in learning English. As stated by Hayikaleng, Nair & Krishnasamy (2016), mentioned that motivation is regarded as an important component to make students successful in their English learning. Motivation is divided into two categories: internal and external. If it is internal, students Adult learners have gotten information about working as cruise ship crew has a high salary and they could back up their family economically and financially. Adult learners had motivation to speak English well in order to pass the

interview test and work on cruise ship as temporary or even permanent employees.

e. Teacher's competence.

The researcher found in this study, the competency which belongs to the teacher at LPIA cruise ship training center influenced the successful teaching basic speaking English and learning process. Some competencies that teacher had from the opening to closing teaching activities, explained the material well,

managed the classroom, reinforcement and competency of creating various activities.

f. The evaluation technique

Researchers found this study, the evaluation at LPIA cruise ship training center the teacher asked questions to the students related to the material discussion before the class was over, interview weekly by the head of training center, and monthly interview and simulation by the institution to prepare for the real interview. Teachers evaluate students' understanding by asking questions related to the material every day before the class finish.

2. The problem of the adult learners

Teaching basic speaking English for adult learners have some barriers;

a. Problem for the English teacher

According to (Wicaksono, 2016) one of the difficulties often experienced is when teachers and students cannot speak

English effectively so what the teacher says and what the students answer or do is out of context, even though the aim of teaching speaking skills is communicative efficiency. Therefore, this research was deliberately carried out to increase understanding and increase speaking skill regarding difficulties experienced by teachers during the process of teaching speaking, so, producing a more comprehensive understanding of what difficulties teachers may experience in teaching speaking. Based on the finding in this study, actually teacher find their students in the class has different level of education

background, so they have different basic English especially speaking English skill, vocabulary mastery,

b. Problem for the adult learners .

Based on the research finding, first, English is a foreign language in Indonesia, so it is not used in daily social interaction, second, most of the adult learners have lack of vocabulary mastery so they have difficulty to understand speaking English. Third, English has tenses and is different from written to pronunciation and it is really different from bahasa Indonesia, it does not have tenses and pronounce the words based on written. and also have different structures between English and Indonesia. (Sardi et al., 2017) stated that some difficulties that occur are

guiding content development, increasing student accuracy, providing media to create a pleasant learning climate, preventing errors in word pronunciation, and other difficulties that are truly specific within a special scope. Adult learners have to realize their problem, how to cope with the problems and the concerned strategy to get their target as the goal of teaching and learning process.

c. Problem solving for the teacher

To solve the problem, adult learners have different levels of education and vocabulary mastery. Before adult learners join the real class, the learners must have a placement test in order to levelize the students in the right class, so the teacher is easier to design the material of teaching. Teacher asked the adult learners to memorize new vocabularies and use them when they interact with friends. Teachers always motivate the students to speak English during the

learning process. The institution has to evaluate adult learners' progress every month and review the materials based on students' needs.

d. Problem solving for the students

Teacher encouraged the students to be able to speak English well, and asked students to practice speaking English daily. Mastering speaking English is easier for adult learners in order to reach their dream to be a cruise ship crew or working abroad.

Conclusion

This study found that teaching basic speaking English for adult learners at LPIA cruise ship training center was the right choice and right place to improve adult learners' English speaking skill. Adult learners who want to work on cruise ships abroad because the institution facilitates almost all most the students need. The achievement could be seen from the graduation who were able to speak English well and they really worked on cruise ship crew, as waiters, chef assistants, laundrymen and housekeeping. The success of teaching basic speaking English was supported by the appropriate methodology, approach, techniques, and material design which adult learners need.

Adult learners' motivation was the most influential factor for success in learning target language. Most adult learners' motivation is influenced by external motivation such as working on a cruise ship, or working abroad, could back up their family economically, and of course get a high salary.

On the other hand there are some barriers to teaching basic speaking English for adult learners at LPIA cruise ship training center. The barriers were coming from the earlier class that adult learners find it difficult to understand

English and they still have a lack of vocabulary mastery. The barriers could be solved by asking the students to memorize the vocabularies which students need as stated in English for specific purposes.

REFERENCES

- Asorbi, M., Seken, K., & Suarnajaya, M. (20213) the Effect of information Gap Technique and achievement motivation Toward students' Speaking Ability
- Asti Ramadhan et. al. (2023) Teaching English as a Foreign Language. UNINDRAPRESS
- Farisca Adhani et.al (2023) EFL. Students' Perception on the use of tiktok in improving English skill. English Educational: Journal of English Teaching Research, 8(2), 180-188.
- Gustaman Saragih. et. al. (2029) English for Specific Purposes. *Progress Learning Materials* : UNINDRAPRESS.
- Hayikaleng, N., Nair, S. M., & Krishnasamy, H. N. (2016). *The Students Motivation on English Reading Comprehension*. Utara Malaysia University: Malaysia.
- Luliana Lungu. (2013). Designing An English for Adults Non- Philological Students in Long-Life Learning Education. *Procedia - Social and Behavioral Science*, 76, 456–459.
- Rao, parupalli srivina (2019) The Importance of Speaking Skills in English Classroom. Alford Council of International English & Literature Journal (ACIELJ), 561(3), S2-S3.
- Richard J. C., & Renadya. W. a, (2002) Methodology in Language Teaching An Anthology of current Practice (pp, 1-432
- Sardi, A., Haryanto, A., & Weda, S. (2017). The Distinct types of diction used by theefl teachers in the classroom interaction. International Journal Of Science and Research (IJSR), 6(3), 1061-1066.
- Taylor et al., (2015), introduction to qualitative Research Method: A guidebook and Resource
- Wicaksono, B. H. (2016). Teacher's Talk Role in Teaching Speaking. Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4), 123–131