DIFFERENT LECTURERS' PERCEPTION ON AN EFFECTIVE COMMUNICATION IN TEACHING MARITIME ENGLISH (MarEng)

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Abstract

Effective communication should be created well while teaching English. Therefore, in fulfilling the teaching–learning process, an English Lecturer must also know how to communicate well and convey the meaning of the lessons by considering their condition in the classroom. This study aims to find out and identify the lecturers' perception of effective communication, especially in teaching Maritime English. Qualitative research is chosen because it allows researchers to identify issues from the participant's perspective. Purposive sampling was used in this research, and the participants were twenty lecturers in Indonesian maritime education institutions. The technique of collecting data was by distributing questionnaires and doing interviews. After gathering the data, it was analyzed and categorized based on five different questions. From the result, it can be seen that the opinion on effective communication, tips and tricks to being a communicative lecturer, the way the lecturers communicate with the students, the method of enhancing students' maritime ability, and the practice of facing complaints from students in the classroom has various of perception which to the lecturers and students to work together in achieving the purpose of education in the maritime field.

Keywords: Perception, Communication, and Maritime English.

Introduction

To become an English lecturer should have good competence and skills in teaching, especially for teaching the fourth skills in English like Writing, Reading, Speaking & Listening. Those skills can be generated from each other based on the teachings' goal that should be achieved at the end of the study. Therefore, in fulfilling the teaching-learning process, an English Lecturer must also know how to communicate well and convey the meaning of the lessons by considering their condition in the classroom.

The teaching and learning process is an activity between teachers (lecturer) and students giving and taking material in a school as the curriculum implementation to achieve the education goal. The education goal leads the students to changes in behavior, both intellectual, moral, and social (Sudjana and Rifai, 2007).

Lecturers are the main actors in the teaching and learning process. A good or bad result of education depends on the Lecturer itself because they directly communicate with the students. Communicating here means that Lecturer directly interacts with students, from teaching or explaining materials to the students to talk to students in out-of-education contexts. Because a teacher not only becomes a teacher who only gives or explains material to the students but also

has to cover the teacher's role. A teacher should be an inspirator, motivator, facilitator, and manager of their students.

Additionally, based on Law Number 15, the Year 2005, regarding teachers and lecturers, article 10, paragraph 1, a teacher must have teachers' competencies. They are pedagogical competence, personal competence, professional competence, and social competence. One of those competencies which have direct interaction with the students is social competence.

Social competence is a teacher's competence to communicate effectively with students, educational staff, parents, and the community. Effective communication is needed in teaching and learning, especially in language teaching and learning. English is a foreign language in our country, Indonesia (Haryani et al., 2022). It means that Indonesian doesn't use English as their first language to communicate in daily activities. English is used in some countries like the UK and the USA as the origin country of English itself, Australia, Canada, Ghana, South Africa, and some Europan countries. Because English is not Indonesian first language, the English language teaching and learning process have to be delivered interestingly by the teachers.

Effective communication is one of the keys to achieving the English language teaching and learning process goal. The lecturer should be communicative in the classroom. Lecturers' communication is one of the essential elements in education. Because the education goals depend on how is the Lecturers' communication.

Communication is a process of delivering meaning to the other using spoken or written form. The lecturer's communication is needed in the teaching and learning process is effective lecturer's communication. An effective lecturer's communication is a process where the lecturer can successfully deliver their meaning to interlocutors, including students, academic staff, and parents. Effective lecturer's communication is characterized by students understanding the materials quickly, having a good relationship with educational staff, get positive feedback from the parents of their teaching and learning activity.

Some previous studies discuss the teachers' or lecturers' communication, either teachers' communication with students or teachers' communication with parents, for example, in Susan's study (2005). She stated that solid communication is fundamental to the partnership and building community between home and school. In her study, which discussed teachers' communication, especially with the parents, there were some facts that teachers have opportunities to communicate effectively, for example, by using technology. Still, unfortunately, the result of the study is that some teachers could not communicate effectively because they were not trained well or lacked knowledge about using technology. The other studies which discussed effective teacher communication come from Rubio (2009). He stated that the teachers needed some skills. One of them was communication skills. In his study, the communication skill that teachers need is effective communication. Effective communication was needed to avoid the lack of communication between teachers and students.

Even though effective teachers' or lecturers' communication is an essential aspect of being a teacher, in reality-based, some teachers or lecturers do not have it. It was proved that the lecturers could not deliver the materials successfully, they did not make a friend with other educational staff, and they could not successfully deliver their meaning to the parents about the teaching and learning process, like giving a clear student record when achieving students' result moment. When effective teacher or lecturer communication is applied to every teacher, the goal of education can be achieved successfully and can increase the quality of education in Indonesia.

Based on that problem, the research aims to investigate how the Maritime English Lecturers provide their different perception of effective communication in the maritime academy

or institution. This research investigates their perception and definition of communication and effective communication as they view how to be lecturers with practical communication ability in the teaching and learning process.

Literature Review
Communication

What comes to our mind when we hear a communication term? Some may think about a process to share or convey information or ideas with our interlocutors. The communication term itself comes from the Latin communis, which means common. Keyton, as cited Lunenburg (2010), communication can be defined as the process of transmitting information and common understanding from one person to another.
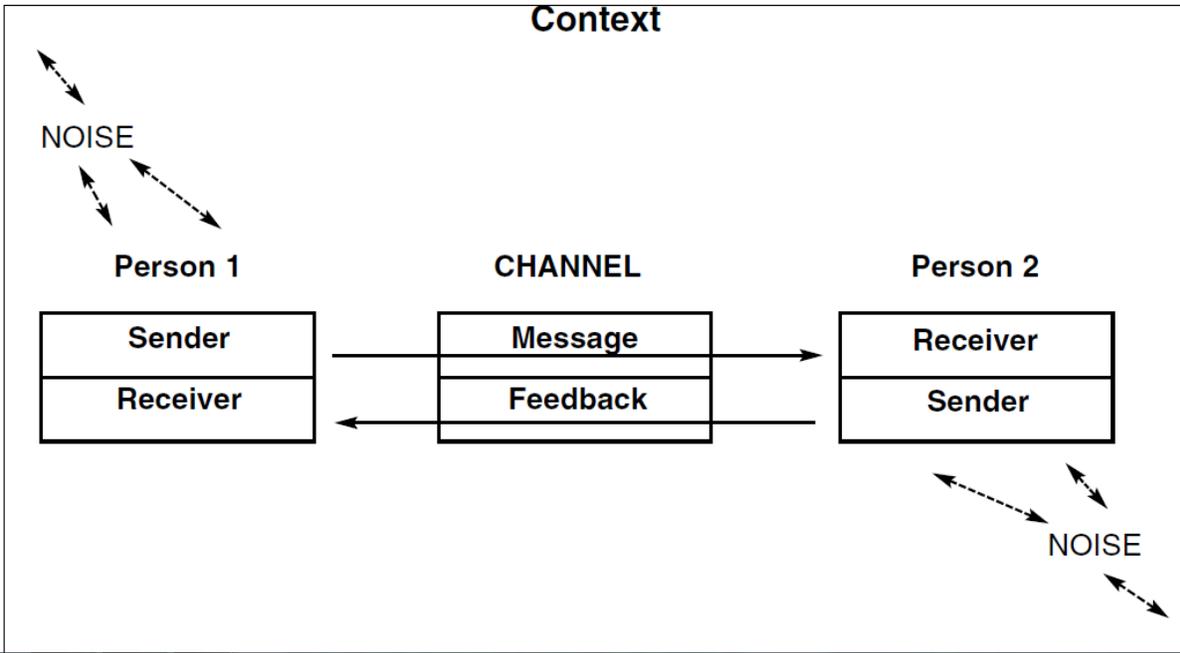
Communication is our daily activity. Everyone does this activity because people always communicate or interact with others because we are human beings who always do communication. Another definition of communication is exchanging or sharing information, knowledge, ideas, and behavior. Others mean a person or group that needs those matters. People can transmit their meaning in a spoken form like speech, teaching or lecturing, story or experiences telling, debating, etc. Not only in spoken form but also in written form like messages, letters, memos, announcements, texts even song lyrics. Some methods or ways can transmit those. They are TV, email, blog, telephone, or talking to each other directly. Communication can be called good communication when there is no miss communication in conveying the meaning between sender and receiver as the elements of the communication process.

Because communication is our daily activity that can happen everywhere, every time the teaching and learning process in the college can be called a communication activity. One of the communication activities in the university is lecturers' or instructors' communication. It can be defined as a process by which the lecturers deliver the materials to the students. Not only deliver materials, but also the teachers can give their assessments, opinion, prohibition, and message to students and educational staff in their schools as a teachers' communication activity.

Lecturers can transmit their meaning to the interlocuters in various ways like teaching activity, messages via email or WhatsApp, instruction, prohibition, telephone, conversation, etc. Lecturers' communication in the college becomes one of the essential aspects in achieving the goal of education because teachers are the main actors in the teaching and learning process. In their hands, the students can be classified as good or bad. Students can get a good understanding of the materials or not.

Besides knowledge and technique of teaching, a teacher should have communication skills to give their meaning to the interlocutors for the interlocutor can get the point of the teacher's meaning. Communication skills also support the teachers' professionalism itself. Communication skills can be defined as the teachers' ability to communicate with students, educational staff, and parents in the school. Communication skills can be divided into two skills. They are oral communication skills and written communication skills.

As the process of conveying information to the interlocutors, communication has some processes in which the information from the sender can be understood well by the receiver. Clampit, as cited by Dixon and O'hara (2006), the process of communication can be figured out based on the picture below:

Picture 1. The process of communication.

Based on the picture above, it can be interpreted that there are three processes or steps in communication. They are sending the message, the channel, receiving the message, feedback, context, and noise. As the first process, the sending message is where a sender makes a message they want to convey to the receiver. The message itself is information from the sender. There is some form of message in the process of communication itself. It can be auditory or verbal form, nonverbal or written form, tactile.

In the teaching and learning context, the sending message process is when the teacher, as the sender, gives their information to the receiver. For example, when the teacher teaches the students, the teachers make information and teaching material. In the other illustration, the sending message process is when the teacher gives their opinion to the headmaster about the school rule or curriculum implementation. The illustration of the sending message process is when the teacher gives the student record to the parents at the end of the academic year when they take their children's results, or the teacher compliments the parents because their children have won the school competition.

For the second communication process, the channel can be defined as a communication medium or information passage. The media can be face-to-face, telephone, video call, text, memo, short message, etc. For direct media like face-to-face communication, the ability of the communication sender influences the receivers' understanding. It is because when the sender gives the information, they use their prior knowledge, technique, words, and gestures to understand the receiver well. For example, a teacher becomes a favorite teacher in the school because they deliver the teaching material by using easy words to understand so the students can quickly get the point of the material.

As the third step of the communication process, receiving data is a process in which the receiver can get the point from the receiver. In receiving the message, the receiver can reply to the sender about the message itself. For example, in the maritime academy context, a leader asks help to the EFL teacher or lecturer to supervise the students who will join a speech competition,

storytelling, or debate, and the EFL teacher or Maritime English Lecturer says yes with a beautiful smile to supervise the students who will join that contests.

As the fourth step of the communication process, feedback can be defined as the message received by a person one as feedback. Clampit, as cited by Dixon and O'hara (2006), explained that feedback comprises both the verbal and non-verbal messages of others and allows us to evaluate how the message has been understood and the response to it Context.

The context in the communication process can be interpreted as the circumstances that form the setting for an event, statement, or idea. Effective communication can happen when sending the message itself is received successfully. The receiver gets well understanding of the message that the sender sends. Additionally, Akilandeswari et al. (2015) stated in their research that if the message is conveyed unambiguously, and received by the receiver in the same way as intended by the sender, then communication is said to be effective.

For example, as an effective teacher's communication, students get a deep understanding of the materials taught by the teacher. The students got satisfactory marks on their assignments or their tests. That can be defined as effective communication. The excellent result of the students is the positive feedback that indicates the teacher's communication is effective.

Another illustration comes when the teacher communicates with the parents. The teacher communicates with the parents by using words that are easy to understand. So the parents have the same meaning as the teachers. For example, when the students have a terrible problem in their school, the teachers invite the parents to the school to discuss it. Because of the use of easy-to-understanding words by the teacher, the parents didn't blame the teacher or the students.

According to free communication management books (2013), teachers can take steps or ways to make effective communication: Listen more carefully and responsively. Explain their conversational intent and invite consent, Express themselves more clearly and thoroughly, Translate their complaints and criticisms into specific requests, Explain your requests, Ask questions "open-endedly" and more creatively, Express more appreciation, Make better communication an essential part of your everyday life.

Methodology

The study used a qualitative design to investigate Maritime English Lecturers' perceptions of effective communication. Qualitative research is chosen because it allows researchers to identify issues from the participant's perspective and understand the meanings and interpretations they give to behavior (Malik & Hamied, 2014). One of the characteristics of qualitative research is the "seek to explore phenomena" (Mack, 2005). A case study is used as a research method in this research. A case study is an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection (Creswell, 2007).

This research was conducted in maritime education institutions. Purposive sampling is used in this research. The participants were twenty lecturers in Indonesian maritime education institutions. They are chosen based on several criteria, as follows: (1) having a different teaching period; (2) Teaching English for a specific purpose in Indonesian maritime education institutions; (3) Most of the lecturers come from nonscientific marine backgrounds.

Data Collection

The data collection techniques involved in-depth interviews. It is used to achieve rich data collection related to the issue of the research because one of the characteristics of a case study is an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection (Creswell, 2007). The interviews were conducted individually to ensure privacy and explore each participant's in-depth responses (Fitriati, 2015). In addition, The interview used open-ended questions. The advantages of using open-ended questions include "allowing new ideas to be brought up during the interview, providing a clear set of instructions for interviewers, and can provide reliable, comparable qualitative data (Cohen& Crabtree, 2006). The lecturers asked five questions about effective communication. Those questions were (1). What do you think of effective communication?; (2) what is your tips and trick for being a communicative teacher or lecturer?; (3) How do you communicate with students in and out of class? (4) how do we apply effective communication with students to enhance their maritime English ability?; (5) How do you respond if there is a student complaint with your class?

Finding & Discussion

There are 20 lecturers' who became the respondent to this research. The data came from the lecturers who work in 12 various maritime institutions in Indonesia, like STIP, Stimaryo, Universitas IVET, Politeknik Negeri Pontianak, Unimar AMNI, Suaka Bahari Cirebon, Polimarin, AMC Cirebon, Politeknik AUP Jakarta, Politeknik Bumi Akpelni, AMN Cilacap, and Poltekpel Banten. The chart can be seen from the following data:
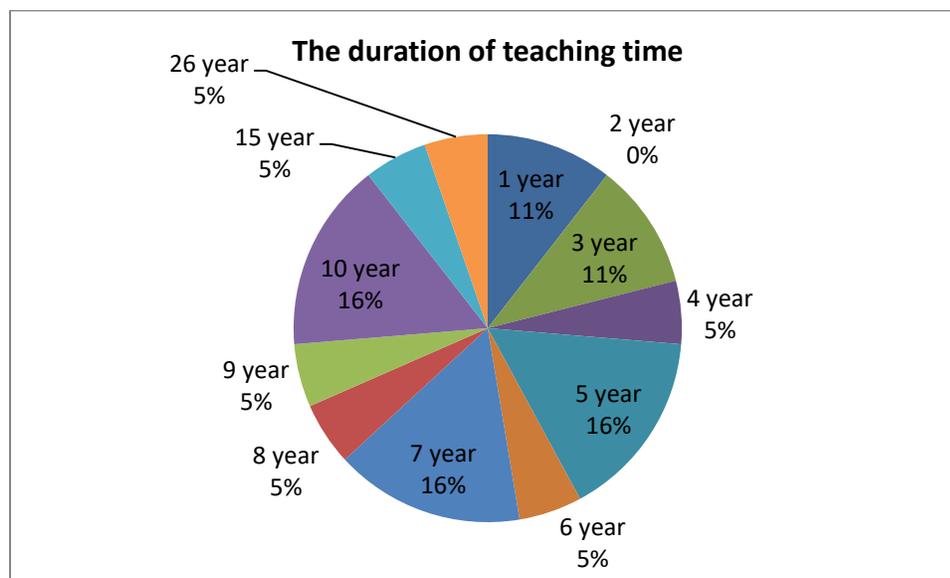

Chart 1. The duration of lecturer's teaching time

From the chart above, the lecturers have different time experiences teaching maritime English in their institutions. The duration starts from 1 & 3 years (11 %), 4,6,8,9,26 years (5 %), and 5,7&10 (16 years). This distinctive experience makes them different in giving opinions about their perception of the teaching-learning process and how the communication runs well.

From the discussion, it can be found out different perceptions of every research subject from various maritime academies or institutions in Indonesia.

1. Effective communication.

   Effective communication between the lecturers and students can be seen from the following argumentation:
   a. When the message sent is the same as the message received by the interlocutor, it arouses students' motivation to be consciously involved in learning, two-way communication between lecturers (teachers) and students in which there is a reciprocal interaction (feedback) between the two whose primary purpose is so that the message (information) conveyed can be well received.
   b. Communication is essential so that the cadets can well absorb the material; students are also actively involved in the teaching and learning.
   c. Effective communication is achieved when students understand the instructions without having to repeat the instructions process.
   d. Providing stimulation to cadets and always providing material and communication according to the millennial situation because we are facing millennial children, Clear, precise, efficient communication according to the context and flow between teachers and students.
   e. Effective teaching and learning communication are essential so the student can easily digest the material presented.
   f. Effective communication in teaching and learning activities (TLA), namely, lecturers must know the psychology of students/cadets; from that, lecturers will be able to communicate well with cadets starting from greeting and communicating with cadets using English at the beginning.
   g. Communication between lecturers & cadets will be effortless if the lecturers know the attitude & character of the cadets.

2. Tips and tricks to be a communicative teacher or lecturer.

   Some of the tips and tricks that have been done by the Maritime Lecturers so far are:
   a. Recognize student communication patterns and adapt to them.
   b. Understand the character of students according to their learning needs, and teach based on their needs so that it will attract their attention and their enthusiasm for learning, doing role play, oral assessments, presentations.
   c. Asking to ensure student understanding, trying to speak, not being too excessive in explaining something.
   d. Establish direct interaction with students by involving them in giving or conveying their ideas, opinions.
   e. Deliver directions and instructions in clear language, delivered in oral and written form (in the form of PowerPoint Template).
   f. Provide pictures and accurate tools for working in the future, code-mixing, dan code-switching.
   g. Increase speaking activities.
   h. Designing learning well, creating a cheerful and fun learning atmosphere, using suitable learning methods, ending learning with motivational sentences.
   i. Trying to talk right to the point and not beat around the bush but also communicate that contains motivation so that students are influenced to become better.

j. Explore knowledge & prepare materials/materials that become references, such as listening, speaking, writing, reading & structure (grammatical).

k. Teaching methods, speaking casually, and sometimes using slang, a trending language, so they can easily understand.

l. Besides that, we as Lecturer also listen to what they say, Participate in practical communication training, make self-assessments from students, and request evaluations from peers and superiors.

3. The way of communication with students in and out of class.

a. Direct communication, casual discussion, social media, etc., With no distance and bring out the inner power of students so that they have a high desire to learn outside of school hours.

b. Direct communication, involving them in giving their opinions or ideas on a particular topic of discussion.

c. Ask and tell each other about the real world of work and the challenges that will be faced when they are on ocean-going and domestic lines.

d. Verbal communication, interaction in the form of questions, exploring student opinions and opinions from certain case studies.

e. Two-way communication stimulates them to think critically and ask questions, use simple language, and open themselves up to prepare to ask via Whats Application or Instagram.

f. Creating a learning atmosphere that is not tense and fun, providing humor in between learning, and ending learning with motivation.

g. Greet the cadets if they meet outside of the classroom by using English.

4. The way to apply effective communication with students to enhance their maritime English ability.

a. Recognize student communication patterns and adapt to them, positioning themselves as those who need knowledge and skills in the English language.

b. Setting the material appropriately according to needs.

c. Provide a stimulus with an example according to the material; provide up-to-date examples to arouse cadets' enthusiasm to learn.

d. Communicate in English as often as possible in class and outside of learning hours.

e. Using English more in teaching, although sometimes it must be mixed with Indonesian, involves students being brave and confident to speak English despite many mistakes.

f. The most important thing is to create an atmosphere of speaking English well and make students so accustomed and finally confident to speak English.

g. That is by carrying the theme that you want to teach and always being active in the conversation, and giving punishment for those who do not speak English by memorizing at least 25 English vocabularies.

h. Prepared tools such as teaching aids (audio and video), dictionaries, English learning software, and other relevant tools, improve practice.

i. Using language according to the level of proficiency level of the cadets.

5. The response if there is a student complaint about your class

   a. Accept his opinion, and try to improve on that part. It is better than me being defensive, accepting criticism and input and making it a reflection and suggestion for future improvement, responding well.
   b. Talking privately, Providing opportunities for students to respond based on their abilities with the essential competency standards.
   c. We communicate in a relaxed, relaxed manner, and then we ask about the problem and find a solution that excites students again.
   d. Listen to student input. Then fix what their complaint is; every student can express their opinion, including about the class situation or other complaints that arise in class,
   e. Of course, as a lecturer, we will be pleased because these complaints mean that we can introspect that there are parts that need to be improved, and of course, after we know what shortcomings or complaints we must try to improve our learning methods/methods/systems to make them more exciting and compelling.
   f. Approach and communicate directly or give them a questionnaire so that we know what learning is appropriate in the class.
   g. Creating online polls and discussing them at the end of class offers intensive assistance for students whose grades are not standardized, exploring the students' character.
   h. We need to change the learning method to make it more fun so they can understand quickly.
   i. Emotions, listening to their complaints, finding a solution together.
   j. Lecturers must change the system/way of learning and new teaching methods; this is difficult because a lecturer must know each student's attitudes and character.
   k. Because a lecturer must convey material and know each student's character and attitude, we will first ask what he is complaining about and what the problem is. After that, we tried to introspect ourselves, changing the style/method of learning, responding in general first, and proceeding with further handling if it still requires special attention.

Conclusion

The lecturer must have four basic competencies: pedagogical, personal, professional, and social competence. One of those competencies which have direct interaction with the students is social competence. From the result of the discussion, the lecturers have different opinions and perceptions of implementing social competence in interaction with the students in the classroom. It can be proven from the lecturer's opinion above in giving an opinion on effective communication, tips, and tricks to being a communicative lecturer, the way the lecturers communicate with the students, the method of enhancing students' maritime ability, and the practice of facing complaints from students in the classroom. Therefore, the various perception based on the availability of distinctive experiences in the teaching-learning process and how the communication runs well. Even though those have different perceptions, the lecturers and students (cadets) must be able to work together to achieve the purpose of education in the maritime field.

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