

Characteristics of Facilitated Critical Thinking in Speaking for Maritime English Improvement

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Article History

Received: 2024-08-09

Reviewed: 2024-08-20

Accepted: 2024-09-08

Published: 2024-09-24

Highlights

incorporating critical thinking strategies into speaking tasks significantly improves Maritime English proficiency, enhances problem-solving abilities, and contributes to safer communication.

ABSTRACT: The maritime industry, a cornerstone of global trade and commerce, relies heavily on effective communication, primarily through Maritime English. Ensuring safety, operational efficiency, and regulatory compliance on international waters necessitates proficiency in this standardized form of English. Despite its critical role, many maritime professionals struggle with Maritime English, especially speaking and critical thinking skills. This study explores how facilitated critical thinking in speaking can enhance Maritime English proficiency. Facilitated critical thinking involves instructional strategies that promote analysis, synthesis, and evaluation of information through interactive dialogues, problem-solving tasks, reflective practice, and collaborative learning. This study employs a mixed-methods approach, including quantitative and qualitative phases, to examine these strategies among maritime students and professionals. Results from paired samples statistics, correlations, and t-tests indicate significant improvements in speaking proficiency and critical thinking skills following the intervention. The findings suggest that integrating critical thinking into language instruction effectively addresses the unique challenges maritime professionals face, ultimately enhancing communication and safety in the maritime industry.

Keywords: Critical Thinking, Speaking, Maritime English, Skill.

Introduction

The maritime industry, a global trade and commerce cornerstone, relies heavily on effective communication. Standardized English in the maritime context is crucial for ensuring safety, operational efficiency, and regulatory compliance on international waters (Gao, 2024; Michelot et al., 2022; Yin et al., 2024). Based on (Sandiuc & Balagiu, 2020; Wang, 2023), despite its importance, many maritime professionals face challenges in mastering Maritime English, mainly speaking and critical thinking skills. This research explores the characteristics of facilitated critical thinking in speaking to enhance Maritime

English proficiency. (Ahmmed et al., 2020) maritime English is the lingua franca of the sea, employed in diverse scenarios ranging from navigation and cargo handling to emergencies and routine communications. The International Maritime Organization (IMO) mandates using Maritime English to prevent misunderstandings that could lead to accidents and inefficiencies. As the maritime sector becomes increasingly international, communicating effectively in English is more critical than ever (Hrnić, 2022; Vidhiasi, 2022).

Various studies have highlighted maritime professionals' difficulties in achieving proficiency in Maritime English. (Vidhiasi, 2022) stated that these challenges include several aspects. Firstly, diverse linguistic backgrounds: maritime personnel often come from various linguistic and cultural backgrounds, making it difficult to achieve a uniform level of proficiency. Second, technical jargon: Maritime English is filled with specialized vocabulary and technical terms that can be daunting for non-native speakers. Third, contextualized usage: effective communication in a maritime environment requires not only language skills but also an understanding of context-specific usage and conventions. Finally, limited speaking practice: opportunities for speaking practice in authentic maritime contexts are often limited, which impacts fluency and confidence. Critical thinking is the ability to analyze information objectively and make reasoned judgments. In Maritime English, critical thinking involves assessing situations, anticipating potential issues, and making informed decisions (Bahruddin et al., 2020; Gao, 2024). These skills are vital in high-stakes maritime operations where quick and accurate decision-making can prevent accidents and save lives.

Facilitated critical thinking refers to instructional strategies designed to enhance critical thinking skills, particularly in language learning, through activities that promote analysis, synthesis, and evaluation of information (Wahyuni et al., 2019). Key characteristics of facilitated critical thinking in speaking include engaging learners in interactive dialogues that simulate real-life maritime scenarios, incorporating problem-solving tasks that require critical analysis and decision-making, encouraging reflective practice where learners evaluate their communication effectiveness and identify areas for improvement, and promoting collaborative learning where learners can exchange ideas and perspectives, fostering a deeper understanding of the language and its use in maritime contexts (Michelot et al., 2022).

This study contributes to the knowledge of language learning in specialized fields by focusing on the intersection of critical thinking and language proficiency. It offers insights into how critical thinking skills can be integrated into language instruction to address maritime professionals' unique challenges (Wati et al., 2023). The findings are expected to inform the design of more effective Maritime English training programs, ultimately enhancing communication and safety in the maritime industry.

The role of Maritime English in ensuring safe and efficient maritime operations cannot be overstated. However, despite its importance, many maritime professionals struggle with proficiency, particularly in speaking and critical thinking. This literature review examines existing research on integrating critical thinking in language instruction, the challenges faced in Maritime English education, and the characteristics of effective teaching strategies that facilitate critical thinking in speaking. Maritime English serves as the standardized mode of communication for international maritime operations, encompassing navigation, safety procedures, and daily interactions. The International Maritime Organization (IMO) has highlighted the necessity of Maritime English for preventing miscommunication and ensuring safety at sea (Leary, 2024). However, several challenges hinder the mastery of Maritime English among maritime professionals. Seafarers often hail from diverse linguistic and cultural backgrounds, which makes uniform language training challenging (Ahmmed et al., 2020). The maritime domain further complicates matters with its extensive technical and specialized vocabulary, which can be

difficult for non-native speakers to grasp (Cahyono & Danim, 2023). Effective communication in this field also requires a deep understanding of the specific context and conventions unique to maritime settings (Kusmaryani et al., 2020).

Critical thinking is the ability to think clearly and rationally, understanding the logical connection between ideas (Elouali, 2023). Critical thinking involves analyzing, synthesizing, and evaluating information to enhance comprehension and communication skills in language learning. Research has shown that incorporating critical thinking into language instruction can significantly improve learners' proficiency and cognitive skills (Dewi, 2021; Hadi et al., 2021). Facilitated critical thinking in speaking entails using instructional strategies designed to develop critical thinking skills while enhancing speaking abilities. Key characteristics include engaging learners in interactive dialogues that mimic real-life scenarios and promoting spontaneous language use and critical thinking (Yin et al., 2024). Problem-solving tasks further this goal by requiring learners to think critically and use language effectively to find solutions (Saleky, 2018; Wahyudi et al., 2019). Reflective practice is also essential, as it encourages learners to reflect on their communication practices, identifying strengths and areas for improvement. It is also crucial to foster a collaborative learning environment where learners can share perspectives and enhance their critical thinking through peer interaction (Kusmaryani, 2022).

Research on language pedagogy has identified several effective strategies for integrating critical thinking into Maritime English instruction; simulation-based training uses simulators to create realistic maritime scenarios, enabling learners to practice language and decision-making skills in a controlled environment (Nguyen, 2020). (Dwihastuti et al., 2023) analyzing maritime incidents and case studies further promotes critical thinking and contextual language use. Task-based learning involves designing tasks that mimic real-life maritime operations, encouraging practical language use and problem-solving. Additionally, feedback mechanisms provide constructive feedback to learners, helping them refine their language skills and critical thinking abilities (Anokhina & Pavlova, 2022; Tychiev, 2023). Studies have shown that integrating critical thinking into language instruction can significantly improve speaking proficiency. Learners become more adept at analyzing situations, making decisions, and communicating effectively in complex scenarios (Ali & Souisa, 2019; El-Zayat, 2019). These skills are essential for ensuring safety and operational efficiency in the maritime context.

Despite the recognized importance of Maritime English for safety and efficiency in global maritime operations, many professionals struggle with proficiency, particularly in speaking and critical thinking. Existing research has extensively examined the challenges of mastering Maritime English, including issues related to diverse linguistic backgrounds, technical jargon, and the need for contextualized language use. However, a notable gap exists in exploring how facilitated critical thinking, especially in speaking activities, can enhance Maritime English proficiency. This research addresses this gap by integrating critical thinking skills into speaking exercises designed specifically for maritime contexts. By incorporating interactive dialogues, problem-solving tasks, reflective practices, and collaborative learning, this study offers a novel approach to improving maritime professionals' language skills and critical thinking abilities. The findings aim to inform the development of more effective Maritime English training programs, ultimately contributing to safer and more efficient maritime operations in an increasingly complex and globalized industry.

Method

This research explores the characteristics of facilitated critical thinking in speaking to improve Maritime English proficiency. The study adopts a mixed-methods approach to comprehensively examine and evaluate the instructional strategies that enhance critical thinking and speaking skills among maritime professionals (Namaganda et al., 2023). This research explores the impact of facilitated critical thinking on speaking proficiency in Maritime English among maritime students and professionals.

In this research, implementing the treatment designed to improve critical thinking and speaking skills in Maritime English involved several strategic and measurable steps. First, a pre-test and post-test approach was used to assess the instructional strategies' effectiveness. These strategies included dialogic interactions that simulated maritime situations, problem-solving tasks that required critical analysis, reflective practice sessions, and collaborative learning activities. A pre-test was conducted before the intervention to measure the participants' baseline skill level, and a post-test was conducted after the intervention to measure the changes. A pre-test and post-test design measures the effectiveness of instructional strategies that enhance critical thinking and speaking skills (Al-Sabbah, 2015; Love et al., 2023). This implementation aims to facilitate critical thinking in speaking, which is expected to improve the participants' Maritime English skills.

The evaluation in this study was conducted through two phases, namely quantitative and qualitative. In the quantitative phase, data was collected through pre-tests and post-tests designed with scenarios and tasks that reflect real maritime situations. The results of these tests were analyzed using descriptive statistics and paired t-tests to see the significance of the difference between the pre-test and post-test scores. In addition, correlation analysis was conducted to explore the relationship between participants' perceptions of the training activities and their performance improvement. In the qualitative phase, semi-structured interviews were conducted with a subset of participants from the quantitative phase to delve deeper into their experiences and perceptions of the intervention. Thematic analysis was used to identify common themes and patterns in the qualitative data, which provided greater insight into the quantitative results. After the evaluation, the results from the quantitative and qualitative data were combined to provide a more comprehensive picture of the effectiveness of the treatment. This analysis showed that the intervention had a significant positive impact on participants' speaking and critical thinking skills in Maritime English, evident from the increase in post-test scores compared to the pre-test, as well as insights from the qualitative data that reinforced these findings. This triangulation of data between quantitative and qualitative results provides strong evidence of the effectiveness of the instructional strategies used in the study.

The study will involve about 20 participants, consisting of students from the merchant academy. Pre-tests and post-tests will be administered to assess speaking proficiency and critical thinking skills. These tests are designed with scenarios and tasks that reflect real-life maritime situations (Manurung & Siregar, 2018). Additionally, questionnaires will be used to gather participants' perceptions of the training activities. The quantitative phase begins with a pre-test before the intervention to establish baseline proficiency levels. Following this, instructional strategies designed to facilitate critical thinking in speaking will be implemented. These strategies include interactive dialogues simulating maritime scenarios, problem-solving tasks requiring critical analysis and decision-making, reflective practice sessions, and collaborative learning activities. After the intervention, a post-test will be conducted to measure any changes in proficiency levels. Descriptive statistics will be used to summarize demographic information and test scores. Paired t-tests will compare pre-test and post-test scores to determine the significance of any

improvements(Love et al., 2023). Correlation analysis will explore the relationship between participants' perceptions of the training activities and their performance improvements(Hennink & Kaiser, 2022).

The research instrument consisted of three main components: pre-test, post-test, and survey questionnaire. The Pre-Test and Post-Test measured participants' knowledge and skills before and after the intervention, focusing on maritime English. The validity of the instrument was assured through several aspects. Validity is seen between the pre-test and post-test scores to measure changes in knowledge and skills. Validity is supported by significant differences found through paired t-tests, indicating that the instrument is valid in measuring the effectiveness of the intervention. In terms of reliability, to determine the standard deviation from the pre-test to the post-test of the impact of the intervention. Paired samples to determine the relationship between pre-test and post-test scores. The survey questionnaire was used to collect qualitative data regarding the participants' views on the effectiveness of the critical thinking approach in improving their maritime English comprehension and problem-solving skills. The validity and reliability of the questionnaire, with questions designed to capture various aspects of the participants' experiences related to teaching critical thinking, were measured.

A subset of participants from the quantitative phase was selected for the qualitative research phase. Semi-structured interviews will be conducted with selected participants to gather in-depth insights and explore their experiences and perceptions of the intervention(Busetto et al., 2020). Additionally, classroom observations were carried out to capture the implementation and engagement with the instructional strategies. The qualitative phase will begin with interviews with participants to explore their experiences and reflections on the training activities(Bhangu et al., 2023). Classroom observations were documented to provide a detailed account of the instructional strategies and participant interactions during the intervention.

Thematic analysis identified common themes and patterns in the qualitative data, providing deeper insights into the quantitative results. Participants were informed about the study's purpose and procedures, and their informed consent obtained. All data collected were kept confidential and used solely for research purposes. The mixed-methods design provides a comprehensive approach to evaluating the effectiveness of facilitated critical thinking in improving Maritime English proficiency(Vahdani Sanavi & Tarighat, 2014). The combination of quantitative and qualitative data offers robust evidence of the impact of the instructional strategies, contributing valuable insights to the field of maritime education.

Findings and Discussion

The primary purpose of a pre-test is to gauge participants' existing knowledge, skills, and understanding before starting a new instructional unit or course. Pre-tests help determine the starting point for instruction, ensuring that the lessons are appropriately challenging and relevant. Additionally, pre-tests can motivate learners by making them aware of their current knowledge level, setting a baseline against which they can measure their progress. Furthermore, pre-tests can identify participants needing additional support, allowing for early intervention and personalized assistance. The post-test is administered at the end of an instructional unit or course to measure what participants have learned and how their knowledge or skills have improved. The primary goal is to assess the achievement of the learning objectives and evaluate the effectiveness of the instructional methods and materials. Post-tests provide feedback to learners about their progress, highlighting areas where they have improved and where further development is needed. Additionally, post-tests play a crucial role in accountability and reporting, providing data to stakeholders such as schools, parents, and educational institutions about the impact of the learning process on participants' development.

By comparing pre-test and post-test results, educators can objectively measure learning gains and ensure that educational goals are effectively met. Table 1 describes that pre-test results reveal a range of performance levels among the participants, with overall scores varying from 60 to 78.5. The content scores, which ranged from 24 to 31, indicate that while some participants have a strong grasp of the material, others need improvement. In the areas of gesture, fluency, grammar, and aids/media, most participants scored between 9 and 12, showing consistent but moderate performance across these indicators. The results suggest that participants who excel in content tend to perform well overall, whereas those with lower content scores generally struggle across multiple areas. The findings highlight the need for targeted interventions, particularly in enhancing communication skills such as gestures, fluency, and grammar, to achieve a more balanced and higher overall performance.

Table 1.
 Result of Pre-Test

No	Content	Gesture,etc	Fluency	Grammar	Aids/Media	Result
1	24	9	9	9	9	60
2	27	10	10	10	10	67,5
3	31	12	12	12	12	78
4	30	11	11	11	11	76
5	30	11	11	11	11	75
6	30	11	11	11	11	75
7	28	11	11	11	11	70
8	30	11	11	11	11	75
9	31	12	12	12	12	78
10	28	11	11	11	11	70
11	30	11	11	11	11	75
12	27	10	10	10	10	68,5
13	27	10	10	10	10	68,5
14	31	11	11	11	11	76,5
15	31	12	12	12	12	78,5
16	28	11	11	11	11	70,5
17	28	11	11	11	11	70,5
18	28	11	11	11	11	70,5
19	30	11	11	11	11	74,5
20	28	11	11	11	11	70,5

The post-test results in Table 2 show significant improvement across all indicators compared to the pre-test, with overall scores ranging from 75.5 to 85.5. Participants demonstrated a firmer grasp of content, with scores improving to a range of 30 to 34. This improvement is mirrored in the areas of gestures, fluency, grammar, and aids/media, where most participants scored between 11 and 13. The uniform increase across these categories indicates that the interventions applied were effective in enhancing both content mastery and communication skills. Participants who excelled in content also tended to achieve higher overall scores, highlighting the importance of content proficiency in achieving comprehensive communication effectiveness. Overall, the post-test results reflect a successful strategy for improving Maritime English proficiency, resulting in more effective and well-rounded communication skills among the participants.

Table 2.

Result of Pre-Test

No	Content	Gesture,etc	Fluency	Grammar	Aids/Media	Result
1	30	11	11	11	11	75,5
2	31	11	11	11	11	76,5
3	32	12	12	12	12	80,5
4	33	12	12	12	12	82,5
5	34	13	13	13	13	85
6	33	12	12	12	12	83
7	31	12	12	12	12	77
8	32	12	12	12	12	80,5
9	33	12	12	12	12	81,5
10	30	11	11	11	11	75,5
11	34	13	13	13	13	85,5
12	33	12	12	12	12	82,5
13	30	11	11	11	11	75,5
14	32	12	12	12	12	80,5
15	34	13	13	13	13	85,5
16	31	12	12	12	12	78
17	32	12	12	12	12	79
18	33	12	12	12	12	81,5
19	32	12	12	12	12	81
20	30	11	11	11	11	75,5

Table 3 provides descriptive statistics for the paired data sets: Pre-Test and Post-Test scores. Here is a detailed explanation of each column in the table: Pair 1: Pre-Test vs. Post-Test. Mean: The average Pre-Test score was 72.4000, while the average Post-Test score was 80.1000. The increase from the Pre-Test to the Post-Test of 7.7 indicates an increase in the mean score after the treatment or intervention. N (Number of Samples): The number of participants who took the Pre-Test and Post-Test was 20. Std. Deviation: The standard deviation of the Pre-Test score is 4.56128, which measures how far individual scores are from the mean, while the standard deviation of the Post-Test score is 3.40510, measuring the spread of scores around the mean after treatment. Std. Error Mean (Standard Error of Mean): The standard error of the mean for the Pre-Test score was 1.01993, which is an estimate of how far the sample mean is estimated from the population mean, while the standard error of the mean for the Post-Test score was 0.76140.

Table 3.
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pre-Test	72.4000	20	4.56128	1.01993
Post-Test	80.1000	20	3.40510	.76140

The smaller value after treatment indicates a more precise estimate of the population mean. Table 3 provides basic information about the distribution of Pre-Test and Post-Test scores. The mean score increased from the Pre-Test to the Post-Test, indicating a performance improvement. The standard deviation shows that the variation in scores decreased slightly after the treatment, which could be interpreted as more consistent results among participants. The lower standard error of the mean on the Post-Test indicates a more accurate estimation of the population mean after the treatment. This suggests that the treatment or intervention conducted before the Post-Test will likely have a consistent positive effect on participants.

Table 4.
Paired Samples Correlations

	N	Correlation	Sig.
Pre-Test & Post-Test	20	.693	.001

Table 4 provides information on the strength and direction of the relationship between the two paired data sets, i.e., Pre-Test and Post-Test scores. Here is a detailed explanation of each column in the table for Pair 1: Pre-Test vs. Post-Test. Firstly, the sample size (N) indicates that 20 participants took both the Pre-Test and Post-Test, resulting in 20 pairs of data for the correlation calculation. Secondly, the correlation value between the Pre-Test and Post-Test scores is 0.693, which indicates a moderately strong positive correlation. This means that participants with high scores on the Pre-Test tend also to have high scores on the Post-Test, and vice versa. Thirdly, the significance value (Sig.) is <0.001, indicating that the correlation is highly statistically significant. In research, a p-value smaller than 0.05 is considered significant, and since the p-value here is much smaller than 0.05, we can be confident that the correlation between the Pre-Test and Post-Test scores did not occur by chance. In conclusion, the correlation value of 0.693 indicates a strong positive relationship between the Pre-Test and Post-Test scores. The very low p-value (<0.001) indicates this relationship is highly statistically significant. This strong positive correlation indicates that participants' performance on the Pre-Test is closely related to their performance on the Post-Test. This could indicate that the factors that influenced the Pre-Test score also influenced the Post-Test score or that the changes that occurred during the period between tests applied consistently across participants. Overall, this table shows a significant and robust relationship between Pre-Test and Post-Test scores, providing further evidence that the intervention or treatment consistently affected participants' performance.

Table 5 provides the paired t-test results to compare two paired data sets, the Pre-Test and Post-Test scores. Below is a detailed explanation of each column in the table for Pair 1: Pre-Test vs. Post-Test. Firstly, the mean difference (Mean) between the Pre-Test and Post-Test scores is -7.70000, which means the average Post-Test score is higher by 7.70000 than the average Pre-Test score. Second, the standard deviation of the difference (Std. Deviation) of the scores between the Pre-Test and Post-Test is 3.29832, indicating how dispersed the difference in scores is from the mean difference. Third, the standard error of the mean (Std. Error Mean) for the difference in scores is 0.73753, which estimates how accurately the sample mean difference estimates the population mean difference.

Table 5.
Paired Samples Test

	Paired Differences 95% Confidence Interval of the Difference Upper	t	df	Sig. (2-tailed)
Pre-Test - Post-Test	-6.15634	-10.440	19	.000

Fourth, the 95% Confidence Interval of the Difference indicates that we can be 95% confident that the mean difference in Pre-Test and Post-Test scores in the population lies between -9.24366 and -6.15634. Fifth, the t-value obtained is -10.440, which is used to determine the statistical significance of the observed difference. Sixth, this test's degree of freedom (df) is 19, calculated based on the number of samples minus

one (N - 1). Seventh, the significance value (Sig.) is <0.001, indicating that the observed difference between the Pre-Test and Post-Test scores is highly statistically significant. In the context of a t-test, a p-value smaller than 0.05 is often used as a cut-off for significance. Since the p-value is much smaller than 0.05, we can conclude that the mean difference in scores between the Pre-Test and Post-Test is significant. In conclusion, the mean difference shows that the average Post-Test score is 7.70000 points higher than the Pre-Test score. The high t-value (-10.440) and very low p-value (<0.001) indicate that this difference is highly statistically significant. The 95% confidence interval (-9.24366 to -6.15634) does not include zero, supporting the conclusion that this difference is significant. These results indicate that the intervention or treatment significantly improved participants' scores, significantly increasing the average Post-Test score compared to the Pre-Test. Overall, this table provides strong evidence that there was a significant increase in Post-Test scores compared to Pre-Test scores, supporting the effectiveness of the intervention or treatment implemented.

Table 6.
Paired Samples Effect Sizes

		Standardizer ^a	Point Estimate	95% Confidence Interval Lower
Pre-Test - Post- Test	Cohen's d	3.29832	-2.335	-3.183
	Hedges' correction	3.36526	-2.288	-3.120

Table 6 provides the effect size of the difference between the two paired data sets, i.e., Pre-Test and Post-Test scores. The effect size helps us understand how big the difference is in a practical context, not just whether the difference is statistically significant. Pair 1: Pre-Test vs. Post-Test has a few essential columns to note. Firstly, the Standardiser is the standard deviation of the mean difference used in calculating the effect size. For Cohen's d, this value is 3.29832; for Hedges' correction, this value is 3.36526. The standard deviation of the mean difference is used as the denominator in the effect size calculation. Secondly, the Point Estimate shows a Cohen's d value of -2.335, which indicates that the mean difference between the Pre-Test and Post-Test is 2.335 standard deviations, with a negative value indicating the Post-Test score is higher than the Pre-Test score. Hedges' g is -2.288, indicating the mean difference with factor correction applied. Thirdly, the 95% Confidence Interval for Cohen's d shows that we can be 95% confident that the actual value of Cohen's d is between -3.183 and -1.469. For Hedges' g, the confidence interval is between -3.120 and -1.440.

In conclusion, large effect sizes are indicated by the absolute values of Cohen's d (-2.335) and Hedges' g (-2.288), which indicate substantial effect sizes. In the context of social research, effect sizes greater than 0.8 are often considered significant. Hedges' g provides a similar effect size to Cohen's d but with a slight correction for small samples, producing similar results (-2.288). The confidence intervals for both effect sizes do not include zero. They are in the range indicating large effect sizes, indicating that these results are very likely to represent the actual effect size in the population.

In practical terms, this significant and large difference indicates that the intervention or treatment provided caused a considerable increase in Post-Test scores compared to Pre-Test scores. A significant

effect size indicates that the measured change is not only statistically significant but also practically significant, providing strong evidence that the intervention or treatment is highly effective. Overall, this table provides strong evidence that the intervention or treatment applied had a large and significant effect on improving Post-Test scores compared to Pre-Test scores.

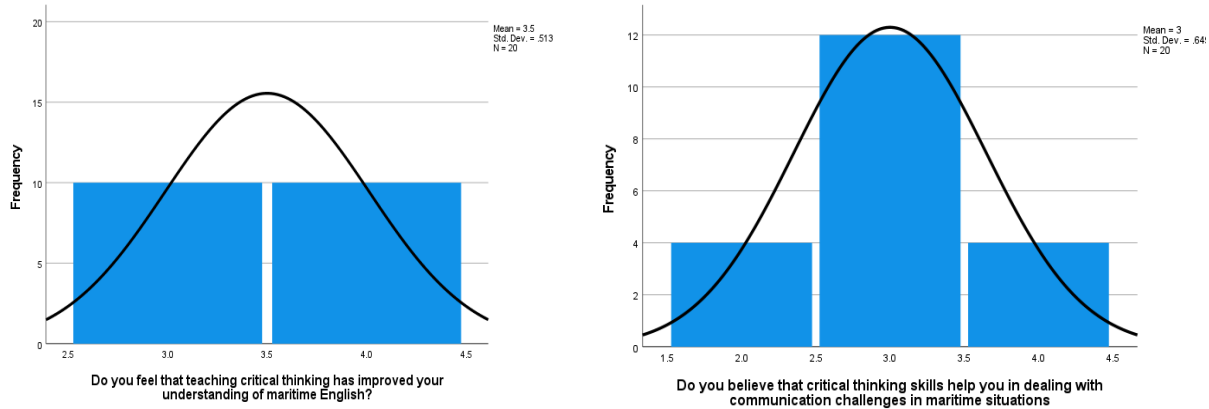


Fig. 1. Result of Question Number 1 and Result of Question Number 2

Figure 1 presents data on responses to the question, "Do you feel that teaching critical thinking has improved your understanding of maritime English?" Both "Agree" and "Strongly Agree" were selected by 10 respondents, "constituting 50% of the respondents for each option. The valid percent also reflects this equal distribution, with 50% for "Agree" and 50% for "Strongly Agree." The cumulative percentage reaches 50% with "Agree" and 100% with "Strongly Agree," indicating that all responses were either "Agree" or "Strongly Agree." Overall, the data shows that all respondents 100% felt that teaching critical thinking has improved their understanding of maritime English, with an equal split between those who agreed and those who strongly agreed.

The question, "Do you believe that critical thinking skills help you in dealing with communication challenges in maritime situations?" in diagram 1 presents data on responses to 20% selected "Disagree," 60% selected "Agree," and 20% selected "Strongly Agree." The cumulative percentage shows that 20% of respondents "Disagree," and 80% cumulatively "Agree," indicating a majority agreement on the positive impact of critical thinking skills in dealing with communication challenges in maritime situations. Overall, the respondents agreed or strongly agreed that critical thinking skills are helpful, while 20% disagreed.

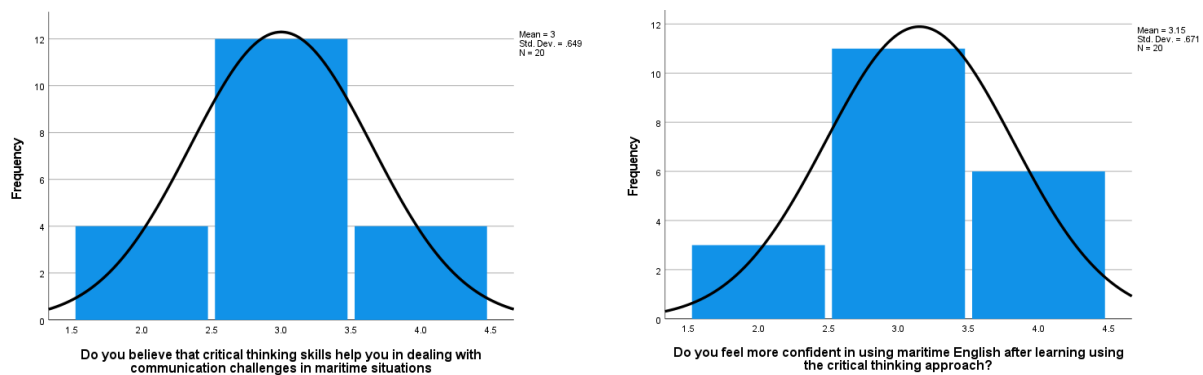


Fig. 2. Result of Question Number 3 and Result of Question Number 4

Figure 2 presents data on responses to the question, "Did interaction with your instructor or classmates positively impact the development of your critical thinking skills?" 60% selected "Agree," while 40% selected "Strongly Agree." The valid percent remains consistent with these values, showing 60% for "Agree" and 40% for "Strongly Agree." The cumulative percentage indicates that 60% of respondents agreed, and the cumulative total reaches 100% with those who strongly agreed. This data shows that all respondents felt optimistic about the impact of interactions with their instructors or classmates on their critical thinking skills, with a majority agreeing and a significant portion strongly agreeing.

The question, "Do you feel more confident in using maritime English after learning the critical thinking approach?" in diagram 2 stated that 15% selected "Disagree," indicating they do not feel more confident. The majority, 55%, selected "Agree," and 30% selected "Strongly Agree.". Overall, the data suggests that most respondents feel more confident in using maritime English after learning through the critical thinking approach, with the largest group agreeing and a substantial portion strongly agreeing.

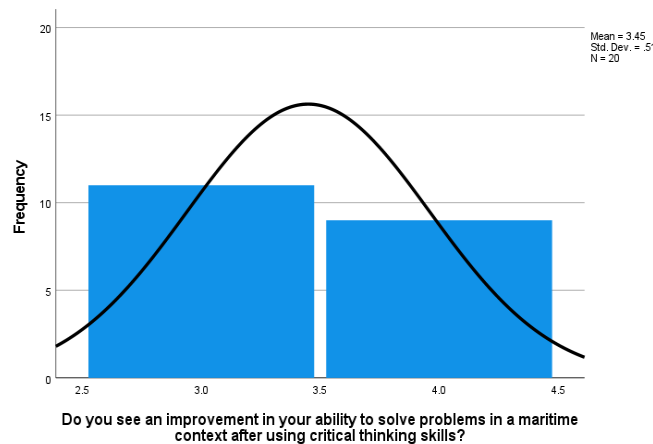


Fig. 3. Result of Question Number 4

Figure 3 presents data on responses to the question, "Do you see an improvement in your ability to solve problems in a maritime context after using critical thinking skills?" The frequency data shows that 55% of respondents chose "Agree," and 45% chose "Strongly Agree." This indicates that all responses fell into these two categories. Overall, the data indicates that all respondents improved their ability to solve problems in a maritime context after using critical thinking skills. This improvement is recognized with an almost even split, where 55% of the respondents agreed, and 45% strongly agreed.

The validity and reliability of the data from this study showed solid and consistent results. Several important aspects strengthen the validity of the data. Construct Validity was evident from the significant increase in pre-test and post-test scores, indicating that the intervention effectively improved participants' knowledge and skills in maritime English. Content validity was also assured, as the questions in the pre-test and post-test covered areas relevant to the material taught and assessed the expected learning outcomes. Criterion Validity was supported by paired t-test results that showed significant differences between pre-test and post-test scores, indicating that the test scores were valid indicators of the effectiveness of the intervention.

In terms of reliability, several indicators supported consistent results. Internal Consistency was seen from the decrease in standard deviation from the pre-test (4.56128) to the post-test (3.40510), indicating

that participants' scores became more consistent after the intervention. The Paired Samples Correlation of 0.693 indicates a moderate to strong positive relationship between pre-test and post-test scores, indicating that the change in scores is consistent with the impact of the intervention. The large Effect Sizes (Cohen's $d = -2.335$ and Hedges' $g = -2.288$) indicate that the difference between pre-test and post-test scores is statistically significant and practical, confirming that the intervention had a large and reliable impact.

In addition, the survey data from Figures 1, 2, and 3 show that most respondents reported positive outcomes related to the intervention. The consistency in the responses, with mean scores above 3.00 and low standard deviations, suggests that these responses are reliable and most participants have similar views on the effectiveness of the critical thinking approach. Overall, the data from the pre-test and post-test, paired t-test, effect size calculations, and survey responses collectively showed high validity and reliability, indicating that the intervention was effective and that the measurements taken were reliable indicators of its impact.

Regarding interpretation, respondents generally agree that teaching critical thinking has improved their understanding of maritime English. However, there is slightly more variation in responses regarding the help of critical thinking in dealing with communication challenges (Chen & Hwang, 2020; Prasatyo et al., 2021; Sudirman & Tawali, 2022a). The post-test results not only reflect an improvement in overall scores but also highlight the significant impact of specific instructional strategies on the participants' speaking skills, particularly in grammar, fluency, content, and vocabulary. The implementation of dialogic interactions that simulated maritime situations played a crucial role in this improvement. By engaging in real-life maritime dialogues, students were able to practice and internalize the specialized vocabulary and phrases essential in maritime communication. This not only enhanced their content mastery but also contributed to more fluent and grammatically accurate speech as they became more comfortable using the language in contextually relevant scenarios.

Problem-solving tasks that required critical analysis further contributed to these improvements. These tasks pushed participants to think on their feet and use language as a tool to navigate complex situations similar to those they might encounter in real maritime operations. This form of active learning encouraged deeper cognitive processing, which in turn led to better retention and application of grammatical structures and vocabulary in their speech. Moreover, the necessity to articulate solutions clearly and effectively in these problem-solving tasks fostered improved fluency and a more nuanced understanding of content. Interaction with instructors or classmates positively impacts the development of critical thinking skills. Most respondents feel more confident using maritime English after learning through the critical thinking approach (Irianti et al., 2024; Sudirman & Tawali, 2022b). Reflective practice sessions provided another layer of learning by encouraging participants to assess their performance critically. Through reflection, students could identify areas where they struggled, such as specific grammatical points or moments of hesitation, and focus on improving these in subsequent exercises. This self-awareness, cultivated through guided reflection, was instrumental in refining their speaking skills, leading to more polished and confident communication.

Lastly, collaborative learning activities allowed students to learn from each other, sharing knowledge and strategies in a supportive environment. This peer interaction not only broadened their understanding of content but also exposed them to diverse linguistic approaches, thereby enriching their vocabulary and enhancing their fluency. The collaborative setting also mimicked the teamwork required in real maritime operations, helping participants practice and improve their grammar and vocabulary usage in a dynamic and interactive context.

Critical thinking skills have also helped respondents improve their problem-solving abilities in maritime contexts (Raju et al., 2020; Ramezani et al., 2016). The data suggests that teaching critical thinking in maritime English courses positively impacts students' understanding, confidence, and problem-solving skills. In summary, the improvements observed in the post-test results can be attributed to the effective combination of dialogic interactions, problem-solving tasks, reflective practice, and collaborative learning activities. These strategies collectively enhanced students' speaking skills, making them more adept at using grammar correctly, speaking fluently, mastering relevant content, and employing appropriate vocabulary in maritime contexts.

Conclusion

The average score increased from the Pre-Test to the Post-Test, indicating improved performance after the intervention or treatment. The strong positive correlation indicates that participants who scored high on the Pre-Test tended to also score high on the Post-Test, and vice versa. This shows consistency in participants' performance. A significant mean difference between the Pre-Test and Post-Test indicates that the increase in scores is not the result of chance but rather the effect of the intervention or treatment provided. A significant effect size (more than 0.8) indicates that the score difference between Pre-Test and Post-Test has a significant practical impact. This indicates that the intervention or treatment was highly effective in improving participants' scores. The analysis showed a significant increase in the Post-Test scores compared to the Pre-Test scores. The strong correlation between the Pre-Test and Post-Test scores indicates the consistency of the participants' performance. The paired t-test showed that this mean difference was statistically significant, and the large effect size supported the conclusion that the intervention or treatment had a significant and positive practical impact. Thus, the intervention or treatment effectively improved participants' performance.

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Appendix

LESSON PLAN

1. STUDY PROGRAM : NAUTIKA
2. COURSE : MARITIME ENGLISH
3. SEMESTER : 2
4. SUM OF SKS : 2 SKS (Teori : 1 SKS, Praktek: 1 SKS)
5. MEETING : 1-3
6. COMPETENCY STANDARDS:
By the end of the course, students are expected to:
 - a. Able to show a responsible attitude towards work related to Maritime English communication properly and correctly in oral and written form. Able to apply logical, critical, innovative, quality, and measurable thinking in carrying out specific work in their field of expertise and under the

standards of work competence in the field concerned (KU.1)

- b. Able to use marine communication phrases according to International Maritime Organization (IMO) standards and able to communicate in English, both orally and in writing (KK.6)
- c. Possess knowledge of communication techniques and sufficient knowledge of English to enable the use of maritime charts and publications, understand meteorological information and messages on vessel safety and operations, and communicate with other vessels, shore stations, and VTS centres (P.6)

7. BASIC COMPETENCIES:

Students can:

- a. Cadets can explain and master English skills in describing equipment using appropriate verbs to explain mechanical operations.
- b. Able to apply logical, critical, innovative, quality, and measurable thinking in applying communication in Maritime English by the work competency standards of the field concerned.
- c. Able to master communication techniques and adequate knowledge of English to enable the use of maritime charts and publications, including comparing ship details and equipment on board, reports of events from past trips/voyages, and sea events.

8. ACHIEVEMENT INDICATORS:

Students are able to:

- a. Cadets can explain and master English skills in describing equipment by using appropriate verbs to explain mechanical operations.
- b. Cadets can apply and master English to describe equipment by explaining its functions and operations.

9. SUBJECT MATTER:

- a. Identify appropriate verbs to explain mechanical operations from the equipment on board
- b. Application of English in describing equipment by explaining the function and operation of equipment.

10. WEEK 1 - LECTURE ACTIVITIES

COMPONENTS	DESCRIPTION OF ACTIVITIES	TIME	METHODS	MEDIA	SOURCE /REFERENCES
INTRODUCTION	1. Greeting 2. Checking students' attendance 3. Discussing learning objectives	10'	<ul style="list-style-type: none"> • Class discussion • Small group discussion 	<ul style="list-style-type: none"> • Laptop • Active speakers • LCD Projector 	Blakey, T.N. 1987. <i>English for Maritime Studies</i> . 2nd ed. Hemel Hempstead.

PRESENTATION (CORE)	<ol style="list-style-type: none"> 1. Observing the samples of digital storytelling 2. Introducing the framework of describing equipment by using appropriate verbs to explain mechanical operations 3. Assign the students into groups to explore equipment using appropriate verbs to explain mechanical operations by brainstorming activities. 4. Creating a group discussion about students' chosen topics to discuss describing equipment by using appropriate verbs to explain mechanical operations 5. Create the outline of the equipment by using appropriate verbs to explain mechanical operations 6. Presenting the outline in class discussion for teacher's and peer feedback 	75'	<ul style="list-style-type: none"> • Presentation 		<p>Prentice Hall International (UK). (ISBN 0 13 281379-3) – T7</p> <p>Nisbet A., Kutz A. W. And Logie C., <i>English for Seafarers Study Pack 1</i>. (Edinburgh, Marlins, 1997) (ISBN 0953174808) - T1</p> <p>IMO Standard Marine Communication Phrases, 2001</p> <p>Logie C., Vivers E., and Nisbet A. 1998. <i>English for Seafarers Study Pack 2</i>. Edinburgh, Marlins. (ISBN 0953174816) – T16</p>
CLOSING	<ol style="list-style-type: none"> 1. Giving feedback 2. Summarizing 	15'			
FOLLOW-UP	Assigning the students to practice and check their pronunciation and intonation				

11. WEEK 2 - LECTURE ACTIVITIES

COMPONENTS	DESCRIPTION OF ACTIVITIES	TIME	METHODS	MEDIA	SOURCE /REFERENCES
INTRODUCTION	<ol style="list-style-type: none"> 1. Greeting 2. Checking students' attendance 3. Discussing learning objectives 	10'	<ul style="list-style-type: none"> • Class discussion • Small group 	<ul style="list-style-type: none"> • Laptop • Active speakers 	Blakey, T.N. 1987. <i>English for Maritime Studies</i> . 2nd ed.

COMPONENTS	DESCRIPTION OF ACTIVITIES	TIME	METHODS	MEDIA	SOURCE /REFERENCES
PRESENTATION (CORE)	<ol style="list-style-type: none"> 1. Observing the samples of digital storytelling 2. Introducing the framework of describing equipment by using appropriate verbs to explain mechanical operations 3. Assign the students into groups to explore equipment using appropriate verbs to explain mechanical operations by brainstorming activities. 4. Creating a group discussion about students' chosen topics to discuss describing equipment by explaining the functions and operations of equipment 5. Create the outline of the equipment by using appropriate verbs to explain mechanical operations 6. Presenting the outline in class discussion for teacher's and peer feedback 	75'	<ul style="list-style-type: none"> discussion • Presentation 	<ul style="list-style-type: none"> • LCD Projector 	Hemel Hempstead. Prentice Hall International (UK). (ISBN 0 13 281379-3) – T7 Nisbet A., Kutz A. W. And Logie C., <i>English for Seafarers Study Pack 1</i> . (Edinburgh, Marlins, 1997) (ISBN 0953174808) -T1 IMO Standard Marine Communication Phrases, 2001 Logie C., Vivers E., and Nisbet A. 1998. <i>English for Seafarers Study Pack 2</i> . Edinburgh, Marlins. (ISBN 0953174816) – T16
CLOSING	<ol style="list-style-type: none"> 1. Giving feedback 2. Summarizing 	15'			
FOLLOW-UP	Assigning the students to practice and check their pronunciation and intonation				

12. WEEK 3 - LECTURE ACTIVITIES

COMPONENTS	DESCRIPTION OF ACTIVITIES	TIME	METHODS	MEDIA	SOURCE /REFERENCES
INTRODUCTION	<ol style="list-style-type: none"> 1. Greeting 2. Checking students' attendance 3. Discussing learning objectives 	10'	<ul style="list-style-type: none"> • Class discussion • Small group discussion • Presentation 	<ul style="list-style-type: none"> • Laptop • Active speakers • LCD Projector 	Blakey, T.N. 1987. <i>English for Maritime Studies</i> . 2nd ed. Hemel Hempstead. Prentice Hall International (UK). (ISBN 0 13 281379-3) – T7 Nisbet A., Kutz A. W. And Logie C., <i>English for Seafarers Study Pack 1</i> . (Edinburgh, Marlins, 1997) (ISBN 0953174808) - T1 IMO Standard Marine Communication Phrases, 2001 Logie C., Vivers E., and Nisbet A. 1998. <i>English for Seafarers Study Pack 2</i> . Edinburgh, Marlins. (ISBN 0953174816) – T16
PRESENTATION (CORE)	<ol style="list-style-type: none"> 1. Observing the samples of digital storytelling 2. Introducing the framework of describing equipment by using appropriate verbs to explain mechanical operations 3. Assign the students into groups to explore equipment using appropriate verbs to explain mechanical operations by brainstorming activities. 4. Creating a group discussion about students' chosen topics to discuss describing equipment by explaining the functions and operations of equipment 5. Create the outline of the equipment by using appropriate verbs to explain mechanical operations 6. Presenting the outline in class discussion for teacher's and peer feedback 	75'			
CLOSING	<ol style="list-style-type: none"> 1. Giving feedback 2. Summarizing 	15'			
FOLLOW-UP	Assigning the students to practice and check their pronunciation and				

COMPONENTS	DESCRIPTION OF ACTIVITIES	TIME	METHODS	MEDIA	SOURCE /REFERENCES
	intonation				

13. ASSESSMENT

Aspects	Indicators	Score	Descriptors
Content	Content	40	The purpose or objective of the task is accomplished
			The introduction is lively
			The main idea is clear and interesting
			The supporting points are clearly expressed and linked to the main idea
Delivery	Gestures, body language, and eye contact	15	The speaker uses gestures and body language well and maintains eye contact with the audience
	Fluency	15	The speaker's delivery is natural, fluent, and rate of speech is appropriate
	Grammar	15	The speaker's grammar is correct and does not prevent understanding
	Supporting aids	15	The speaker uses visual aids and other modes of aid effectively
Final Grade Calculation		100	

