

**ENGLISH TEACHING AND LEARNING
PROCESS AT ALBATROSS CRUISE SHIP
HOTEL SCHOOL PURWOKERTO**

I'i Atikasari ¹
Dede Nurdiawati ²

¹ the Graduation of English Education Study Program
Peradaban University Bumiayu – Brebes
E-mail: artikasaree@gmail.com
Phone: +62 821 2554 2525

² the Lecturer of English Education Study Program
Peradaban University Bumiayu – Brebes
E-mail: dedenurdiawati7@gmail.com
Phone: +62 877 1030 5577

Abstract

The aim of this study is to describe English teaching and learning process at Albatross cruise ship hotel school Purwokerto. This is a descriptive qualitative study in which the data are taken from interview, observation, and documentation. The techniques of data analysis are data reduction, data display, and conclusion. Based on the result of the study, the study found out that English teaching and learning process at Albatross cruise ship hotel school Purwokerto is effective teaching and learning

activity. The students are able to speak English as the teaching goal of Albatross. In the one side, the effectiveness of English teaching and learning process is able to help the students to achieve their future job by mastering English basically and passing the interview test. The facilities provided by the institution are able to encourage and help English teaching and learning process. The result shows that English teaching and learning process at Albatross is student centered. The method and approach used are direct method and communicative approach. English material design fitted to the student's necessary to get the job at the cruise ship abroad. It is proved by most of the graduations are able to work at the cruise ship abroad and four and five start hotels in Indonesia. No graduations are unemployed after graduating from Albatross Cruise Ship Hotel School Purwokerto. It can be concluded that the goals of English teaching and learning process of Albatross Cruise Ship Hotel School Purwokerto can be achieved. English teaching and learning process of Albatross is to improve speaking skill in English basically.

Keywords: English teaching and learning process, Albatross Cruise Ship Hotel School Purwokerto

A. Introduction

English is a language spoken by many countries in the world, and it has become the second language in some countries or being a foreign language. English teaching and learning process plays an important role in development of English Language education. People need it for their occupation or as one of the prerequisites of a successful applicant for a job is to hand in curriculum vitae written. In addition, not

only English has become one of the qualifications for working at office but also working on cruise ship.

Working on cruise ship is a dream of many people because of getting high salary. A cruise ship is run by hundred crew or crew with various field of each job, ranging from technicians to guest service. It has prompted job vacancies to work on cruise ship increasingly. English has become a major obstacle in the employment of Indonesian to qualify. Language becomes the main problem to absorb labor.

English teaching and learning process creatively is one of the ways to get success that the students will be able to master or speak English. In addition, the teachers also play an important role as a person who transfers knowledge. To create a good material the teacher must know what the students need and goals are. There are many institutions or schools which promote the short learning process to master English. The institution of hospitality is the one which provides English skill. While, it takes an education institution which is able to produce output that has the attitude, quality, and skill are adequate. Those skills are the requirements to work on a cruise ship. Good institution is a place where provides teaching and learning program which is able to increase students' ability or need.

Albatross Cruise Ship Hotel School Purwokerto is one of the intensive courses of education and training for four months by providing training, oriented to the highly operational standards of international hospitality in Purwokerto. Albatross is the only institution in Purwokerto that provides learning that is supported by some international standard facilities that are needed by learners. Whole material design uses English. Some of the lessons in the classroom use the simulation strategy. The class is

designed as real in the hotel itself. Besides, many learners who successfully worked on cruise ships in Europe after following the learning and training in Albatross with a short time. It is also not denied because of the efforts of teachers and learners themselves who have high motivation to master the skills which qualify to the hotel or cruise ship. They can even pass the selection to work on a yacht or five-star hotel. There has never been a researcher who does the research at Albatross Cruise Ship Hotel School Purwokerto before. This research is the first research done there. Therefore, the writers decide to choose the thesis entitled “English Teaching and Learning Process at Albatross Cruise Ship Hotel School Purwokerto”.

B. Literature Review

The writers present the English teaching and learning process, the method and approach used, English material design, the role of English for specific purposes (ESP), and the use of classroom language.

1. English Teaching and Learning Process

According to Ali (1992: 14), teaching and learning process is the process of having behavior change of students from the knowledge, attitude and psychomotor aspects generated by transferring in a way conditioning learning situations as well as guidance to direct students accordingly set goals. English is one of foreign languages considerate important language that must be controlled by Indonesian because English has a very strategic position, that is in addition as a means of communication as well as intercultural language.

2. English Material Design

Language material design is one of the structures of teaching and learning process which is able to encourage student's motivation and help the teacher to deliver the material. Hutchinson and Waters (1987: 106) say, "Material design begins from the material writing which has the most characteristic feature in ESP". A teacher of institution may provide teaching material that will be fit to the particular learners or specific subject area.

Albatross uses a module to support the activity in teaching process. Using module helps students to have an experience in reading skill. According to Webster's World University Dictionary (in Vembriarto, 1975: 19), "Module is a standard or unit of measuring". A module is a teaching package that contains a concept unit rather than a language of instruction. The module's teaching is an individual teaching engagement effort that allows students to master a single student unit before switching to the next unit (Vembriarto, 1975: 22).

3. The Method and Approach Used

Teaching and learning process needs the methods and approaches to encourage the achievement of it. According to Majid (2016: 107), method is part of teaching strategy, teaching method is used the learning method serves as a way of presenting, describing, giving examples, and giving training on the side to achieve a particular goal, but not every method can be used or appropriate to achieve a particular learning objective. Richards and Rodgers (2001: 19) state that an approach is a set of correlative assumptions dealing with the nature of language

teaching and learning. It describes the nature of the subject matter to be taught.

In addition, method commonly used in teaching foreign language which can improve student's speaking skill is method that can stimulate the student to be able to be active in speaking skill such as:

a. Direct Method

In direct method, language is learned for communication. Freeman (2008: 3) states that language is primarily speech. The goal of using direct method is students can communicate the target language mostly in the class without the translation. Classroom instruction and classroom activities are carried out in the target language.

Similarly, according to Stern and Richard and Rodgers (2001: 25), direct method is characterized by the use of the target language. Direct method is the first attempt to experience in the language directly in the language learning.

b. Communicative Approach

Communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning (Richard and Rodgers, 2001: 26). When learners are involved in real communication, their natural strategies for language acquisition will be used and this will allow them to learn to use the language. According to Harmer (2001: 24), when the teacher wants to encourage students to speak, they have to use communicative approach.

4. The Role of English for Specific Purposes (ESP)

Hutchinson and Waters (1987: 29) say that ESP must be seen as an approach not as a product". They continue to explain that the ESP is "Based on the learner need" and can be defined as "An approach to language teaching in which all decisions as to contents and method are based on the learners" reason for learning". This stands against the general belief that ESP courses are predominantly based on acquisition of vocabulary related to the field of study. According to the above-mentioned definition, it might seem that there is no clear distinction between ESP and other types of language teaching, thus a question of what makes teaching and learning ESP different arises

5. The Use of Classroom Language

English is taught in every school of Indonesia to be a foreign language. To achieve the goal of teaching language is by using English in every English teaching and learning process. Classroom language is a routine language used on a regular basis in classroom like giving instruction or praise. This is language that teacher and the students are usually hearing, but when teaching a language it takes a while to learn this part of language (Bilash, 2009: 6).

In addition, Laowese (2001: 6) states that classroom language is collection of phrases used for communication among teacher and the students, while emphasis is usually placed primarily on the target language. Classroom language can be an invaluable way of promoting English as real communication, students' involvement in the lesson, and active language learning skill.

C. Method of Investigation

In this research, the writers use descriptive qualitative method. The aim of this study is to describe English teaching and learning process. The sources of the data are the director, English teacher, students of Albatross, paper, and the process of teaching and learning English. The technique of data collection is carried out from observation, interview, and documentation. The writers use techniques of data analysis: data reduction, data display, and conclusion.

D. Findings and Discussion

Albatross is the largest Cruise Ship Hotel School in Purwokerto, Central Java - Indonesia, which implements intensive education and training for four months by providing both theoretical and practical training. It is oriented to the highly operational standards of international hospitality procedures important as the foundation of preparation to follow the next stage, the "On the Job" training phase in 4 or 5 star hotels for 6 months free of charge determined by students throughout Indonesia.

The writers find some elements which related to English teaching and learning process and encourage teaching's goal.

1. English Teaching and Learning Process

English teaching and learning process at Albatross is to guide the students' ability in English by the process of teaching and learning intensively and creatively, so the students can improve and develop their ability and be able to communicate by using English to the foreigner at cruise ship. By learning English, the students are able to pass the interview test and serve the guests at cruise ship well.

This study shows that English teaching and learning process at Albatross provides students' need of learning English. In this English teaching and learning process, students are given some facilities which are able to help and study matching with their skill's need and especially speaking English. English teaching and learning process at albatross is different with other institution because Albatross provides several problem solving faced by the student. It serves anything which is needed by the student to purpose that the students who learn at Albatross can have skill appropriate to hotel skill.

In addition, some elements of English teaching and learning process are able to encourage having good outcome. The good outcome of the students is they competent in working on cruise ship and ready to compete in the world of hotel industry. According to the features of English for Specific Purposes (ESP), English used for hotel student is able to turn the learners into user. English teaching and learning activity at Albatross is able to turn the students into the user of the language which has been learned.

Considering the time length of the program which in only four months and the teaching target was focused on speaking skill supported by technique used by English teacher. English teacher provided with the necessary knowledge and tools to deal with their own students' specialization. The most suitable activities for the group of hotel industry are vocabulary concerning hotel facilities in a form of flashcard and activity relating to making dialogue.

The approach which is used in teaching activity can help students understand the lesson

and improve their skill of English. English for specific purposes became the approach of English teaching and learning process at Albatross. The English teacher used communicative approach and direct method. The elements or aspects which encourage teaching and learning process at Albatross generally are able to encourage teacher's ability and student's skill in English.

. English teaching and learning process at Albatross is supported by creative English teacher. Teacher needs something to help the students convey the English course. This study shows that English teacher uses creative techniques of teaching English to make the students are able to understand and speak English well. To support student's ability in speaking skill, the teacher uses English to explain the material and English is used by the students in communicating in classroom. In addition, it exists to eliminate student' inferior of other students. The elements which are able to support achieving the goal or teaching and learning process are:

a. English Material Design Used in English Teaching and Learning Process

The material used in English teaching and learning process is a module designed by its institution. English material is based on the program indoor and outdoor activity. English material design should appropriate to the English specific purposes (ESP) characteristic. One of those characteristic is a teacher or institution may wish to provide material which fit to the specific subject area of the students.

English material depends on teaching objective, students' need and interested. Based on the information was got by the researcher,

the module contains material and exercise. The materials are such as tenses, English conversation, self introduction, how to serve the guest connected with the vocabulary which is used in hospitality. Module is able to make teaching process run well and the students are easy to learn English. By module, the teacher can involve the students to the learning activity. The students are able to read the material.

b. Technique of Teaching English

Traditional teaching techniques, based mainly on a teacher explaining a topic and the students taking notes may still be useful on occasion, but education today revolves more around encouraging the students to awaken and their curiously and desire to learn. A number of different teaching techniques have emerged due to this change in education. Based on the interview and observation results, the writers find some techniques used by English teacher to deliver the knowledge and improve student' speaking skill and confident. The teacher used working in a group, interactive reflection activities (tasks and videos), relaxing the student, warmers, and controlled practice, and game. Meanwhile, the English teacher uses direct method and communicative approach to have effective teaching and learning activity.

c. The Media

In this study, the writers show that the media available are very limited, but the teacher is still able to conduct proper teaching and learning process. Media is used to help the teacher and the students to reach teaching and learning goal. They believe that media has positive effect toward learning English.

Traditional learning style has changed into modern style of learning. English teacher at albatross use some social media to make teaching and learning activity more modern than before and the student interested in English. The students are not just a listener but they are presenter who active to speak in the classroom, because they have more chance to do that teacher is not the educator anymore. English teacher follows the development era to make him easy to deliver the knowledge. Those media spontaneously can decrease the anxiety level of learning.

Based on the research found, the English teacher uses some media to encourage teaching and learning process. Those media are flash card, pictures, video, and Skype. By using those media, it spontaneously helps the student in learning English and be able to be active in the class.

d. Students' Motivation

According to the result of interview of Albatross' students, students' learning motivation has the important role in teaching and learning English. Most of the student's motivation at Albatross is influenced by external motivation. They are motivated by getting job at abroad. They have known that working on the cruise ship abroad will be able to get high salary. Without having high motivation, the student's of Albatross cannot join and follow English teaching and learning process well. Besides, the student cannot pass the interview test.

e. Teacher's Competence

The writers find the competences which are belonged to the English teacher at Albatross are competency of opening and closing teaching activities, competency of explaining the material, competency of managing the class, competency of giving reinforcement and competency of creating variation.

1) Competency of Opening and Closing the Class

The English starts the class by asking student's condition with a loud voice. He uses English during teaching activity. He tries to get students ready before the lesson starts through giving simple question such as asking what they did last night or yesterday. This condition is useful to make the students be ready mentally and physically and to involve them in teaching activity and to check student' attention and concentration.

In the opening, the teacher is successful to have student's attention and participation. The students are able to reply teacher's question by using English in simple sentence.

Competency of closing the class, this activity is done by the teacher at the end of the teaching activity. Based on the observation, the teacher closes teaching activity by resuming the lesson which has done and asking some questions related to the lesson. The teacher does not forget to give reinforcement such as praises to the students and motivation to encourage the students to learn more at home.

2) Competency of Explaining the Material

Based on the observation, English teacher explains the material by using clearly by giving as real example as the condition of the class, and using expression which will be able to be used at hotel. The teacher always gives stressing on the main topic discussed. The material sometimes is delivered in English. The students are able to understand teacher's explanation well.

3) Competency of Managing the Class

According to the data conducted, the writers find that English teacher has consistent way to manage the class from the opening until the closing the class. Everything is already prepared well.

4) Competency of Giving Reinforcement

Reinforcement can be formed verbal or non verbal. It purposes to give feedback to the student based on their activities done. It could be a reward or punishment. From the observation, the teacher always gives praises to the students who did something good even in small thing. Besides, the teacher always gives reinforcement to the students who face the difficulties in leaning activity by giving motivation. The purpose of reinforcement for the students is to encourage and improve student's ability and self confident.

5) Competency of Creating Variation

Competency of creating variation means that the teacher has competency in creating some variation of teaching. It purposes to minimize student's boring in learning activity and change students' thinking that learning English is difficult.

According to the data conducted by observation shows that the teacher uses some techniques to create a variation in teaching English. In addition, the teacher uses some media to help the students be able to understand the material. He can make the classroom condition as fun as he can through giving some jokes. The class is going to be relaxed and the students do not feel bored.

f. The Evaluation Technique

Based on the research which had been done at Albatross, the teacher uses some techniques of teaching evaluation. The evaluation is doing two kinds of test such as monthly test and weekly test. The teacher evaluates student' understanding by asking questions related to the material learned every day at the end of the class. The institution serves a simulation test to help the students to prepare interview test when they get the job.

2. The Problem

On the contrary, English teaching and learning process has several barriers that must be anticipate. This study finds several barriers that coming from several sources.

a. Problem Faced by English Teacher

Based on the research finding, the writers find little problem faced by English teacher. Most of the students have different educational background so they have different basic of English. The next problem is increasing student's vocabulary. It is the effect of student' background of study or their basic English. They have little vocabulary to encourage their skill in English especially in speaking. it is difficult to find an activity that

suit all students in the class. Each of the students has various interests that are reflected in their claims and expectations.

b. Problem Faced by The Students

Based on the research finding, the writers find some problem faced by the students. First, English is a foreign language for the student. It is hard to the students to understand and speak English well. Second, the students have limited vocabulary. On the other hand, the problems faced by most of the students are same, such as the students have limited vocabulary and the students have difficulty in understanding of learning tenses. The problems above can be prevented or anticipated and solved through several ways.

c. The Problem Solving of English Teacher's Problem

Every teaching process has a problem. It can be faced by the teacher and the learners. The problem which is faced can be solved by several ways. The writers find that to solve the problems faced by the teacher such as separate among the students who have or has not have basic of English by giving a test before they start to learn, the students must memorize some new vocabularies each day and collect it at the weekend, and giving motivation to the students to make them motivated in learning and speaking English. The institution solves that problem by evaluating the student's achievement every month, drilling the material, giving more exercises. The institution provides extra time for the students who are having difficulty in learning the material or being left behind by other students.

The institution will divide the students who have different basic of English. Besides, the institution provides English area for the students to master speaking skill. Even the English teacher is not able to cover all students' needs in every lesson, but he is able to present an activity in the most interesting ways.

d. The Problem Solving of Student's Problem

The problem which is faced by the student can be overcome by the solution which comes from the teacher, director and student themselves. The English teacher reviews the material. English teacher gives motivation and suggestion to make the students motivated in learning English. English teacher asks the students to more practice the material. He asks them to memorize more the vocabulary, doing exercise and translate a story. The students solve their problems by sharing with the teachers here, using English in sharing the problem to English teacher, reviewing the material, more studying English, communicating, and chit chatting, and enriching the vocabulary which is often used by the teacher and in hospitality and memorize it.

The institution provides some facilities which is hoped to be able to solve student's problem such as providing English area, more classes, separating the students who have different basic of English, and simulation of interview test.

E. Conclusion

This study shows that English teaching and learning process at Albatross is a good place to study

English for those who want to work at cruise hotel abroad because the institution facilitates whatever needed by the students to be able to join working at cruise ship.

In addition, the goal of learning achieved can be seen from the graduation that they are able to speak English or not even in basic language. The successful of teaching have to be supported by some elements such as the method and approach and English material design have to be suitable to the students' need. The role of teacher's competence is one of the aspects which can help the method applied well in the class.

At Albatross, every student can graduate with above the average of the grade and they can get a job in accordance with their major had been studied. What they learn is not only able to work in hotel but also cruise hotel abroad so it can be concluded that learning at Albatross is in accordance with the meaning of learning itself because there is a new behavior change as a result of students' experience in interaction with his environment. The successful of learning can be got by the support of student's motivation. Student's motivation is the most influence factor to succeed the learning goal. Most of the students' motivation is influenced by external motivation. They are motivated by getting job at abroad. The writers can conclude that English teaching and learning process provided at Albatross is only to improve student's skill of speaking English in basic.

On the other hand, there are some barriers of English teaching and learning process at Albatross. The barriers are like the obstacles that coming from the human such as the difficulty in understanding the grammar and lacking of vocabulary. The barrier can be prevented by asking the students to memorize some vocabularies everyday and use it in speaking English.

The teacher gives more exercise about grammar. The teacher invites the students to utilize the facilities provided such as English area. English teacher always gives motivation to the students. The institution has important role in teaching English, the stakeholder gives motivation and evaluate the students every month.

Acknowledgement

The writers would like to express the deepest gratitude to Prof. Dr. Yahya A. Muhaimin as the Rector of Peradaban University and the director of Albatross Cruise Ship Hotel School Purwokerto.

Bibliography

- Ali, Muhammad. 1992. *Penelitian Kependidikan Prosedur dan Strategi*. Jakarta: PT. Angkasa.
- Bilash, Olenka. 2009. B–SLIM: *Bilash’s Success–Guided Language Instruction Model*.
<http://sites.educ.ualberta.sa/staff/olenka.bilash>.
(Accessed on January 15th, 2018 at 11.36 am.
- Hutchinson, Tom, Alan Waters. 1987. *English for Specific Purposes*. Cambridge: Cambridge University Press.
- Louwerse, Michele. 2001. *Encouraging Classroom Language*. <http://www.eltnews.com>. Accessed on 2nd July 2018 at 9.15 am.
- Majid, Abdul. 2016. *Strategi Pembelajaran*. Bandung: PT Remaja Rosdakarya.
- Richards, Jack C and Rodgers, Theodore. 2001. *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.
- Vembriarto. 1975. *Pengantar Pengajaran Modul*. Yogyakarta: Yayasan Pendidikan Pratama.