

**DESIGNING A SYLLABUS FOR ENGLISH MARITIME AT
TENTH-GRADE STUDENTS OF SMKN 3 PALOPO**

A Thesis

*Presented as partial fulfillment for the attainment of S.Pd. degree in English
Education Study Program Tarbiyah and Teacher Training Faculty State Islamic
Institute of Palopo.*



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**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUT OF PALOPO
2021**

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**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
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2021**

THESIS APPROVAL

This thesis entitled "Designing a Syllabus for English Maritime at Tenth-grade Students of SMKN 3 Palopo" which is written by Intan Sriani Musma, Reg. Number. 16.0202.0005, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on Thursday, 04th of February 2021 M, coincided with 22th Jumadil Akhir 1442 H, it is authorized and acceptable as partial fulfillment for S.Pd. degree in English language teaching.

Thursday, 04th of February 2021
22th Jumadil Akhir 1442 H

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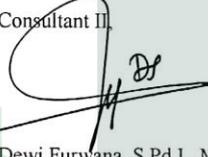
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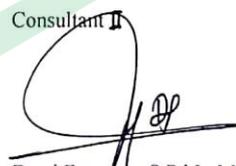
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Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication or the work of others that I acknowledge as my own work or thought.
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If later this statement is not true, I am willing to accept administrative sanctions for the act, then the academic degree that I have achieved can be revoked.

In the end, this statement is made truthfully and to be used accordance with its purpose.

Palopo, 4th January 2021




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Palopo, 4th January 2021

The researcher,

IAIN PALOPO

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TABLE OF CONTENTS

| | |
|---|------|
| ACKNOWLEDGEMENT | vii |
| LIST OF TABLES | x |
| LIST OF FIGURES | xi |
| LIST OF PICTURES | xii |
| LIST OF APPENDIXES | xiii |
| ABSTRACT | xiv |
| CHAPTER I | 1 |
| INTRODUCTION | 1 |
| A. Background..... | 1 |
| B. Limitation of the Problem..... | 4 |
| C. Research Question | 4 |
| D. The Objective of the Research..... | 5 |
| E. Significance of the Research..... | 5 |
| F. The Specification and Assumption | 5 |
| CHAPTER II..... | 6 |
| LITERATURE REVIEW AND RELEVANT STUDIES | 6 |
| A. Relevant Studies | 6 |
| B. Literature Review | 8 |
| C. Conceptual Framework..... | 26 |
| D. Hypothesis | 27 |
| RESEARCH METHOD..... | 28 |
| A. Type of the Research | 28 |
| B. Research Setting | 28 |
| C. Research Subject..... | 29 |
| D. Research Procedure | 29 |
| E. Research Instrument and Data Collection Technique..... | 29 |
| F. Data Analysis Technique | 34 |
| CHAPTER IV | 37 |
| RESEARCH FINDINGS AND DISCUSSION..... | 37 |

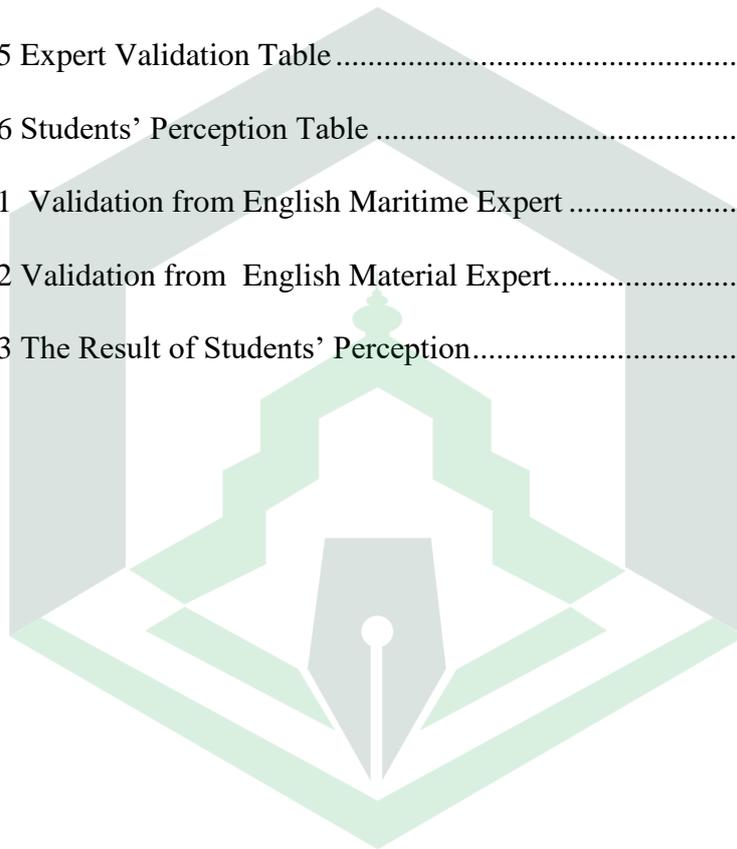
| | |
|----------------------------------|----|
| A. Research Findings | 37 |
| B. Discussion | 68 |
| BAB V..... | 73 |
| CONCLUSION AND SUGGESTIONS | 73 |
| A. Conclusion | 73 |
| B. Suggestions | 73 |
| BIBLIOGRAPHY | 74 |
| APPENDIXES | 76 |



IAIN PALOPO

LIST OF TABLES

| | |
|--|----|
| Table 3. 1 The validation of the questionnaire from the first expert..... | 30 |
| Table 3. 2 The validation of the questionnaire from the second expert..... | 32 |
| Table 3. 3 Analyze Questionnaire Result..... | 35 |
| Table 3. 4 Analyze the Validation of the Product..... | 35 |
| Table 3. 5 Expert Validation Table..... | 35 |
| Table 3. 6 Students' Perception Table..... | 36 |
| Table 4. 1 Validation from English Maritime Expert..... | 63 |
| Table 4. 2 Validation from English Material Expert..... | 65 |
| Table 4. 3 The Result of Students' Perception..... | 67 |



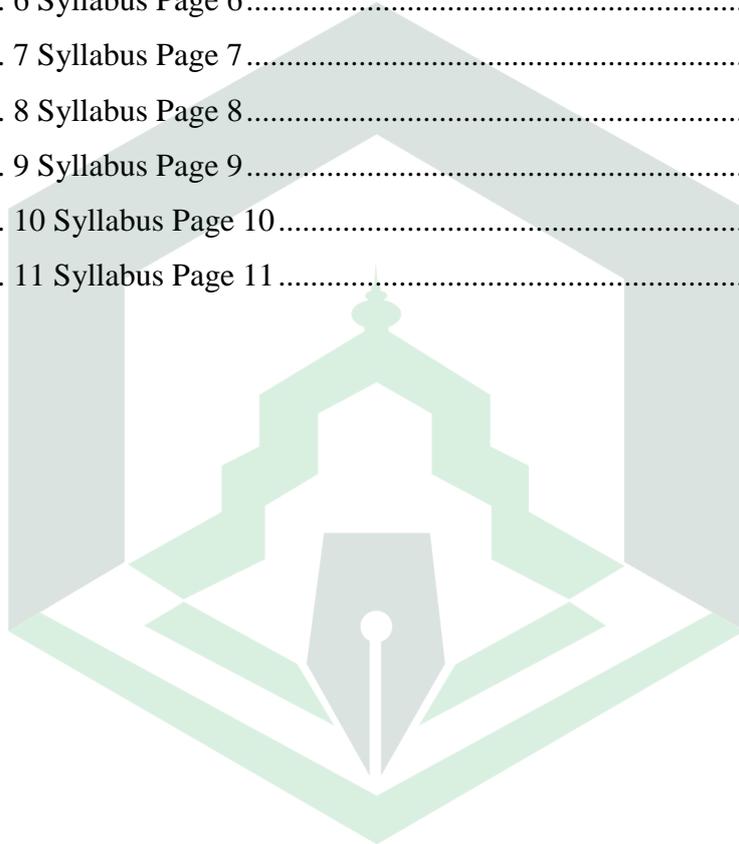
IAIN PALOPO

LIST OF FIGURES

| | |
|---|----|
| Figure 2. 1 Conceptual Framework..... | 26 |
| Figure 4. 1 Students' Result in Learning English Maritime | 37 |
| Figure 4. 2 Students' Need about Where English Maritime be used | 38 |
| Figure 4. 3 The Sequence of Language Skill | 38 |
| Figure 4. 4 Students' English Level..... | 39 |
| Figure 4. 5 Students' Preferred English Maritime Material Topic | 40 |
| Figure 4. 6 Students' Preferred Speaking Text..... | 41 |
| Figure 4. 7 Students' Preferred Reading Text..... | 41 |
| Figure 4. 8 Students' Preferred Writing Text..... | 42 |
| Figure 4. 9 Students' Preferred Listening Text..... | 43 |
| Figure 4. 10 Students' Speaking Difficulty | 43 |
| Figure 4. 11 Students' Reading Difficulty | 44 |
| Figure 4. 12 Students' Writing Difficulty | 45 |
| Figure 4. 13 Students' Listening Difficulty | 46 |
| Figure 4. 14 Students' Preferred Speaking Activity | 46 |
| Figure 4. 15 Students' Preferred Reading Activity..... | 47 |
| Figure 4. 16 Students' Preferred Writing Activity..... | 48 |
| Figure 4. 17 Students' Preferred Listening Activity | 49 |
| Figure 4. 18 Students' Need in Speaking Competence..... | 49 |
| Figure 4. 19 Students' Need in Reading Competence | 50 |
| Figure 4. 20 Students' Need in Writing Competence | 51 |
| Figure 4. 21 Students' Need in Listening Competence..... | 52 |
| Figure 4. 22 Students' Preferred Learning Media..... | 53 |
| Figure 4. 23 Students' Preferred Learning Place | 53 |
| Figure 4. 24 Students' Preferred Learning Time | 54 |
| Figure 4. 25 Students' Role in Learning | 55 |
| Figure 4. 26 Students' Preferred Learning Way | 55 |
| Figure 4. 27 Teacher's Role in Learning | 56 |

LIST OF PICTURES

| | |
|--------------------------------------|----|
| Picture 4. 1 Syllabus Page 1 | 58 |
| Picture 4. 2 Syllabus Page 2 | 58 |
| Picture 4. 3 Syllabus Page 3 | 59 |
| Picture 4. 4 Syllabus Page 4 | 59 |
| Picture 4. 5 Syllabus Page 5 | 60 |
| Picture 4. 6 Syllabus Page 6 | 60 |
| Picture 4. 7 Syllabus Page 7 | 61 |
| Picture 4. 8 Syllabus Page 8 | 61 |
| Picture 4. 9 Syllabus Page 9 | 62 |
| Picture 4. 10 Syllabus Page 10 | 62 |
| Picture 4. 11 Syllabus Page 11 | 63 |



IAIN PALOPO

LIST OF APPENDIXES

Appendix 1 Previous Syllabus

Appendix 2 Blueprint of Need Analysis Questionnaire

Appendix 3 Need Analysis Questionnaire

Appendix 4 Blueprint of Need Analysis Questionnaire Result

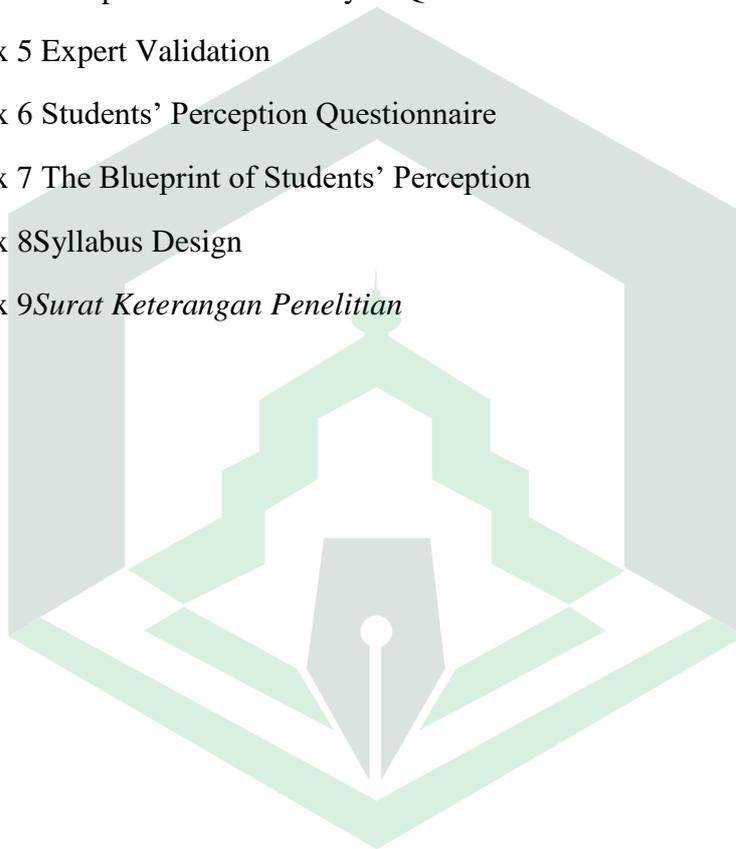
Appendix 5 Expert Validation

Appendix 6 Students' Perception Questionnaire

Appendix 7 The Blueprint of Students' Perception

Appendix 8 Syllabus Design

Appendix 9 *Surat Keterangan Penelitian*



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ABSTRACT

Intan Sriani Musma, 2021, “Designing a Syllabus for English Maritime at Tenth-grade Students of SMKN 3 Palopo”. thesis of English Education Study Program. Consultant (1) Dr. H. Rustan S, M.Hum. and (2) Dewi Furwana, S.Pd.I., M.Pd.

This research attempted to design a syllabus for English Maritime at tenth-grade students of SMKN 3 Palopo. The research question of this research was “what is the appropriate syllabus for English Maritime at tenth-grade students of SMKN 3 Palopo?”. The objective of the research was to find out the appropriate syllabus for English Maritime at tenth-grade students of SMKN 3 Palopo. This research used Research and Development (R&D) that utilized 4D model. It consists of define, design, develops, and disseminate. The syllabus designed based on the students’ needs analysis result and the role in BSNP. The instruments were used in this research were questionnaire for need analysis and observation sheet for two experts and students’ perceptions. In this research, two experts were involved to validate the product. The product was tested in tenth-grade students’ class and gain the students’ perception. Therefore, the result indicated that based on the experts' validation as well as the result of students’ perception after the product tested in class, the product of this research was appropriate to be applied for English Maritime at tenth-grade students of SMKN 3 Palopo. The designed syllabus of this research will be beneficial for English Maritime teachers in teaching English Maritime courses, especially for tenth-grade nautical students.

Keywords : Design, Syllabus, English Maritime.

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CHAPTER I

INTRODUCTION

A. Background

Curriculum design in English course still brings up the important issues to many teachers as a course developer. Different kind of English courses is developed, but many of English courses do not address the specific needs. Seeking the information about the student's needs are the most important way that the course developer should do, especially in English for Specific Purpose (ESP) course. Gass (2012), stated that ESP courses can prepare students for professional communication.¹ While Denhad (2010) said that ESP shows an increasing need of learners to use English in their specific fields, such as medicine, economic, maritime, engineering, law, and bussiness.² Richard (2001), also stated that ESP is a response to a number of practical concern.³ For instance, the need to prepare the appropriate teaching and learning activity in ESP for the students who need an English for use in their field, in this situation the non-English background, English for Maritime purpose.

English maritime is a subject that focuses on maritime context; specific communication used by seafarers both at sea and in port by individuals working in the shipping and shipbuilding industry, maritime commerce, maritime law, maritime engineer, etc. English Maritime aims to develop the Maritime English

¹Josiane Gass, "Need Analysis and Situational Analysis: Designing an ESP Curriculum for Thai Nurses," *English for Specific Purposes World*36, vo. 12 (2012)
<http://www.esp-world.info>

²A. Denhad, "Syllabus Revision: a Need Analysis Study," *Procedia Social Behavioral Sciences* 9 (2010) 1307-1312.
www.sciencedirect.com.

³J. Richard, *Curriculum Development in Language Teaching*. (2001)

level of seafarers. Through this subject, the students will improve their English language level and communication skill. It will be implemented when they faced with their job as seafarers.

English maritime subject is more important, especially for SMKN 3 Palopo as a maritime school. It is designed to equip students with basic knowledge and skill in their field by using English.⁴ Hence, to know the English Maritime learning activity at SMKN 3 Palopo, the researcher did an observation on 31 May 2019. The researcher observes the learning and teaching activity, then ask the teacher (Abdul Latif) some questions about the use of the previous English Maritime syllabus in teaching. Based on the observation, the researcher found that the learning English Maritime activity at SMKN 3 Palopo was not effective because of some problems faced by this subject.

First, the students should accept proper materials based on their competence. Unfortunately, the syllabus did not provide Maritime English materials as well, but it contains general English materials. Maritime students, before entering a job field need more specific materials that are very useful and can be implemented in real-life as maritime students or seafarers. Second, the teacher did not use a syllabus or lesson plan when teaching, because there was no proper syllabus. Therefore, the teacher only delivers some materials from other resources that he thought important and related to maritime competence, although it did not available in the syllabus. The materials that the teacher use was good. Unfortunately, it did not formulate into a good plan as well as a syllabus.

⁴Nur'aeni, Developing English Syllabus and Materials for Midwifery Students (a case study of STIKES Widya Dharma Husada Pamulang). (2016) *Google Scholar* (<https://scholar.google.com>).

Based on the problem that the researcher found on the observation, the researcher thought that the learning activity on the English Maritime subject has to be designed into a good plan. If the learning activity has a good plan include learning material based on competence, it will be easy for teachers and students in gaining the learning goals. So far, Maritime English will be taught well by simply referring to giving a guide or plan to teach by making a syllabus. According to BSNP (2016), a syllabus is the learning plan of the subject that consists of standard competence, base competence, learning material, learning activity, indicator, assessment, time allocation, and learning resources and media.. With the proper syllabus, the teacher will be easy in preparing a lesson plan for each meeting. Yalden (1998) stated that the syllabus can achieve a degree of fit between the needs and the aims of the learners, and the activities which will take place in the classroom. In addition, developing a syllabus is important skill for the teacher in order to interpret and modify what will the teacher do in the teaching and learning activity.⁵ While Nunan (1988) stated that few teachers are in position of being able to design their own syllabus, because it is hoped that the teacher can interpret and modify their own syllabus in the process translating them into action.⁶

Therefore, the researcher was interested to conduct research entitled “**Designing a Syllabus for English Maritime at 1st Grade Students of SMKN 3 Palopo**” as completion of scholar degree, as a form of student’s responsibility. It clearly explains in Al Quran Surah Al Mudatsir: 38

⁵J. Yalden, *The Communicative Syllabus: Evolution, Design, and Implementation*. (1998)

⁶David Nunan, *Language Teaching: a Scheme for Teacher Education*. (New York: Oxford University Press, 1988)

كُلُّ نَفْسٍ بِمَا كَسَبَتْ رَهِينَةٌ

This means: *“Every soul is responsible for its own deeds”*.

The ayat shows that every soul is suspended with their efforts either good or bad. They are not released before doing their responsibility. It is related to the researcher which is responsible for finishing this research. This research will be proof that the researcher has done her study, and responsible for doing the last assignment to get an academic scholar degree. Besides, it is the responsibility of education students at least for the learning activity to make it better than before.

B. Limitation of the Problem

Based on the background above, the problems can be identified as:

1. As an ESP, English Maritime materials should be formulated into a good plan as well as syllabus based on competence;
2. The syllabus developed to be an appropriate syllabus based on the learning needs and the government rules in BSNP.

As this research was conducted in a limited time, it is focused on designing an appropriate syllabus for English Maritime at tenth-grade students of SMKN 3 Palopo.

C. Research Question

Based on the description above, the problem statement in this research is “What is the appropriate English Maritime syllabus for tenth-grade students of SMKN 3 Palopo?”

D. The Objective of the Research

The objective of this research is to find out the appropriate syllabus for English Maritime at tenth-grade students of SMKN 3 Palopo.

E. Significance of the Research

The significance of the research divided into two, they are:

1. Theoretically

- a. The result of this research can be used as a reference for further research with some changes according to the needs of researchers
- b. As reference syllabus for English Maritime learning

2. Practically

- a. For the students, it is expected that this research can help students to improve their knowledge, their skill, and competency in using English,
- b. For the English teacher, this research can be used as a reference and influence the teacher for the next teaching activity in class.

F. The Specification and Assumption

In this research, the researcher produces an English Maritime syllabus that covers integrated skills for tenth-grade nautical students. Based on the field study, the researcher limits this research result only for tenth-grade nautical students.

CHAPTER II

LITERATURE REVIEW AND RELEVANT STUDIES

A. Relevant Studies

1. The research from Arflyan Ridwan and Siti Maria Ulfa with the title of their research *“English for Maritime in Vocational School context; a needs analysis”*.

The objective of the research is collect the data about the students’s needs to develop specific teaching materials to prepare maritime or sailing vocational high school students to be able to equip themselves with work communication competencies in English. In their research, they applied R&D model by Yalden. The result of Arflyan Ridwan and Siti Maria Ulfa research is the students’ need in language are mostly in the context of coordination language on board with the emphasis on speaking and reading.

The difference between Arflyan Ridwan and Siti Maria Ulfa research and this research are; this research focus in designing a syllabus for English Maritime in vocational school, whereas Arflyan Ridwan and Siti Maria Ulfa research focus in analysing the vocational high school students’ needs in developing teaching materials.

2. Endah Fauziningrum and Ever Nicolas with their research *“Need Analysis of Teaching and Learning Maritime English in Nautical Class of STIMART “AMNI” Semarang”*

The objective of the reseach from Endah Fauziningrum and Ever Nicolas are; to find out the problems faced by nautical cadets of STIMART “AMNI”

Semarang in Maritime English class, and to investigate the needs of the Nautical cadets in order to develop the good syllabus and appropriate to their need. The findings of Endah Fauziningrum and Ever Nicolas research are; the language abilities that the maritime cadets mostly need are speaking, listening, and writing skills, the current problems faced by the students such as they should be communicate well to the other crew when they do their apprentice on board.

The difference between this two research are; this research aims to find out the maritime students' need in learning maritime English to develop a syllabus, whereas the research from Endah Fauziningrum at all aims to finds out the students' problems faced in English Maritime, find out the student's need, and give suggestion to the English Maritime teacher to design a lesson plan or syllabus based on the students' needs.

3. Nur Aeni at all on their research *"The students' Needs in Maritime English Class at Ami AipiMakasar, Indonesia.*

This research aimed to know the student's oral communication apprehension level, the student's need in learning General Maritime English. It took 150 students of the nautical department as the subject of the research. From the research, the researcher found that the student's oral communication apprehension level was high, the four language skills (listening, reading, writing, speaking) in English are crucial according to the students, but the productive skills (writing and speaking) was placed as their highest priority.

Nur Aeni have done their research about Maritime English. It is the same research field with this research. The difference between Nur Aeni research with

this research is the research result. The result of this research is producing a syllabus, while Nur Aeni's research only reports the students' needs in learning English Maritime.

B. Literature Review

1. Curriculum

a. Definition of Curriculum

Nasution (1989) stated that the curriculum is a systematic plan under the responsibility of the school or education institution for stimulating the learning and teaching process. Curriculum also is an accident that is happening in the learning process under the school or education institution's responsibility (formal and informal activity)⁷.

Indonesian Minister's Constitution of Education and Culture No.81A the year 2013 stated that the curriculum is a center of education that need to develop and implement contextually for knowing the region, education society, and students' needs. According to the Indonesian Government's Rule No. 20 the year 2003, curriculum is a set of plans and goals arrangement, contents, and learning materials, and the way that used as guidelines of teaching and learning activity to achieve the education goals. There are two dimensions of curriculum based on the definition. First, plans and goals arrangement, contents, and learning materials. Second, the way that used in learning activity. At the beginning of the year 2013, the Ministry of Education of the Indonesian Republic has launched a new curriculum namely Curriculum 2013 and it fulfills both of the dimensions.

⁷S. Nasution, *Kurikulum dan Pengajaran*. (1989)

Based on the explanation above, the researcher can conclude that the curriculum is a set of learning plans to provide an efficient and effective learning process and help in gaining an education and institution goal.

In Indonesian Minister's Constitution of Education and Culture No. 70 the year 2013 about Basic Frame and Curriculum Structures of Middle Vocational School and Madrasah Aliyah Vocational School, Curriculum 2013 developed in some characteristics, are; 1) develop a balance between spiritual attitude and social, curiosity, creativity, and collaboration, with intellectual and psychomotor abilities; 2) the students apply what is learned in school to the community and utilize the community as a source of learning; 3) develop attitude, knowledge, skills, and apply it in various situations in school and community; 4) allow sufficient time to develop various attitudes, knowledge, and skills; 5) competencies are expressed in the form of class core competencies; 6) class core competencies become organizing elements of basic competence; 7) basic competencies are developed based on the accumulative principles, reinforced, and enriched between the subject and level of education. There are four core competencies in curriculum 2013 they are spiritual competence, social competence, knowledge competence, and skills.

The curriculum 2013 developed by considering some principles, they are; 1) the learning process is learner-centered; 2) apply the teaching-learning process in the classroom as the communicative interaction between the students and the teachers; 3) there is the various source that can be learned by the students,

including the internet; 4) the learning process is collaborative-learning; 5) the learning is competency-based, and integrated.

b. English Curriculum in Vocational School (SMK)

Basically, the general structure of the vocational curriculum same as senior school, which contains three groups of lessons they are compulsory lesson A, compulsory lesson B, and specialization. The difference is the accommodation of the students' specialization. Based on the Indonesian Government's Rule No. 17 the year 2010 about the Implementation and Education Management in article 80 stated that: 1) majors in SMK, MAK, or other similar forms are areas of experts; 2) each area of experts can consist of one or more expertise program; 3) each expertise program can consist of one or more expertise competence. The experts in SMK/MAK are; Technology and Engineering; Information and Communication Technology; Health; Agribusiness and Agrotechnology; Fisheries and Maritime Affairs; Business and Management; Tourism; Fine Arts and Crafts; and Performing Arts. In Fisheries and Maritime Affairs, there are several expertise programs, such as fishing vessel sailing, and merchant shipping. Every expertise program is divided into two expertise competence, they are nautical and engineering.

English in the vocational school divided into two, they are English in general and English for Specific Purpose. In SMKN 3 Palopo, English lessons also divided into two. English in general lesson learn about the English material in general term, and for the ESP, there is English Maritime. English Maritime is the English language that focused on maritime context. According to Perdirjen No. 07

the year 2018, English Maritime includes in specialization group subjects (group C), precisely at the base of the expertise program (C2).

2. Syllabus

a. Definition of the syllabus

There are several ways the syllabus can be defined. The syllabus is not just a document containing the topics plan that will be learned. The syllabus can only constitute an approximate statement of what will be taught.⁸Rohmah (2015) stated that the syllabus is the basis for teaching in classroom and can be used as the design of teaching materials specifies content and learning outcome. While Nunan (1988) stated that the syllabus is a statement of content, and the task of the syllabus designer is to select and grade this content.⁹ The syllabus is used as the basis for planning courses of various kinds. In Indonesian Minister's Constitution of Education and Culture No. 65, the syllabus is arranged for learning materials and learning activities in every subject. A syllabus consists of some components, they are; subject, the school identity, core competence, basic competence, learning activity, assessment, time allocation, and sources. According to (Yalden, 1998), a syllabus define as a summary of the content to which learners will be exposed.¹⁰ Furthermore, (McKey, 1978) stated that a syllabus focuses in provide what should be studied, along with the rationale for how that content should be selected and ordered.¹¹

⁸T. Hutchinson and A. Waters, *Englsih for Specific Purpose: a learning-centered approach*. (New York: Cambridge University Press, 1987)

⁹David Nunan, *Language Teaching: a Scheme for Teacher Education*. (New York: Oxford University Press, 1988)

¹⁰J. Yalden, *The Communicative Syllabus: Evolution, Design, and Implementation*. (1998)

¹¹S. McKey, *Syllabus: Structural, Situational, and Notional*. (1978)

Based on the stated above the researcher conclude that the syllabus is course design about what will we do in teaching and learning activity, it seems like the role of teaching and learning.

b. Components of Syllabus

Permendikbud No. 65 (2013) there are 9 components of syllabus; 1) Lesson identity; 2) School identity, consist of name of the school or class; 3) Main/Standard competence, is a categorical description about competence in attitude, knowledge, and skill that should be mastered by the learners at school, class, and lesson; 4) Basic competence, is a specific ability consist of attitude, knowledge, and skill; 5) Main material learning, are facts, concepts, principles, and related procedures; 6) Learning activity, is a series of learning activities which are done by teacher and learner, so we achieved the competence; 7) Assessment, is a process from collecting until processing information to determine how the learners to study result; 8) Time allocation, time allocation should be balanced with the total lesson time in a curriculum structure since one semester; 9) Learning resources, for example, books, newspaper or magazine, and electronic media or multimedia, or other relevant learning resources.

c. Types of Syllabus

Types of the syllabus by Furthermore cited in Nur'aeni (2015) 1) *Grammatical syllabus*, it contains the list of a grammatical structure according to difficulty or importance section graded; 2) *Lexical syllabus*, contains the list of lexical items such as girl, boy. It is associated with collocation and idioms; 3) *Grammatical-Lexical syllabus*, contain both grammar or structure and lexis; 4)

Situational syllabus, contain real-life context; 5) *Topic-based syllabus*, contain topic-based including things. It rather like situational syllabus; 6) *Notional syllabus*, specific notion more likely vocabulary items, can include number, place, and color; 7) *Functional-notional syllabus*, contain both function and notion. It means something you can do with language and express them; 8) *Mix or multi-strand syllabus*, contain the specification of topics, tasks, function, and notions as well as grammar and vocabulary; 9) *Procedural Syllabus*, contain the learning tasks. Finishing the learning tasks rather than the language itself; 10) *Process Syllabus*, syllabus with two or three coursebooks.¹²

Hutchinson and Waters (1987) divide syllabus into several types, they are;

- 1) *The Evaluation Syllabus*, it used to know what the successful learner will know, is its success or failure;
- 2) *The Organisational Syllabus*, it is the syllabus that carries assumption about nature of learning as well as language. It therefore, in organizing the items in this syllabus, it is necessary to consider the factors of how people learn;
- 3) *The Materials Syllabus*, is the syllabus that considering the learning material based on the effect of how well something is learned;
- 4) *The Teacher Syllabus*, it consists of the things that the teacher should do as mediation in learning. Therefore, there will be the image that the learner receives from the teacher;
- 5) *The Classroom Syllabus*, affects the nature both of what is taught and what is learned. This syllabus talks about what should the teacher do in every learning situation. Actually, every teacher knows that what is happened probably

¹²Nur'aeni, Developing English Syllabus and Materials for Midwifery Students (a case study of STIKES Widya Dharma Husada Pamulang). (2016) *Google Scholar* (<https://scholar.google.com>).

different from what is planned; 6) *The Learner Syllabus*, contains what the students have been learned, and whether and how future knowledge is learned.¹³

R.S. Murphy (2018) there are several types of the syllabus, they are; 1) Grammatical Syllabus; 2) Notional-Functional Syllabus; 3) Lexical Syllabus; 4) Task-Based Syllabus; 5) Content-Based Syllabus.¹⁴

Nur'aeni (Ricahrd 1992, p. 21) divided the syllabus into two, they are: 1) *A priori syllabus*, this syllabus is usually used in the school. It determined in advance of teaching. 2) *A posteriori syllabus*, this is usually used in English course which is determined from lesson protocol.

Based on the explanation above, the researcher will design a syllabus based on the National Education Standard Agency of Indonesian model. The syllabus will be involved in the integration between all types of the syllabus which consist of attitude, knowledge, skills, learning materials/contents, concept, principles, procedures, learning activity, assessment/evaluation, time allocation, learning resources, and etc.. Basturkmen (2010) explained that the syllabus is generally organized in units. The areas of grammar, vocabulary, genres, notions, skills, and strategy might construe the units.¹⁵ It means that the course might involve a combination of types of the syllabus. (Hutchinson, 1987) stated that there are several types of the syllabus, but the teaching-learning process involves the integration of them all. Any teaching materials must operate syllabus at the same

¹³T. Hunchinson and A. Waters, *Englisih for Specific Purpose: a learning-centered approach*. (New York: Cambridge University Press, 1987)

¹⁴R.S. Murphy, *The Concept of Syllabus Design and Curriculum Development: a look at five major syllabus*. (2018)

¹⁵Helen Basturkmen, *Developing Course in English for Specific Purpose*. (New Zealand: University of Auckland, 2010)

time. A syllabus will probably miss the opportunity to develop the acknowledged elements effectively when it only framed one aspect either structure, function, or whatever.¹⁶

d. The Principle in Developing Syllabus

(Sri Narwanti and Somadi, 2015) The principles in developing syllabus are;

- 1) *Scientific*, the syllabus should be clear and able to respond in scientific;
- 2) *Relevant*, relevancy between the main course and learning approach in the syllabus with the level of students development will influence the learning activity;
- 3) *Systematic*, components of the syllabus have functional relation in getting competence. Competency Standard (SK) and Basic Competency (KD) are the main references in developing the syllabus. From both SK and KD, and then indicator, choosing material needed, learning strategy, time allocation, and media, and assessment;
- 4) *Consistent*, there is a consistent relation between KD, indicator, main material, learning experience, learning resources, dan assessment system;
- 5) *Satisfy*, If SK and KD demand ability to analyze a learning object, the indicator, learning material, learning activity, and assessment should support the ability to analyze;
- 6) *Actual and contextual*, the scope of indicator, main material, learning experience, learning resources, and assessment system pay attention to knowledge development, technology, and art in the real-life dan happening;
- 7) *Flexible*, all the components of the syllabus able to accommodate all types of learners, teachers, and what happens in school and society;
- 8) *Comprehensive*, the

¹⁶T. Hunchinson and A. Waters, *Englisih for Specific Purpose: a learning-centered approach*. (New York: Cambridge University Press,1987)

component syllabus includes all competence (cognitive, affective, and psychomotor).

National Education Standard Agency of Indonesia (BSNP) the year 2006: 14 also divide the principle of the syllabus into eight, they are: scientific, relevant, systematic, consistent, satisfy, actual and contextual, flexible, and comprehensive.

e. The Mechanism in Developing Syllabus

((BSNP), 2006)the mechanism in developing syllabus are;

- 1) Examine Standard Competence (SK) and Basic Competency (KD); In determining the SK and KD, the thing that we should concern are; a) the sequence based on the concept of the hierarchy of scientific disciplines and the level of the material difficulty; b) relation between SK and KD in the lesson; c) relation between SK and KD for each lesson.
- 2) Identification of main material learning; Identification the main material learning that can help in gaining KD by considering; a) the students' potential; b) relevance with the characteristic of the area; c) the physical development level, emotional, social, intellectual, and spiritual of the students; d) the benefits for the students; e) scientific structure; f) the actuality, breadth, and depth of the learning material; g) relevance with the students' need and environmental demands; h) time allocation.
- 3) Developing learning activity; The learning activity is made for giving learning experience that involves the mind of students and physical through interaction between students, students with teachers, surroundings, and other learning

resources in gaining KD. The learning experience can be realized through a student-centered learning variation approach. The learning experience involves life skills that should be mastered by the students. The things that should be concerned in developing learning activity are; a) learning activity is arranged as an aid for the educators, especially for the teachers, so that they can carry out the learning process professionally; b) learning activity involves the sequence of activity that should be done by the students sequentially to achieve the KD; c) determining the learning activity sequence should be appropriate with the hierarchy of the learning material concept; d) the formulation of expressions in a learning activity at least have two characteristic elements that reflect the management of the students learning experience, it is students activity and material.

- 4) Formulate the indicator; The indicator is a sign for gaining KD that is marked by behavior change that can be measure involve attitude, knowledge, and skill. Indicators are developed based on the students' characteristics, lessons, educational units, regional potential, and formulated in operational verbs that are measurable and can be observed. Indicators are used as a basis for developing the assessment tools.
- 5) Determine types of assessment; The assessment of KD's achievement of the students is based on the indicator. The assessment is done by using a test and non-test, performance observation, observe the attitude, assess the assignment result, project or product, using a portfolio, dan self-assessment. Assessment is an activity to obtain, analyze, and interpret the data about the students learning

process and result. It is done systematically and continuously to be a piece of meaningful information in making a decision. The thing that should be concerned in assessment; a) the assessment used to measure the competence achievement; b) the assessment uses criteria; it is based on what the students can be done after following the learning process and it does not aim to determine the position of the students in their group; c) the planned system is a continuous assessment system, it means that all the indicators are requested, then the result is analyzed to determine the KD that the students have and have noted, and know the difficulties of the students; d) the results of assessments are analyzed to determine follow-up, it is an improvement of the next learning process, the remedies for students who achieve their competence under the guidance, and enrichment programs for students who have fulfilled the criteria of submission; e) the scoring system must be adapted to the learning experience taken in the learning process. For example, if the learning uses a field observation assignment approach, the evaluation should be given to the process (process skills) such as interview techniques, as well as product/outcome to observe the field that is required information.

- 6) Determining time allocation; The determination of time allocation on each basic competency is based on the number of effective weeks and time allocation of subjects per week taking into consideration the number of basic competencies, breadth, depth, difficulty level, and level of importance of basic competencies. The time allocation included in the syllabus is the estimated average time to master the basic competencies required by the diverse learners.

7) Determining learning resources. Learning resources are objects, references, and materials. It is used for learning activities, which are electronic, and printed media, resource, and natural, physical, social, and cultural environments. The determination of learning resources is based on SK and KD as well as subject matter/learning, learning activities, and competency achievement indicator.

3. English for Specific Purpose (ESP)

(Hutchinson, T., and Waters, A., 1987) stated that English for Specific Purpose (ESP) does not consist of a particular type of teaching material. It also not a particular kind of language or methodology. ESP is an approach to language learning, which is based on the learner's need. Hutchinson and Waters categorized an ESP based on learners' specialism and learners' needs. They also suggested conducting need analysis by considering necessities, lacks, and wants.; a) Necessities, it is what should the learners know in the target situation in order to function effectively; b) Lacks, it is the learners' knowledge that they already know in the target situation. It would be useful to decide which of the necessities that the learner lack; c) Wants, it is what the learner wants to learn.¹⁷

(Basturkmen., 2010) stated ESP is narrow in focus because they center on analyzing the learner's needs. ESP focus on work or study-related need. Therefore, ESP views learners in terms of their work or study roles. ESP usually includes a stage of how to identify the learner's need for specific language and skills. The identification of language and skills is used in determining and refining the content for the ESP. It can also be used to assess learners and learning at the end

¹⁷Ibid.

of the course. Furthermore Saragih stated that ESP prepares the learners to use English in academic (students of different fields), professional (people of different professions), or workplace settings.¹⁸

In addition, ESP is used to acquire the learners' needs in learning. They also define ESP into two, they are absolute and variable characteristics. In absolute characteristic, there is some definition of ESP, they are; a) the aims of ESP is acquired the learner's needs; b) ESP makes use of underlying methodology and the activities of the discipline that is served; c) the center of ESP are language appropriate to the activities in some terms, such as discourse, skills, and genres. While the definition of ESP in variable characteristic are; a) ESP may be related to or designed for specific disciplines; b) ESP has a different methodology from General English, it may use in specific teaching situations. Meanwhile, the characteristics of ESP according to (Carver, 1983) are; a) authentic materials for an intermediate or advanced level of students; b) purpose-related orientation (the tasks are given based on the target situation; c) self-direction, ESP is concerned with turning the learners into users by encouraging the learners to have a certain degree of autonomy, the freedom to decide when what, and how they will study.¹⁹

4. Need Analysis

(Basturkmen., 2010) said that need analysis is a process to identify the skills and language used to determine the content of a course. The need analysis in ESP refers to a course development process. In this process, the language and skills that will be used by the learners in their study areas are identified, obtain their

¹⁸Helen Basturkmen, *Developing Course in English for Specific Purpose*. (New Zealand:University of Auckland,2010)

¹⁹Dudely Evans and St. Jhon, *An Overview of ESP in the 1990s*.(1998)

perceptions of their needs in the teaching context, and considered the present knowledge of the learners. The information from this process is used to determining and refining the content and method of ESP course.²⁰

According to Basturkmen, the need analysis process involves; *a) target situation analysis*, it is about what the learners should know and be able to do; *b) discourse analysis*, it is about the description of the language used; *c) present situation analysis*, it is about what the learners know and do not know, and can or cannot do in learning; *d) learner factor analysis*, it is about the learner factors, such as their motivation, their perceptions of their needs, and how they learn; *e) teaching context analysis*, it is about the factors that related to the environment in which the course will run.²¹

Meanwhile, (Hutchinson, 1987) explained that need analysis is the way to get information about the learners' needs. There is such number of ways to get the information about the learners' needs, but the most popular way to be used are observation, questionnaire, data collection, interviews, and informal consultation. The most appropriate way between those ways in obtaining accurate data is the questionnaire. Through questionnaire, it is expected that the students will feel free in giving the real answer about the thing that they really need. So, the information from that questionnaire will be accurate. The principle of need analysis is the teachers will be able to prepare learners with the specific language they need in their course and future careers by identifying elements of students' targets.

²⁰Helen Basturkmen, *Developing Course in English for Specific Purpose*. (New Zealand:University of Auckland,2010)

²¹Ibid.

Two basic needs of ESP students proposed by Hutchinson and Waters

a) Target Needs refers to what the learners need to do in order to learn;

b) Learning Needs refers to the learners' affective needs, such as their interest, wishes, expectations, and preferences. The division of learners' needs according to Hutchinson and Waters divided into *necessities*, it is what the learner has to know that can be used effectively, *lacks*, it is about the learners' knowledge (what the learner does not know and knows already), and *wants*, it is about the thing that the learners need. These are discovered by a variety of means: by questioning and interviewing, testing, recalling previous performance, consulting employers, teachers and others involved, collecting data, investigating the situations where the learners will need to use the language. Ways of doing needs analysis can be evaluated by the same general criteria used to evaluate, validity and practicality.²²

Furthermore, (Long, 2010) stated that need analysis aims to determine the relevance of the materials to the learners' situation, to justify the uncountability of the material to all the constituents implicated in the situations, to describe and explain learners' differences in terms of needs and style, finally to produce efficient materials that will fulfill learners requirements and needs. The types of information to any specific purpose of a language course will the several questions of need analysis, they are; 1) in what situation do the learners have to use the English?; 2) who do they talk to or listen to?; 3) about what task do

²²T. Hutchinson and A. Waters, *English for Specific Purpose: a learning-centered approach*. (New York: Cambridge University Press, 1987)

they have to perform?; 4) what kind of information do they have to read or write?

In what form of in what purpose?²³

5. Instructional Design Models

There are several models in development, they are;

- a. *ADDIE*, this model of developing a product by Raiser & Mollenda, stands for five words. They are: *Analysis*, here the steps that we have to do are analyze needs, requirements, tasks, and participants' current capabilities. *Design*, learning objectives delivery format, activities, and exercises, *Development*, on this step the researcher creates a prototype, develop course materials, review, pilot session. *Implementation*, training implementation, tools in place and observation. *Evaluation*, evaluation of awareness, knowledge, behavior, and result.
- b. *4-D Model* (S. Thiagarajan, 1974) is deeply appropriate to use as a foundation to develop instructional wares such as textbooks, lesson plan, syllabus, module, material. The description of this model is more complete and systematic, and in this development, there are only four steps, they are; 1) *Define*, in the other development model, define step seems like need analysis. The analysis could be done through study literature or observation pra research. Here, the researcher will use observation pra research through a need analysis questionnaire. 2) *Design*, after finding the result of the need analysis questionnaire, the next step is to make the syllabus design based on the need analysis questionnaire result. It is aimed to adjust between what the students

²³Michael H. Long, *A Rational for need Analysis and Need Analysis Research Second Language Need Analysis*. (2010)

need and how the syllabus should be. 3) *Develop*, there are two processes in these steps, they are; expert appraisal and developmental testing. The expert appraisal is a technique to validate or assess the properness of the syllabus design. In this process, the evaluation will be done by the experts. All the suggestion is used to correct the design before. Developmental testing is a trying process to the real subject. In this process, the researcher will find the response, reaction or comment from the research subject. The result used to improve the syllabus and will be evaluated again until gain an effective result. 4) *Disseminate*, the process in this step is to give socialization about the syllabus through distribution. The distribution is aim to gain response and feedback from the syllabus. If the response is positive, it can be distributed more;²⁴

- c. *Borg and Gall Model* (Borg and Gall, 1983) define Educational Research and Development (R&D) is a process to develop and validate educational products. The steps of this process consist of the findings of study research related to the product that will be developed, developing the product based on the finding, field testing, and revising it to correct the lack found in the field testing stage

Borg and Gall divide developing models consist of 10 steps, are; 1) research and information collecting. In these steps, the thing that we should do is gain more information, such as review of literature and classroom observation; 2) Planning. This step will be defining skill, stating objectives, determining course sequence and small scale feasibility testing; 3) Develop

²⁴S. Thiagarajan, *Instructional Development for Training Teacher of Expectation Children Minnesota*. (Leadership Training Institute University of Minnesota, 1974)

Preliminary form of product. In this step, the instructional materials, handbooks, and evaluation devices are prepared; 4) Preliminary Field Testing. This step will done the interview, observation, give some questionnaire, collecting the data, and analyzing; 5) Main Product Revision, revise the product that suggested by the result of the preliminary field; 6) Main field testing; 7) Operational product revision; 8) Operational field testing; 9) Final product revision; 10) Dissemination and Implementation.²⁵

- d. *Dick and Carey Model* (Dick Walter, Lou Carey, 2001) it is the process to do the summative evaluation in the end, and start with the instructional goals identification. This model is suitable for a variety of users ranging from expert to novice, a variety of context areas including secondary and primary schools, and government and business uses.²⁶
- e. *The Knirk and Gustafson Design Model*, this model is suitable for simulation. The need analysis defines the objectives and goals of the program. The design of the program is based on the need analysis findings. The development part of stage three is about how the program will be undertaken and implementation is the actual running program. The next processes are evaluation and revision. This model can be used by the beginning instructional designer or an experienced.
- f. *The Gerlach and Ely Design Model*, it is a prescriptive model that is well suited to higher, secondary, until primary education areas. This model includes multimedia and strategies for selecting during the instruction. It is suitable for

²⁵Borg and Gall, *Education Research: An Introduction*. (London: Longman, 1983).

²⁶Dick Walter and Lou Carey, *The Systematic Design of Instruction*. (Addison: Wesley Educational Publisher, 2001).

beginning instructional designers whose subject matter and expertise are in a context-specific area.²⁷

C. Conceptual Framework

Based on several explanations previously about R&D models, the researcher determines the 4D model in finishing this study. There are 4 steps in the 4D developing model which will be described in the following conceptual framework.

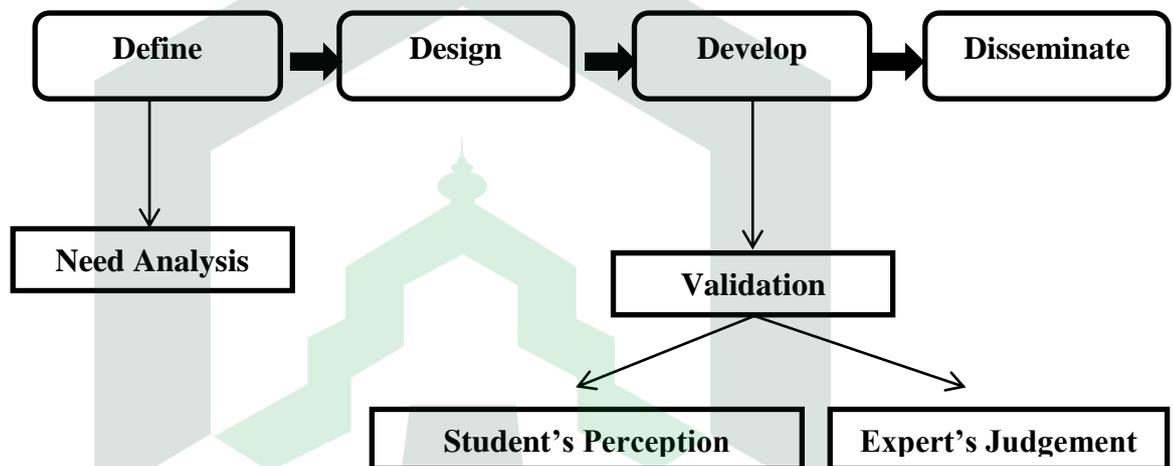


Figure 2. 1 Conceptual Framework

The conceptual framework describes what was done to conduct this research systematically. In this regard, the researcher develops develop an English Maritime syllabus as the product. Hence, the researcher utilized 4D development model to conduct this research. It begins by defining the students' needs with need analysis. The second phase is designing a product that produced and developed based on the students' needs in the defining phase previously. The third phase is developing the product with good validities from two experts and students' perception. Then, the researcher revised the product

²⁷V.S. Gerlach and D.P. Ely, *Teaching and Media: A Systematic Approach*. (New Jersey: Prentice-Hall, 1980)

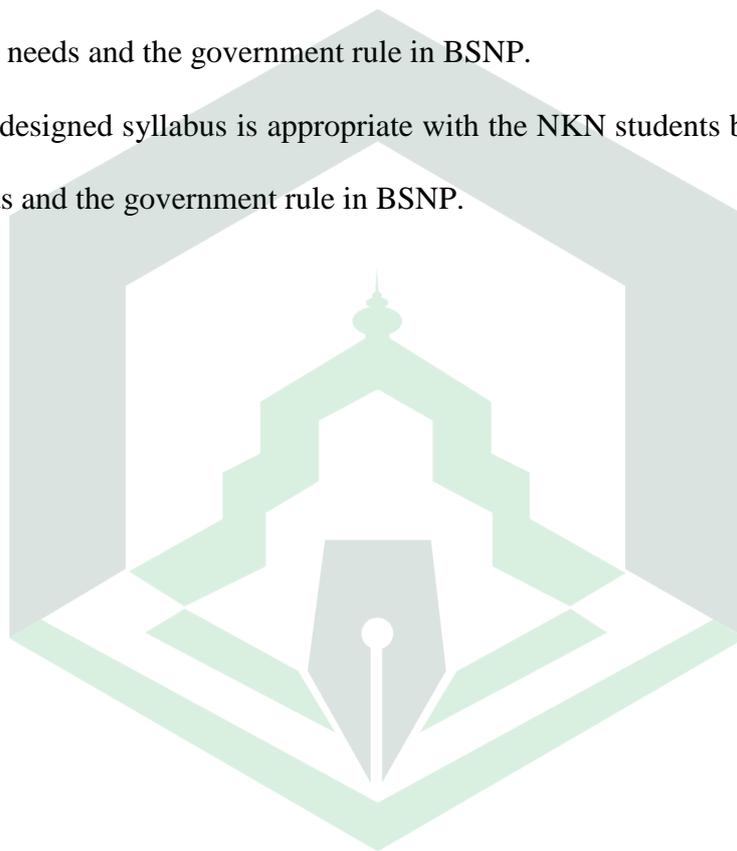
based on their appraisal. The final phase is *dissemination*, distribute the product.

D. Hypothesis

The hypothesis of this research was:

H0: The designed syllabus is not appropriate with the NKN students based on their needs and the government rule in BSNP.

H1: The designed syllabus is appropriate with the NKN students based on their needs and the government rule in BSNP.



IAIN PALOPO

CHAPTER III

RESEARCH METHOD

A. Type of the Research

This research was classified into an Educational Research and Development (R&D). According to Borg & Gall (1983), Educational R&D is adapted from industry-based development model in which the results of the research will be taken to create new products or procedures, which then are systematically implemented, evaluated, and revised to meet specified criteria of effectiveness, quality, or similar standards.²⁸

In this research, the researcher designed product refers to English Maritime Syllabus by utilizing S.Thiagarajan, Dorothy S.S, and Melvyn I 4D Model. This development consists of four core; Define, Design, Develop, and Disseminate. It is clearly explained in previous literature review that 4D model is deeply appropriate to use as (1) a foundation to develop instructional wares such as textbook, lesson plan, syllabus, module, and materials, (2) the description is more complete and systematic, (3) in this development, there are only four steps, they are defined, design, develop, and disseminate.

B. Research Setting

This research was conducted in SMKN 3 Palopo, Jl. Dr. Ratulangi Km. 11 Salupao, Kel. Maroangin, Kec. Telluwanua, Palopo.

²⁸Borg and Gall, Education Research: An Introduction. (London:Longman,1983).

C. Research Subject

The subject of this research was tenth-grade nautical students of SMKN 3 Palopo which consist of 1 class, the class has about 18 students. All the students were involved in the research subject.

D. Research Procedure

This research has adopted the 4D model of Research and Development proposed by Sivasailam Thiagarajan, Dorothy S. Semmel, dan Melvyn I. Semmel (1974). This model consists of 4 development steps, they are; *Define*. In the other development model, the defined step seems to need analysis. The analysis could be done through study literature or observation pra research. Here, the researcher uses observation pra research through a need analysis questionnaire; *Design*. After finding the result of the need analysis questionnaire, the next step was the syllabus design based on the need analysis questionnaire result. It was aimed to adjust between what the students need and how the syllabus should be; *Develop*. In these steps, this research produced the last product that has been validated by experts, and practitioner's perceptions. It was a technique to validate or assess the properness of the syllabus design. In this process, the evaluation have done by the experts' assessment and practitioners' perception. The result used to improve the syllabus and evaluated again until gain an effective result; *Disseminate*. The process in this step was give socialization about the syllabus.

E. Research Instrument and Data Collection Technique

1. Data collection instrument for need analysis

- a. *Interview*, the interview was done by asked some questions to the Maritime English teacher about the learning activity with the previous syllabus.
- b. *The questionnaire*, the questionnaire used to collect the data about the students' needs. It delivers in google form due to Covid-19 pandemic. The questionnaire has been validated by two experts with the result:

1). The validation from the first expert, Fadhliyah Rahmah Muin, M.Pd.

Table 3. 1 The validation of the questionnaire from the first expert

| NO | STATEMENT | SCORE | SUGGESTIONS |
|----|---|-------|---|
| 1 | The objective of the research is clear | 3 | 1. Add the questions to collect more data |
| 2 | The objective of the questionnaire is clear | 4 | 2. The reference of the questions. |
| 3 | The instruction of the questionnaire is easy to understand | 4 | |
| 4 | The questionnaire items include the data related to the satisfy material content. | 2 | |
| 5 | The questionnaire items include the data related to the language use in materials | 2 | |
| 6 | The questionnaire items include the data related to the learning activity | 3 | |
| 7 | The questionnaire items include the data related to the | 2 | |

| | | |
|----|--|-----------|
| | materials input | |
| 8 | The questionnaire items include the data related to the graphical | 2 |
| 9 | The questionnaire items are formulated into good language | 4 |
| 10 | The questionnaire items are formulated into effective language | 4 |
| 11 | The questionnaire items are formulated into efficient language | 4 |
| 12 | The questionnaire items are formulated into an understood language based on the respondents' ability in using the language | 4 |
| | TOTAL SCORE | 38 |

Mean = Total score/total items

= 38/12

= 3,2

From those table, the average score is **3,2**. In the interval, the category gets **fair**. Another side, the expert gives note as a suggestion.

2). The validation from the second expert, Devi Ismayanti, S.S.,M.Hum.

Table 3. 2The validation of the questionnaire from the second expert

| NO | STATEMENT | SCORE | SUGGESTIONS |
|----|---|-------|---|
| 1 | The objective of the research is clear | 3 | Pay attention to the students |
| 2 | The objective of the questionnaire is clear | 3 | motivation and preferred learning style in learning |
| 3 | The instruction of the questionnaire is easy to understand | 5 | English Maritime |
| 4 | The questionnaire items include the data related to the satisfy material content. | 5 | |
| 5 | The questionnaire items include the data related to the language use in materials | 4 | |
| 6 | The questionnaire items include the data related to the learning activity | 5 | |
| 7 | The questionnaire items include the data related to the materials input | 5 | |
| 8 | The questionnaire items include the data related to the | 4 | |

| | | |
|----|--|-----------|
| | graphical | |
| 9 | The questionnaire items are formulated into good language | 3 |
| 10 | The questionnaire items are formulated into effective language | 3 |
| 11 | The questionnaire items are formulated into efficient language | 3 |
| 12 | The questionnaire items are formulated into an understood language based on the respondents' ability in using the language | 4 |
| | TOTAL SCORE | 47 |

Mean = Total score/total items

$$= 47/12$$

$$= 3,9$$

From those table, the average score is **3,9**. In the interval, the category gets **good**. Anothe side, the expert gives notes as a suggestion.

2. Data collection instrument for the expert's validation

The designed syllabus was validated by two experts, they are Maritime material expert/Maritime curriculum developer, and English lecturer/English material developer. After that, it revised again as a final draft of the syllabus.

3. Data collection instrument for the syllabus try-out.

Student's perception, the instrument was the observation sheet about the student's perception in the implementation of the syllabus.

F. Data Analysis Technique

1. Analyze the result of need analysis

- a. *Interview*, the result of the interview had been analyzed by using descriptive qualitative method
- b. *The questionnaire*, the questionnaire in the stage of need analysis was analyzed using frequency and percentage. The highest frequency and percentage from the options of the questionnaire determined what the students' needs should be. Students' choices were becoming a researcher background in designing the syllabus. The data was calculated using the following formula:

$$X = \frac{\sum x}{N} \times 100\%$$

X= value

$\sum x$ = total answer

N= total students

The analysis result was shown by the following table :

Table 3. 3Analyze Questionnaire Result

| No | Question | Respond | Frequency | Percentage |
|----|----------|---------|-----------|------------|
|----|----------|---------|-----------|------------|

2. Analyze the validation of the product by experts and students' perception

The experts' validation and students' perception can be analyzed by using the formula as follow:

$$M = \frac{\sum x}{N}$$

M = Mean

$\sum x$ = Total Score

N = Total Items

Table 3. 4 Analyze the Validation of the Product

| Scales | Interval | Descriptive Categories |
|--------|--------------------|------------------------|
| 1. | $1.0 < X \leq 1.7$ | Very Poor |
| 2. | $1.8 < X \leq 2.5$ | Poor |
| 3. | $2.6 < X \leq 3.3$ | Fair |
| 4. | $3.4 < X \leq 4.1$ | Good |
| 5. | $4.2 < X \leq 5.0$ | Very Good |

Table 3. 5Expert Validation Table

| No | Indicator | Score | Expert Suggestion |
|----|-----------|-------|-------------------|
|----|-----------|-------|-------------------|

Table 3. 6Students' Perception Table

| No | Indicator | Score | Categorie |
|----|-----------|-------|-----------|
|----|-----------|-------|-----------|



IAIN PALOPO

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. The result of the Need Analysis Questionnaire

The question about the students' reason for learning Maritime English. The diagram below will show the percentage of the students' responses.

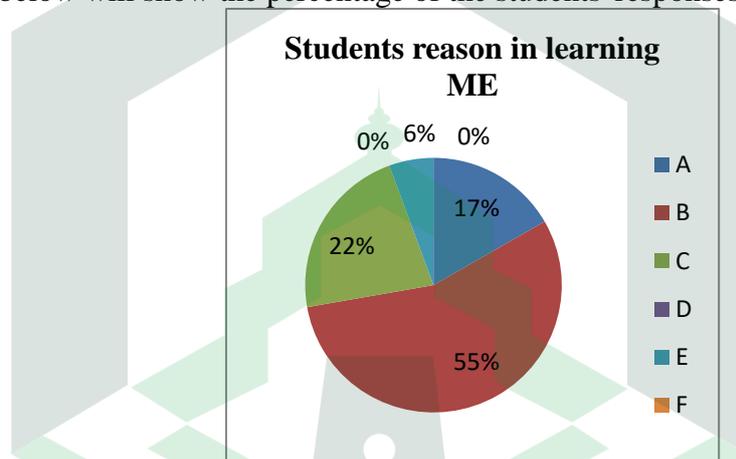


Figure 4. 1 Students' Result in Learning English Maritime

The diagram shows that option B, it is improving the students' ability to communicate choose by 10 or 55.6% students, option C or improving the students' knowledge about English literature choose by 4 or 22.2 students%, and option A or improving the readiness to continue study abroad choose by 3 or 16.7% students. From the result, the researcher finds that most students learn English Maritime to improve their ability in English communication. So, the syllabus should be designed to improve communication ability. To gain this goal, the researcher provides some learning materials and activities with common expressions that used in Maritime field.

The question about where the Maritime English will be used. The diagram below will show the percentage of the students' responses.

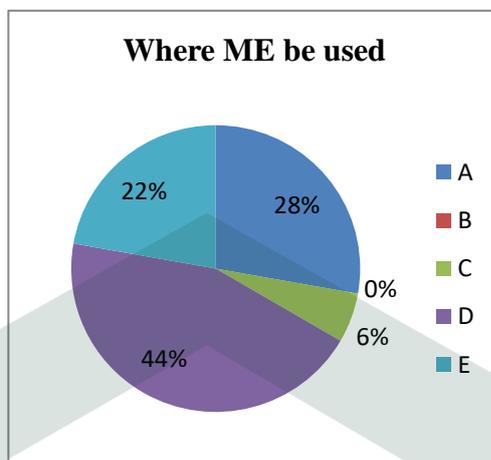


Figure 4. 2 Students' Need about Where English Maritime be used

The diagram shows that option D or abroad choose by 8 or 44.4% of students, option A or workplace choose by 5 or 27.8% students, option E or another option is choose by 4 or 22.2% students. From the result, the researcher finds that the students will use the English Maritim abroad. So, the researcher provides the syllabus that shows some abroad conditions. Therefore, the students will know about condition abroad, their culture, and habit.

The question about the sequence of language skills. The diagram below will show you the percentage of the students' responses.

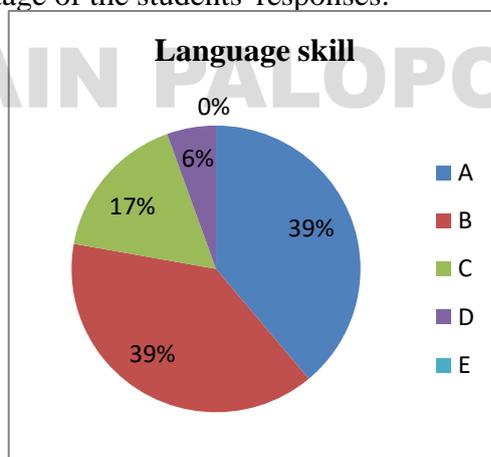


Figure 4. 3 The Sequence of Language Skill

The diagram shows that option A or speaking, reading, writing, and listening skill are chosen by 7 or 38.9% of students, following option B or reading, writing, listening, and speaking skill also chosen by 7 or 38.9% students, and option C or writing, listening, speaking, and reading skill are chosen by 3 or 16.7% students. From the result, the researcher finds that the most important skill that the students want is speaking and reading. So, the researcher will provide the syllabus that emphasizes speaking and reading skills. Nevertheless, the other skill also important in improving their English.

The question about the students' English level. The diagram below will show the percentage of the students' responses.

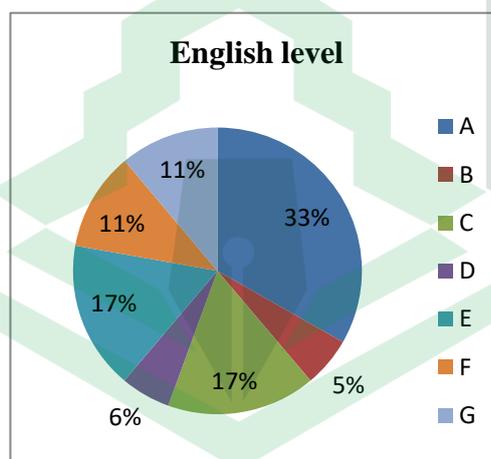


Figure 4. 4 Students' English Level

The diagram shows that option A or beginner is chosen by 6 students, it same as 33.3% students, following option C or intermediate = 3 students, it same as 16.7%, option E or advanced = 3 or 16.7% students. However, in the next evaluation, the researcher found that the students only on the beginner level.

From the result above, the researcher finds that most of the students just up to the beginner level. So, the researcher provides the syllabus with simple learning material and activities.

The question about Maritim English topics. The diagram below will show the percentage of the students' responses.

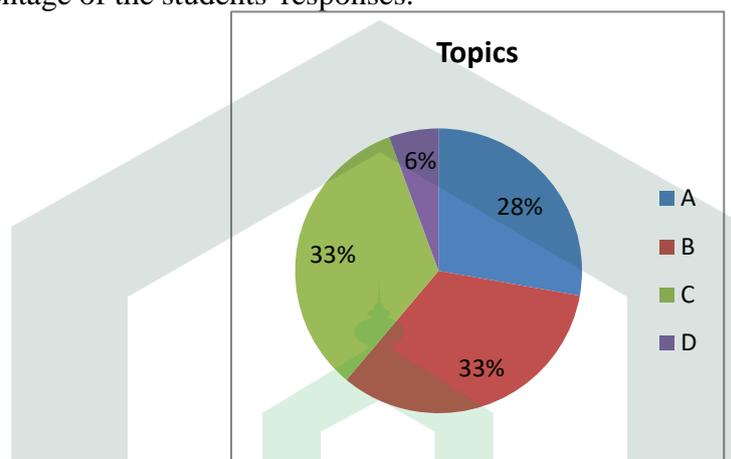


Figure 4. 5 Students' Preferred English Maritime Material Topic

The diagram shows that option A or Emergency Procedure and SAR topic is chosen by 5 students, it same as 27.8%. Following option B = 6, it same as 33,3% students choose Maritime Law topic. Option C or Bangunan dan Stabilisasi Kapal is chosen by 6 or 33.3% students. 1 student choose another option or option D, he chooses all of the topics. From the result above, the researcher finds that all the topics are needed in developing the learning material.

The question about the kinds of text in speaking skill. The diagram below will show the percentage of the students' responses.

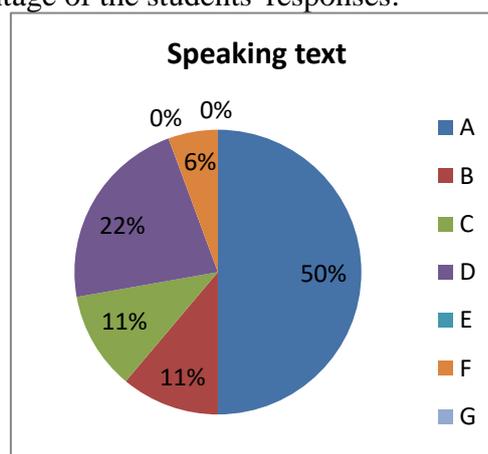


Figure 4. 6Students' Preferred Speaking Text

The diagram shows that 9 or 50% of students are chosen option A, it is manuals text. Option D = 4 students or 22.2%, it is report text. 2 students choose option B or letters text, it same as 11.1%. Option C or dialogue text is chosen by 2 students or 11.1%. From the result above, the researcher finds that most of the students choose manuals text in improving their speaking skills. So, the researcher provides some manuals text in the speaking material and activity.

The question about the kinds of text in reading skill. The diagram below will show the percentage of the students' responses.

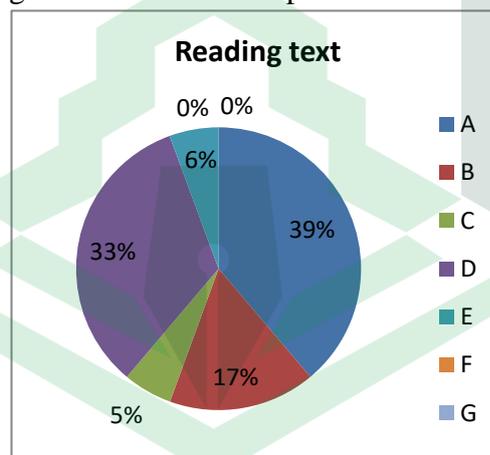


Figure 4. 7Students' Preferred Reading Text

The diagram shows that 7 or 38.9% of students are chosen option A, it is manuals text. Option D = 6 students or 33.3% students, it is report text. 3 students choose option B or letters text, it same as 16.7% students. From the result, the researcher finds that most of the students also choose manuals text in improving their reading skills. So, the researcher provides some manuals text in reading material and activity.

The question about the kinds of text in writing skill. The diagram below will show the percentage of the students' responses.

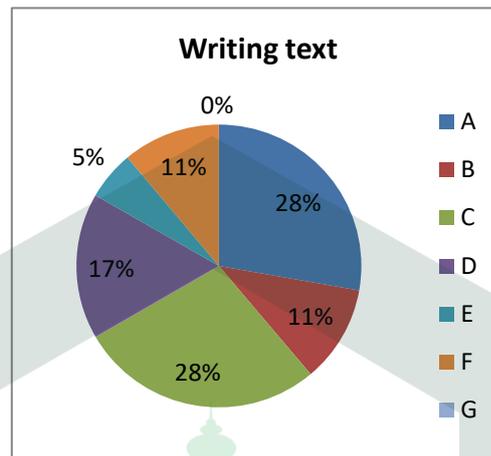


Figure 4. 8Students' Preferred Writing Text

The diagram shows that the highest percentage of the students' answers are 5 or 27.8% students are choose option A, it is manuals text. Option C or dialogue text is chosen by 5 students or 27.8%. Option D = 3 students or 16.7%, it is report text. From the result, the researcher finds that most of the students also choose manuals and dialogue text in improving their writing skills. So, the researcher provides some manuals and dialogue text in writing material and activity.

The question about the kinds of text in listening skills. The diagram below will show the percentage of the students' responses.

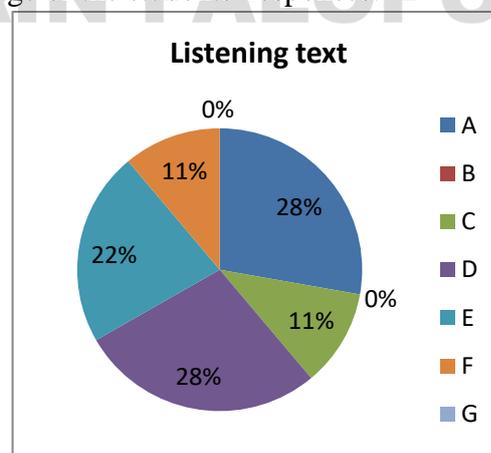


Figure 4. 9Students' Preferred Listening Text

The diagram shows that 5 or 27.8% of students are chosen option A, it is manuals text. Option D = 5 students or 27.8%, it is report text. Option E or visual text = 4 or 22.2% students. From the result above, the researcher finds that most of the students also choose manuals and report text in improving their reading skills. So, the researcher provides some manuals and report text in listening material and activity.

The question about speaking difficulties. The diagram below will show the percentage of the students' responses.

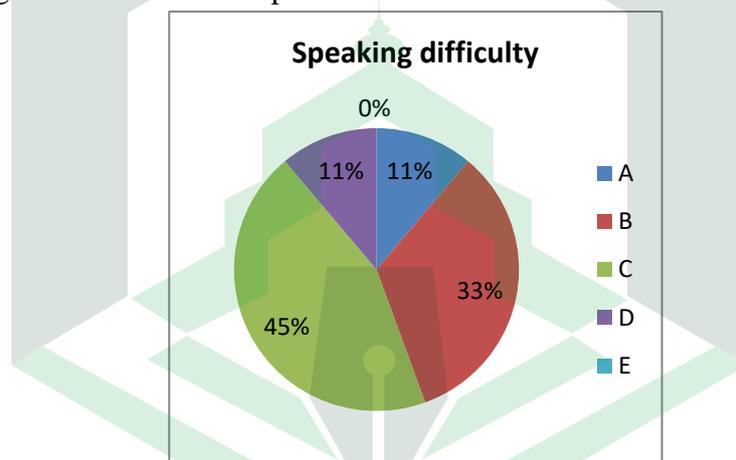


Figure 4. 10Students' Speaking Difficulty

The diagram shows option A or lack of vocabulary is chose by 2 students, it same as 11.1% of students. Option B or do not confidence in speaking is chosen by 6 or 33.3% students. Option C or difficult to pronounce words or sentences is chose by 8 or 44.4% students. Option D or do not understand the theme being discussed is chose by 2 or 11.1% students. Option E or another option = 0. From the result above, the researcher finds that most of the students difficult to pronounce the word of sentences when speaking. So, the researcher provides some ways of how to pronounce the word or sentence by listening the audio, etc.

The question about reading difficulties. The diagram below will show the percentage of the students' responses.

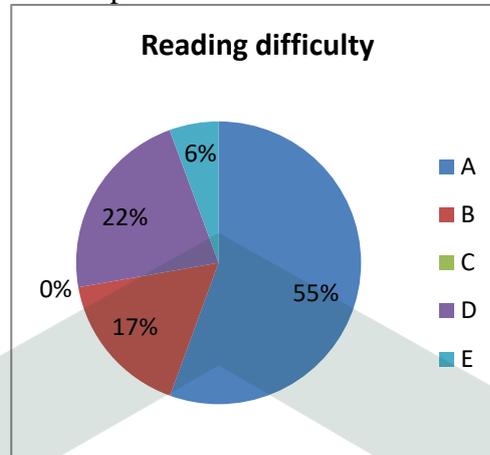


Figure 4. 11 Students' Reading Difficulty

The diagram shows that 10 students choose option A or lack of understanding how to read properly and correctly, it same as 55.6% of students. 4 or 22.2% students choose option D or difficulty in understanding the vocabulary. 3 or 16.7% students choose option B or less interested in reading. From the result, the researcher finds that most of the students difficult in how to read properly and correctly. It means that before doing the reading activity, the teacher should explain how to read properly and correctly. It will not be provided in syllabus, but it can be used as a preference when teaching English Maritime.

The question about writing difficulties. The diagram below will show the percentage of the students' responses.

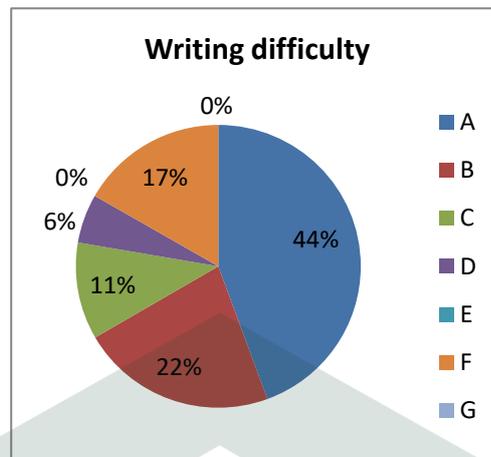


Figure 4. 12Students' Writing Difficulty

The diagram shows that 8 students choose option A or difficulty in using punctuation and capital letters, it same as 44.4% of students. 4 or 22.2% students choose option B or difficulty in write the spelling of the word. 3 or 16.7% students choose option F or difficulty in use of language and determination of appropriate sentences. From the result, the researcher finds that most of the students' difficulty in using punctuation and capital letters when writing. So, the researcher provides some additional material about the use of capital letters and punctuation marks in the syllabus.

The question about listening difficulties. The diagram below will show the percentage of the students' responses.

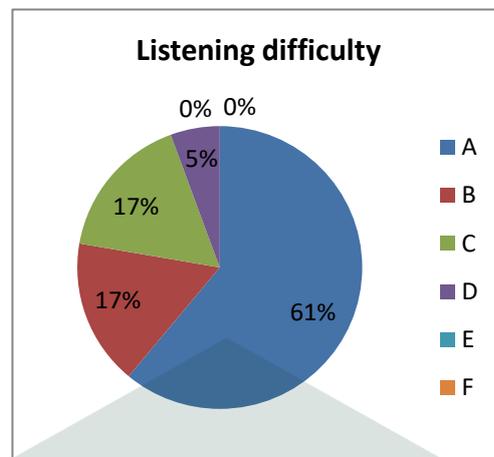


Figure 4. 13 Students' Listening Difficulty

The diagram shows that option A or the sound quality is not good is chosen by 11 or 61.1% of students. Option B = 3 or 16.7% students, it is use unfamiliar accents. Option C or using unfamiliar culture materials is chosen by 3 or 16.7% students. From the result, the researcher finds that most students difficulty in listening because the sound quality is not good. So, it can also be used as a reference to provide a good sound when listening.

The question about learning activity in speaking. The diagram below will show the percentage of the students' responses.

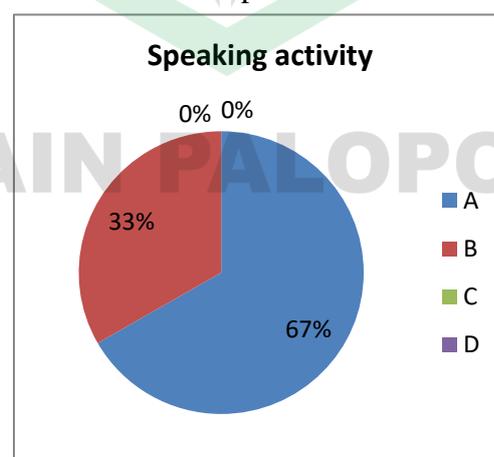


Figure 4. 14 Students' Preferred Speaking Activity

The diagram shows that 12 or 66.7% of students choose option A or learning through games and quizzes. 6 or 33.3% students choose option B or learning through role-plays. 0 students choose option C or learning through songs and movies. Following option D or another option = 0. From the result, the researcher finds that most of the students choose games and quizzes activity when learning to speak. So, the researcher provides games and quizzes activity in the syllabus.

The question about learning activity in reading. The diagram below will show the percentage of the students' responses.

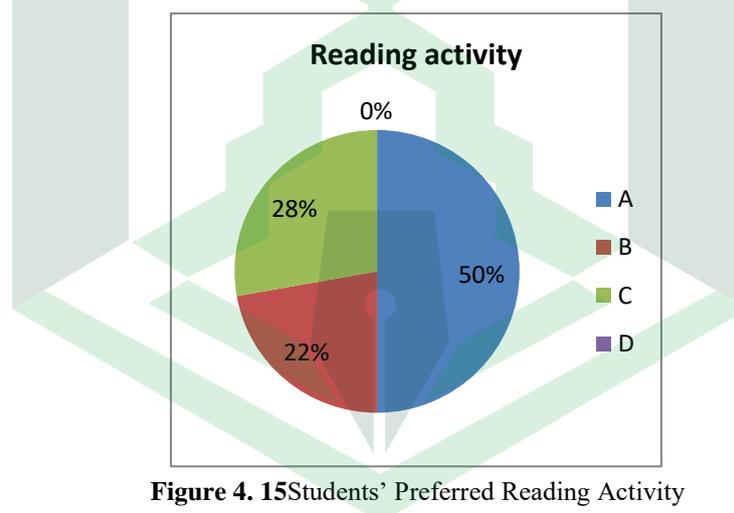


Figure 4. 15 Students' Preferred Reading Activity

The diagram shows that 9 or 50% of students choose option A or learning through games and quizzes. 4 or 22.2% students choose option B or learning through role-plays. 5 or 27.8% students choose option C or learning through songs and movies. Following option D or another option = 0. From the result, the researcher finds that most of the students choose games and quizzes activity when learning reading. So, the researcher provides games and quizzes activity in the syllabus.

The question about learning activity in writing. The diagram below will show the percentage of the students' responses.

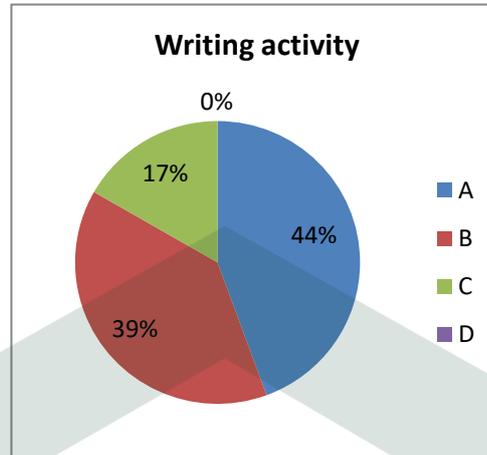


Figure 4. 16 Students' Preferred Writing Activity

The diagram shows that 8 or 44.4% of students choose option A or learning through games and quizzes. 7 or 38.9% students choose option B or learning through role-plays. 3 or 16.7% students choose option C or learning through songs and movies. Following option D or another option = 0. From the result, the researcher finds that most of the students choose games and quizzes activity when learning writing. So, the researcher provides games and quizzes activity in the syllabus.

The question about learning activity in listening. The diagram below will show the percentage of the students' responses.

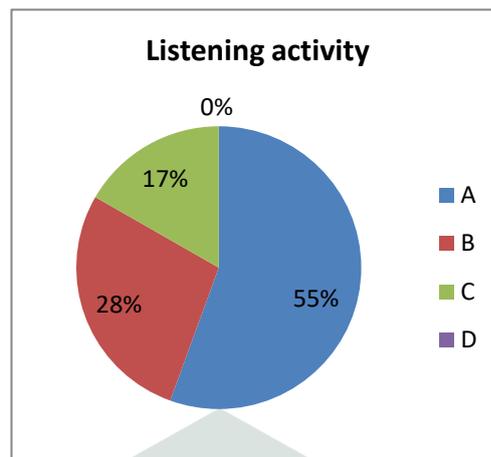


Figure 4. 17 Students' Preferred Listening Activity

The diagram shows that 10 or 55.6% of students choose option A or learning through games and quizzes. 5 or 27.8% students choose option B or learning through role-plays. 3 or 16.7% students choose option C or learning through songs and movies. Following option D or another option = 0. From the result, the researcher finds that most of the students choose games and quizzes activity when learning to listen. So, the researcher provides games and quizzes activity in the syllabus.

The question about speaking competence. The diagram below will show the percentage of the students' responses.

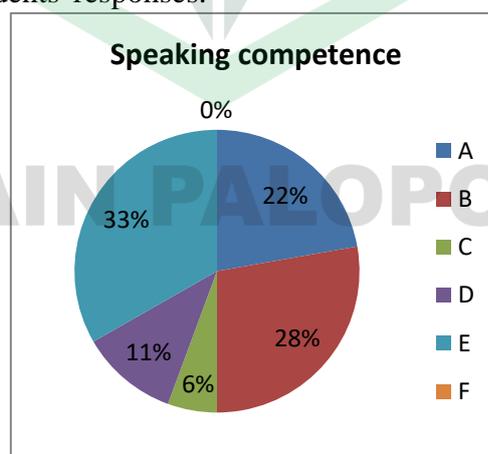


Figure 4. 18 Students' Need in Speaking Competence

The diagram shows that option E or speaks fluently and accurately = 6 or 33.3% students. Option B or use the correct sentence in conversation = 5 or 27.8% students. Option A or understand what is being said is chose by 4 students, it same as 22.2% students. From the result, the researcher finds that most of the students want to speak fluently and accurately in speaking. So, the researcher provides more speaking activities in the syllabus.

The question about reading competence. The diagram below will show the percentage of the students' responses.

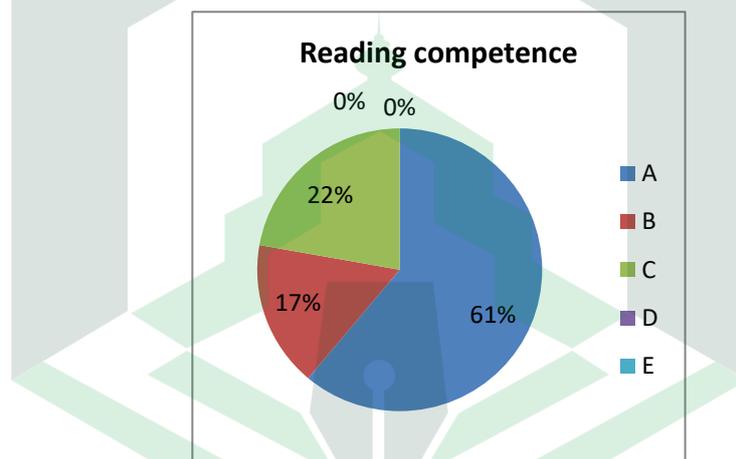


Figure 4. 19 Students' Need in Reading Competence

The diagram shows that 11 students choose option A or able to correctly pronounce every reading read, it the same as 61.1% students. 3 students choose option B or able to develop the main idea of reading in their own language, it same as 16.7% students. 4 students choose option C or infer written information from the reading, it same as 22.2% students. From the result, the researcher finds that most of the students want to be able to correctly pronounce every reading read in reading. So, the researcher provides some additional material with pronunciation in the syllabus.

The question about writing competence. The diagram below will show the percentage of the students' responses.

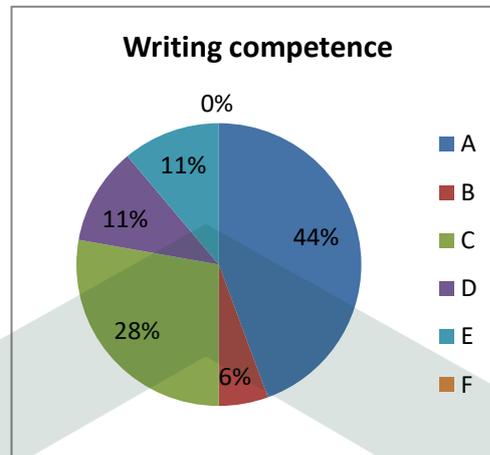


Figure 4. 20Students' Need in Writing Competence

The diagram shows that 8 students choose option A or able to develop opinions or ideas, it same as 44.4% students. 5 or 27.8% students choose option C or develop good paragraphs. 2 or 11.1% students choose option D or develop introductory sentences and conclusion. 2 or 11.1% students choose option E or able to organize the information conveyed in writing. From the result, the researcher finds that most of the students want to be able to develop opinions or ideas in writing. So, the researcher provides writing activity with developing opinions and ideas in the syllabus.

The question about listening competence. The diagram below will show the percentage of the students' responses.

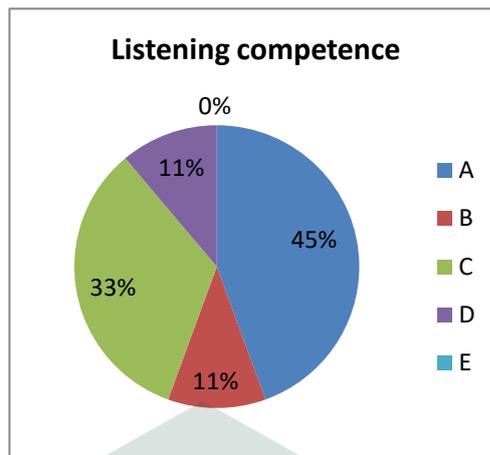


Figure 4. 21 Students' Need in Listening Competence

The diagram shows that 8 students choose option A or understand what other people are talking about, it same as 44.4% of students. 2 students choose option B or able to interpret the intonation of the speaker, it same as 11.1% students. 6 or 33.3% students choose option C or obtain and understand information from what is heard. 2 or 11.1% students choose option D or understand the sentence function and structure which used by the speaker. From the result, the researcher finds that most of the students want to understand what other people are talking about. So, the researcher provides syllabus with some asking and giving expressions that can be used in the speaking and listening activity.

The question about learning media. The diagram below will show the percentage of the students' responses.

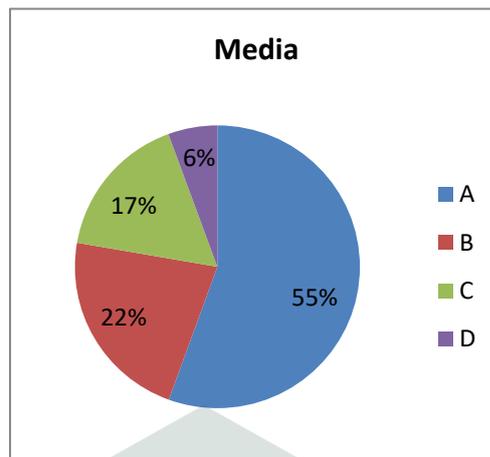


Figure 4. 22 Students' Preferred Learning Media

The diagram shows that 10 or 55.6% of students choose audio media on option A. 4 or 22.2% students choose visual media or B. 3 or 16.7% students to choose audiovisual media or C. From the result, the researcher finds that most of the students choose audio media in learning. So, the researcher provides materials in the syllabus with some audio.

The question about learning places. The diagram below will show the percentage of the students' responses.

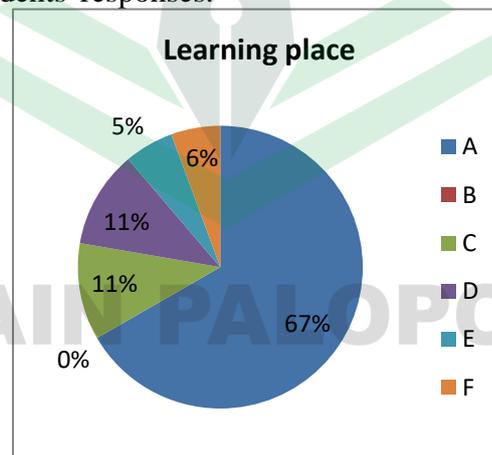


Figure 4. 23 Students' Preferred Learning Place

The diagram shows that 12 or 66.7% of students choose option A or classroom. 0 students choose option B or outdoor. 2 students or 11.1% students choose option C or library. 2 or 11.1% students choose option D or workplace.

From the result, the researcher finds that most of the students choose the classroom as a place in learning. So, the learning and teaching activity will be done in classroom.

The question about time in learning. The diagram below will show the percentage of the students' responses.

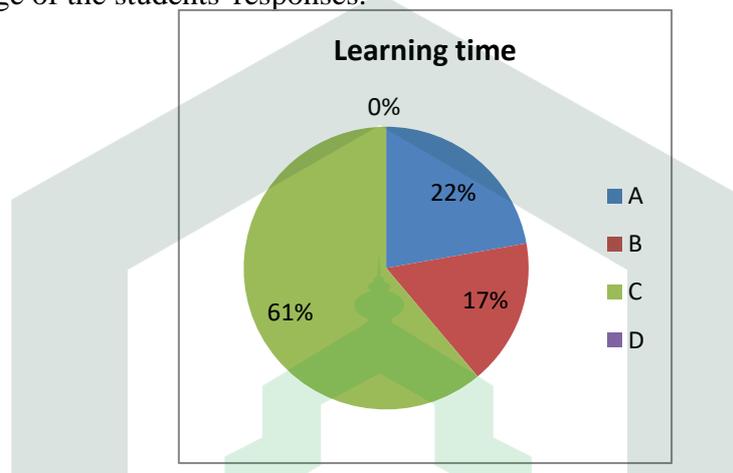


Figure 4. 24Students' Preferred Learning Time

The diagram shows that 4 students choose option A or times a day, it same as 22.2% of students. 3 or 16.7% students choose option B or everyday. 11 or 61.1% students choose option C or once a week. 0 students choose another option or D. From the result, the researcher finds that most of the students choose time in learning once a week. So, the English Maritime subject will be taught once a week.

The question about students' role. The diagram below will show the percentage of the students' responses.

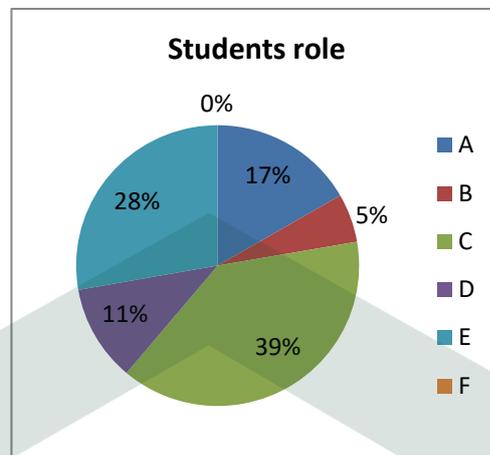


Figure 4. 25 Students' Role in Learning

The diagram shows that 7 or 38.9% of students choose receiver or C. 5 or 27.8% students choose option E or negotiator. 3 or 16.7% students choose option A, which is presenter. From the result, the researcher finds that most of the students choose act as a receiver in the learning activity. So, the researcher provides a simple material that can be easy to understand by the students.

The question about learning way. The diagram below will show the percentage of the students' responses.

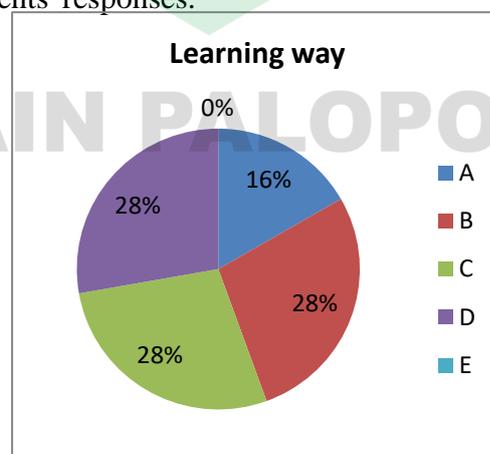


Figure 4. 26 Students' Preferred Learning Way

The diagram shows that 3 students choose self-learning in option A, it same as 16.7% students. 5 or 27.8% students choose to learn in couple in option B. Following 5 or 27.8% students choose small group learning in option C. 5 or 27.8% students choose large group learning in option D. 0 student choose another option or E. From the result, the researcher finds that the students choose couple and group learning. So, the researcher provides some couple and group learning in the syllabus.

The question about teachers' role. The diagram below will show the percentage of the students' responses.

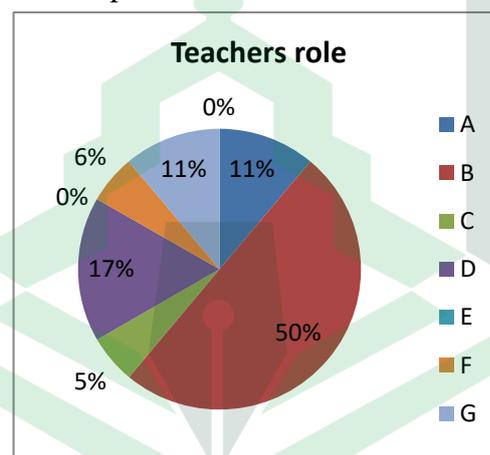


Figure 4. 27Teacher's Role in Learning

The diagram shows that 9 or 50% of students choose option B or tutor. 3 or 16.7% students choose option D or prompter. 2 or 11.1% students choose option A or participant. 0 students choose option E or assessor. 2 or 11.1% student choose option G or resource. From the result, the researcher finds that most of the students like the teacher who acts as a tutor.

For additional information, the researcher asks about the students' language knowledge except English language. All the students know another language, but it is only a local language.

2. The Result of the Interview

There are several questions that used in the interview, they are 1) What curriculum applied in teaching English Maritime?, 2) How about the use of the syllabus?, 3) Is the syllabus appropriate for English Maritime teaching and learning activity?. Hence, the most important point from this interview is the question about how appropriate the syllabus for teaching English Maritime.

“Actually, there is no proper syllabus here. The syllabus has been revised before but it is not good already. The material does not provide Maritime English material as the main material and the form of the syllabus does not follow the actual syllabus form standard. I just deliver the English Maritime materials from Standard Marine Communication Phrase (SMCP) in International Marine Organization (IMO)”

From the statement of the English Maritime teacher above, the researcher concludes that the syllabus in SMKN 3 Palopo did not appropriate already. The appropriate syllabus should be designed into a good form and the material should be formulated based on the field of the ESP subject.

3. The First Design of Syllabus

Picture 4. 1 Syllabus Page 1

| | | | | | | | | | | | | |
|---|--|---|---|---|--|---|---|--|------------|--|---|--------------------------------|
| sebagai hasil dari pembelajaran memahami Bahasa Inggris Maritime. | 2.2. Menghayati pentingnya kerja sama sebagai hasil dari pembelajaran menerapkan Bahasa Inggris Maritim. | 3.1. Mengidentifikasi nama-nama dari bagian-bagian kapal. | 4.1. Menerapkan nama-nama dari bagian-bagian kapal. | 3.1.1 Menjabarkan nama-nama dari bagian-bagian kapal. | 3.1.2 Memahami nama-nama dari bagian-bagian kapal. | 4.1.1 Menyusun daftar nama-nama dari bagian-bagian kapal. | 4.1.2 Menerapkan penggunaan nama-nama dari bagian-bagian kapal. | Nama-nama dari bagian-bagian kapal. - Preposition (next to, above, under, between, etc.) - Describing places and location - Article a/an - Vocabulary yang berkaitan - Reading and writing skills | 2x45 menit | 4. Mendiskusikan letak bagian-bagian kapal yang disebutkan dengan memanfaatkan penggunaan article (a/an, the) preposition of place (next to, above, under, between) 5. Menyusun teks tentang bagian-bagian kapal dengan menggunakan preposition of place 6. Menerapkan penggunaan nama-nama dari bagian kapal dengan mengkomunikasikan secara deskriptif letak bagian-bagian kapal tersebut. | 3. Keterampilan: penyelesaian tugas-tugas sesuai kreatifitas masing-masing. Pemberian tugas dilakukan dengan games/role play. | Kebudayaan Republik Indonesia. |
|---|--|---|---|---|--|---|---|--|------------|--|---|--------------------------------|

| SILABUS MATA PELAJARAN Bahasa Inggris Maritim | | | | | | |
|--|--|--|--|--|--|--|
| Nama Sekolah | : SMKN 3 Palopo | | | | | |
| Bidang Keahlian | : Perikanan | | | | | |
| Kompetensi Keahlian | : Nautika Kapal Niaga | | | | | |
| Mata Pelajaran | : Bahasa Inggris Maritim | | | | | |
| Durasi (Waktu) | : 72 JP @45 menit | | | | | |
| KI-1 (Sikap Spiritual) | : Menghayati dan mengamalkan ajaran agama yang dianutnya | | | | | |
| KI-2 (Sikap Sosial) | : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung-jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia. | | | | | |
| KI-3 (Pengetahuan) | : Memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingn tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah. | | | | | |
| KI-4 (Keterampilan) | : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu melaksanakan tugas spesifik di bawah pengawasan langsung. | | | | | |

| Kompetensi Dasar | Indikator Pencapaian Kompetensi | Materi Pokok | Alokasi Waktu (JP) | Kegiatan Pembelajaran | Penilaian | Sumber Belajar |
|---|---------------------------------|--------------|--------------------|--|--|---|
| 1 | 2 | 3 | 4 | 5 | 6 | |
| 1.1. Meyakini anugerah Tuhan pada pembelajaran bahasa inggris maritim sebagai amanat untuk kemaslahatan umat manusia. | | | | 1. Mengamati sketsa gambar bagian-bagian kapal. 2. Mengidentifikasi bagian-bagian kapal beserta nama/sebutannya. 3. Dalam kelompok, membuat daftar nama-nama bagian kapal. | 1. Sikap: observasi selama proses pembelajaran berlangsung. 2. Pengetahuan : tugas-tugas individu dan | - IMO SMCP - Buku Bahasa Inggris Maritim dan Perikanan Kementerian Pendidikan dan |
| 2.1. Menghayati sikap cermat, teliti, dan tanggung jawab | | | | | | |

Picture 4. 2 Syllabus Page 2

| | | | | | | |
|--|---|---|-------------------|--|--|---|
| <p>1.1 Meyakini anugerah Tuhan pada pembelajaran bahasa Inggris Maritim sebagai amanat untuk kemaslahatan umat manusia.</p> <p>2.1 Menghayati sikap cermat, teliti, dan tanggung jawab sebagai hasil dari pembelajaran memahami Bahasa Inggris Maritim.</p> <p>3.2 Menjabarkan penulisan dan pelafalan numbers and alphabet</p> <p>4.2 Menerapkan penulisan dan pelafalan numbers and alphabet</p> | <p>3.2.1 Memahami penulisan dan pelafalan number dan alphabet pada Bahasa Inggris Maritim.</p> <p>3.2.2 Membedakan penulisan dan pelafalan number dan alphabet pada Bahasa Inggris Maritim.</p> <p>4.2.1 Menyusun kalimat sederhana</p> | <p>Penulisan dan Pelafalan Numbers dan Alphabet.</p> <p>- Spelling and pronunciation of Numbers</p> <p>- Spelling of Letters and the code.</p> <p>- Pronouns</p> <p>- To be</p> <p>- Listening,</p> | <p>2x45 menit</p> | <p>1. Mengamati draft number dan alphabet Bahasa Inggris Maritim</p> <p>2. Mendengarkan audio pelafalan dan pengejaan number dan alphabet.</p> <p>3. Memahami cara penulisan dan pelafalan number dan alphabet (berserta kode yang digunakan)</p> <p>4. Dalam kelompok, membedakan penulisan dan pelafalan number dan alphabet Bahasa Inggris Maritim.</p> <p>5. Menyusun kalimat sederhana menggunakan number dan alphabet dengan memperhatikan penggunaan pronouns dan to be.</p> <p>6. Menerapkan pelafalan dan pengejaan numbers dan alphabet.</p> | <p>1. Sikap: observasi selama proses pembelajaran berlangsung</p> <p>2. Pengetahuan: tugas-tugas individu dan kelompok lisan dan tulis.</p> <p>3. Keterampilan: penyelesaian tugas-tugas sesuai kreatifitas masing-masing</p> <p>Pemberian tugas dilakukan dengan games/role play.</p> | <p>IMO SMCP</p> <p>Buku Bahasa Inggris Maritim dan Perikanan Kementerian Pendidikan dan Kebudayaan Republik Indonesia</p> |
|--|---|---|-------------------|--|--|---|

Picture 4. 3Syllabus Page 3

| | | | | | | |
|--|---|--|-------------------|--|--|---|
| | <p>menggunakan number dan alphabet Bahasa Inggris Maritim</p> <p>4.2.2 Menerapkan pelafalan kalimat sederhana menggunakan numbers dan alphabet pada Bahasa Inggris Maritim.</p> | <p>Writing and Speaking skill</p> | | | | |
| <p>1.1 Meyakini anugerah Tuhan pada pembelajaran bahasa Inggris Maritim sebagai amanat untuk kemaslahatan umat manusia.</p> <p>2.1 Menghayati sikap cermat, teliti, dan tanggung jawab sebagai hasil dari pembelajaran memahami Bahasa Inggris Maritim.</p> <p>2.2 Menghayati pentingnya kerja sama sebagai hasil pembelajaran menerapkan Bahasa Inggris Maritim.</p> <p>3.3 Memahami ungkapan-ungkapan untuk meminta dan memberi data diri.</p> | <p>3.1.1 Memahami ungkapan-ungkapan yang digunakan untuk meminta dan memberi data diri.</p> <p>3.1.2 Membedakan antara</p> | <p>Ungkapan Meminta dan Memberi Data Diri.</p> <p>- Ungkapan</p> | <p>2x45 menit</p> | <p>1. Mendengarkan audio percakapan meminta dan memberi data diri</p> <p>2. Menirukan/mempraktekkan percakapan tersebut dengan pengucapan dan intonasi yang sesuai</p> <p>3. Memahami ungkapan yang digunakan untuk meminta dan memberi data diri</p> <p>4. Membedakan ungkapan yang digunakan untuk meminta dan memberi data diri</p> <p>5. Secara berpasangan, menyusun teks dialog yang berisi tentang ungkapan meminta dan memberi data diri dengan memanfaatkan dan memperhatikan</p> | <p>1. Sikap: observasi selama proses pembelajaran berlangsung.</p> <p>2. Pengetahuan: tugas-tugas individu dan kelompok lisan dan tulis.</p> <p>3. Keterampilan: penyelesaian tugas-tugas sesuai kreatifitas masing-masing</p> <p>Pemberian tugas dilakukan dengan</p> | <p>Buku Bahasa Inggris Maritim dan Perikanan Kementerian Pendidikan dan Kebudayaan Republik Indonesia</p> |

Picture 4. 4Syllabus Page 4

| | | | | | |
|--|---|---|---|--|---|
| <p>4.3. Menerapkan ungkapan-ungkapan untuk meminta dan memberi data diri.</p> | <p>ungkapan-ungkapan untuk meminta data diri dengan ungkapan-ungkapan untuk memberi data diri.</p> <p>4.3.1 Menyusun teks dialog tentang ungkapan-ungkapan meminta dan memberi informasi.</p> <p>4.3.2 Menerapkan dialog tentang ungkapan-ungkapan meminta dan memberi informasi.</p> | <p>untuk meminta data diri orang lain</p> <ul style="list-style-type: none"> - Ungkapan untuk memberi data diri kepada orang lain - Pronouns (subjective, objective, possessive, adjective) - Present simple (to be/ to have) - Greeting expression - Vocabulary - Listening, Writing, and Speaking Skill | <p>penggunaan present simple dan pronouns</p> <p>6. Menerapkan dialog meminta dan memberi data diri secara berpasangan</p> | <p>games/role play.</p> | |
| <p>1.1. Meyakini anugerah Tuhan pada pembelajaran bahasa Inggris maritim sebagai amanat untuk kemaslahatan umat manusia.</p> <p>2.1 Menghayati sikap cermat, teliti, dan tanggung jawab sebagai hasil dari</p> | | | <p>1. Mengamati draft gambar kru kapal beserta tugasnya masing-masing.</p> <p>2. Memahami peran masing-masing kru di atas kapal.</p> <p>3. Membaca teks tentang <i>daily routine</i> masing-masing kru di atas kapal.</p> <p>4. Dalam kelompok,</p> | <p>1. Sikap: observasi selama proses pembelajaran berlangsung.</p> <p>2. Pengetahuan: tugas-tugas individu dan kelompok lisan dan tulis.</p> | <p>- Buku Bahasa Inggris Maritim dan Perikanan Kementerian Pendidikan dan Kebudayaan Republik</p> |

Picture 4. 5 Syllabus Page 5

| | | | | | |
|--|--|---|---|--|--|
| <p>pembelajaran memahami Bahasa Inggris Maritime.</p> <p>2.2 Menghayati pentingnya kerja sama sebagai hasil pembelajaran menerapkan Bahasa Inggris Maritim.</p> <p>3.4 Mengidentifikasi peran dan rutinitas kru di atas kapal.</p> <p>4.4 Mendeskripsikan peran dan rutinitas kru di atas kapal.</p> | <p>3.4.1 Mengidentifikasi peran dan rutinitas kru di atas kapal.</p> <p>3.4.2 Memahami peran dan rutinitas kru di atas kapal.</p> <p>4.4.1 Menyusun teks lisan dan tulis tentang peran dan rutinitas kru di atas kapal.</p> <p>4.4.2 Menerapkan peran dan rutinitas kru di atas kapal.</p> | <p>Peran dan Rutinitas Kru di atas Kapal.</p> <ul style="list-style-type: none"> - Peran dan posisi masing-masing kru di atas kapal - Daily routine - Preposition of time - Present simple - Vocabulary yang berkaitan - Reading, Writing, and Speaking skills. | <p>2x45 menit</p> <p>mengidentifikasi dan memahami rutinitas masing-masing kru di atas kapal.</p> <p>5. Menyusun teks <i>daily routine</i> berdasarkan peran kru di atas kapal dengan memanfaatkan penggunaan present simple tense dan preposition of time.</p> <p>6. Mengkomunikasikan teks peran dan rutinitas kru di atas kapal.</p> | <p>3. Keterampilan : penyelesaian tugas-tugas sesuai kreatifitas masing-masing.</p> <p>Pemberian tugas dilakukan dengan games/role play.</p> | <p>Indonesia</p> |
| <p>1.1 Meyakini anugerah Tuhan pada pembelajaran bahasa Inggris maritim sebagai amanat untuk kemaslahatan umat manusia.</p> <p>2.1 Menghayati sikap cermat, teliti, dan tanggung jawab</p> | | | <p>1. Mendengarkan audio contoh pesan di atas kapal.</p> <p>2. Memahami bentuk-bentuk penggunaan message markers (INSTRUCTION, ADVICE, WARNING, INFORMATION) di atas</p> | <p>1. Sikap: observasi selama proses pembelajaran berlangsung.</p> <p>2. Pengetahuan: tugas-tugas</p> | <p>IMO SMCP</p> <p>- Buku pelajaran yang relevan</p> |

Picture 4. 6 Syllabus Page 6

| | | | | | | |
|--|--|--|-------------------|--|---|---|
| <p>sebagai hasil dari pembelajaran memahami Bahasa Inggris Maritime.</p> <p>2.2 Menghayati pentingnya kerja sama sebagai hasil pembelajaran menerapkan Bahasa Inggris Maritim.</p> <p>3.5 Memahami bentuk-bentuk pesan di atas kapal</p> <p>4.5 Menyajikan bentuk-bentuk pesan di atas kapal</p> | <p>3.5.1 Memahami bentuk-bentuk pesan atau informasi di atas kapal</p> <p>3.5.2 Membedakan ciri setiap bentuk pesan atau informasi di atas kapal sesuai dengan konteks penggunaannya.</p> <p>4.5.1 Menyusun contoh bentuk-bentuk pesan di atas kapal.</p> <p>4.5.2 Menerapkan penyampaian pesan di atas kapal.</p> | <p>Bentuk-bentuk Pesan di atas Kapal.</p> <ul style="list-style-type: none"> - Message markers - Distrees, Urgency, and Safety signal - Spelling of numbers and letters - Vocabulary yang berkaitan - Reading, Writing, Listening, and Speaking skills | <p>2x45 menit</p> | <p>kapal.</p> <p>3. Memahami bentuk-bentuk pesan <i>distrees, urgency, and safety signals</i></p> <p>4. Dalam kelompok, menyusun contoh pesan di atas kapal dengan memanfaatkan penggunaan spelling of letters dan numbers dengan baik dan benar sesuai konteks penggunaannya.</p> <p>5. Menerapkan penyampaian pesan di atas kapal dengan mengkomunikasikan contoh pesan di atas kapal.</p> | <p>individu dan kelompok lisan dan tulis.</p> <p>3. Keterampilan : penyelesaian tugas-tugas sesuai kreatifitas masing-masing. Pemberian tugas dilakukan dengan games/role play.</p> | |
| <p>1.1 Meyakini anugerah Tuhan pada pembelajaran bahasa inggris maritim sebagai amanat untuk kemaslahatan umat</p> | | | | <p>1. Mendengarkan audio contoh ungkapan yang menyatakan posisi di atas kapal.</p> <p>2. Mengidentifikasi ungkapan</p> | <p>1. Sikap: observasi selama proses pembelajaran berlangsung.</p> | <p>IMO SMCP Buku pelajaran yang relevan</p> |

Picture 4. 7 Syllabus Page 7

| | | | | | | |
|---|--|--|-------------------|--|---|--|
| <p>manusia.</p> <p>2.1 Menghayati sikap cermat, teliti, dan tanggung jawab sebagai hasil dari pembelajaran memahami Bahasa Inggris Maritime.</p> <p>2.2 Menghayati pentingnya kerja sama sebagai hasil pembelajaran menerapkan Bahasa Inggris Maritim.</p> <p>3.6 Mendeskripsikan posisi di atas kapal</p> <p>4.6 Menyajikan posisi di atas kapal</p> | <p>3.6.1 Memahami ungkapan-ungkapan untuk menyatakan posisi di atas kapal.</p> <p>3.6.2 Mendeskripsikan posisi di atas kapal.</p> <p>4.6.1 Menyusun teks lisan dan tulis tentang ungkapan yang digunakan untuk menyatakan posisi di atas kapal</p> <p>4.6.2 Menerapkan ungkapan untuk menyatakan posisi di atas kapal.</p> | <p>Position on board.</p> <ul style="list-style-type: none"> - Ungkapan untuk menyatakan posisi di atas kapal - Preposition (in, on, at) - Present Continuous (Verb+ing) - Vocabulary yang berkaitan - Reading, Writing, and Speaking skills | <p>2x45 menit</p> | <p>yang menyatakan posisi di atas kapal</p> <p>3. Memahami ungkapan-ungkapan yang digunakan untuk menyatakan posisi di atas kapal</p> <p>4. Mendeskripsikan posisi di atas kapal dengan memanfaatkan penggunaan preposition (in, on, at)</p> <p>5. Dalam kelompok, menyusun contoh ungkapan yang digunakan untuk menyatakan posisi di atas kapal dengan memperhatikan penggunaan Present Continuous Tense.</p> <p>6. Menerapkan ungkapan untuk menyatakan posisi di atas kapal dengan mengkomunikasikan secara lisan contoh ungkapan untuk menyatakan posisi di atas kapal</p> | <p>2. Pengetahuan: tugas-tugas individu dan kelompok lisan dan tulis</p> <p>3. Keterampilan : penyelesaian tugas-tugas sesuai kreatifitas masing-masing. Pemberian tugas dilakukan dengan games/role play.</p> | |
|---|--|--|-------------------|--|---|--|

Picture 4. 8 Syllabus Page 8

| | | | | | |
|---|--|---|--|---|---|
| <p>1.1 Meyakini anugerah Tuhan pada pembelajaran bahasa inggris maritim sebagai amanat untuk kemaslahatan umat manusia.</p> <p>2.1 Menghayati sikap cermat, teliti, dan tanggung jawab sebagai hasil dari pembelajaran memahami Bahasa Inggris Maritime</p> <p>2.2 Menghayati pentingnya kerja sama sebagai hasil pembelajaran menerapkan Bahasa Inggris Maritim.</p> <p>3.7 Memahami ungkapan yang digunakan untuk meminta dan memberi informasi mengenai kondisi meteorologi dan hidrologi di atas kapal.</p> <p>4.7 Menerapkan ungkapan meminta dan memberi informasi mengenai</p> | <p>3.7.1 Memahami jenis-jenis kondisi meteorologi dan hidrologi di atas kapal.</p> <p>3.7.2 Memahami ungkapan-ungkapan yang digunakan untuk meminta dan memberi informasi mengenai kondisi meteorologi dan hidrologi di atas kapal.</p> <p>4.7.1 Menyusun teks lisan dan tulis tentang</p> | <p>Meteorologhycal and Hydrologycal Condition.</p> <ul style="list-style-type: none"> - Ungkapan untuk menanyakan kondisi meteorologi dan hidrologi di atas kapal - Ungkapan | <p>2x45 menit</p> <ol style="list-style-type: none"> 1. Mendengarkan audio contoh ungkapan untuk menyatakan kondisi di atas kapal. 2. Mengidentifikasi jenis-jenis kondisi meteorologi dan hidrologi di atas kapal. 3. Memahami ungkapan-ungkapan yang digunakan untuk meminta dan memberi informasi mengenai kondisi meteorologi dan hidrologi di atas kapal. 4. Secara berpasangan, menyusun teks ungkapan meminta dan memberi informasi mengenai kondisi meteorologi dan hidrologi di atas kapal dengan memperhatikan bentuk-bentuk penggunaan kalimat pada Simple Present Tense. 5. Menerapkan ungkapan meminta dan memberi informasi mengenai kondisi meteorologi dan hidrologi di atas kapal. | <p>1. Sikap: observasi selama proses pembelajaran berlangsung.</p> <p>2. Pengetahuan: tugas-tugas individu dan kelompok lisan dan tulis.</p> <p>3. Keterampilan : penyelesaian tugas-tugas sesuai kreatifitas masing-masing.</p> <p>Pemberian tugas dilakukan dengan games/role play.</p> | <p>IMO SMCP - Buku pelajaran yang relevan</p> |
|---|--|---|--|---|---|

Picture 4. 9 Syllabus Page 9

| | | | | | |
|---|--|--|--|--|---|
| <p>kondisi meteorologi dan hidrologi di atas kapal.</p> | <p>kondisi meteorologi dan hidrologi di atas kapal</p> <p>4.7.2 Menerapkan ungkapan-ungkapan untuk meminta dan memberi informasi mengenai kondisi meteorologi dan hidrologi di atas kapal.</p> | <p>untuk memberikan informasi mengenai kondisi meteorologi dan hidrologi di atas kapal</p> <ul style="list-style-type: none"> - Present Simple (positive, negative, and interrogative form) - Vocabulary yang berkaitan - Reading, Writing, Listening, and Speaking skills. | | | |
| <p>1.1 Meyakini anugerah Tuhan pada pembelajaran bahasa inggris maritim sebagai amanat untuk kemaslahatan umat manusia.</p> <p>2.1 Menghayati sikap cermat, teliti, dan tanggung jawab sebagai hasil dari pembelajaran memahami Bahasa Inggris Maritime</p> | | | <ol style="list-style-type: none"> 1. Mengamati teks ungkapan peringatan situasi berbahaya di atas kapal. 2. Mengidentifikasi jenis-jenis situasi berbahaya di atas kapal. 3. Memahami ungkapan-ungkapan yang digunakan untuk menyatakan situasi berbahaya di atas kapal. | | <p>IMO SMCP - Buku pelajaran yang relevan</p> |

Picture 4. 10 Syllabus Page 10

| | | | | | | |
|--|--|--|---|--|--|--|
| 2.2 Menghayati pentingnya kerja sama sebagai hasil pembelajaran menerapkan Bahasa Inggris Maritim. | | | | 4. Dalam kelompok, menyusun teks ungkapan peringatan situasi berbahaya di atas kapal dengan memperhatikan konteks penggunaan kalimat perintah. | | |
| 3.8 Memahami ungkapan peringatan situasi berbahaya di atas kapal | 3.8.1 Memahami jenis situasi berbahaya di atas kapal | 3.8.2 Memahami ungkapan-ungkapan yang digunakan untuk menyampaikan peringatan situasi berbahaya di atas kapal. | 2x45 menit | 5. Menerapkan ungkapan peringatan situasi berbahaya di atas kapal dengan mengkomunikasikan secara lisan contoh ungkapan peringatan situasi berbahaya di atas kapal. | | |
| 4.8 Menerapkan ungkapan-ungkapan peringatan situasi berbahaya di atas kapal | 4.8.1 Menyusun teks lisan dan tulis tentang situasi berbahaya di atas kapal. | 4.8.2 Menerapkan ungkapan-ungkapan yang digunakan untuk menyampaikan peringatan situasi berbahaya di atas kapal. | Avoiding Dangerous Situation, Providing Safe Movements. | - Ungkapan untuk menyatakan peringatan situasi berbahaya di atas kapal. - Kalimat perintah - Vocabulary yang berkaitan - Reading, Writing, and Speaking skills. | | |

Picture 4. 11 Syllabus Page 11

4. The Result of Expert Validation

- a. The Validation from English Maritime Material Expert/Curriculum Developer.

Table 4. 1 Validation from English Maritime Expert

| Statements | Score | Suggestions |
|---|-------|------------------------------|
| The formulation of the SK and KD based on the main standart | 5 | 1. Use the variation |
| There is a corelation between DK and the components (indicator, materials, learning activity, media, evaluation | 5 | assessment method. 2. The |
| The learning material support the achievement of KD | 4 | learning activity is |

| | | |
|--|-----------|----------------------------------|
| The learning materials appropriate with the students' development and usefull for the students | 4 | student-centered, the teacher |
| The learning activity is students-centered | 4 | as a |
| The stage of the learning activity support the achievement of KD | 4 | facilitator. |
| Consist of several indicator for each KD (minimal 2) | 5 | 3. Additional learning resources |
| The assessment include all the indicators | 4 | from NKN |
| The example of the assessment is clear | 4 | 4. The |
| The time allocation is appropriate with the scope of competencies | 5 | indicator can be |
| The time allocation appropriate with the <i>prosem</i> | 5 | developed |
| The learning resources is appropriate to achieve the KD | 4 | 5. The syllabus developed |
| The variation of learning resources | 4 | based on |
| The use of language is easy to understand | 5 | the K13 |
| The use of language based on the language regulation | 5 | rule. |
| Total | 67 | |

Mean = Total Scores/Total Items

$$= 67/15$$

= 4,5

From those tables, the average score is **4,5**. In the interval, the category gets **Very Good**. Another side, the expert gives some notes as a suggestion.

b. The Validation from English Lecturer/English Material Developer.

Table 4. 2 Validation from English Material Expert

| Statements | Score | Suggestions |
|---|-------|-------------------------------------|
| The formulation of the SK and KD based on the main standart | 4 | 1. Use specific language |
| There is a corelation between DK and the components (indicator, materials, learning activity, media, evaluation | 3 | 2. The assessment of the assignment |
| The learning material support the achievement of KD | 3 | is unclear |
| The learning materials appropriate with the students' development and usefull for the students | 3 | 3. General English materials |
| The learning activity is students-centered | 4 | are always |
| The stage of the learning activity support the achievement of KD | 4 | repeated |
| Consist of several indicator for each KD (minimal 2) | 4 | 4. Time allocation and general |
| The assessment include all the indicators | 2 | English |

| | | |
|---|-----------|---|
| The example of the assessment is clear | 2 | material |
| The time allocation is appropriate with the scope of competencies | 3 | should be a concern |
| The time allocation appropriate with the <i>prosem</i> | 4 | 5. Use another instrument |
| The learning resources is appropriate to achieve the KD | 4 | to collect more data |
| The variation of learning resources | 3 | 6. The |
| The use of language is easy to understand | 3 | materials |
| The use of language based on the language regulation | 4 | are arranged from the basic into the complex materials. |
| Total | 50 | |

$$\text{Mean} = \text{Total Score} / \text{Total Items}$$

$$= 50/15$$

$$= 3,3$$

From those tables, the average score is **3,3**. In the interval, the category gets **Fair**. Another side, the expert gives some notes as a suggestion.

5. The Result of Students' Perception

Table 4.3 The Result of Students' Perception

| Statement | Average Score | Category |
|--|---------------|-----------|
| The designed syllabus is appropriate with the students' need | 4,2 | Very Good |
| The designed syllabus can help you to understand more about English Maritime | 4 | Good |
| The materials is based on your need | 3,7 | Good |
| The materials is appropriate with your language level | 4,2 | Very Good |
| The materials easy to understand because the material use the familiar culture | 3,6 | Good |
| The learning activity can help you to understand the English Maritime materials | 3,8 | Good |
| The learning activity can help you to achieve the competence in four language skills | 3,8 | Good |

| | | |
|---|----------|-------------|
| The media can help you in learning activity | 4,3 | Very Good |
| The learning time and place based on your need | 4,3 | Very Good |
| The role of students and teacher based on your need | 4,4 | Very Good |
| Total Score | 4 | Good |

The average score from the Students' Perception result is **4**. In the interval, it gets **good** which means the designed syllabus appropriate for the students.

B. Discussion

The objective of this research is to know what is the appropriate syllabus for English Maritime subject at Vocational School. So, the syllabus was developed based on the need analysis result since this research use ESP approach. (Nur'aeni, 2016) In designing and carrying out any language course, ESP has a viral role in that process. The need analysis was done by giving some questions for the students in questionnaire, and it served in Google Form due to Covid-19 pandemic. The questionnaire gained the data about the students' reason for learning English Maritime, where English Maritime will be used, the students' difficulties, what the students want to know, the students' previous knowledge, and students' preferred learning activity.

Furthermore, the data from the need analysis result processed with the formula to gain the highest percentage of the students' answers. The highest

percentage from the students' answer in need analysis result taken as a dominant answer and used as a reference in designing the syllabus.

From the result of the students' needs, the researcher designs the first draft of the syllabus. Its design based on the mechanism in developing the syllabus in chapter II. In determining the SK and KD, the researcher related the KD with the previous SK/KI and the indicator to gain the objective of the learning activity effectively. The researcher identification the main material learning that the students really need in their course field with the learning activity which student-centered approach. It aims to improve the active learning and teaching situation. The researcher also formulated the types of assessment to know the students' achievements in the learning activity. About the time allocation, the researcher pays attention to the existing rules, because the time allocation of each lesson has determined before. The researcher also considering the learning resources. The learning resources that the researcher used in the syllabus are Standard Marine Communication Phrase (SMCP) from International Marine Organization (IMO), and the book form Kemendikbud.

Moreover, the first draft of the syllabus then evaluates by two experts to know how appropriate the first draft of the syllabus for the students. The experts are from English Maritime material expert or curriculum developer, and English material expert or curriculum developer. The evaluation is done by giving the expert's validation form to the experts after evaluating the syllabus. However, the first syllabus design has several correction notes to develop a better syllabus

although it good enough. The researcher then designs the second syllabus based on the expert's correction notes until gaining the final syllabus product.

Finally, the final syllabus tested in-class teaching to know the students' responses to the syllabus. In this step, the researcher plan and apply the learning activity based on the final syllabus. After that, the researcher gives students' perception form for the students to gain the students' responses. The average response from the students showed that the syllabus is good.

Based on the explanation above, the designed syllabus was utilized English for Specific Purpose (ESP) approach and designed by using 4D models by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel, they are Defining, Designing, Developing, and Disseminating (see Chapter II p.24-25). The researcher related the students' needs with the government's rule about the syllabus arranging standard in curriculum 2013 (BSNP). The syllabus in curriculum 2013 consists of main competence, basic competence, main material learning, learning activity, assessment, time allocation, and learning resources (see chapter II p.13-14).

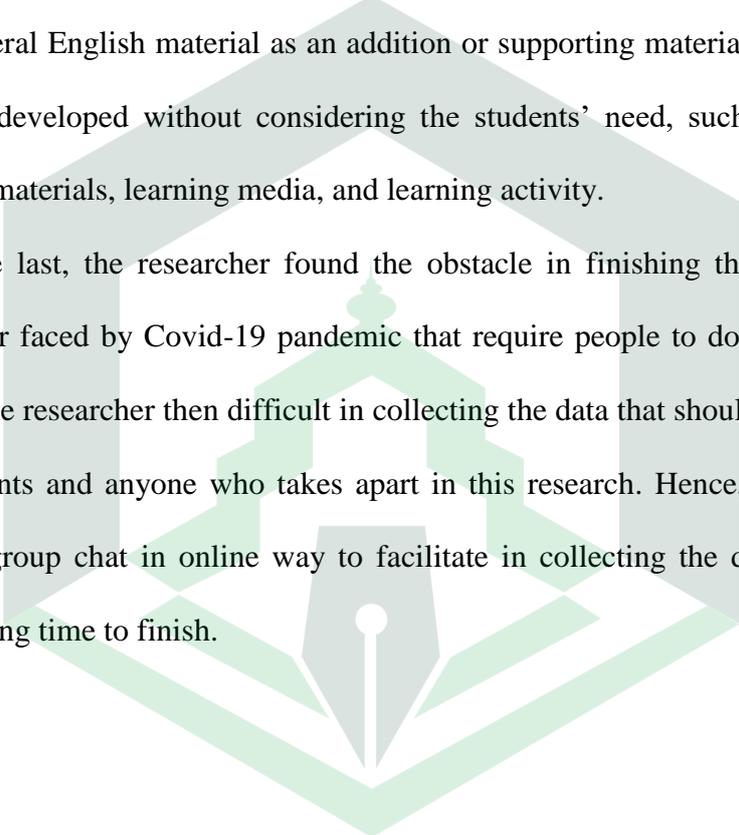
The syllabus has been evaluated by experts and corrected until the final syllabus product. It also has tested in-class teaching and the students' response are good. So, the researcher concludes that the syllabus design is appropriate for English Maritime subjects.

However, in other previous researches, such as "*English for Maritime in Vocational School context; a needs analysis*" has similiar objective it is analysing

the needs of the vocational high school students. Moreover, the findings of the need analysis questionnaire also has similiar it is the language skill that the students need are mostly on speaking skill. Nevertheles,in this research the researcher continue the research to design an appropriate syllabus for English Maritime. The research about *“Need Analysis of Teaching and Learning Maritime English in Nautical Class of STIMART “AMNI” Semarang”* also has similiar with this research it is finding the students need in Teaching and Learning English in Nautical Class. Endah Fauziningrum and Ever Nicolas found the similiar findings in analysing the students’ needs such as the language skill that mostly needed is speaking skill, and the learning way that the students need is in group work. The difference between this research is this research focus in designing the appropriate syllabus for English Maritime, whereas Endah Fauziningrum and Ever Nicolas only analyse the problems faced by the students in learning English Maritime, and analyse the students’ need as a suggestion in developing the appropriate syllabus. Next, the research from Nur Aeni and friends *“The students’ Needs in Maritime English Class at Ami AipiMakasar, Indonesia.* A similar of this research is the findings in the need analysis. There are several points of need analysis result that has similiar findings, such as the mostly needed in language skill is speaking skill, the reason in learning English Maritime is to improve the students’ communication in English, the students’ need in learning activity is learning through games and quizzes. However, Nur Aeni at all did not develop their research into some product such as syllabus, whereas the objective of this research is designing and developing a syllabus for Maritime English.

Moreover, the designed syllabus has several differences with the previous syllabus, are; the previous syllabus did not use the standard syllabus form in BSNP, whereas this syllabus is made by considering the syllabus form in BSNP; lack of specific materials about English Maritime in the previous research, whereas in this research, the researcher provide some English Maritime materials with general English material as an addition or supporting materials; the previous syllabus developed without considering the students' need, such as the use of learning materials, learning media, and learning activity.

The last, the researcher found the obstacle in finishing this research. The researcher faced by Covid-19 pandemic that require people to do the work from home. The researcher then difficult in collecting the data that should interact with the students and anyone who takes apart in this research. Hence, the researcher made a group chat in online way to facilitate in collecting the data although it takes a long time to finish.



IAIN PALOPO

BAB V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The appropriate syllabus for the English Maritime subject is a syllabus that is developed based on the students' needs related to BSNP. It consists of several main components, they are main competence, standard competence, main material learning which consists of English Maritime materials as the main material such as shipbuilding, emergency situation and SAR, etc. Hence, basic English material also uses additional material such as the use of to be, to have, preposition, adverb, pronouns, etc. Then, learning activity about the students and teachers' role in class used student-centered approach. Moreover, the learning activity consists of several media such as audio, visual, and audio-visual.

B. Suggestions

The researcher would like to give suggestions, they are:

1. For the English Maritime teacher, it is suggested to use this product as the primary syllabus in teaching English Maritime at tenth-grade students of SMKN 3 Palopo.
2. For the next researcher, it is suggested to continue this research, it is developing English Maritime materials book for maritime students that is referred to the English Maritime topics on this designed syllabus.

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IAIN PALOPO



IAIN PALOPO

**SILABUS MATA PELAJARAN BAHASA INGGRIS MARITIM
(DASAR PROGRAM KEAHLIAN PELAYARAN)**

Satuan Pendidikan : SMK
Kelas/Semester : X/1

Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung-jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

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| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|--|---|---|---------------|---|
| 1.1 Meyakini anugerah Tuhan pada pembelajaran bahasa inggris maritim sebagai amanat untuk kemaslahatan umat manusia. | | | | | |
| 2.1 Menghayatisikapcermat,teliti dan tanggungjawabsebagai hasil dari pembelajaran memahami bahasa inggris maritim 2.2 Menghayatipentingnyakerjas amasebagaihasilpembelajaran menerapkan bahasa inggris maritim | | | | | |
| 3.1 Menganalisis bahasa inggris maritim dalam komunikasi di atas kapal 4.1 Melaksanakan bahasa inggris maritim dalam komunikasi di atas kapal | Bahasa inggris maritim dalam komunikasi di atas kapal : 1. Bagian dan kelengkapan kapal dalam Bahasa Inggris 2. Komunikasi dalam Bahasa Inggris di kapal niaga | Mengamati Mencari informasi tentang bahasa inggris maritim dalam komunikasi di atas kapal serta aplikasi dalam kegiatan kapal niaga melalui berbagai sumber Menanya Diskusi kelompok tentang kaitan bahasa inggris maritim dalam komunikasi di atas kapal Eksperimen/explore • Mendemonstrasikan bahasa inggris maritim | Tugas Membuat paper bahasa inggris maritim dalam komunikasi di atas kapal Observasi Ceklist lembar pengamatan kegiatan presentasi kelompok Portofolio Laporan tertulis tentang bahasa | 36 JP | • Standard Maritim for Communication Phrases (SMCP). IMO. |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|--|---|---|---|---------------|--|
| | | <p>dalam komunikasi di atas kapal secara berkelompok</p> <ul style="list-style-type: none"> • Eksplorasi pemecahan masalah terkait bahasa inggris maritim dalam komunikasi di atas kapal <p>Asosiasi Menyimpulkan bahasa inggris maritim dalam komunikasi di atas kapal</p> <p>Mengkomunikasikan Wakil masing-masing kelompok mempresentasikan hasil demonstrasi bahasa inggris maritim dalam komunikasi di atas kapal serta pemecahan masalah terkait bahasa inggris maritim dalam komunikasi di atas kapal</p> | <p>inggris maritim dalam komunikasi di atas kapal</p> <p>Tes Tes tertulis bentuk uraian dan/atau pilihan ganda</p> | | |
| <p>3.2 Menerapkan istilah-istilah bahasa inggris teknis di kapal</p> <p>4.2 Menggunakan istilah-istilah bahasa inggris teknis di kapal</p> | <p>Istilah-istilah bahasa inggris teknis di kapal :</p> <ol style="list-style-type: none"> 1. Istilah-istilah maritim dalam bahasa inggris | <p>Mengamati Mencari informasi tentang istilah-istilah bahasa inggris teknis di kapal serta aplikasi dalam kegiatan perusahaan</p> | <p>Tugas Membuat paper istilah-istilah bahasa inggris teknis di kapal</p> | <p>36 JP</p> | <ul style="list-style-type: none"> • Standard Maritim for Communication Phrases (SMCP). |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|------------------|---|--|---|---------------|----------------|
| | <p>2. Istilah-istilah perniagaan dalam bahasa inggris</p> | <p>perniagaan melalui berbagai sumber</p> <p>Menanya Diskusi kelompok tentang kaitan istilah-istilah bahasa inggris teknis di kapal</p> <p>Eksperimen/explore</p> <ul style="list-style-type: none"> • Demonstrasi istilah-istilah bahasa inggris teknis di kapal secara berkelompok • Eksplorasi pemecahan masalah terkait istilah-istilah bahasa inggris teknis di kapal <p>Asosiasi Menyimpulkan istilah-istilah bahasa inggris teknis di kapal</p> <p>Mengkomunikasikan Wakil masing-masing kelompok mempresentasikan istilah-istilah bahasa inggris teknis di kapal serta pemecahan masalah</p> | <p>Observasi Ceklist lembar pengamatan kegiatan presentasi kelompok</p> <p>Portofolio Laporan tertulis tentang istilah-istilah bahasa inggris teknis di kapal</p> <p>Tes Tes tertulis bentuk uraian dan/atau pilihan ganda</p> | | IMO. |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|------------------|--------------|--|-----------|---------------|----------------|
| | | terkait istilah-istilah bahasa inggris teknis di kapal perikanan | | | |



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Blueprint of Need Analysis Questionnaire

| | QUESTIONS | NO. OF ITEM | REFERENCE |
|---|--|----------------|---|
| 1 | Learner's goal in learning English Maritime | 1,2 | Hutchinson and Waters (1987:140) |
| 2 | The sequence of language skills | 3 | Hutchinson and Waters (1987:140), Bacha and Bahous (2008), pp. 89–9 (Basturkmen p.30) |
| 3 | Learner's English level | 4,5 | Hutchinson and Waters (1987), Common European Framework of Reference for Language |
| 4 | English Maritime topics | 6 | Hutchinson and Waters (1987), David Nunan 1988 p. 78. |
| 5 | Preferred text types | 7,8,9,10 | Hutchinson and Waters (1987:140) |
| 6 | Learner's difficulty in 4 language skills | 11,12,13,14 | Hutchinson and Waters (1987) |
| 7 | Preferred learning activity in 4 language skills | 15,16,17,18 | Hutchinson and Waters (1987:140), David Nunan 1988 p. 78. Nur Aeni and friends' research findings page 7 |
| 8 | 4 language skills competences | 19,20,21,22 | Hutchinson and Waters 1987:53), Bacha and Bahous (2008), pp. 89–9 (Basturkmen p.30) |
| | Learning media | 23 | Hutchinson and Waters (1987:140), David Nunan 1988 p. 78. |
| 9 | The setting in learning (way, time, place) | 24,25,26,27,28 | Hutchinson and Waters (1987:140), Nur Aeni and friends' research findings page 7, (Nola A., a senior English Instructor at Eton Institute: the 7 roles of a teacher in the 21st century. https://etoninstitute.com) |

NEED ANALYSIS QUESTIONNAIRE

A. Data Responden

Nama :
Usia :
Jenis Kelamin :
Kepribadian :
Gaya Belajar yang disukai :
Inteligen :
Motivasi :

B. Petunjuk Pengisian

Berilah tanda (x) pada kolom yang sesuai dengan keadaan yang menggambarkan keadaan Anda saat ini, serta sesuai dengan apa yang Anda butuhkan atau Anda inginkan terkait dengan pembelajaran Bahasa Inggris Maritim. Semua jawaban yang Anda berikan di dalam lembar angket ini tidak mempengaruhi nilai Anda pada mata pelajaran Bahasa Inggris Maritim. Jika Anda memilih jawaban lain-lain, tuliskan jawaban tersebut dengan sangat jelas.

1. Mengapa Anda belajar Bahasa Inggris Maritim saat ini?
 - a. Untuk meningkatkan kesiapan Anda untuk melanjutkan studi ke luar negeri
 - b. Untuk meningkatkan kemampuan Anda berkomunikasi dalam Bahasa Inggris
 - c. Untuk meningkatkan pemahaman tentang sejarah Bahasa Inggris
 - d. Untuk melaksanakan persyaratan kurikulum
 - e. Membantu dalam mencari kerja setelah lulus nanti.
 - f. Lain-lain (sebutkan bila ada).....

2. Dimana Anda akan menggunakan Bahasa Inggris Maritim?
 - a. Di tempat kerja
 - b. Di tempat kuliah
 - c. Di negara sendiri
 - d. Di luar negeri
 - e. Lain-lain (sebutkan bila ada).....

3. Urutan keterampilan berbahasa yang Anda butuhkan saat ini adalah...
 - a. Keterampilan *Speaking, Reading, Writing, Listening*
 - b. Keterampilan *Reading, Writing, Listening, Speaking*

- c. Keterampilan *Writing, Listening, Speaking, Reading*
 - d. Keterampilan *Listening, Speaking, Reading, Writing*
 - e. Lain-lain (sebutkan).....
4. Bagaimanakah tingkat penguasaan Bahasa Inggris Anda saat ini?
- a. *Beginner* (dapat memahami dan menggunakan ungkapan sehari-hari, memperkenalkan diri)
 - b. *Elementary* (dapat memahami kalimat dan menggunakan ungkapan yang sesuai dengan kondisi sekitarnya)
 - c. *Intermediate* (dapat menceritakan pengalaman, keinginan, opini, dan cita-cita)
 - d. *Upper Intermediate* (dapat membuat sebuah teks yang jelas)
 - e. *Advanced* (dapat menggunakan bahasa secara efektif dan fleksibel)
 - f. *Proficiency* (dapat mengungkapkan bahasa secara spontan dan lancar serta membedakan setiap makna yang sangat kompleks)
 - g. Lain-lain (sebutkan bila ada).....
5. Selain Bahasa Inggris, bahasa yang Anda ketahui saat ini adalah...
- a. Bahasa daerah (sebutkan).....
 - b. Bahasa asing (sebutkan).....
 - c. Lain-lain (sebutkan bila ada).....
6. Topik-topik apa yang Anda inginkan untuk dikembangkan dalam materi pembelajaran Bahasa Inggris Maritim?
- a. Prosedur darurat dan SAR
 - b. *Maritime law* (hukum maritim)
 - c. Bangunan dan stabilisasi kapal
 - d. Lain-lain (sebutkan bila ada).....
7. Menurut Anda, jenis teks yang sesuai untuk menunjang keterampilan *speaking* dalam pembelajaran Bahasa Inggris Maritim Anda adalah....
- a. Teks *manuals* (prosedur atau petunjuk cara menggunakan sesuatu)
 - b. Teks *letters* (surat)
 - c. Teks dialog
 - d. Teks *report* (menjelaskan detail suatu objek secara umum)
 - e. Teks *visual* (gambar, diagram, grafik, kartun, dll)
 - f. Teks lisan
 - g. Lain-lain (sebutkan bila ada).....
8. Menurut Anda, jenis teks yang sesuai untuk menunjang keterampilan *reading* dalam pembelajaran Bahasa Inggris Maritim Anda adalah....
- a. Teks *manuals* (prosedur atau petunjuk cara menggunakan sesuatu)
 - b. Teks *letters* (surat)
 - c. Teks dialog

- d. Teks *report* (menjelaskan detail suatu objek secara umum)
 - e. Teks *visual* (gambar, diagram, grafik, kartun, dll)
 - f. Teks lisan
 - g. Lain-lain (sebutkan bila ada).....
9. Menurut Anda, jenis teks yang sesuai untuk menunjang keterampilan *writing* dalam pembelajaran Bahasa Inggris Maritim Anda adalah....
- a. Teks *manuals* (prosedur atau petunjuk cara menggunakan sesuatu)
 - b. Teks *letters* (surat)
 - c. Teks dialog
 - d. Teks *report* (menjelaskan detail suatu objek secara umum)
 - e. Teks *visual* (gambar, diagram, grafik, kartun, dll)
 - f. Teks lisan
 - g. Lain-lain (sebutkan bila ada).....
10. Menurut Anda, jenis teks yang sesuai untuk menunjang keterampilan *listening* dalam pembelajaran Bahasa Inggris Maritim Anda adalah....
- a. Teks *manuals* (prosedur atau petunjuk cara menggunakan sesuatu)
 - b. Teks *letters* (surat)
 - c. Teks dialog
 - d. Teks *report* (menjelaskan detail suatu objek secara umum)
 - e. Teks *visual* (gambar, diagram, grafik, kartun, dll)
 - f. Teks lisan
 - g. Lain-lain (sebutkan bila ada).....
11. Kesulitan apa yang Anda jumpai saat *Speaking* dalam Bahasa Inggris Maritim?
- a. Kurang kosakata
 - b. Kurang percaya diri
 - c. Sulit mengucapkan kata atau kalimat
 - d. Kurang memahami tema yang sedang dibicarakan
 - e. Lain-lain (sebutkan).....
12. Kesulitan apa yang Anda jumpai saat *Reading* dalam Bahasa Inggris Maritim?
- a. Kurang pengajaran tentang cara membaca yang baik dan benar
 - b. Kurang tertarik terhadap bacaan
 - c. Jenis bacaan yang tidak sesuai
 - d. Kesulitan dalam memahami kosakata
 - e. Lain-lain (sebutkan).....
13. Kesulitan apa yang Anda jumpai saat *Writing* dalam Bahasa Inggris Maritim?
- a. Kesulitan dalam penggunaan tanda baca dan huruf kapital
 - b. Kesulitan dalam menuliskan ejaan kata
 - c. Kesulitan dalam penyusunan bentuk kalimat yang benar

- d. Kurangnya kosakata
- e. Kesulitan dalam membuat paragraf
- f. Penggunaan bahasa dan penentuan kalimat yang sesuai
- g. Lain-lain (sebutkan).....

14. Kesulitan apa yang Anda jumpai saat *Listening* dalam Bahasa Inggris Maritim?

- a. Kesulitan mendengarkan materi karena kualitas rekaman yang kurang baik
- b. Kesulitan memahami materi karena penggunaan aksen yang tidak familiar
- c. Menggunakan materi dengan kultur yang asing/tidak familiar
- d. Penggunaan kosakata baru atau tidak familiar
- e. Durasi dan kecepatan berbicara
- f. Lain-lain (sebutkan).....

15. Aktivitas pembelajaran yang dapat membantu Anda memahami materi *speaking* dalam Bahasa Inggris Maritim adalah...

- a. *Learning through games and quizzes* (belajar dengan games dan kuis)
- b. *Learning through role plays* (belajar dengan bermain peran)
- c. *Learning through songs and movie* (belajar dengan musik dan film)
- d. Lain-lain (sebutkan bila ada).....

16. Aktivitas pembelajaran yang dapat membantu Anda memahami materi *reading* dalam Bahasa Inggris Maritim adalah...

- a. *Learning through games and quizzes* (belajar dengan games dan kuis)
- b. *Learning through role plays* (belajar dengan bermain peran)
- c. *Learning through songs and movie* (belajar dengan musik dan film)
- d. Lain-lain (sebutkan bila ada).....

17. Aktivitas pembelajaran yang dapat membantu Anda memahami materi *writing* dalam Bahasa Inggris Maritim adalah...

- a. *Learning through games and quizzes* (belajar dengan games dan kuis)
- b. *Learning through role plays* (belajar dengan bermain peran)
- c. *Learning through songs and movie* (belajar dengan musik dan film)
- d. Lain-lain (sebutkan bila ada).....

18. Aktivitas pembelajaran yang dapat membantu Anda memahami materi *listening* dalam Bahasa Inggris Maritim adalah...

- a. *Learning through games and quizzes* (belajar dengan games dan kuis)
- b. *Learning through role plays* (belajar dengan bermain peran)
- c. *Learning through songs and movie* (belajar dengan musik dan film)
- d. Lain-lain (sebutkan bila ada).....

19. Kompetensi *speaking* yang ingin Anda kuasai adalah...

- a. Memahami apa yang sedang diucapkan
- b. Menggunakan kalimat yang benar dalam percakapan
- c. Menggunakan diksi yang sesuai dalam percakapan
- d. Mengucapkan setiap kata dengan benar
- e. Berbicara dengan lancar dan akurat
- f. Lain-lain (sebutkan).....

20. Kompetensi *reading* yang ingin Anda kuasai adalah...

- a. Mampu mengucapkan dengan benar setiap bacaan yang dibaca
- b. Mengembangkan ide pokok menggunakan bahasa sendiri
- c. Menyimpulkan informasi tertulis dari bacaan
- d. Menyampaikan kembali informasi dari bacaan kepada orang lain
- e. Lain-lain (sebutkan).....

21. Kompetensi *writing* yang ingin Anda kuasai adalah...

- a. Mampu mengembangkan pendapat/ide
- b. Menghubungkan antar kalimat dan paragraf
- c. Mengembangkan paragraf yang baik
- d. Mengembangkan kalimat pengantar dan membuat kesimpulan
- e. Mampu mengatur informasi yang disampaikan dalam tulisan
- f. Lain-lain (sebutkan).....

22. Kompetensi *listening* yang ingin Anda kuasai adalah...

- a. Memahami apa yang orang lain bicarakan
- b. Mampu menafsirkan bentuk intonasi dari pembicara
- c. Memperoleh dan memahami informasi dari apa yang didengarkan
- d. Memahami fungsi dan struktur kalimat yang digunakan pembicara
- e. Lain-lain (sebutkan).....

23. Media pengajaran apa yang dapat mendukung proses pembelajaran Anda?

- a. Audio (rekaman)
- b. Visual (printed media, realia/objek nyata, LCD proyektor)
- c. Audio visual (TV, film, dll)
- d. Lain-lain (sebutkan bila ada).....

24. Tempat pembelajaran Bahasa Inggris Maritim yang Anda sukai adalah...

- a. Ruang kelas
- b. Luar kelas

- c. Perpustakaan
 - d. Tempat/lokasi kerja/kapal
 - e. Laboratorium
 - f. Lain-lain (sebutkan bila ada).....
25. Menurut Anda, waktu yang paling baik untuk belajar Bahasa Inggris Maritim adalah...
- a. Beberapa kali dalam satu hari
 - b. Setiap hari
 - c. Satu kali dalam satu minggu
 - d. Lain-lain (sebutkan bila ada).....
26. Dalam pembelajaran Bahasa Inggris Maritim, Anda lebih senang bertindak sebagai...
- a. Presenter (menyampaikan ide terhadap materi)
 - b. Evaluator (memberikan penilaian terhadap materi yang disampaikan)
 - c. Receiver (mendengar dan menerima penjelasan dari guru)
 - d. Thinker (menganalisis materi yang disampaikan oleh guru)
 - e. Negotiator (mendiskusikan materi untuk memperoleh kesamaan pemahaman)
 - f. Lain-lain (sebutkan bila ada).....
27. Dalam pembelajaran Bahasa Inggris Maritim, Anda lebih suka mengerjakan dengan cara....
- a. *Self-learning* (Individu)
 - b. *Learning in couple* (Pasangan)
 - c. *Small group learning* (Kelompok kecil 3-5 orang)
 - d. *Large group learning* (Kelompok besar 5-8 orang)
 - e. Lain-lain (sebutkan bila ada).....
28. Dalam pembelajaran Bahasa Inggris Maritim, Anda senang bila guru bertindak sebagai...
- a. *Participant*, yaitu guru terlibat dalam aktivitas pembelajaran
 - b. *Tutor*, yaitu memberikan bimbingan dan saran kepada siswa
 - c. *Organizer* yaitu melibatkan siswa dan mengatur aktivitas belajar
 - d. *Prompter* yaitu hendaknya memberi *chunks* (melibatkan dari kata-kata yang sering muncul dalam percakapan) bukan hanya kata-kata belaka
 - e. *Assessor* yaitu mencatat serta menilai kinerja bahasa yang dihasilkan siswa
 - f. *Controller*, yaitu mengatur segala ketentuan dalam proses pembelajaran
 - g. *Resource* yaitu membantu memberi fasilitas untuk meningkatkan kinerja siswa
 - h. Lain-lain (sebutkan bila ada).....

Blueprint of Need Analysis Result

| QUESTION | A | B | C | D | E | F | G | H |
|----------|----|----|----|---|---|---|---|---|
| 1 | 3 | 10 | 4 | 0 | 1 | 0 | - | - |
| 2 | 5 | 0 | 1 | 8 | 4 | - | - | - |
| 3 | 7 | 7 | 3 | 1 | 0 | - | - | - |
| 4 | 6 | 1 | 3 | 1 | 3 | 2 | 2 | - |
| 5 | 5 | 6 | 6 | 1 | - | - | - | - |
| 6 | 9 | 2 | 2 | 4 | 0 | 1 | 0 | - |
| 7 | 7 | 3 | 1 | 6 | 1 | 0 | 0 | - |
| 8 | 5 | 2 | 5 | 3 | 1 | 2 | 0 | - |
| 9 | 5 | 0 | 2 | 5 | 4 | 2 | 0 | - |
| 10 | 2 | 6 | 8 | 2 | 0 | - | - | - |
| 11 | 10 | 3 | 0 | 4 | 1 | - | - | - |
| 12 | 8 | 4 | 2 | 1 | 0 | 3 | 0 | - |
| 13 | 11 | 3 | 3 | 1 | 0 | 0 | - | - |
| 14 | 12 | 6 | 0 | 0 | - | - | - | - |
| 15 | 9 | 4 | 5 | 0 | - | - | - | - |
| 16 | 8 | 7 | 3 | 0 | - | - | - | - |
| 17 | 10 | 5 | 3 | 0 | - | - | - | - |
| 18 | 4 | 5 | 1 | 2 | 6 | 0 | - | - |
| 19 | 11 | 3 | 4 | 0 | 0 | - | - | - |
| 20 | 8 | 1 | 5 | 2 | 2 | 0 | - | - |
| 21 | 8 | 2 | 6 | 2 | 0 | - | - | - |
| 22 | 10 | 4 | 3 | 1 | - | - | - | - |
| 23 | 12 | 0 | 2 | 2 | 1 | 1 | - | - |
| 24 | 4 | 3 | 11 | 0 | - | - | - | - |
| 25 | 3 | 1 | 7 | 2 | 5 | 0 | - | - |
| 26 | 3 | 5 | 5 | 5 | 0 | - | - | - |
| 27 | 2 | 9 | 1 | 3 | 0 | 1 | 2 | 0 |

IAIN PALOPO

Validation of Need Analysis Questionnaire

LEMBAR VALIDASI INSTRUMENT

Pengembangan Silabus untuk Maritime English kelas 10 di SMKN 3 Palopo

A. Petunjuk pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda () pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
 - 1: tidak layak
 - 2: kurang layak
 - 3: cukup layak
 - 4: layak
 - 5: sangat layak
4. Anda di mohon kesediannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

| NO | URAIAN | Kelayakan | | | | |
|----|--|-----------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| I | Aspek Isi | | | | | |
| | a. Tujuan penelitian dinyatakan dengan jelas. | | | ✓ | | |
| | b. Tujuan kuesioner dinyatakan dengan jelas. | | | ✓ | | |
| | c. Petunjuk pengisian kuesioner mudah dipahami. | | | | | ✓ |
| II | Aspek Cakupan (Isi) | | | | | |
| | a. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai | | | | | ✓ |
| | b. Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi baik dan benar. | | | | ✓ | |

| | | | | | | |
|-----|--|--|--|---|---|---|
| | c. Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai. | | | | | ✓ |
| | d. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai. | | | | | ✓ |
| | e. Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikan memadai. | | | | ✓ | |
| III | Aspek Bahasa | | | | | |
| | a. Butir-butir kuesioner dirumuskan dalam dalam bahasa indonesia yang baik dan benar. | | | ✓ | | |
| | b. Butir-butir kuesioner dirumuskan dalam bahasa indonesia yang efektif. | | | ✓ | | |
| | c. Butir-butir kuesioner dirumuskan dalam bahasa indonesia yang efisien. | | | ✓ | | |
| | d. Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden. | | | | ✓ | |

C. Komentar

1. kelas harus dibagi berdasarkan tujuan (misalnya: ingin memberi bahasa Inggris Maritim di luar atau dalam negeri saja). Jadi sample harus jelas
2. Bulu SMP harus sama.
3. preferred (kangas style) harus diperhatikan

D. Saran

1. Harus memperhatikan siswa motivasi (tujuan atau mengikuti bahasa Inggris Maritim).

.....
.....
.....
.....

E. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
- ③ Dapat digunakan dengan perbaikan sebagai berikut

1. bahasa yang jelas (PUEB)
2. Melengkapi kriteria penilaian yang masih kurang
3. Melengkapi konteks (dimana Esp dan papan Esp / bahasa lesson's maritim digunakan)

Palopo, 5 Januari, 2021
Penilai Kelayakan


Devi Umayanti, S.S., M. Hum

IAIN PALOPO

LEMBAR VALIDASI INSTRUMENT

Pengembangan Silabus untuk Maritime English kelas 10 di SMKN 3 Palopo

A. Petunjuk pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda () pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
 - 1: tidak layak
 - 2: kurang layak
 - 3: cukup layak
 - 4: layak
 - 5: sangat layak
4. Anda di mohon kesediannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

| NO | URAIAN | Kelayakan | | | | |
|----|---|-----------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| I | Aspek Isi | | | | | |
| | a. Tujuan penelitian dinyatakan dengan jelas. | | | ✓ | | |
| | b. Tujuan kuesioner dinyatakan dengan jelas. | | | | ✓ | |
| | c. Petunjuk pengisian kuesioner mudah dipahami. | | | | ✓ | |
| II | Aspek Cakupan (Isi) | | | | | |
| | a. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai | | ✓ | | | |
| | b. Butir-butir kuesioner mencakup data yang | | ✓ | | | |

| | | | | | | |
|-----|--|---|--|---|---|--|
| | berhubungan dengan penggunaan bahasa di dalam materi baik dan benar. | | | | | |
| | c. Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai. | | | ✓ | | |
| | d. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai. | ✓ | | | | |
| | e. Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikan memadai. | ✓ | | | | |
| III | Aspek Bahasa | | | | | |
| | a. Butir-butir kuesioner dirumuskan dalam dalam bahasa indonesia yang baik dan benar. | | | | ✓ | |
| | b. Butir-butir kuesioner dirumuskan dalam bahasa indonesia yang efektif. | | | | ✓ | |
| | c. Butir-butir kuesioner dirumuskan dalam bahasa indonesia yang efisien. | | | | ✓ | |
| | d. Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden. | | | | ✓ | |

C. Komentar

.....
 kuesioner masih membutuhkan butir soal agar dapat memperoleh data yang maksimal dan dapat membantu dalam mengembangkan produk.

IAIN PALOPO

D. Saran

Tambahkan butir soal yang dibutuhkan
y memperoleh data.

E. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
- ③ Dapat digunakan dengan perbaikan sebagai berikut

1. Menambahkan butir soal terkait 4 skill.
2. Teori yang mendasari lahirnya butir soal.
- 3.

Palopo,
Penilai Kelayakan


Fadhil R. M. P.

IAIN PALOPO

The Validation of The Product

SURAT PERMOHONAN EXPERT JUDGEMENT

Hal : Permohonan Kesediaan *Expert Judgement*

Lampiran : 1 rangkap

Kepada Yth..

MUH. MASHURI DJAFAR, S.Pi., MM

Di_

Tempat

Dengan hormat,

Sebagai salah satu syarat dalam penyelesaian tugas akhir skripsi, dengan ini saya:

Nama : Intan Sriani Musma

NIM : 16 0202 0005

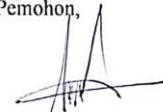
Judul penelitian : Designing a Syllabus for English Maritime at Tenth-grade students of SMKN 3 Palopo.

Memohon kesediaan Bapak/Ibu untuk memberikan penilaian pada produk yang telah saya buat berupa Silabus Mata Pelajaran Bahasa Inggris Maritim untuk jurusan Nautika Kapal Niaga kelas X SMKN 3 Palopo.

Demikian permohonan saya sampaikan, atas bantuan dan kesediaan Bapak/Ibu, saya ucapkan terima kasih.

Palopo, 30 November 2020

Pemohon,



Intan Sriani Musma
NIM: 16 0202 0005

IAIN PALOPO

LEMBAR VALIDASI SILABUS UNTUK AHLI

A. Petunjuk pengisian

1. Berilah tanda () pada kolom angka yang sesuai dengan penilaian yang anda berikan.
2. Pedoman skala penilaian adalah sebagai berikut:
 - 1: sangat tidak baik
 - 2: tidak baik
 - 3: cukup baik
 - 4: baik
 - 5: sangat baik
3. Anda dimohon kesediannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian

| NO | URAIAN | BOBOT | | | | |
|------------------|--|-------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| ASPEK ISI | | | | | | |
| 1. | Rumusan Standar Kompetensi (SK) dan Kompetensi Dasar (KD) sesuai dengan standar Isi | | | | ✓ | ✓ |
| 2. | Ada kesesuaian antara KD dengan komponen-komponennya (indikator, materi, kegiatan belajar, media/sumber, evaluasi) | | | | | 5 |
| 3. | Materi pembelajaran mendukung pencapaian KD (Selaras dengan KD) | | | | ✓ | |
| 4. | Materi pembelajaran sesuai dengan tingkat perkembangan dan bermanfaat bagi peserta didik | | | | ✓ | |
| 5. | Kegiatan pembelajaran memuat | | | | | |

| | | | | | | |
|---------------------|--|--|--|--|---|---|
| | aktivitas belajar yang berpusat pada siswa/belajar aktif | | | | ✓ | |
| 6. | Tahapan kegiatan pembelajaran mendukung tercapainya KD | | | | ✓ | |
| 7. | Terdiri dari beberapa rumusan indikator (minimal 2 indikator) untuk setiap KD | | | | | ✓ |
| 8. | Alat penilaian sesuai dan mencakup seluruh indikator | | | | ✓ | |
| 9. | Wujud/ccontoh alat penilaian jelas dan sesuai dengan indikator | | | | ✓ | |
| 10. | Alokasi waktu sesuai dengan cakupan kompetensi | | | | | ✓ |
| 11. | Alokasi waktu sesuai dengan program semester yang telah disusun | | | | | ✓ |
| 12. | Sumber belajar sesuai untuk mendukung tercapainya KD | | | | ✓ | |
| 13. | Sumber belajar bervariasi | | | | ✓ | |
| ASPEK BAHASA | | | | | | |
| 1. | Bahasa yang digunakan disajikan dengan jelas dan mudah dipahami | | | | | ✓ |
| 2. | Bahasa yang digunakan sesuai dengan kaidah penggunaan bahasa yang baik dan benar | | | | | ✓ |

C. Komentar

meneliti sumber atau penemuan yg berkaitan dgn penyusunan silabus K13 Revisi (Jajaran Rujukan atau pedoman dan menyusun silabus)

D. Saran

1. Pendaian dilakukan bervariasi (metode)
2. Kegiatan pembelajaran yg dilaksanakan siswa aktif
Guru hanya menjadi fasilitator belajar
3. Sumber belajar di tambah dan gunakan
Format map
A. Ipk MARS B. S. & Kembangan

E. Kesimpulan

Silabus ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut
perbaikan dilakukan sesuai saran

Palopo,

Penilai

IAIN PALOPO


Muhi. MASTURI DJAFAR, S.Pi, MA

SURAT PERMOHONAN EXPERT JUDGEMENT

Hal : Permohonan Kesediaan *Expert Judgement*

Lampiran : 1 rangkap

Kepada Yth.

Ibu Mustika, S.Pd. M.Pd.

Di_

Tempat

Dengan hormat,

Sebagai salah satu syarat dalam penyelesaian tugas akhir skripsi, dengan ini saya:

Nama : Intan Sriani Musma

NIM : 16 0202 0005

Judul penelitian : Designing a Syllabus for English Maritime at Tenth-grade students of SMKN 3 Palopo.

Memohon kesediaan Bapak/Ibu untuk memberikan penilaian pada produk yang telah saya buat berupa Silabus Mata Pelajaran Bahasa Inggris Maritim untuk jurusan Nautika Kapal Niaga kelas X SMKN 3 Palopo.

Demikian permohonan saya sampaikan, atas bantuan dan kesediaan Bapak/Ibu, saya ucapkan terima kasih.

Palopo, 30 November 2020

Pemohon,



Intan Sriani Musma
NIM: 16 0202 0005

IAIN PALOPO

LEMBAR VALIDASI SILABUS UNTUK AHLI

A. Petunjuk pengisian

1. Berilah tanda () pada kolom angka yang sesuai dengan penilaian yang anda berikan.
2. Pedoman skala penilaian adalah sebagai berikut:
 - 1: sangat tidak baik
 - 2: tidak baik
 - 3: cukup baik
 - 4: baik
 - 5: sangat baik
3. Anda dimohon kesediannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian

| NO | URAIAN | BOBOT | | | | |
|------------------|--|-------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| ASPEK ISI | | | | | | |
| 1. | Rumusan Standar Kompetensi (SK) dan Kompetensi Dasar (KD) sesuai dengan standar Isi | | | | ✓ | |
| 2. | Ada kesesuaian antara KD dengan komponen-komponennya (indikator, materi, kegiatan belajar, media/sumber, evaluasi) | | | ✓ | | |
| 3. | Materi pembelajaran mendukung pencapaian KD (Selaras dengan KD) | | | ✓ | | |
| 4. | Materi pembelajaran sesuai dengan tingkat perkembangan dan bermanfaat bagi peserta didik | | | ✓ | | |
| 5. | Kegiatan pembelajaran memuat | | | | | |

| | | | | | | |
|---------------------|--|--|---|---|---|--|
| | aktivitas belajar yang berpusat pada siswa/belajar aktif | | | | ✓ | |
| 6. | Tahapan kegiatan pembelajaran mendukung tercapainya KD | | | | ✓ | |
| 7. | Terdiri dari beberapa rumusan indikator (minimal 2 indikator) untuk setiap KD | | | | ✓ | |
| 8. | Alat penilaian sesuai dan mencakup seluruh indikator | | ✓ | | | |
| 9. | Wujud/contoh alat penilaian jelas dan sesuai dengan indikator | | ✓ | | | |
| 10. | Alokasi waktu sesuai dengan cakupan kompetensi | | | ✓ | | |
| 11. | Alokasi waktu sesuai dengan program semester yang telah disusun | | | | ✓ | |
| 12. | Sumber belajar sesuai untuk mendukung tercapainya KD | | | | ✓ | |
| 13. | Sumber belajar bervariasi | | | ✓ | | |
| ASPEK BAHASA | | | | | | |
| 1. | Bahasa yang digunakan disajikan dengan jelas dan mudah dipahami | | | ✓ | | |
| 2. | Bahasa yang digunakan sesuai dengan kaidah penggunaan bahasa yang baik dan benar | | | | ✓ | |

C. Komentar

- Menggunakan bahasa yg lebih spesifik sehingga mudah dg. kawi
- Tugas belum spesifik
- Masih ada hasil teman di akhir belum

kompleksitas & produk

- materi general English adalah belajar-ulang.
- perhatikan waktu dengan banyaknya materi General English

D. Saran

- Instrum^{ment} Agar data yang digunakan untuk mengumpul^{kan} data yang kemudian digunakan untuk membuat produk lebih dari sekedar angka
- perhatikan lagi waktu dengan materi General English yg sangat banyak sebrap pertemuan.
- Materi General English lebih banyak lagi mulai dari basic ke yang lebih kompleks.
- Etc.

E. Kesimpulan

Silabus ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
- ③ Dapat digunakan dengan perbaikan sebagai berikut
Memperhalakan dan mengorganisasikan kementor dan saran di atas dan saran ketika bimbingan produk.

Palopo, Desember 2020

Penilai

Musrika, S.Pd., M.Pd.

IAIN PALOPO



IAIN PALOPO

PERNYATAAN EXPERT JUDGEMENT

Setelah memeriksa produk berupa silabus dari penelitian yang berjudul "Designing a Syllabus for English Maritime at Tenth-grade Students of SMKN 3 Palopo" yang disusun oleh:

Nama : Intan Sriani Musma
NIM : 16 0202 0005
Prodi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini saya:

Nama : MUHAMMAD MASHUKI DJAFAR, S.Pi, MM
NIP : 1973109 200502 1001
Jabatan/Instansi : WAKASEK KURIKULUM/ SMK NEGERI 3 PALOPO

Menyatakan silabus tersebut valid dengan memberikan saran:

1. Meningkatkan kajian terhadap silabus/kurikulum Revisi K 2013.
2. Melanjutkan penyelesaian skripsi.

Palopo, Januari 2021


Muh. Mashuki Djafar.

IAIN PALOPO

STUDENTS' PERCEPTION

A. Petunjuk pengisian

1. Berilah tanda () pada kolom angka yang sesuai dengan penilaian yang anda berikan terhadap silabus yang dikembangkan oleh peneliti.
2. Pedoman skala penilaian adalah sebagai berikut:
 - 1: sangat tidak setuju
 - 2: tidak setuju
 - 3: cukup setuju/ragu-ragu
 - 4: setuju
 - 5: sangat setuju

| NO | PERNYATAAN | NILAI | | | | |
|----|--|-------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Silabus yang dikembangkan sesuai dengan keinginan dan kebutuhan Anda | | | | | |
| 2 | Silabus yang dikembangkan dapat membantu Anda untuk lebih mudah memhamai Bahasa Inggris Maritim | | | | | |
| 3 | Materi yang disajikan sesuai dengan topik yang diinginkan | | | | | |
| 4 | Materi yang disajikan sesuai dengan tingkat penguasaan Bahasa Inggris Anda | | | | | |
| 5 | Materi yang disajikan dapat dengan mudah dipahami karena menggunakan kultur yang familiar | | | | | |
| 6 | Aktivitas pembelajaran dapat membantu Anda dalam memahami materi Bahasa Inggris Maritim | | | | | |
| 7 | Aktivitas pembelajaran dapat membantu Anda mencapai kompetensi yang diinginkan pada 4 keterampilan berbahasa (speaking, reading, | | | | | |

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|----|--|--|--|--|--|--|
| | writing, and listening) | | | | | |
| 8 | Media pengajaran yang digunakan dapat mendukung proses pembelajaran Anda | | | | | |
| 9 | Waktu dan tempat untuk belajar Bahasa Inggris Maritim sesuai dengan keinginan dan kebutuhan Anda | | | | | |
| 10 | Peran siswa dan guru dalam kegiatan pembelajaran sesuai dengan keinginan dan kebutuhan Anda. | | | | | |



IAIN PALOPO

The Blueprint of Sudents' Perception Result

| STUDENTS | STATEMENT NUMBER | | | | | | | | | |
|----------------------|------------------|----|-----|-----|-----|-----|-----|-----|-----|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 5 | 4 | 5 |
| 2 | 5 | 3 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 5 |
| 3 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 5 | 5 | 4 |
| 4 | 3 | 3 | 4 | 5 | 2 | 4 | 3 | 5 | 5 | 4 |
| 5 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 5 | 4 | 4 |
| 6 | 5 | 5 | 4 | 5 | 3 | 4 | 4 | 5 | 5 | 4 |
| 7 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 5 |
| 8 | 4 | 4 | 2 | 4 | 4 | 5 | 3 | 4 | 4 | 5 |
| 9 | 5 | 5 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 4 |
| 10 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 5 |
| 11 | 5 | 5 | 3 | 5 | 4 | 4 | 4 | 5 | 5 | 3 |
| 12 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 5 |
| 13 | 4 | 4 | 5 | 5 | 4 | 4 | 3 | 4 | 5 | 3 |
| 14 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 5 |
| 15 | 5 | 5 | 3 | 5 | 4 | 4 | 3 | 4 | 5 | 4 |
| 16 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 5 |
| 17 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 5 |
| 18 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 5 |
| TOTAL SCORE | 76 | 72 | 66 | 76 | 65 | 69 | 68 | 78 | 78 | 80 |
| AVERAGE SCORE | 4,2 | 4 | 3,7 | 4,2 | 3,6 | 3,8 | 3,8 | 4,3 | 4,3 | 4,4 |

IAIN PALOPO

SILABUS MATA PELAJARAN
Bahasa Inggris Maritim

| | |
|------------------------|--|
| Nama Sekolah | : SMKN 3 Palopo |
| Bidang Keahlian | : Kemaritiman |
| Kompetensi Keahlian | : Nautika Kapal Niaga |
| Mata Pelajaran | : Bahasa Inggris Maritim |
| Durasi (Waktu) | : 72 JP @45 menit |
| KI-1 (Sikap Spiritual) | : Menghayati dan mengamalkan ajaran agama yang dianutnya |
| KI-2 (Sikap Sosial) | : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung- jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia. |
| KI-3 (Pengetahuan) | : Memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah. |
| KI-4 (Keterampilan) | : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu melaksanakan tugas spesifik di bawah pengawasan langsung. |

IAIN PALOPO

| Kompetensi Dasar | Indikator Pencapaian Kompetensi | Materi Pokok | Alokasi Waktu (JP) | Kegiatan Pembelajaran | Penilaian | Sumber Belajar |
|---|--|---|--------------------|--|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | |
| <p>1.1. Meyakini anugerah Tuhan pada pembelajaran bahasa Inggris maritim sebagai amanat untuk kemaslahatan umat manusia.</p> <p>2.1. Menghayatisikapcermat,t eliti, dan tanggungjawabsebagai hasil dari pembelajaran memahami Bahasa Inggris Maritime.</p> <p>2.2. Menghayatipentingnyake rjasamasebagaihasil dari pembelajaran menerapkan Bahasa Inggris Maritim.</p> <p>3.1. Memahami penulisan dan pelafalan numbers and</p> | <p>3.1.1 Memahami penulisan dan pelafalan number</p> | <p>Penulisan dan Pelafalan Numbers dan</p> | <p>2x45 menit</p> | <p>1. Mengamati draft number dan alphabet Bahasa Inggris Maritim 2. Mendengarkan audio</p> | <p>1. Sikap: observasi selama proses</p> | <p>- IMO SMCP - Buku Bahasa Inggris</p> |

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| <p>alphabet</p> <p>4.1. Mengaplikasikan penggunaan numbers and alphabet dalam Bahasa Inggris Maritim.</p> | <p>pada Bahasa Inggris Maritim.</p> <p>3.1.2 Memahami penulisan dan pelafalan alphabet dalam Bahasa Inggris Maritim.</p> <p>3.1.3 Membedakan penulisan dan pelafalan number dalam Bahasa Inggris Maritim.</p> <p>3.1.4 Membedakan penulisan dan pelafalan alphabet pada Bahasa Inggris Maritim dengan Bahasa Inggris pada umumnya.</p> <p>4.1.1 Menyusun kalimat sederhana menggunakan</p> | <p>Alphabet.</p> <ul style="list-style-type: none"> - Spelling and pronunciation of Numbers - Spelling of Letters and the code. - Pronouns (Subject and Object) - To be (am, is, are) | <p>pelafalan dan pengejaan number dan alphabet.</p> <p>3. Memahami cara penulisan dan pelafalan number dan alphabet (beserta kode yang digunakan)</p> <p>4. Dalam kelompok, membedakan penulisan dan pelafalan number dan alphabet Bahasa Inggris Maritim.</p> <p>5. Menyusun kalimat sederhana menggunakan number dan alphabet dengan memperhatikan penggunaan pronouns dan to be.</p> | <p>pembelajaran berlangsung.</p> <p>2. Pengetahuan: Kalimat sederhana yang dihasilkan dengan menggunakan number dan a;phabet.</p> <p>3. Keterampilan : penyelesaian tugas-tugas sesuai kreatifitas masing-masing.</p> <p>Pemberian tugas dilakukan dengan games/role play.</p> | <p>Maritim dan Perikanan Kementerian Pendidikan dan Kebudayaan Republik Indonesia.</p> |
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| | <p>numbers Bahasa Inggris Maritim.</p> <p>4.1.2 Menyusun kalimat sederhana menggunakan alphabet Bahasa Inggris Maritim.</p> | | | | |
| <p>1.1 Meyakini anugerah Tuhan pada pembelajaran bahasa inggris maritim sebagai amanat untuk kemaslahatan umat manusia.</p> <p>2.1 Menghayatisikapcermat, teliti, dan tanggungjawab sebagai hasil dari pembelajaran memahami Bahasa Inggris Maritime.</p> | <p>3.2..1 Memahami bentuk-bentuk pesan atau informasi di atas kapal</p> | <p>Bentuk-bentuk Pesan di atas Kapal.</p> | <p>2x45 menit</p> <ol style="list-style-type: none"> 1. Mendengarkan audio contoh pesan di atas kapal. 2. Memahami bentuk-bentuk penggunaan | <p>1. Sikap: observasi selama proses pembelajaran berlangsung.</p> | <p>IMO SMCP Buku Bahasa Inggris Maritim dan Perikanan</p> |

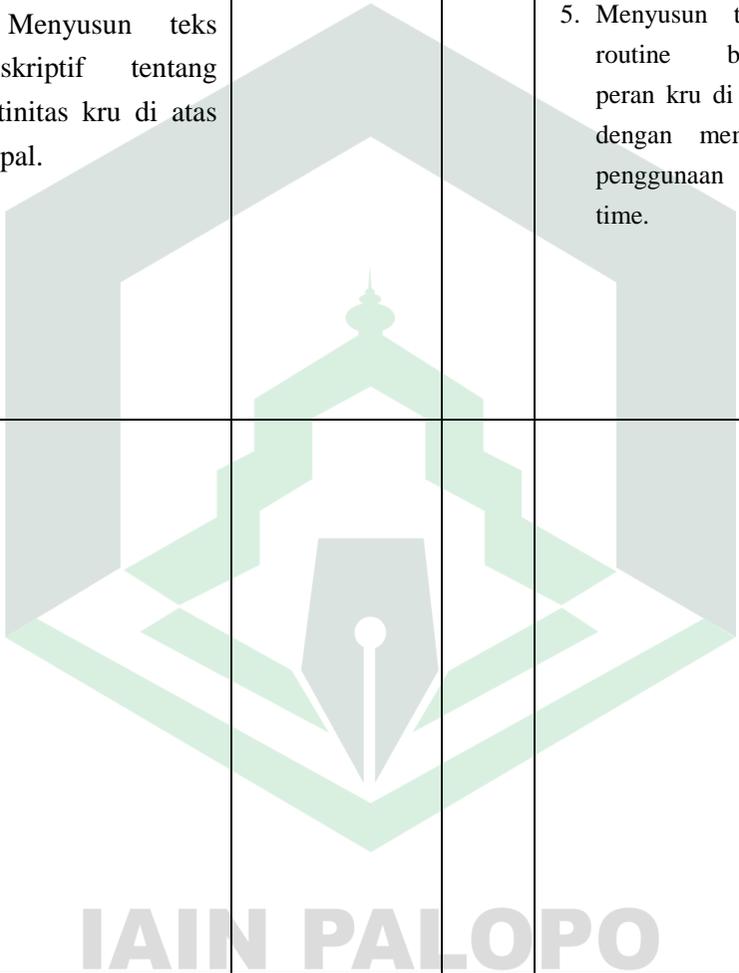
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| <p>3.2 Memahami bentuk-bentuk pesan di atas kapal</p> <p>4.2 Menyajikan bentuk-bentuk pesan di atas kapal</p> | <p>3.2.2 Membedakan ciri setiap bentuk pesan atau informasi di atas kapal sesuai dengan konteks penggunaannya.</p> <p>4.2.1 Menyusun contoh bentuk-bentuk pesan di atas kapal.</p> <p>4.2.2 Menyajikan bentuk-bentuk pesan di atas kapal</p> <p>4.2.3 Menerapkan penyampaian pesan di atas kapal.</p> | <ul style="list-style-type: none"> - Message markers - Distrees, Urgency, and Safety signal - Spelling of numbers and letters - Vocabulary yang berkaitan | <p>message markers (INSTRUCTION, ADVICE, WARNING, INFORMATION) di atas kapal.</p> <p>3. Memahami bentuk-bentuk pesan <i>distrees, urgency, and safety signals</i></p> <p>4. Dalam kelompok, menyusun contoh pesan di atas kapal dengan memanfaatkan penggunaan spelling of letters dan numbers dengan baik dan benar sesuai konteks penggunaannya.</p> <p>5. Menyajikan contoh pesan di atas kapal secara lisan.</p> | <p>2. Pengetahuan:</p> <ul style="list-style-type: none"> - Menyusun contoh pesan di atas kapal - Menyajikan contoh pesan di atas kapal secara lisan <p>3. Keterampilan: penyelesaian tugas-tugas sesuai kreatifitas masing-masing.</p> <p>Pemberian tugas dilakukan dengan games and quizzes.</p> | <p>Kementerian Pendidikan dan Kebudayaan Republik Indonesia</p> |
| <p>1.1 Meyakini anugerah Tuhan pada pembelajaran bahasa inggris maritim sebagai amanat untuk kemaslahatan umat</p> | | | | | |

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| <p>manusia.</p> <p>2.1 Menghayatisikapcermat,te liti, dan tanggungjawabsebagai hasil dari pembelajaran memahami Bahasa Inggris Maritime.</p> <p>2.2 Menghayatipentingnyaker jasamasebagaihasilpembel ajaranmenerapkan Bahasa Inggris Maritim.</p> <p>3.3 Memahami ungkapan-ungkapan untuk meminta dan memberi data diri.</p> | <p>3.3.1 Memahami ungkapan-ungkapan yang digunakan untuk meminta data diri.</p> <p>3.3.2 Memahami ungkapan-ungkapan yang digunakan untuk memberi data diri.</p> <p>3.3.3 Membedakan antara ungkapan-ungkapan untuk meminta data</p> | <p>Asking and Giving Personal Data</p> <ul style="list-style-type: none"> - Ungkapan untuk meminta data diri orang lain - Ungkapan untuk memberi data diri kepada orang lain - Pronouns | <p>2x45 menit</p> | <ol style="list-style-type: none"> 1. Mendengarkan audio percakapan meminta dan memberi data diri. 2. Menirukan/mempraktek kan percakapan tersebut dengan pengucapan dan intonasi yang sesuai. 3. Memahami ungkapan yang digunakan untuk meminta dan memberi data diri. 4. Membedakan ungkapan yang digunakan untuk meminta dan memberi data diri. 5. Secara berpasangan, menyusun teks dialog | <p>1. Sikap: observasi selama proses pembelajaran berlangsung.</p> <p>2. Pengetahuan:</p> <ul style="list-style-type: none"> - Menyusun teks dialog tentang meminta dan memberi data diri - Menerapkan dialog meminta dan memberi data diri | <ul style="list-style-type: none"> - Buku Bahasa Inggris Maritim dan Perikanan Kementerian Pendidikan dan Kebudayaan Republik Indonesia |
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| <p>4.3. Mengaplikasikan ungkapan-ungkapan untuk meminta dan memberi data diri.</p> | <p>diri dengan ungkapan-ungkapan untuk memberi data diri.</p> <p>4.3.1 Menyusun teks dialog tentang ungkapan-ungkapan meminta informasi data diri.</p> <p>4.3.2 Menyusun teks dialog tentang ungkapan-ungkapan meminta informasi data diri.</p> <p>4.3.3 Menerapkan dialog tentang ungkapan-ungkapan meminta dan memberi informasi.</p> | <p>(possessive and adjective) - Present simple - Vocabulary</p> | <p>yang berisi tentang ungkapan meminta dan memberi data diri dengan memanfaatkan dan memperhatikan penggunaan present simple dan pronouns.</p> <p>6. Menerapkan dialog meminta dan memberi data diri secara berpasangan.</p> | <p>3. Keterampilan: penyelesaian tugas-tugas sesuai kreatifitas masing-masing. Pemberian tugas dilakukan dengan games and quizzes.</p> | |
| <p>1.1. Meyakini anugerah Tuhan pada pembelajaran bahasa inggris maritim sebagai</p> | | | | | |

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| <p>amanat untuk kemaslahatan umat manusia.</p> <p>2.1 Menghayatisikapcermat,te liti, dan tanggungjawabsebagai hasil dari pembelajaran memahami Bahasa Inggris Maritime.</p> <p>2.2 Menghayatipentingnyaker jasamasebagaihasilpembel ajaran menerapkan Bahasa Inggris Maritim.</p> <p>3.4 Memahami peran dan rutinitas kru di atas kapal.</p> <p>4.4 Mendeskripsikan peran dan rutinitas kru di atas kapal.</p> | <p>3.4.1 Mengidentifikasi peran kru di atas kapal.</p> <p>3.4.2 Mengidentifikasi rutinitas kru di atas kapal.</p> <p>3.4.3 Memahami peran dan rutinitas kru di atas kapal.</p> <p>4.4.1 Menyusun teks deskriptif tentang</p> | <p>Peran dan Rutinitas Kru di atas Kapal.</p> <ul style="list-style-type: none"> - Peran dan posisi masing-masing kru di atas kapal - Adverb of time - Vocabulary yang berkaitan | <p>2x45 menit</p> | <p>1. Mengamati draft gambar kru kapal beserta tugasnya masing-masing.</p> <p>2. Memahami peran masing-masing kru di atas kapal.</p> <p>3. Membaca teks tentang <i>daily routine</i> masing-masing kru di atas kapal.</p> <p>4. Dalam kelompok, mengidentifikasi dan memahami rutinitas</p> | <p>1. Sikap:</p> <ul style="list-style-type: none"> - observasi selama proses pembelajaran berlangsung. <p>2. Pengetahuan:</p> <ul style="list-style-type: none"> - Memahami peran dan rutinitas kru di atas kapal - Menyusun teks <i>daily routine</i> masing-masing kru di atas kapal. | <ul style="list-style-type: none"> - Buku Bahasa Inggris Maritim dan Perikanan Kementerian Pendidikan dan Kebudayaan Republik Indonesia |
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| | <p>peran kru di atas kapal.</p> <p>4.4.2 Menyusun teks deskriptif tentang rutinitas kru di atas kapal.</p> | | <p>masing-masing kru di atas kapal.</p> <p>5. Menyusun teks daily routine berdasarkan peran kru di atas kapal dengan memanfaatkan penggunaan adverb of time.</p> | <p>3. Keterampilan: penyelesaian tugas-tugas sesuai kreatifitas masing-masing. Pemberian tugas dilakukan dengan role play.</p> | |
| <p>1.1 Meyakini anugerah Tuhan pada pembelajaran bahasa inggris maritim sebagai amanat untuk kemaslahatan umat manusia.</p> <p>2.1 Menghayatisikap cermat, teliti, dan tanggungjawab sebagai hasil dari pembelajaran memahami Bahasa Inggris Maritime.</p> <p>2.2 Menghayati pentingnya ker</p> | | | | | |



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| <p>jasamasebagaihasilpembelajaran menerapkan Bahasa Inggris Maritim.</p> <p>3.5 Mengidentifikasi nama-nama dari bagian-bagian kapal.</p> <p>4.5 Menyajikan nama-nama dari bagian-bagian kapal.</p> | <p>3.5.1 Memahami nama dari bagian-bagian kapal.</p> <p>3.1.2 Menyebutkan nama dari bagian-bagian kapal.</p> <p>4.5.1 Menyusun daftar nama dari bagian-bagian kapal.</p> <p>4.5.2 Menyajikan daftar nama bagian-bagian kapal secara lisan dan tulis.</p> | <p>Nama dari bagian-bagian kapal.</p> <ul style="list-style-type: none"> - Preposition (next to, above, under, between, etc.) - Article a/an - Vocabulary yang berkaitan | <p>2x45 menit</p> | <ol style="list-style-type: none"> 1. Mengamati sketsa gambar bagian-bagian kapal. 2. Mengidentifikasi bagian-bagian kapal beserta nama/sebutannya. 3. Dalam kelompok, membuat daftar nama bagian – bagian kapal. 4. Mendiskusikan letak bagian-bagian kapal yang disebutkan dengan memanfaatkan penggunaan article (a/an, the) preposition of place (next to, above, under, between) 5. Menyusun kalimat sederhana tentang bagian-bagian kapal dengan menggunakan preposition of place. 6. Menyajikan kalimat sederhana tentang nama dari bagian-bagian kapal | <p>1. Sikap: observasi selama proses pembelajaran berlangsung.</p> <p>2. Pengetahuan:</p> <ul style="list-style-type: none"> - Membuat daftar nama bagian-bagian kapal - Menyajikan kalimat sederhana tentang nama dari bagian-bagian kapal dengan menggunakan preposition of place. <p>3. Keterampilan: penyelesaian tugas-tugas sesuai kreatifitas</p> | <p>IMO SMCP Buku pelajaran yang relevan</p> |
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| | | | | secara lisan dan tulis. | masing-masing. Pemberian tugas dilakukan dengan games and quizzes. | |
| <p>1.1 Meyakini anugerah Tuhan pada pembelajaran bahasa Inggris maritim sebagai amanat untuk kemaslahatan umat manusia.</p> <p>2.1 Menghayatisikapcermat, teliti, dan tanggungjawabsebagai hasil dari pembelajaran memahami Bahasa Inggris Maritime.</p> <p>2.2 Menghayatipentingnya kerjasamasebagaihasil</p> | 3.6.1 Memahami | Board | 2x45 | 1. Mendengarkan audio contoh ungkapan yang menyatakan posisi | 1. Sikap: observasi selama proses | IMO SMCP Buku pelajaran yang relevan |

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| <p>pembelajaran menerapkan Bahasa Inggris Maritim.</p> | <p>ungkapan-ungkapan untuk menyatakan posisi kapal.</p> | <p>Position</p> | <p>menit</p> | <p>kapal.</p> | <p>pembelajaran berlangsung.</p> |
| <p>3.6 Mendeskripsikan posisi kapal</p> | <p>3.6.2 Mendeskripsikan posisi di kapal.</p> | <p>- Ungkapan untuk menyatakan posisi kapal</p> | | <p>2. Mengidentifikasi ungkapan yang menyatakan posisi kapal.</p> | <p>2. Pengetahuan: Menyusun kalimat sederhana untuk menyatakan posisi kapal.</p> |
| | <p>4.6.1 Menyusun kalimat sederhana tentang posisi kapal</p> | <p>- Preposition (in, on, at)</p> | | <p>3. Memahami ungkapan-ungkapan yang digunakan untuk menyatakan posisi kapal.</p> | <p>3. Keterampilan: penyelesaian tugas-tugas sesuai kreatifitas masing-masing.</p> |
| <p>4.6 Menyajikan informasi tentang posisi kapal</p> | <p>4.6.2 Menyajikan informasi tentang posisi kapal secara lisan dan tulis.</p> | <p>- Present Continuous (Verb+ing)</p> <p>- Vocabulary yang berkaitan</p> | | <p>4. Mendeskripsikan posisi kapal dengan memanfaatkan penggunaan preposition (in, on, at).</p> <p>5. Dalam kelompok, menyusun kalimat sederhana tentang posisi kapal dengan memperhatikan penggunaan Present Continuous Tense.</p> <p>6. Menyajikan informasi tentang posisi kapal secara lisan dan tulis di depan kelas.</p> | <p>Pemberian tugas dilakukan dengan games/role play.</p> |

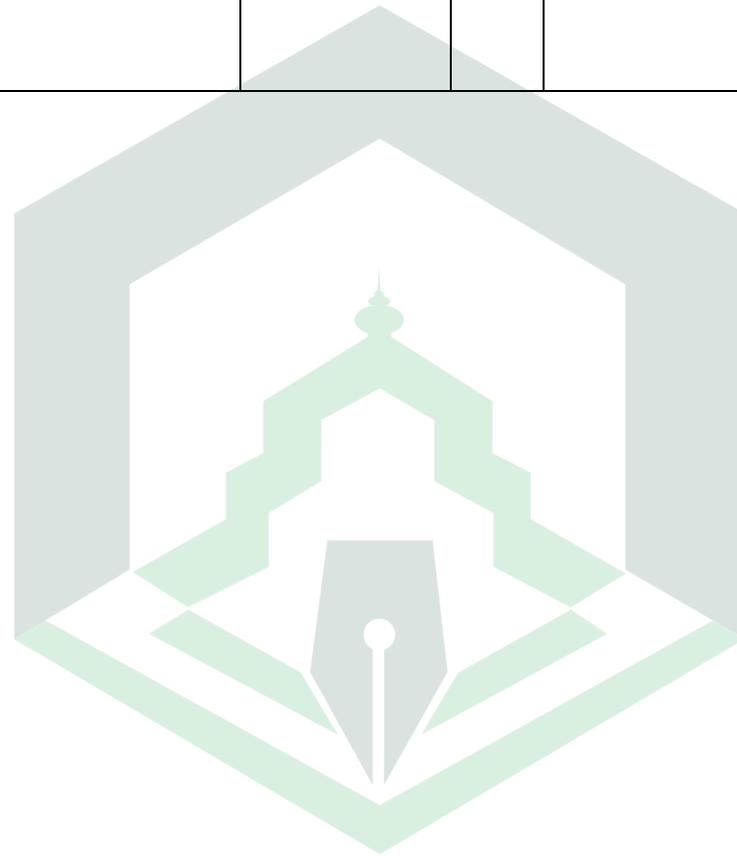
| | | | | | | |
|--|--|---|-------------------|---|---|---|
| <p>1.1 Meyakini anugerah Tuhan pada pembelajaran bahasa Inggris maritim sebagai amanat untuk kemaslahatan umat manusia.</p> | | | | | | |
| <p>2.1 Menghayatisikapcermat, teliti, dan tanggungjawab sebagai hasil dari pembelajaran memahami Bahasa Inggris Maritime</p> | | | | | | |
| <p>2.2 Menghayatipentingnya kerjasamasebagaihasil pembelajaran menerapkan Bahasa Inggris Maritim.</p> | <p>3.7.1 Memahami jenis-jenis kondisi meteorologi di atas kapal.</p> | <p>Meteorology cal and Hydrologycal Condition.</p> | <p>2x45 menit</p> | <p>1. Mendengarkan audio contoh ungkapan untuk menyatakan kondisi di atas kapal. 2. Mengidentifikasi jenis-jenis kondisi meteorologi dan hidrologi di atas kapal.</p> | <p>1. Sikap: observasi selama proses pembelajaran berlangsung. 2. Pengetahuan: - Menyusun teks ungkapan meminta dan memberi</p> | <p>IMO SMCP Buku pelajaran yang relevan</p> |
| <p>3.7 Memahami ungkapan yang digunakan untuk</p> | <p>3.7.2 Memahami jenis-jenis kondisi hidrologi di atas</p> | <p>- Ungkapan untuk</p> | | <p>3. Memahami ungkapan-ungkapan yang</p> | | |

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| <p>meminta dan memberi informasi mengenai kondisi meteorologi dan hidrologi di atas kapal.</p> <p>4.7 Mengaplikasikan ungkapan meminta dan memberi informasi mengenai kondisi meteorologi dan hidrologi di atas kapal.</p> | <p>kapal.</p> <p>3.7.3 Memahami ungkapan-ungkapan yang digunakan untuk meminta dan memberi informasi mengenai kondisi meteorologi dan hidrologi di atas kapal.</p> <p>4.7.1 Menyusun teks lisan dan tulis tentang kondisi meteorologi di atas kapal</p> <p>4.7.2 Menyusun teks lisan dan tulis tentang kondisi hidrologi di atas kapal</p> <p>4.7.3 Menerapkan ungkapan-ungkapan untuk meminta dan</p> | <p>menanyakan kondisi meteorologi dan hidrologi di atas kapal</p> <p>- Ungkapan untuk memberikan informasi mengenai kondisi meteorologi dan hidrologi di atas kapal</p> | <p>digunakan untuk meminta dan memberi informasi mengenai kondisi meteorologi dan hidrologi di atas kapal.</p> <p>4. Secara berpasangan, menyusun teks ungkapan meminta dan memberi informasi mengenai kondisi meteorologi dan hidrologi di atas kapal dengan memperhatikan bentuk-bentuk penggunaan kalimat pada Simple Present Tense.</p> <p>5. Menerapkan ungkapan meminta dan memberi informasi mengenai kondisi meteorologi dan hidrologi di atas kapal.</p> | <p>informasi meteorologi dan hidrologi di atas kapal.</p> <p>- Menerapkan secara lisan ungkapan meminta dan memberi informasi meteorologi dan hidrologi di atas kapal.</p> <p>3. Keterampilan: penyelesaian tugas-tugas sesuai kreatifitas masing-masing.</p> <p>Pemberian tugas dilakukan denganrole play.</p> | |
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| | memberi informasi mengenai kondisi meteorologi dan hidrologi di atas kapal. | | | | | |
| <p>1.1 Meyakini anugerah Tuhan pada pembelajaran bahasa inggris maritim sebagai amanat untuk kemaslahatan umat manusia.</p> <p>2.1 Menghayatisikapcermat, teliti, dan tanggungjawab sebagai hasil dari pembelajaran memahami Bahasa Inggris Maritime</p> <p>2.2 Menghayatipentingnya kerjasamasebagai hasil pembelajaran</p> | <p>3.8.1 Memahami jenis situasi berbahaya di</p> | <p>Avoiding Dangerous</p> | <p>2x45 meni</p> | <p>1. Mengamati teks ungkapan peringatan situasi berbahaya di atas kapal.</p> | <p>1. Sikap: observasi</p> | <p>IMO SMCP Buku pelajaran yang relevan</p> |

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| <p>menerapkan Bahasa Inggris Maritim.</p> <p>3.8 Memahami ungkapan peringatan situasi berbahaya di atas kapal</p> <p>4.8 Mengaplikasikan ungkapan-ungkapan peringatan situasi berbahaya di atas kapal</p> | <p>atas kapal</p> <p>3.8.2 Memahami ungkapan-ungkapan yang digunakan untuk menyampaikan peringatan situasi berbahaya di atas kapal.</p> <p>4.8.1 Menyusun teks lisan dan tulis tentang situasi berbahaya di atas kapal.</p> <p>4.8.2 Menerapkan ungkapan-ungkapan yang digunakan untuk menyampaikan peringatan situasi berbahaya di atas kapal.</p> | <p>Situation, Providing Safe Movements.</p> <ul style="list-style-type: none"> - Ungkapan untuk menyatakan peringatan situasi berbahaya di atas kapal. - Kalimat perintah dan kalimat larangan - Vocabulary yang berkaitan | <p>t</p> | <ol style="list-style-type: none"> 2. Mengidentifikasi jenis-jenis situasi berbahaya di atas kapal. 3. Memahami ungkapan-ungkapan yang digunakan untuk menyatakan situasi berbahaya di atas kapal. 4. Dalam kelompok, menyusun teks ungkapan peringatan situasi berbahaya di atas kapal dengan memperhatikan konteks penggunaan kalimat perintah. 5. Menerapkan ungkapan peringatan situasi berbahaya di atas kapal dengan mengkomunikasikan secara lisan contoh ungkapan peringatan situasi berbahaya di atas kapal. | <p>selama proses pembelajaran berlangsung.</p> <p>2. Pengetahuan:</p> <ul style="list-style-type: none"> - Menyusun teks ungkapan peringatan bahaya di atas kapal - Menerapkan ungkapan peringatan bahaya di atas kapal. <p>3. Keterampilan : penyelesaian tugas-tugas sesuai kreatifitas masing-masing.</p> <p>Pemberian tugas dilakukan dengan games/role</p> | |
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| | | | | | play. | |
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IAIN PALOPO



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMK NEGERI 3 PALOPO**

Jl. Dr. Ratulangi KM 11 Salupao Kel. Maroangin Kec. Tellurwama Kota Palopo

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**SURAT KETERANGAN
NOMOR : 421.5/003/UPT-SMKN.3/PLP/2021**

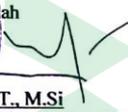
Yang bertanda tangan di bawah ini, Kepala SMK NEGERI 3 Palopo menerangkan bahwa :

N A M A : INTAN SRIANI MUSMA
N I M : 16 0202 0005
PROGRAM STUDI : PENDIDIKAN BAHASA INGGRIS
FAKULTAS : TARBIYAH DAN ILMU KEGURUAN
PERGURUAN TINGGI : INSTITUT AGAMA ISLAM NEGERI (IAIN)
PALOPO

Adalah Benar telah melaksanakan penelitian di SMK Negeri 3 Palopo dengan Judul :

**“DESIGNING A SYLLABUS FOR ENGLISH MARITIME AT TENTH-
GRADE STUDENTS OF SMKN 3 PALOPO”**

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Palopo, 11 Januari 2021
Kepala Sekolah

RIDWAN, ST., M.Si
NIP. 19700303 200703 1 032

Tembusan Kepada Yth,

1. Kepala Cabang dinas Pendidikan Provinsi Sulawesi Selatan
2. Yang bersangkutan
3. Arsip

IAIN PALOPO