

CHALLENGES OF USING TECHNOLOGIES IN TEACHING AND LEARNING PROCESS OF MARITIME ENGLISH STUDIES IN NEW NORMAL ERA

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Abstract

Digital English Learning and Technology nowadays are the best combination during COVID – 19 pandemic era. When all the people in the world cannot do their life normally as a tone as the learning activities in the entire world, a teacher also cannot meet their students as well in the real life, in face to face teaching learning activities. Even it is not an easy thing for some people in the world to have an online classroom because of their economy problems behind, but health is also the most important one to be kept especially for their children. As a teacher, this new – normal era also still become a struggle in running their teaching learning activities. Teachers also face many problems in delivering the right material to be achieved as well to their students at home. Besides that, delivering materials is the teacher’s responsibility. In the same line, lecturers in higher level of education also face similar problems. Lecturers try to use several technologies to grab the capabilities of the students in receiving the material through online classroom. It is not as simple as some people think. Maritime English lecturers have many challenges in doing their online classroom because they should deliver some English skills as well to their students at home also to follow the government instruction during this pandemic era. In this research, the writer uses a case study to delve the problems faced by the lecturers especially maritime English lecturers in delivering their materials through online classroom. The finding of this research is the writer meets some difficulties in maritime English lecturers in running their online classroom.

Keywords: Online, Learning, Technology

Introduction

Education is one of the most important parts in building a country. An education leads all children in the world to reach their future. Whatever the condition happens in the entire world, the children need to have their portion of education to get the knowledge, to reach their goal, and to open their eyes for their brighter future.

COVID – 19 pandemic has been run since 2019 till now. A teaching learning process must go on in every condition of this earth. There are many factors that can affect that process. Students in the world need to receive the proper knowledge from their lecturer to build their understanding, to empower their skills, and to open their world (because knowledge is the window of the future).

Learning a language is learning a basic tool to communicate with most of people in the world, to understand their lesson which is explained in international language, and to understand a special knowledge written down in a book which use English as the written language. Maritime English is English for specific purpose taught in maritime education. It is similar with general English in skills. It has four skills also; those are speaking, writing, reading, and listening. In delivering the material, the lecturer needs to meet the students so that the skills can be applied as it. It is because the understanding of this lesson is influence the other lesson to prepare the future job of the students.

Methodology

This research uses case study to discuss about the recent phenomenon about COVID – 19 pandemic; as it is stated by Heale and Twycross (2017: 7) case study is a research methodology, typically seen in social and life sciences. In this research, the writer tries to define the challenges faced by maritime English lecturers in their difficulties in delivering the proper materials to the students. Besides, the writer also writes the theoretical construct under the use of technologies in teaching some English skills. Moreover, the purpose of this research is to understand the challenges of using technologies in teaching and learning process of Maritime English Studies in New – Normal Era.

Yin (2014: 447) states that a case study has a specific way in collecting, organizing, and analyzing the data. Yin also mentioned that a case study can refer to either the process analysis or the product of analysis, or both. In this research the researcher tries to analyze the problems happened in this main topic of discussion which is about the challenge in the New – Normal Era.

In this research, the researcher uses several methods in collecting the data, those are: observation, interview, and questionnaire. Gill et al (2008: 292) states the purpose of research interview is to explore the view and experiences on specific matters. The researcher do direct interview to get the broader information about the main discussion. Besides, Ropa & Rani (2012: 273) said that a questionnaire is a printed question that is completed by or for a respondent to give his/her opinion. The writer uses Google Form as the online questionnaire to collect the data from other Maritime Higher Education campus to get their view and their experience about their challenge in their teaching learning process in this New – Normal Era. Kawulich (2012: 7) mentions that an observation may enable a researcher to access a social setting aspects that may not visible to general

public – those backstage activities that the public does not generally see. In this research, the researcher observes some English lecturers in Maritime Higher Education to complete the data needed.

Findings and Discussion

Based on the discussion above, the writer can concluded that there are many challenges faced by maritime English lecturers in delivering their material by digital learning (using kinds of technologies) in this pandemic era. The teaching learning process cannot run as well as in the normal condition. Even vaccination is being started by the government to be given to all the society, but it cannot make the teaching learning process back to normal suddenly as some people can guess. A long process is required to make sure that all the society has a proper antibody to secure themselves from the virus; this era is called as new – normal era.

In the new – normal era, most of the people in the world really want to go back to the normal situation. The normal situation of all aspect in life included education is really waited by all students in the world. It is been more than one year or this is the second year of the pandemic era, where the education seems to be die in the entire world. Everybody is being afraid of having COVID – 19 viruses inside of their body. That is why education also pushed to stop their normal (face to face) activities in the classroom. In this condition, we can imagine ‘how the students’ perspective which already changed because they do not get the real education from their lecturers.

In the same line with the condition above, in Maritime higher education is also happened the similar story of life. The Maritime English lecturer is teaching English for specific purpose which is related to shipping world and sea transportation. In the normal class, usually a Maritime English lecturer must familiarize the students about their future workplace where a practice is required. The students must be able to understand and able

to do the simulation or practice based on the lesson of the departments. It is very difficult to make the students understand clearly and make the students being able to practice the lesson by digital learning.

Challenge is the situation of being faced with something that needs great mental or physical effort in order to be done successfully and therefore tests a person's ability (Cambridge Dictionary, 2021). In this discussion, the challenge meant the challenges faced by Maritime English lecturers in delivering their material by online classroom. There are many obstacles that happened; those are like (1) the students do not have a good network to access the internet because they are living in rural areas. When a lecturer will do an examination or a kind of tests, the students who live in rural area will go to the nearest city to access the internet and to make them able to join that examination. But it is not an easy thing; they must go for about an hour to arrive in a city in their hometown with many difficulties in their ways. (2) When the students are at home, they will come back to their nature or routines. They will naturally help their parents to work and do the house works. Also, when their parents ask them to do something and sometime the students will suddenly forget their responsibility as a student who must join to online classroom. When the students will do both helping their parents and joining the online classroom, they will not be able to join with a formal situation. They will really natural as they do their house works. It is difficult for a lecturer when they want to push their students to do as implemented in the classroom. (3) To get students concentration in online lesson is also become the most common thing in teaching the students in a distance. They will do something else behind the online learning activities. The students are also having a social life, when the students are with their friends at home or hangout with someone special, they will not be able to focus to the materials delivered by the lecturer. (4) Economy aspect is also being the big aspect

affecting the smoothness of the online learning process. Indonesian people come with their complexity of economy level. The students who come from a poor family, they will get difficulties to have (buy) a mobile phone to be used to join online classroom. (5) The accessibility of online classroom uses data of internet. The students who come from low level of economy, they will get difficulty in the accessing the online classroom which needs a big data to access. (6) When the lecturers teaching Maritime English then have trouble in the internet connection, also the lecturer will face problem in the middle of the teaching process. It can be not really clear about the voice, not clear in the video, and the PPT cannot read clearly. (7) The last common problem is not all students are active in doing the tasks that the lecturers gave and in responding to the lecturer's instructions or chats. They usually prefer to read other application rather than open the learning application even they are opening their mobile phone. From the questionnaire and interview sections held by the writer, there is no answer who said that the students 100% active in online learning process. The percentage is about 50 % up to 95 %. It can be stated that there are many challenges faced by Maritime English lecturers in delivering their material as well.

Educational technology is the effective use of techno-logical tools in learning. As a concept, it concerns an array of tools, such as media, machines and networking hardware, as well as considering theoretical perspectives for their effective application (Bruckner, 2015: 1). There are some technologies or application used in teaching learning English process especially in this pandemic era. Maritime English lecturers use zoom meeting, Google classroom, whatsapp, and youtube. Those applications have their own data capacity in accessing them. But the lecturers prefer to use the economist one.

Effective teaching is developmental and dynamic. Teachers should be growing continuously as they construct new

knowledge and change their beliefs and levels of comprehension. Teachers expand their extensive disciplinary expertise and instructional abilities as they connect new information with what they already know. They reflect upon what they know, construct new paradigms, and organize schema for deepening their understanding (Lumpkin, 2020: 33). In this pandemic era, a lecturer cannot deliver an effective teaching process as it is. Based on the result of the questionnaire and interview sections to Maritime English lecturers, they tend to teach in offline classroom or by face to face teaching learning activities; because it is easier to know student's achievement for learning process. It is because the delivery of material can be maximum, and the interaction of teaching - learning process can be seen directly. It can be stated that offline classroom is an effective teaching learning process for students.

Maritime English is a constituent part of regular diploma courses or academic, degree courses in Maritime Education Training. The syllabus is oriented to the needs of knowledge and communicational competence in Maritime English for shipboard officers and experts (operators, executive officers, and managers) engaged in the maritime industry on shore, on both operational and management levels (Pritchard, 2003: 1). In this discussion, the writer focuses to discuss about maritime English teaching learning process. Inside of the Maritime Educational higher level of education usually there are some basic program, those are: nautical department, technical department, port and shipping management department, and sea transportation department. All the programs use Maritime English as the English for specific purposes.

New – Normal Era is eras where we are living in normal situation but the COVID – 19 viruses is still exist in the environment although the virus is already decreased. It is because the government and WHO are already working with the vaccines. Scientists around the world are

developing many potential vaccines for COVID-19. These vaccines are all designed to teach the body's immune system to safely recognize and block the virus that causes COVID-19 (WHO, 2020). After being vaccinated, we hope that the normal era will back and everything will be normal including education.

Conclusion

The conclusion that the researcher can convey is, that this study uses the blended learning theory which comes from the theory of an expert, Dwiyo. The news that is analyzed is news from online media. The number of texts of online news analyzed is two. From the discussion above, the writer concluded that there are some challenges of using technologies in teaching and learning process of maritime English studies in new – normal era, those are:

- 1.The students do not have a good network to access the internet;
- 2.The students' concentration is not as conducive as face to face learning process;
- 3.The students have a social life; they will not be able to focus to the materials;
- 4.The parents' economy aspects is influence;
- 5.The accessibility of online classroom uses data of internet;
- 6.The lecturers have trouble in the internet connection; and
7. Not all students are active in doing the tasks and responding to the lecturer's instructions.

To cover those problems, Maritime English lecturers must give attractive, fun, easy, interactive through online learning process. The lecturers blended between synchronous and asynchronous meeting so that all students could actively join the class. To encounter the problems happened in students who live in rural area, the lecturers must use the teaching learning methods that friendly for students in rural areas. It can be said that, the lecturers must be able to make the students more active in participating in the virtual class.

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