

**IMPROVING CADETS' MASTERY OF
IMO STANDARD MARINE
COMMUNICATION PHRASES
THROUGH PRACTICING
BACK CHAINING DRILLS TECHNIQUE**



THESIS

**In Partial Fulfilment of the Requirements
for Master Degree in Linguistics**

**NITA SETIYANINGSIH
13020210400029**

**FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY
SEMARANG
2015**

A THESIS

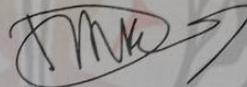
IMPROVING CADETS' MASTERY OF IMO STANDARD
MARINE COMMUNICATION PHRASES THROUGH
PRACTICING BACK CHAINING DRILLS TECHNIQUE

Submitted by

Nita Setyaningsih
13020210400029

Approved on _____

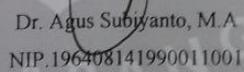
Advisor,



Dr. Dwi Anggani, L.B., M.Pd,
NIP. 19590114 198901 2 001

Master Program in Linguistics

Head,



Dr. Agus Subiyanto, M.A.
NIP. 196408141990011001

A THESIS

IMPROVING CADETS' MASTERY OF IMO STANDARD
MARINE COMMUNICATION PHRASES THROUGH
PRACTICING BACK CHAINING DRILLS TECHNIQUE

Submitted by
Nita Setyaningsih
13020210400029

VALIDATION

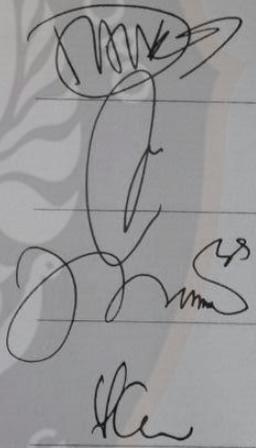
Approved by
Strata II Journal Examination Committee
Master Degree in Linguistics
On _____

Chairman
Dr. Dwi Anggani, L.B., M.Pd

First member
Dr. Agus Subiyanto, M.A

Second member
Dr. Deli Nirmala, M.Hum

Third member
Dr. Suharno, M.Ed



Handwritten signatures of the committee members, including the Chairman, First member, Second member, and Third member, positioned to the right of their respective names.

CERTIFICATION OF ORIGINALITY

I hereby declare that this study is my own and that, to the best of my knowledge and belief, this study contains no material previously published or written by another or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis.

Semarang, February 2016

Nita Setyaningsih



ACKNOWLEDGEMENT

‘An investment in knowledge pays the best interest’ (Benjamin Franklin)

I am a person who values knowledge so that completing this thesis is like reaching a summit and oversee another summit to climb. It is a combination of hard work and continuous prayer that makes this thesis finally done. So, I should thank Allah SWT for giving me strengths, great minds, lovable and supportive people around, and most of all best husband and kids in the world that have made writing this thesis a wonderful journey.

My special gratitude should also go to my advisor Dr. Dwi Anggani, L.B, M.M.Pd that has been very patient and attentive towards each and every step of my thesis writing. It was really a valuable experience working under your supervision.

The deepest gratitude and appreciation are also extended to Dr. Agus Subiyanto, M A, Dr. Deli Nirmala, M.Hum, and Dr. Suharno, M.Ed as my thesis examiners, the staff of Magister Linguistics Diponegoro University and all great friends specially Nur Fadillah for pushing me so hard to finish this thesis, Mas Hartanto for supporting me untiringly and Hanung, I want you to know how much I value your support.

I would also like to send my greatest hugs and kisses to my beloved kids, Afin and Andra for their being very understanding throughout the completion of my thesis. I sincerely hope that learning my struggle in writing this thesis will not

stop you from reaching your dream and study hard for getting higher education. Again, my love for both of you will always be my infinitive investment.

To my husband, Papa Iwan Setiawan, thank you for being there for me when I need you most. I believe that you understand this achievement is actually our achievement. Your sincere and continuous support was and will always be my dope in coping with everything ahead.

Last but not least, I would also like to thank my parents , my parents in law and siblings for making me who I am today. I never stop learning from you all for our family is my most loved educational institution.

Finally, I expect that this thesis will be useful to the maritime English teaching.

Semarang; February 2016

Nita

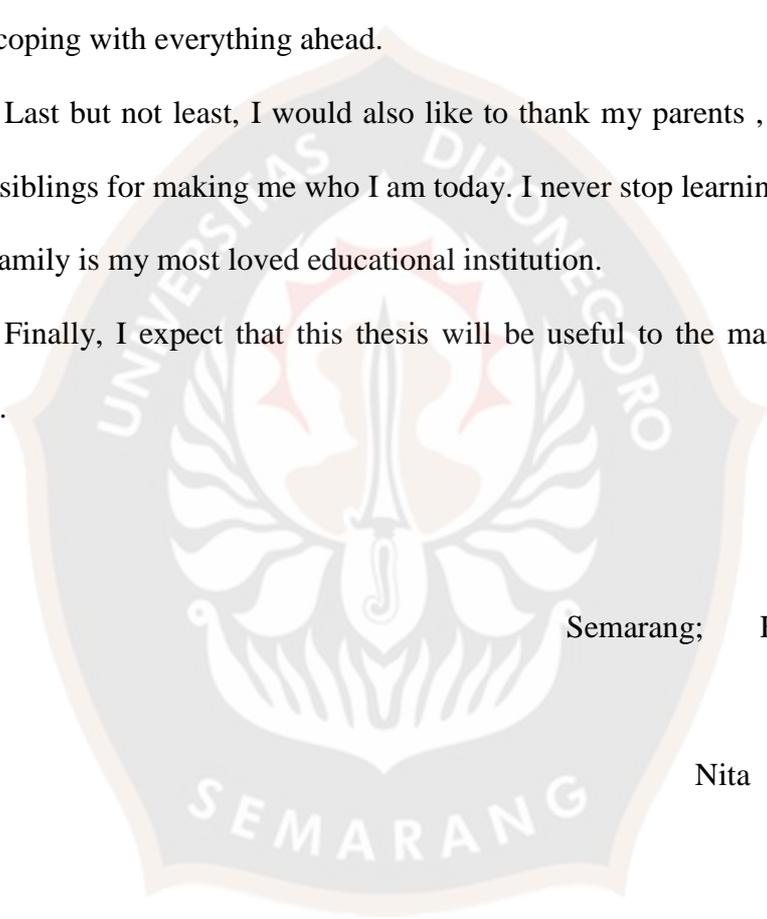


TABLE OF CONTENTS

	page
APPROVAL.....	iii
VALIDATION.....	iv
CERTIFICATION OF ORIGINALITY	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENT.....	viii
LIST OF TABLE AND FIGURE	xi
LIST OF APPENDIXES.....	xii
ABSTRACT	xiii
CHAPTER I INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Scope of the Problem.....	5
1.3 Objectives of the Study.....	5
1.4 Significance of the Study	6
1.5 Scope of the Study	7
1.6 Definition of Terms	8
1.7 The Outline of the Report	10
CHAPTER II REVIEW OF RELATED LITERATURE	12
2.1 Previous Studies	12
2.2 Action Research	13
2.3. General View of Vocabulary	14

2.3.1. The Definition of Vocabulary	14
2.3.2. Vocabulary Mastery.....	15
2.3.3. The Types of Vocabulary	15
2.3.4. Vocabulary Teaching Technique	16
2.3.5. Problems in Learning and Teaching Vocabulary	17
2.4. General View of Drilling	20
2.4.1. Drill	20
2.4.2. Kinds of Drill	21
2.4.3. Back Chaining Drill.....	26
2.5. Action Hypothesis	29
CHAPTER III RESEARCH METHOD	30
3.1. Research Design.....	30
3.2. Subject of the Research	32
3.3. The Model of Action Research	32
3.4. The Procedure of Action Research.....	32
3.4.1 Identifying The Problem	33
3.4.2 Carrying Out the Real Action Research.....	33
3.4.3. Doing Evaluation	35
3.5. Technique for Collecting Data	35
3.6. Technique for Analyzing Data	37
CHAPTER IV FINDINGS AND DISCUSSION	40
4.1. Process of the Research.....	40
4.1.1. Introduction.....	40

4.1.2. Research Implementation	40
4.1.3. Cycle 1	41
4.1.3.1. Identifying the Problem	41
4.1.3.2. Planning the Action.....	42
4.1.3.3. Implementing the Action	43
4.1.3.4. Observing or Monitoring the Action.....	49
4.1.3.5. Reflecting and Evaluating the Observation Result	52
4.1.3.6. Revising the Plan.....	54
4.1.4 Cycle 2	55
4.1.4.1. Identifying the Problem	55
4.1.4.2. Planning the Action.....	55
4.1.4.3. Implementing the Action	56
4.1.4.4. Observing or Monitoring the Action.....	62
4.1.4.5. Reflecting and Evaluating the Action	64
4.2. Result Findings and Discussion	65
4.2.1. Result Findings	65
4.2.2. Discussion	67
CHAPTER V CONCLUSION, IMPLICATION AND SUGGESTION	74
5.1. Conclusion.....	74
5.2. Implication	75
5.3 Suggestion	76
REFERENCE	78

List of Tables and Figures

Number	Title	Page
	Diagram of Action Research	38
Table 1	Paired Samples Statistics	77
Table 2	Cadets' improvement in SMCP's mastery score	77
Table 3	The Improvement of the cadets' test result	78



List of Appendixes

Appendix 1. Field Note of the Observation Result

Appendix 2. Lesson Plan

Appendix 3. Interview Result

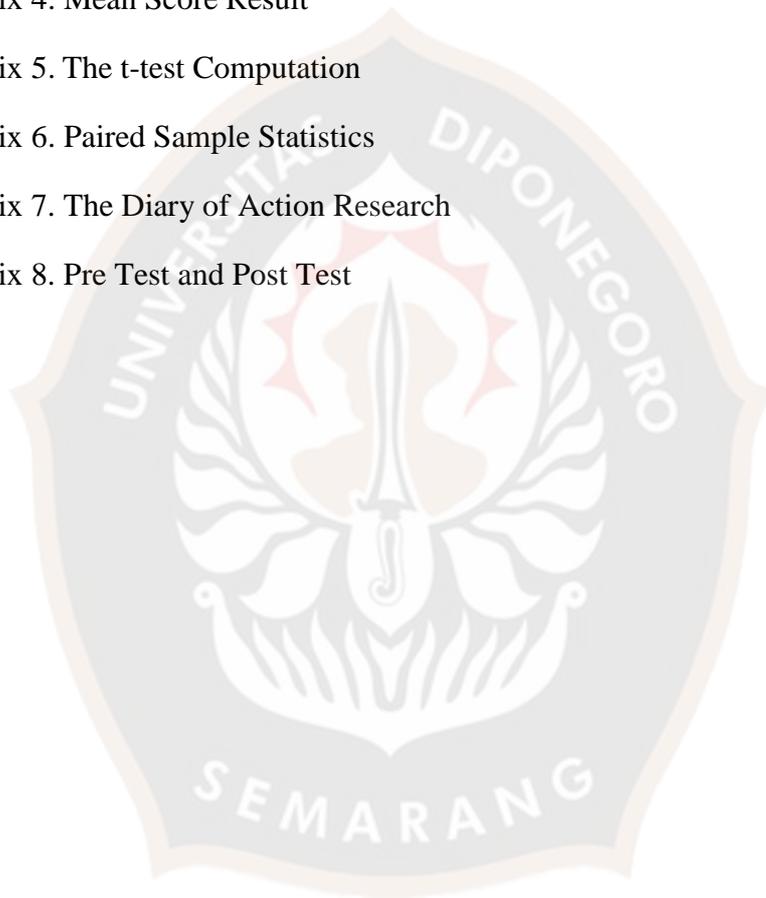
Appendix 4. Mean Score Result

Appendix 5. The t-test Computation

Appendix 6. Paired Sample Statistics

Appendix 7. The Diary of Action Research

Appendix 8. Pre Test and Post Test



ABSTRACT

This research is aimed at finding out whether the use of Back Chaining Drills technique in teaching vocabulary can improve cadet's enthusiasm and cadets' mastery of IMO Standard Marine Communication Phrases. The subjects of this research were 30 cadets of the 3rd semester of Deck Department of *Politeknik Ilmu Pelayaran Semarang*. The action research was implemented in this research and there were two cycles. Each cycle consists of planning, acting, observing and reflecting. The data were collected through observation sheet, questionnaire, and test. The data attained from those instruments were analyzed using formula to calculate mean, the improvement of the cadets' score and questionnaire percentage. The mean score of the first and second cycle are 67.93 and 76.6. In the first cycle, though the cadets still confused with the technique introduced but they were happy doing it. By the process, the cadets started to enjoy the activities and asked the researcher to add more phrases to practice. In the second cycle, the cadets were very enthusiastic with the "Back Chaining Drills" activity and they could master more phrases. Hence it can be inferred that there was a big improvement. Cadets' interest and their attitude about learning SMCP's in class also improved, while their difficulties in using IMO's SMCP's decreased. Thus, it can be concluded that there was improvement of cadets' practice of IMO SMCP of the 3rd semester of *Politeknik Ilmu Pelayaran Semarang* by using Back Chaining Drills.

Keywords: vocabulary, action research, SMCPs, back chaining drill

INTISARI

Penelitian ini bertujuan untuk mengetahui apakah teknik *Back Chaining Drill* dalam pengajaran perbendaharaan kata mampu meningkatkan kemampuan taruna dalam menguasai frasa standar komunikasi kelautan IMO. Subyek pada penelitian ini adalah 30 taruna pada semester 3 program studi Nautika di Politeknik Ilmu Pelayaran Semarang. Penelitian ini adalah penelitian tindakan kelas yang menerapkan dua siklus didalamnya. Tiap siklus terdapat perencanaan, tindakan, observasi, dan refleksi. Data didapatkan dari lembar observasi, kuesioner, dan tes. Rata-rata nilai siklus pertama dan kedua adalah 67,93 dan 76,6. Pada siklus pertama meskipun taruna masih bingung terhadap teknik yang dibawakan namun mereka senang menerima teknik tersebut. Pada proses penerimaan teknik *Back Chaining Drill* para taruna mulai menyukai aktivitasnya dan meminta penambahan frasa dalam latihan. Pada siklus kedua, para taruna sangat antusias dengan aktivitas teknik *Back Chaining Drill* dan mereka dapat menguasai frasa lebih banyak. Dengan demikian dapat disimpulkan bahwa ada peningkatan berdasarkan nilai rata-rata. Ketertarikan taruna dan perilakunya pada pembelajaran SMCP di dalam kelas juga mengalami peningkatan, disamping itu kesulitan dalam penggunaan IMO SMCP menurun. Berdasarkan temuan tersebut dapat disimpulkan bahwa terdapat peningkatan performa taruna dalam IMO SMCP pada taruna semester 3 program studi Nautika di Politeknik Ilmu Pelayaran Semarang dengan menggunakan teknik *Back Chaining Drill*.

Kata kunci : kosakata, penelitian tindakan kelas, SMCP, *Back Chaining Drills*

CHAPTER I

INTRODUCTION

The introduction chapter comprises seven parts, they are: general background of the study, scope of the problem, the problem statements, objective of the study, significance of the study, scope of the study, the term definitions and the outline of the report.

1.1. Background of the Study

People get language from custom, habit, and learning process. The first language is acquired through habit and custom, which is generally called language acquisition. It is possible if there is opportunity for them to get and to use the language in the speech community speaking the language. While language learning is preferred if there is no chance to get and use the language in the real community speaking the language learnt.

English as a foreign language in Indonesia is acquired through learning process. Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction (Brown, 2007:7). It happens in the countries which use English in their daily conversation, for example Singapore, Malaysia, and India. However, in Indonesia, people do not have opportunity to get and to use English in the speech community speaking the language, so they get it through learning process.

The Indonesian government places English as a foreign language. It becomes a compulsory subject in secondary schools and universities. English is just used in formal situation. It is rarely used in daily speaking activity, but it is used in

maritime area to communicate each other through some codes. Every crew in maritime area has to understand some codes in English. However, the fact says that not all of the crews understand that codes.

It had been reported that over 80 % of accidents and incidents at sea are due to human error (IMO,2005). One of the main causes of those conditions is due to poor standards of Maritime English. Many ships, and to a lesser extent, ports, are manned by multinational crews. Hence good communication in Maritime English is essential for creation and maintenance of effective working environments and safety of the crew. There are many reports and papers (MCA-MSC 82/15/02 and MSC 82/15/03, Ziarati, 2006) identifying poor communication as one of the most significant factors in accidents at sea and at ports.

The importance of English Language competence was highlighted at the recent International Maritime Organization (IMO) Maritime Safety Committee (IMO MSC 82, 2006). It was reported that many seafarers have problems in expressing themselves in English and in using maritime terminologies. Considering the severe shortages of personnel with sea going experience, the need for the better qualified seafarers with enhanced English language communication skills is expected to become the most important human element issue for shipping companies in the near future which are desperately seeking seafarers to run their vessels safely and efficiently.

In order to solve such communication problems deriving from language difficulties, the IMO on its 22nd Assembly launched Standard Marine Communication Phrases (SMCP) and they have been systematically developed and

nowadays regulated as Regulation A.918. Moreover, the application of SMCP communication among crew members on ships and between ships and shore services is compulsory by Standard of Training Certification and Watchkeeping (STCW) and Safety of Life at Sea (SOLAS). These actions were taken by the International Maritime Organization (IMO) which has given a considerable boost to several learned societies and associations relating to Maritime Education and Training.

Politeknik Ilmu Pelayaran Semarang educates and trains cadets to be officers and engineers of ocean going vessels and Maritime English is one of the subjects directed by the International Maritime Organization (IMO). The main purpose of the English lecture is to improve the skill in communication. Successful communication requires more than the ability to integrate the language system and skill. The cadets also need to master the communicative competence, as Hymes (1973 : 5) says that speakers of a language have to have more than grammatical competence in order to be able to communicate effectively; they also need to know how language is used by members of a speech community to accomplish their purposes.

IMO Model Course 3.17 Maritime English is a guideline for assisting trainers to develop their own programs to achieve the standard of English of Standard Training Competence and Watchkeeping (STCW) 1995 Convention regulated by International Maritime Organization (IMO). However, Standard Marine Communication Phrases (SMCP) were made to avoid miscommunications

among crewmembers by IMO. The phrases are used by crew on board and crew on other ships, or coastal stations.

As a Maritime English lecturer in Politeknik Ilmu Pelayaran Semarang, the researcher finds problems in teaching Maritime English Vocabulary, especially Standard Marine Communication Phrases. The researcher found out that the cadets' vocabularies mastery was poor. It can be seen from the following aspects: (1) the low scores of cadets' vocabulary test (2) the difficulties in pronouncing the words correctly and (3) the difficulties in using Standard Marine Communication Phrases. The preliminary observation also reveals the possible causes of the problem above, namely the cadets' attention and motivation is low, some of them are not aware how important it is to use maritime English in their future either because they are not sure if they will pursue careers in this field or because they rely on their knowledge of general English, underestimating the role of maritime terminology. Another difficulty for cadets is memorizing maritime vocabularies when they do not know the meaning of the words in their native language, for example, cadets misunderstood the phrase 'standing guy' a technical term relating to cargo handling gear, if they do not have enough knowledge of vessel structure and equipment.

Lecturers in general, play an essential part in achieving the goals of teaching and the quality of maritime English teaching decides whether the cadets will become competent seafarers to meet requirements of IMO conventions and whether they will be communicating freely in the global maritime community. Several attempts should be done to overcome this important issue, one of them is to find some teaching techniques so that cadets, as prospective seafarers can learn the

Maritime Vocabulary effectively. IMO 3.17 Rev.09 suggests some teaching techniques for SMCP, such as SMCP Comprehension Activities, SMCP Message Markers, Students' recording, Taking Notes, Transferring messages to SMCP, Drilling SMCP, SMCP dialogue prompt, Random Choice Communications, Collaborative Dialogues, Free SMCP Role Play, Half Dialogues, and Guided SMCP Role Plays. The lecturers can use some techniques which are recommended by the IMO instead of using only lecturing technique to deliver the teaching materials.

Based on the background above, the researcher would like to conduct classroom action research by using Back Chaining Drills to improve the cadets' mastery of IMO Standard Marine Communication Phrases.

1.2. Scope of the Problem

To make specific research, the researcher limits the study as follows:

- a) To what extent was the vocabulary mastery of third semester cadets of Politeknik Ilmu Pelayaran Semarang was improved through Back Chaining Drills technique?
- b) How was the Back Chaining Drills implemented in the English class?

1.3. Objectives of the Study

Throughout this study, some objectives are achieved, they are :

- a) To find out the vocabulary mastery of the third semester cadets of Politeknik Ilmu Pelayaran Semarang that is taught by Back Chaining Drills technique

- b) To find out the implementation of Back Chaining Drills in the English class at the third semester cadets of Deck Department of Politeknik Ilmu Pelayaran Semarang in the Academic Year 2014/2015.

1.4. Significance of the Study

This research is expected to contribute pedagogically, practically and theoretically. Practically, this study is significant for the Maritime English lecturers at Politeknik Ilmu Pelayaran Semarang, the students and also the future researchers.

1. For Maritime English lecturers at Politeknik Ilmu Pelayaran Semarang

The findings of this research can be used as a reference for the English lecturers at Politeknik Ilmu Pelayaran Semarang about their teaching technique, so that they can improve their teaching activities, especially in the teaching vocabulary mastery.

2. For the students

The technique that is proven to be a way to improve mastery of IMO Standard Marine Communication Phrases will be the way for them to improve their vocabulary mastery as well despite the fact that to comprehend spoken English has a number of strategies, and this Back Chaining Drills technique is one technique that may be used.

3. For the further researchers

The results can be used for the further researchers which focus on improving vocabulary mastery, such as using different teaching materials other than Standard Marine Communication Phrases.

1.5. Scope of the Study

This research is aimed at finding out whether the use of Back Chaining Drills technique in teaching vocabulary can improve cadets' mastery of IMO Standard Marine Communication Phrases.

Drill is one of the famous methods in teaching English, basically drilling is a form of repetitive practice a various things, from grammar structures to connected speech. There are some ways in doing drills, one of them is known as 'back chaining drills'. Here in the research, the researcher tried to see this back chaining drills to be implemented in the classroom and whether it can improve students' mastery of IMO Standard Marine Communication Phrases.

The type of drilling in this study is Back Chaining Drills where the teacher pronounces the last syllable, the student repeats, and then the teacher continues, working backwards from the end of the word to the beginning. Back-chaining makes natural stress easier for the students. It is easier than the front-chaining, which starts from the first syllable, because back-chaining requires that the student put the new element first where it is more difficult to forget.

Classroom action research is used as the way to observe the improvement of cadets' mastery of IMO Standard Marine Communication Phrases. Here, the researcher is the teacher of the students that give the treatment.

The scope of the study was the English teacher and the third semester cadets at Politeknik Ilmu Pelayaran Semarang. The third semester cadets deck department to be the observed class since in this semester cadets is started to use the IMO phrases in their practice on the sea. The study is concerned with the teaching method especially in teaching vocabulary. This research was intended to give an important contribution to a better technique of teaching vocabulary to improve cadets' mastery of IMO Standard Marine Communication Phrases.

1.6. Definition of Key Terms

Several keys were used in this study. They are vocabulary, teaching vocabulary, Standard Marine Communication Phrases (SMCP), Back Chaining Drills, and action research. The definitions of the key term are described below :

a) Vocabulary

Cross (1992 : 5) states that a major aim of most teaching program is to help the students to gain large vocabulary of useful words. According Carthy the vocabulary of language like English consists of several hundred thousand words (1990 : 121). The research was used to improve cadets' vocabulary mastery in IMO Standard Marine Communication Phrases. Cadets were trained in the process of receiving the IMO phrases that they have to use in their practice at sea.

b) IMO Standard Marine Communication Phrases (SMCP)

IMO Standard Marine Communication Phrases (SMCP) is phrases in all types of messages the standardised maritime language used to reduce the risk of accidents (Kluijven:25)

c) Back Chaining Drills

Back-chaining is a technique used in teaching oral language skills, especially with polysyllabic or difficult words. The teacher pronounces the last syllable, the student repeats, and then the teacher continues, working backwards from the end of the word to the beginning. For example, to teach the name 'Mussorgsky' a teacher will pronounce the last syllable: *-sky*, and have the student repeat it. Then the teacher will repeat it with *-sorg-* attached before: *-sorg-sky*, and all that remains is the first syllable: *Mus-sorg-sky*.

Back-chaining makes natural stress easier for the students. It is easier than the front-chaining, which starts from the first syllable, because back-chaining requires that the student put the new element first where it is more difficult to forget.

d) Action research

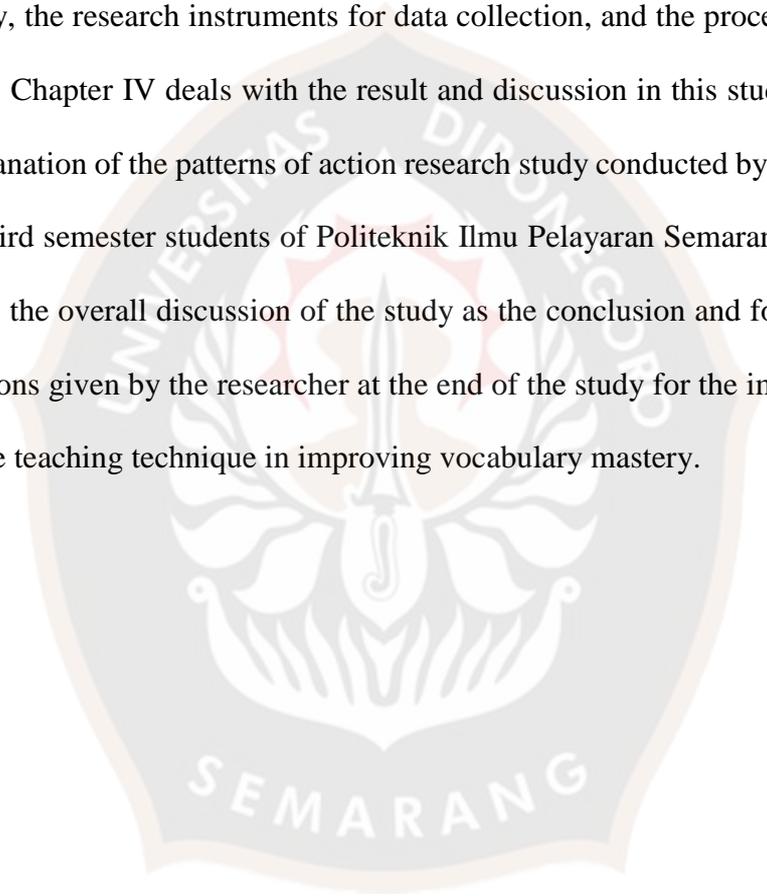
Mills stated (2000: 6) action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in teaching/learning environment to gather information about the ways how their particular schools operate, how they teach, and how well their students learn.

1.7. The Outline of the Report

This study is organized in five chapters. Chapter I describes the general background to the study, statement of the problems, objective of the study, significance of the study, scope of the study, and the organization of writing. In general, this chapter provides the framework or the ground thinking of this study to carry out the following chapters. Chapter II provides the review of the related

literature. It describes the theories used in developing the study. All of them serve the fundamental references in conducting the study, with respect to theoretical frame work, data collection and analysis.

Meanwhile, Chapter III is the research method which the current study is procedurally based. It gives the description of the research design, the subject of the study, the research instruments for data collection, and the procedures for data analysis. Chapter IV deals with the result and discussion in this study. It provides the explanation of the patterns of action research study conducted by the researcher in the third semester students of Politeknik Ilmu Pelayaran Semarang. Chapter V provides the overall discussion of the study as the conclusion and followed by the suggestions given by the researcher at the end of the study for the improvement of language teaching technique in improving vocabulary mastery.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides the theories of the study. It is divided into six parts: previous studies, definition and theory of action research, general view of vocabulary, definition of IMO SMCP, definition and theory of Back Chaining Drills technique, definition and action hypothesis.

2.1. Previous studies

There has been substantial literature of previous studies conducted by language teachers that attempted to empirically draw conclusion of effective vocabulary teaching. Riswanto and Endang Haryanto (2012) did research about improving students' pronunciation through communicative drilling technique by using classroom action research method. This research was held in SMAN 07 South Bengkulu in 2012. The researchers held three cycles in this research. There was improvement in students' pronunciation achievement in each cycle. The data were analyzed by using percentage. There were five types of score, those were excellent, very good, good, low, and failed. The percentages of excellent, very good, and good scores increased while the percentage of low and failed scores decreased. The researchers concluded that communicative drilling technique improved the students' pronunciation achievement.

Another research was done by Septian Maharani (2012) about improving students' vocabulary mastery through the use of wall charts by using classroom action research. This research was held in SDN Parangjoro 1 Sukoharjo. The researcher combined wall chart with games and drilling. She held the research into

two cycles while each cycle consists of three meetings. The result of this research showed that there was improvement in students' achievement especially about vocabulary mastery. The result was showed by using achievement score. The mean score of pre test was 54.5, in post test 1 was 66.2, and in post test 2 was 77. It means that the use of wall chart combined with games and drilling could improve the students' vocabulary mastery.

Other researches were done by Zunita Widyasari (2012) about the use of crossword puzzle to improve vocabulary mastery by using classroom action research. This research held in the first year students of MA Al Bidayah Candi Bandungan. The teaching learning process by using crossword puzzle gives the positive effect in improving the student's vocabulary and the student's motivation in learning vocabulary. This is shown by the students' enthusiasm in doing crossword puzzle and most of the students more understand what the teacher said in cycle II than in cycle I. Moreover, the student's achievement of vocabulary has improved by using crossword puzzle in teaching learning process. When the researcher compare between pre test and post test, she will know that the students' score in post test is greater than pre test. Furthermore the result of *t-test* calculation in cycle I is 5, 97 and in cycle II is 6, 33. It indicates that by applying crossword puzzle, the students' vocabulary has improved.

Yosephus Setyo Nugroho (2012) did the action research in *SD Negeri II Watuagung*. The research was about improving vocabulary mastery by using flashcards. There are two cycles of action. The researcher chose flashcards because the use of flashcards is related to the characteristics of elementary school students

as children who commonly feel interested in something with attractive shapes and color. In collecting the data, the researcher used qualitative and quantitative methods. The technique of qualitative data was interview, observation, document analysis, and test. For the quantitative data, the data are analyzed by finding and comparing the mean scores in pre-test and post-test (descriptive statistics).

Based on interview, observation, analyzing the document, and test result, the students made improvement in vocabulary mastery. The students can learn vocabulary easier than before. When flashcards are used, in the first and the second cycle, students are active and enthusiastic in joining learning activity. The tests score results shows an improvement of the students' achievement. The students' mean score in the pre-test is 45.70, in post-test 1 is 70.52, and in post-test 2 is 80.13. It can be concluded that teaching English vocabulary by using flashcards as media can improve the students' vocabulary mastery. The result of the research implies that English teachers need to choose the appropriate media in teaching vocabulary; one of them is flashcards.

Lusiana Dewi Kusumayati (2010) did the research about improving students' vocabulary by using contextual teaching and learning. This research was conducted in SD Negeri Kalimacan, which is located in Jalan raya Solo-Purwodadi KM. 15, in the district of Kalimacan, Kalijambe, Sragen. From the research, teaching vocabulary using contextual teaching and learning can improve the students' vocabulary mastery and change the students' behavior. The improvement after CTL is applied in the teaching and learning process could be seen in the increasing students' participation in learning English. There were improvement of

students' participation in attending the lesson. The students participate well in following all the procedures of the teaching learning process. Next was the improvement of learning situation. The students learn in an enjoyable situation. They find that contextual teaching and learning is not boring. Then, the improvement of the students' spelling. Since the poorest component of vocabulary in the result of the first post test is spelling, the researcher and the teacher gave more spelling activities. And the last was the improvement of students' score. One of the indicators that the action is successful is the improvement of the students' mean-score. Before using CTL, the students tend to be passive. When the teacher asked some questions, nobody wanted to answer the questions. But after CTL was applied in the class, almost all of the students raised their hands as a sign for willing to answer the questions. The students were interested and motivated in learning English. Besides, their achievement also improved, as shown by the mean score of post-test (78.16) an increase of the students' achievement from pre-test (57.76). Based on the research finding above, the researcher conclude that teaching vocabulary using CTL can improve the students' vocabulary.

Dwi Wantini (2009) conducted action research about improving vocabulary by using realia. This classroom action research was conducted in two cycles in SD Negeri Kalimacan . In collecting the data, the researcher used two techniques namely test and non-test technique. Test technique consist of pretest and post-test which were conducted in every cycle. Non-test technique consists of three ways namely observation, interview, documentation. The researcher combines realia and drilling activities. Drilling activities used in second cycle. The result of the action

showed that the students' vocabulary mastery improved as shown in the result of both the observation of students' activities during the action and the result of the pre-tests and post-tests scores. The mean score of tests in cycle 1 are 7.05 to 8.16. In cycle 2 the mean score of pre-test is 7.23 and the mean score of post test is 9.16. There were also positive changes in students' behavior in learning English. During the action, the students paid good participation to the lesson. The students were more active in joining the process of teaching and learning. Therefore, it can be concluded that teaching vocabulary using realia can improve the students' vocabulary mastery.

Misra Fadillah (2010) did research about teaching vocabulary through total physical response method at the seventh grade of Islamic Junior High School (MTs) Khazanah Kebajikan Pondok Cabe Ilir. It includes the differences on the students' vocabulary mastery learnt by using Total Physical Response Method compared to the students' vocabulary mastery learnt by using Grammar Translation Method, and the students' vocabulary achievement learnt by using Total Physical Response Method. The aim of the research is to gain the information about the effectiveness of Total Physical Response method in teaching vocabulary, moreover it is conducted to get the effective technique in teaching vocabulary at seventh grade of students of junior high School (MTs) Khazanah Kebajikan. The sample of the research was 30 students of seventh year. This research was using an experimental method in the quantitative form by collecting data from documentation, and test. The data collected in this research were analyzed by using t-test. From the data it can be said that there is significance influence of using Total Physical Response

method in teaching vocabulary is accepted. It can be concluded that using Total Physical Response in teaching vocabulary is quite success by using TPR method. It is not only effective to lead students feel more interesting and enjoy doing activity in the class, but also it can give the students the opportunities to be active in learning English vocabulary.

Next research was conducted by Mila Januar Widyaningsih (2014) about improving speaking skill by using chain drill technique in SMPN 1 Amlapura. Based on the result of the pre-test which was carried out in the pre-cycle, it pointed out that the subjects' ability in describing something or someone orally was categorized insufficient. The total score of pretest was 1852 and the mean score was 52.91. The present classroom action research then was carried out by implementing chain drill technique in two-planned cycles, cycle 1 and cycle 2, which each cycle consisted of two sessions. The result of the post-test 1 (R1) obviously showed that there was significant improvement concerning the subjects' speaking skill in describing something or someone. The total score of post-test 1 was 2460 and the mean was 70.28. In post-test 1, the computation showed that 20% of the subjects under study reached the standard minimum achievement. The scores of Cycle II were "excellent". The total score of R2 was 2824 and the mean was 80.68. In post-test 2, the computation of the scores showed that 80% of the subjects under study reached the standard minimum achievement, which meant that the study was successful in improving subjects' speaking skill. This research furthermore showed that there was changing learning behavior as the result of positive responses concerning the technique applied in improving the subjects' speaking skill. To sum

up, the present classroom action study proved that chain drill technique could improve speaking skill of SMPN I Amlapura in academic year 2013/2014; in addition, the subjects also responded positively the implementation of chain drill technique in speaking activity.

Decy Anggriani (2013) did the research about improving students' vocabulary achievement through word walls strategy. This study was conducted by using classroom action research in SMP Negeri 1 Pagar Merbau. The researcher combines word walls and drilling in the last cycle. The research was conducted in two cycles and each cycle consisted of three meetings. The result showed that the improvement of the students' scores from the first test in orientation test to the third test in cycle-II test. In the first test in orientation test, the mean was 48.48, in the second test in cycle-I test, the mean was 63.68, and the third test in cycle-II test, it was improved to be 79.04. Based on the diary notes, observation sheet, and questionnaire, it was found that the teaching learning activities ran well. Students were active and enthusiastic during the teaching learning process in the second cycle than the first one. The result of the researcher showed that the use of word walls strategy significantly improved students' vocabulary.

Next research was conducted by Hery Kurniawan Akhmad Ikhsan (2013) about applying drills to improve language proficiency. The subjects of the study was first-year students enrolled in English class of a vocational school at Kushiro Shenmon Gakko. This study investigated the effect of drill practice on the learners' proficiency. There was a group of students taking pre- and post-test. The group took the drill practice in their class for a period of six sessions. In each session, the

researcher practiced the drill with them and elaborated on grammatical, phonological, and lexical points in the oral mode. The results of the study showed that the group of students made improvement in their language proficiency. These results suggest that drill practice really do have an effect to improve students' language proficiency. Specifically, the results suggest that when students get more drill practice, their language proficiency is improved.

Based on the previous studies, this current study is different, but in this study the researcher used Back Chaining Drills technique to improve cadets' vocabulary mastery.

2.2. Action Research

Actually, action research is any systematic inquiry conducted by teacher researchers, principals, school counselor, or other stakeholders in teaching or learning environment, to gather information about the ways that their particular schools operate, how they teach, and how well their student learn (Mills, 2000:6). And the aim or the goal of this research is to improve and evaluate the results of strategies practice. Kemmis and Mc Taggart (1988) in Nunan (1992: 17) state that there are three characteristics of action research, firstly, the action research is carried out by practitioners rather than outside researchers. Secondly, the kind of the action research is collaborative, and thirdly, the action research aimed at changing conditions.

It can be summarized that action research is any systematic inquiry conducted by teachers researchers, principals, school counselor, or other stakeholders in teaching or learning environment, to gather information about the

ways that their particular schools operate, how they teach, and how well their students learn in order. This research has a certain goal that improves and evaluates the results of strategic practice.

2.3. General View of Vocabulary

This section presents the theoretical review of the study. The explanation will define further the definition of vocabulary, vocabulary mastery, the types of vocabulary, vocabulary teaching techniques, and problems in teaching and learning vocabulary.

2.3.1. Definition of Vocabulary

Vocabulary is very important in learning English, so it must be mastered in order to learn successfully. However, good vocabulary mastery has an important role in learning English. Students need to learn what words mean and how they are used. There are some definitions of vocabulary. Burns and Broman (1975: 295) define that vocabulary as the stock of words used by person, class, or profession.

Likewise, Hatch and Brown (1995: 1) say that the term vocabulary refers to a list or a set of words that individual speakers of language might use. Since vocabulary is a list, the only system involved is alphabetical order in dictionaries. The choice in vocabulary selection and methods used in teaching vocabulary are important factors. It means that to get meaning of words needs the process of learning in context as stated by Allen French (1983: 4). He says that it is true that the students will make mistakes if they learn the meaning of many words without learning how to put together in a sentence. In other words, learning vocabulary cannot be focused on the use of dictionary.

2.3.2. Vocabulary Mastery

Vocabulary mastery is always be an essential part of English. Lewis and Hill (1990: 12) say that vocabulary is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having proportional English vocabulary, students will get some difficulties in using English. In other words, it can be said that if students have sufficient vocabulary then all else is easy. From these definitions, it comes to a conclusion that mastery means the competency to understand and apply something learned, in this term the stock of words.

Based on the discussion above, vocabulary has an important role in language skills. By mastering vocabulary, students get the easiness to increase their ability to master all the language skills.

2.3.3. Types of Vocabulary

Some experts have given different types of vocabulary. According to Hatch and Brown (1995: 370) there are two kinds of vocabulary namely receptive and productive vocabulary. Productive refers to active vocabulary and receptive refers to passive vocabulary. Active or productive vocabulary is words which the students understand, can pronounce correctly and use constructively in speaking and writing, while passive or receptive vocabulary is words that students recognize and understand when they occur in a context, but cannot produce correctly themselves.

According to Harmer (1998: 159) active vocabulary refers to vocabulary that students have been taught or learn and which the students will recognize when they meet them but which they will probably not be able to produce. It means that

active vocabulary is productive learning referring to speaking and writing, while passive vocabulary is receptive learning referring to reading and listening.

2.3.4. Teaching vocabulary

According to Wallace (1982:29), there are some principles in teaching vocabulary. The first is aims. The teacher should understand clearly what the aims of teaching vocabulary are, he/she expects the learners to master some difficult words of vocabulary that are needed in his/her lesson; the second is quantity, the teacher may have to decide on the number of vocabulary items to be learnt, the third is need. It is also possible for the teacher to put the responsibility of choosing the vocabulary to be taught to the students according to the students needs, the next principle is frequent exploration and repetition, it is impossible for us to remember a new word by only hearing it for once or twice. In learning vocabulary there has to be a certain amount of practice and repetition until there is evidence that students have already mastered the vocabulary of the target language. Meaningful presentation is also important principle, it means that learners must have a clear understanding of the new words that are taught i.e the meaning of the words that are being taught. The last one is situation presentation. In teaching vocabulary, teacher should focus on a topic. Words about things around us are given in one topic, words about animals in another etc.

2.3.5. Vocabulary Teaching Techniques

Giving more attention in the techniques used in teaching vocabulary is extremely important. Teachers should select the technique carefully in order to be successful in achieving the goals of the instruction. According to Harmer

(1998:161), there are some techniques that teachers may use in teaching vocabulary namely:

a. Realia

One way of presenting vocabularies is to bring the things they represent into the classroom. It means that by bringing realia into classroom. Words like ruler, books, pens, bags, etc, can obviously be presented in this way. The teacher holds up the object, says the word, and then gets the students to repeat it.

b. Pictures

Bringing the ruler into the classroom is not a problem, but bringing a car into the classroom will be different. One solution is by using pictures. Pictures can be used to explain the meaning of vocabulary items. They can be board drawings, wall pictures and charts, flashcards, magazines pictures, and any other non-technical visual representation.

c. Mime, action, and gestures

Explaining the meaning of words by using realia or pictures is sometimes impossible to do. For example, concepts like *running* or *standing* will be better if they are explained through action.

d. Contrast

As everybody knows that how words exist because of their relation and this can be used to teach meaning. The teacher can present the meaning of *empty* by contrasting it with *full*, *cold* by contrasting it with *hot*, *big* by contrasting it with

small. The teacher may present these concepts with pictures or mime, and drawing attention to the contrast in meaning the teacher ensures students' understanding.

e. Enumeration

Another sense relation is the relation of general and specific words. We can use this to introduce meaning. For example, we can say clothes and explain this by enumerating or listing various items of clothes. Other examples are vegetables and animals.

2.3.6. Problems in teaching and learning vocabulary

Teaching vocabulary is not easy to do. It is clearly more than just presenting new words. Vocabulary itself will make the students confused. As every body knows that English vocabulary given to the students is exactly something new, it leads the students to find difficulties in remembering and grasping them.

Roger (2001: 43) states that how easy or difficult a vocabulary item is depends on a number of factors as follows:

a). Similarity to L1

The difficulty of vocabulary items often depends on how similar the item is in form and meaning to the students' first language. There are many examples of these in European languages: someone described as sensible in English will be understood to be sensitive by many Europeans and if you say you are embarrassed to a Spanish speaker, they may well think you are expecting a baby. However, words, which are similar in the first language and English, may be misleading rather than helpful.

b). Similarity to English words already known

Once the students have some English words then a word that is related to an English word they are already familiar with is easier than one, which is not. For example, if students have already met the word *friendly* they should be able to guess the meaning of *unfriendly*.

c). Connotation

Connotation of the word is another difficult aspect that the learners have to grasp. For example, either *skinny* or *slim* could be used to describe someone who is thin. But these two words have very different in their connotation and by choosing one of them however; the speaker actually conveys a particular attitude. *Skinny* is a negative connotation, while *slim* is positive connotation.

d). Spelling and pronunciation

The spelling of English word can cause problems for students who speak languages with very regular spelling systems. Particular spelling patterns can also cause confusion where the pronunciation is concerned. For example, there are many students who are confused with the meaning, spelling, and, pronunciation of these words: *through, though, thought, tough, thorough*.

e). Multi-word items

A lexical item may consist of more than one word, as in a compound noun like *tennis shoes* or *sport car* or a phrasal verb such as *to put some one up*. Phrasal verbs are notoriously difficult for learners of English because they are made up of simple words often prepositions or adverbs that are easily confused.

f). Collocation

How a lexical item collocates can also cause difficulty. For example, we say that people are *injured* or *wounded* but things are *damaged*. When we say “*That is a wounded car*”, it looks strange.

g). Appropriate use

When to use vocabulary appropriately is also problematical. As we know that some words and expressions are restricted to use in particular contexts. For example, *He is pushing fifty*, *pushing* here means *almost*. But *pushing* is only used this way with older people. We cannot say *He is pushing three*.

From the explanation above, we know that there are some factors making the students have difficulty in learning vocabulary. So, it is important for the teachers to consider some aspects of a vocabulary item itself. Roger points out that there are three aspects of a vocabulary item that the teacher should consider when he introduces to the students. They are:

a). The form

Knowing part of speech of a word is important whether it is noun, verb, adjective, etc. Besides, the form here includes how the word is spelled. If the word has more than one syllable, the teacher should know where the stress is.

b). The meaning

Many English words have more than one meaning. What exact meaning in which context the teacher wants to focus on is extremely important.

c). The use

Knowing how the vocabulary item is used cannot be neglected. Some words and expressions have a restricted use. Using vocabulary appropriately is important.

2.4. IMO Standard Marine Communication Phrases

In maritime communications, seafarers have a specific language for the communication between vessel and coast station, and between vessel and vessel, called Standard Marine Communication Phrases (SMCP). SMCP communication among crewmembers on ships and between ships to shore services is compulsory according to Standard Training Certification and Watchkeeping (STCW) and Safety of Life at Sea (SOLAS) by International Maritime Organization (IMO).

2.4.1. Definition of SMCP

The SMCP, which was officially used in 2001 replacing the older version, Standard Marine Navigational Vocabulary, is regarded very important in building more effective and efficient communication. It was built on a basic English knowledge of English language. It was drafted intentionally in a simplified version of Maritime English in order to reduce grammatical, lexical and idiomatic varieties to a tolerable minimum, using standardized structures for the sake of its functional aspects. The phrases were offered to be used in emergency and other situations.

2.4.2. The Purpose of SMCP

The purpose of SMCP is to reduce misunderstanding in safety-related verbal communications, thereby endeavouring to reflect present Maritime English Language usage on board vessels and in ship-to-shore / ship-to-ship communication. As it is stated in SMCP (2002:1) that the IMO SMCP has been compiled to assist in the greater safety of navigation and of the conduct of the ship, to standardize the language used in communication for navigation at sea, in port approaches,

waterways and harbours, and onboard vessels with multilingual crews, and to assist maritime training institutions in meeting the objectives mentioned above.

2.4.3 Communication based on SMCP

There are three kinds of communication based on SMCP, they are urgency communications, safety communications, distress communications including Search and Rescue Communications.

2.4.3.1 Urgency Communications

Urgency communication is used in urgency traffic. Urgency traffic always has to commence with stating the position of the calling vessel if it is not included in the Digital Selective Call (DSC) alert. PAN-PAN is used to announce an Urgency message. Meanwhile Distress Communications announce distress messages.

2.4.3.2 Safety Communications

Communications that are used for safety, in meteorological, restricted visibility, ice, etc. SECURITE is used to announce safety messages.

2.4.3.3 Distress Communications

Distress communications is an internationally recognized communication indicating that the sender is threatened by grave and imminent danger and request immediate assistance.

2.5. General View of Drilling

This section presents the theoretical review of the study. The explanation will define further the definition of drills, kinds of drills, and back chaining drills.

2.5.1. Drill

Drilling is a technique that has been used in foreign language classrooms for many years. Drilling is a form of pattern practice which involves the repetition by learners of teacher models of restricted amounts of oral language input. It is a basic teaching technique of the method developed around the Second World War in the United States (Army Method, Oral Approach) which eventually developed into the Audio-Lingual Method. The Audio-Lingual Method drills students in the use of grammatical sentence patterns. Drilling means listening to a model, provided by the teacher, or a tape or another student and repeating what is heard. Drilling is a technique that is still used by many teachers when introducing new language items to their students. Harmer (2003:79) states that drilling is mechanical ways if getting students to demonstrate and practice their ability to use specific language items in a controlled manner. Learners could overcome the habits of their native language and form the new habits required to be target language spoken (Freeman, 2000:35). From those theories above, it can be concluded that drilling is a technique that has been used in foreign language classrooms and emphasizes on repeating structural patterns through oral practice to demonstrate students' ability in using specific language items in a controlled manner.

2.5.2. Kinds of Drill

According to Haycraft (1978:36), after presentation and explanation of the new structure, students may use controlled practice in saying useful and correct sentence patterns in combination with appropriate vocabulary. These patterns are known as oral drills. They can be inflexible: students often seem to master a

structure in drilling, but are then incapable of using it in other contexts.

Furthermore, drills have several types in form:

2.5.2.1 The Repetition Drill

The teacher says models (the word or phrases) and the students repeat it.

Example:

Teacher : It didn't rain, so I needn't have taken my umbrella.

Students : It didn't rain, so I needn't have taken my umbrella.

2.5.2.2 The Substitution Drill

Substitution drill can be used to practice different structures or vocabulary items (i. e one word or more word change during the drill)

Example:

Teacher : I go to school. He?

Students : He goes to school.

Teacher : They?

Students : They go to school.

2.5.2.3 The Question and Answer Drill

The teacher gives students practice with answering questions. The students should answer the teacher's questions very quickly. It is also possible for the teacher to let the students practice to ask questions as well. This gives students practice with the question pattern.

Example:

Teacher : Does he go to school? Yes?

Students : Yes, he does.

Teacher : No?

Students : No, he does not.

2.5.2.4 The Transformation Drill

The teacher gives students a certain kind of sentence pattern, an affirmation sentence for example. Students are asked to transform this sentence into a negative sentence. Other examples of transformations to ask of students are changing a statement into a question, an active sentence into a passive one, or direct speech into a reported speech.

Example: (positive into negative)

Teacher : I clean the house.

Students : I don't clean the house.

Teacher : She sings a song.

Students : She doesn't sing a song.

2.5.2.5 The Chain Drill

The teacher begins the chain by greeting a particular student, or asking him a question. That student respond, then turns to the students sitting next to him. The first student greets or asks a question of the second student and the chain continues. A chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech.

Teacher : What is the color of sky?

The color of sky is blue

What the color of banana?

Student A : The color of banana is yellow

What is the color of leaf?

Student B : The color of leaf is green

What is the color of our eyes?

Student C : The color of our eyes is black and white

2.5.2.6 The Expansion Drill

This drill is used when a long line dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the

sentence, usually the last phrase of the line. Then following the teacher's cue, the students expand what they are repeating part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs.

Example:

Teacher : My mother is a doctor.

Students : My mother is a doctor

Teacher : She works in the hospital.

Students : She works in the hospital

Teacher : My mother is a doctor. She works in the hospital.

Students : My mother is a doctor. She works in the hospital

Teacher : She take cares the patient.

Students : She take cares the patient

Teacher : My mother is a doctor. She works in the hospital. She take cares the patient

Students : My mother is a doctor. She works in the hospital. She take cares the patient

2.5.2.7 Communicative drills

This kind of drills is quite different from the so-called meaningless and mechanical drills used in a traditional grammar oriented class by some teachers, in which the primary focus is on the form of the language being used rather than its communicative content. Children do not blindly mimic adults' speech in a parrot fashion, without really needing to understand or communicate anything, but make selective use of simulation to construct the grammar and make sense of the expressions according to the grammar. This kind of drills has meanings and connotes information accordingly in a certain situation and at a certain time. It has an information gap and does involve communicative process. The child has access to language data and opportunities to interact with the inputs (meaningful inputs).

When processing the language they hear, children construct the grammar and make sense of the expression according to the grammar. When producing utterance, they follow the internalized grammatical rules. This kind of drilling can be formed by using the other drilling types. But the emphasis is that the student involving something real as well as communicative value and the practice creates an information gap.

Example:

Guessing game:

Teacher has something in mind (things, job, event, etc) and the students must guess that thing by using yes no question:

Students : Is it in the class?

Teacher : Yes, it is.

Students : Is it blue?

Teacher : No, it is not.

Students : Is it black?

Teacher : Yes, it is.

Students : Is it in the front of the class?

Teacher : Yes, it is.

Students : Is it black board?

Teacher : Yes, it is.

With the basis of the communicative drills, teachers may design more advanced communicative activities so that learners can have more opportunities to produce sustained speech with more variations in possible responses.

2.5.3. Back Chaining Drills

Back-chaining is a technique used in teaching oral language skills, especially with polysyllabic or difficult words. The teacher pronounces the last syllable, the student repeats, and then the teacher continues, working backwards

from the end of the word to the beginning. For example, to teach the name 'Mussorgsky' a teacher will pronounce the last syllable: *-sky*, and have the student repeat it. Then the teacher will repeat it with *-sorg-* attached before: *-sorg-sky*, and all that remains is the first syllable: *Mus-sorg-sky*.

Back-chaining makes natural stress easier for the students. It is easier than the front-chaining, which starts from the first syllable, because back-chaining requires that the student put the new element first where it is more difficult to forget. Back-chaining can also be applied to whole sentences, for instance when teachers model dialogue sentences for learners to imitate. The teacher first models the whole sentence. When he gets faulty and hesitant imitation responses from the learners, back-chaining (backward build up) should be used. Here is an example taken from Butzkamm & Caldwell (2009:148):

Teacher: I'm studying the present progressive.
(Students find it difficult to reproduce the sentence)
Teacher: progressive.
Student: progressive.
Teacher: the present progressive
(students imitate).
Teacher: I'm studying the present progressive
(students imitate the whole sentence correctly)

Back chaining is a drilling technique intended to help learners pronounce difficult sound groups, words or phrases. The teacher begins with the last sound, which the learners repeat, and then gradually builds up the word or phrase by going 'back' to the beginning.

Example

The following sequence is an example of a backchaining drill:

Teacher: Known

Learners: Known

Teacher: I'd known
Learners: I'd known
Teacher: If only I'd known
Learners: If only I'd known

Long sentences and multi-syllable words can be difficult for students to repeat correctly. Back chaining is a drilling technique intended to help learners pronounce difficult sounds group, words or phrases. It helps to break down the item into its constituent parts and drill them separately in reverse order and then link the sections together. It is also fun. For example, if the class has difficulty drilling the Standard Marine Communication Phrase 'What kind of assistance do you require?', teachers can drill the phrase in isolation, building up to the complete phrase like this:

Teacher : 'require,'
Students : 'do you require'.
Teacher : 'assistance',.
Students : 'what kind of assistance,'.
Teacher : 'what kind of assistance?'
Students : 'What kind of assistance do you require?'

It is important to make sure that the section breaks represent the phrasing of natural speech.

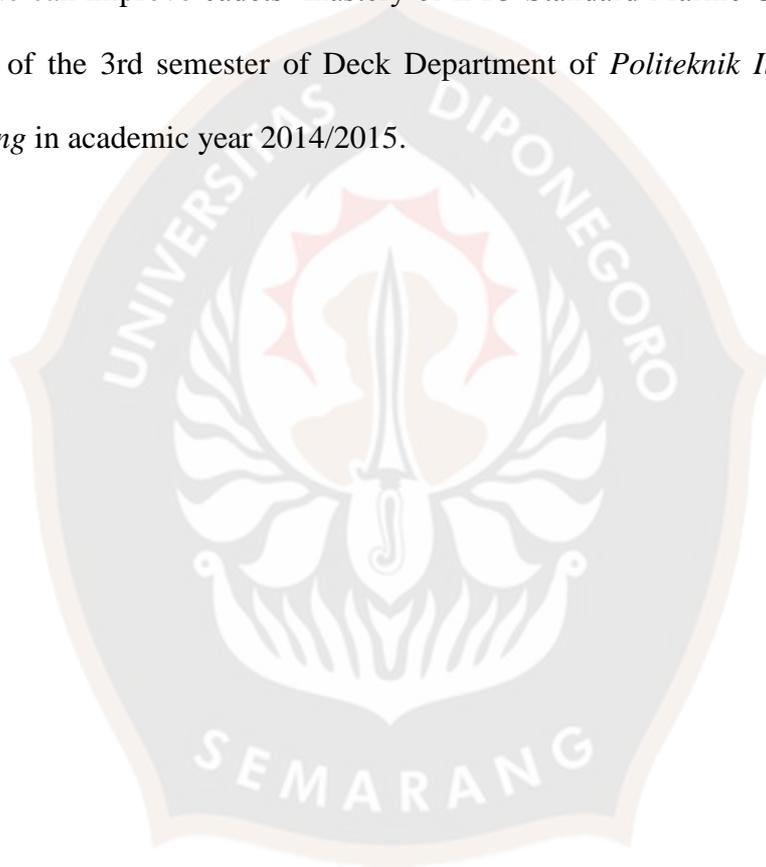
In the classroom BackChaining is one of many drilling techniques which can be used to focus on pronunciation problems. It is particularly useful to help learners pronounce weak, elided or intrusive sounds. In addition to helping learners say difficult phrases, it is also fun.

Based on the explanation above, back chaining drills also can be said as backward build-up (expansion) drill. The teacher begins with the part at the end of the

sentence (and works backward from there to keep the intonation of the line as natural as possible (Freeman, 2000:48)

2.6. Action Hypothesis

Based on the theory underlying back chaining drills technique, vocabulary mastery and teaching vocabulary, the hypothesis is: the use of back chaining drills technique can improve cadets' mastery of IMO Standard Marine Communication Phrases of the 3rd semester of Deck Department of *Politeknik Ilmu Pelayaran Semarang* in academic year 2014/2015.



CHAPTER III

RESEARCH METHOD

The study is classroom action research, which is aimed to implement the use of Back Chaining Drills to improve students' vocabulary mastery. This study was conducted on the third semester cadets of Deck Department of Politeknik Ilmu Pelayaran Semarang in the Academic Year 2014/2015. The research was conducted from July to September 2015.

3.1. Research Design

The research was action research. There are various definitions of action research stated by some experts. Kemmis as quoted by Hopkins (1993:44) gives the definition of action research as follows:

Action research is a form of self-reflective inquiry undertaken by participators in a social situation (including education) in order to improve the rationality and justice of (a) their own social or educational practice, (b) their understanding of these practices and (c) the situation in which practices are carried out.

While in Mills' point of view (2000: 6), action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in teaching/learning environment to gather information about the ways how their particular schools operate, how they teach, and how well their students learn. Moreover, Nunan (1997:18) argues that action research has distinctive feature that is those affected by planned changes have the primary responsibility for deciding on courses of critically informed action which seem likely to lead to improvement, for evaluating the results of strategies tried out in practice. While

Ebbut as quoted by Hopkins (1993: 45) states that action research is about the systematic study of attempts to improve educational practice by group or participants and by means of own reflection upon the effects of these actions.

Based on several definitions stated by some experts, it can be concluded that action research is any systematic inquiry undertaken by participators in a social situation (including education) which is directed towards greater understanding and improvement of practices where those practices are carried out.

Burn (1999:30) makes some characteristics of action research taken from some experts' definition as follows:

1. Action research is contextual, small-scale and localized. It identifies and investigates problems within a specific situation.
2. It is evaluating and reflective as it aims to bring about change and improvement in practice.
3. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.
4. Changes in practice are based on the collection of information or data which provides the impetus for changes.

In this study, the researcher used classroom action research. This research is aimed to improve the quality of teaching and learning process. In this case, the researcher wants to improve the cadets' mastery of IMO standard marine communication phrases by implementing Back Chaining Drills technique through classroom action research.

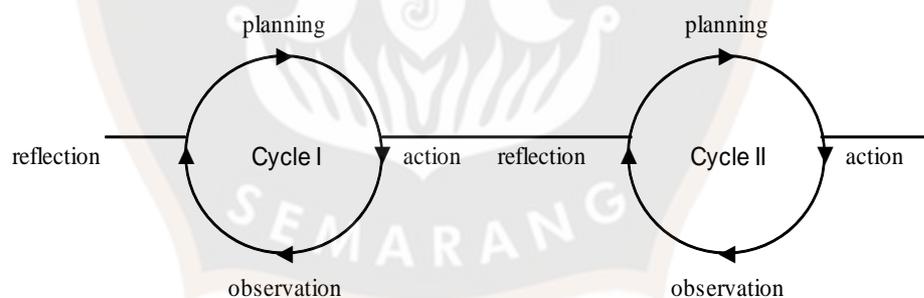
3.2. Subject of the Research

The subject of the research is the third semester cadets of Deck Department of Politeknik Ilmu Pelayaran Semarang. The reason why the researcher chooses the grade is because the teaching approach used in this research is workable for the third semester cadets of Deck Department of Politeknik Ilmu Pelayaran Semarang. Besides, from the pre observation, the researcher gets information that the students still have low vocabulary mastery.

3.3. Model of Action Research

The model of action research in this classroom action research uses the model developed by Kemmis and Taggart (in Hopkins, 1993: 48). There are four steps in this model of action research namely; planning, implementing the action, observing, and reflecting.

As shown in diagram below,



3.4. Procedure of Action Research

To get deeper understanding about the procedure of this action research, the detail explanation is as follows:

3.4.1. Identifying the problem

The researcher in this research identified the problem. The researcher found out that the cadets' vocabularies are poor. It can be seen from the following aspects: (1) the low scores of cadets' test on vocabulary (2) the difficulties in pronouncing the words correctly and (3) the difficulties in using Standard Marine Communication Phrases. The preliminary observation also reveals the possible causes of the problem above, that the cadets' attention and motivation is low, some of them are not aware how important it is to use maritime English in their future either because they are not sure if they will pursue careers in this field or because they rely on their knowledge of general English, underestimating the role of maritime terminology. Another difficulty for cadets is memorization of maritime vocabulary when they do not know the meaning of the words in their native language. From the pre observation the researcher also found that almost some cadets felt that English is a difficult language. They said that some English maritime vocabularies are difficult to memorize because they never used them in daily speaking, they only used the phrases in maritime english classroom. The cadets said that they were bored with the activities in teaching and learning process because they had to memorize the vocabularies that they didn't understand about the real meaning of the vocabularies. During the teaching and learning process they also felt sleepy because they were not interested in the material. The materials were delivered by using lecturing so it made the cadets feel bored too.

3.4.2. Carrying out the real action research

a). Planning

In this step, the researcher made a lesson plan about a certain topic, material, media, time, schedule, and instrument for observation. The researcher chose the topic for teaching materials. The researcher focused on Distress Communication, Distress Communications as internship communications are communications among seafarers in three conditions as follows; (1) Distress messages involving fire/explosion, flooding, collision, grounding, list-danger of capsizing, sinking, disabled and adrift, armed attack/piracy, under designated distress, abandoning vessels, and person overboard, (2) Search and Rescue, and (3) Requesting medical assistance. Time and schedule of this research are confirmed with the situation in the college. The researcher uses photographs, interview questions sheet, research diaries, and field notes for instruments of observation.

b). Implementing

In this step, the researcher implemented the activities written in the lesson plan. The researcher conducted two cycles because the time was limited. Each cycle in this research consisted of four meetings and each meeting took 100 minutes. The step of implementing stage was divided into three sections. Those were opening section, main activity section, and closing section.

c). Observing

In this step, the researcher as the practitioner implemented back chaining drills technique in the teaching and learning process, and the researcher also as the observer observed cadets' understanding, cadets' participation, cadets' activity, and cadets' comprehension in the teaching-learning process. Observation is one of the

techniques which is used in collecting the data. The result of the observation was recorded on observation sheets as the data.

d). Reflecting

After carrying out the teaching process using back chaining drills technique, the researcher recited the result of the activities which occurred in classroom as the reflection of the action. She evaluated the process and the result of the implementation of back chaining drills technique in teaching IMO standard marine communication phrases. It is a basic consideration to make plan and to conduct the next meeting. It also used to answer the hypothesis that has been proposed by the researcher before the action is carried out.

3.4.3. Doing evaluation

When the whole teaching process has been done, the cadets were given test. Then, the researcher found the mean of score. By analyzing the test result, the researcher could find whether there was an improvement of the cadet's vocabulary mastery especially in IMO phrases SMCP's or not.

3.5. Technique for Collecting Data

Data have very important role in research, because without data, it is impossible to get the result of the research. To obtain the data, the researcher used some instruments in collecting data, namely: observation, interview, and test.

In this research, the data were collected by using some instruments of qualitative data collection. The researcher used data instruments as follows.

1) Observation

The researcher observed and took notes of all that happened before, during and after the implementation of Back Chaining Drills in the classroom. There were some aspects which were observed, namely: class situation, students' behavior, teacher technique in delivering the materials and students response when they were given the materials.

2) Field Notes

The researcher took notes of each observation done. The researcher took note to all activities during the lesson, and noted the students' reaction and response to the teaching-learning process. Taking notes or field notes is another way of collecting information about classroom events, the teaching process, or the students' behavior. They were used to record activities happening in the class.

3) Documents

Documents were important source of data in action research. There were a wide range of documents that could be related to the research focus, including forms of reflection, lesson plans, classroom materials, and the result of students' English test.

4) Interview

This method was held at the beginning and the end of the research to know the students' view of the teaching-learning process, especially in the teaching of vocabulary mastery of IMO Standard Marine Communication Phrases.

5) Photograph

In the process of the implementation of the action, the researcher took photographs which covered students' behavior and students' learning activities to provide more accurate data.

3.6. Technique for Analyzing Data

The classroom action research in this study will be successful if there is an improvement or enhancement of cadets' mastery of IMO Standard Marine Communication Phrases. It can be showed when the students can do the test, and feel easy and enjoy in learning vocabulary especially vocabulary of IMO Standard Marine Communication Phrases in the classroom. After the data were collected, the researcher analyzed the scores from those tests by calculating the mean of the pre test and the post test. Then, the hypothesis of this research was tested by using non independent t-test. She used it to answer whether there are significant differences between cadets' vocabulary mastery of IMO Standard Marine Communication Phrases before and after the action.

The collected data were analyzed by qualitative and quantitative ways. The qualitative data analyses were used to analyze the data that were taken during the teaching learning process. The researcher used the indicators that show the improvement of the cadets' vocabulary mastery of IMO Standard Marine Communication Phrases.

The quantitative data analyses were used to analyze data from the result of the teaching learning process. It was done to compare the cadets' vocabulary mastery of IMO Standard Marine Communication Phrases before and after each cycle or the

result of pre-test and post-test. The results of the test are analyzed using non-independent t-test. The formula is stated as follows (Ary, 1979:150):

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Notes:

t = the t-value for non independent (correlated) means

D = the difference between the paired scores

\bar{D} = the mean of the differences

$\sum D^2$ = the sum of the squared difference scores

N = the number of pairs

The mean of the pre-test and the post-test can be calculated with the formulas as follows:

$$x = \frac{\sum x}{N} \quad y = \frac{\sum y}{N}$$

in which:

x = means of pre-test scores

y = means of post-test scores

N = the number of sample

Finally, by analyzing data from observation, interview, and test, the researcher is able to draw a conclusion whether Back Chaining Drills technique can

improve the cadets' vocabulary mastery of IMO Standard Marine Communication

Phrases or not.



CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents the finding and discussion of the research. It is divided into three parts; process of the research, findings, and discussion

4.1. Process of The Research

4.1.1. Introduction

The research was conducted at the 3rd semester of Politeknik Ilmu Pelayaran Semarang. The researcher was the practitioner who implemented the action and was the observer who observed the process of research. The researcher also observed the research implementation result during the teaching learning process as a reflection.

4.1.2. Research Implementation

The implementation of teaching vocabulary especially in IMO phrases SMCP's through back chaining drills technique through classroom action research consisted of two cycles. Each cycle consisted of four meetings for delivering the material and one meeting for post test. Each meeting took 100 minutes. In all cycles, IMO Standard Marine Communication Phrases were used as teaching material. For the first cycle, the researcher used distress messages as the teaching material. For the second cycle, search and rescue, and requesting medical assistance were used as the teaching material. Every cycle consisted of steps consisting of identifying the problem, planning the action, implementing the action, observing or monitoring the action, reflecting and evaluating the result of the observation and revising the plan.

The description of each cycle is presented in the following parts.

4.1.3. Cycle 1

4.1.3.1. Identifying the Problem

Before the researcher implemented the research, she did some observations. The researcher found problems in teaching Maritime English Vocabulary, especially Standard Marine Communication Phrases. The researcher found out that the cadets' vocabularies are poor. It can be seen from the following aspects: (1) the low scores of cadets' test on vocabulary (2) the difficulties in pronouncing the words correctly and (3) the difficulties in using Standard Marine Communication Phrases. The researcher also observed the condition of the classroom. Classroom situation was quiet. It was not because the cadets paid attention to the learning material, but they felt that the teaching technique was not interesting even some cadets seemed bored during teaching and learning process. They were not enthusiastic with the material although the material was different in every meeting. When the lecturer asked some questions during the teaching and learning process, the cadets could not answer the questions because they didn't understand about the learning material. The researcher interviewed the cadets and they said that learning English especially about IMO Standard Marine Communication Phrases were very difficult. They have to memorize many phrases and pronounce them correctly. The preliminary observation also reveals the possible causes of the problem above, that the cadets' attention and motivation is low, some of them are not aware how important it is to use maritime English in their future either because they are not sure if they will pursue careers in this field or because they rely on their knowledge

of general English, underestimating the role of maritime terminology. Another difficulty for cadets is memorization of maritime vocabulary when they do not know the meaning of the words in their native language. The students tended to be passive during the lesson. They sometimes did not pay attention to the lesson. Besides, in the interview with some students before research, the researcher also found that almost some cadets felt that English is difficult language. They said that some English maritime vocabularies are difficult to memorize because they never used them in daily speaking, they only used in teaching and learning process. The cadets said that they were bored with the activities in teaching and learning process because they had to memorize the vocabularies that they didn't understand about the real meaning of the vocabularies. During the teaching and learning process they also felt sleepy because they were not interested in the material. The materials were delivered by using lecturing, so it made the cadets felt bored too. Because the cadets' were not enthusiastic and not interested in the teaching and learning material, they could not understand the materials, so their understanding about Standard Marine Communication Phrases was low even bad.

4.1.3.2. Planning the Action

Finding the fact that the cadets' vocabularies mastery was poor, especially about Standard Marine Communication Phrases which showed their low achievement, the researcher planned to teach them by choosing a certain teaching technique. The chosen technique is back chaining drills technique. This technique is a technique used in teaching oral language skills, especially with polysyllabic or difficult words. The teacher pronounces the last syllable, the student repeats, and

then the teacher continues, working backwards from the end of the word to the beginning. In the classroom backchaining is one of many drilling techniques which can be used to focus on pronunciation problems. It is particularly useful to help learners pronounce weak, elided or intrusive sounds. In addition to helping learners say difficult phrases, it is also fun.

The researcher believed that back chaining drills technique was an appropriate technique to improve cadets' vocabulary mastery because drilling technique which is also known as 'an army method' is suitable with the cadets' daily activities who is educated and trained in dormitory and they have to obey very strict rules.

To implement that technique, the researcher constructed a lesson plan as teacher's guidance in teaching, prepared the materials based on the curriculum, made students' worksheet consisted of some tasks and everything related to the action. The action plan would be implemented by the researcher. She also observed the whole process during the teaching learning process in classroom.

4.1.3.3. Implementing the Action

The action plan was implemented by the researcher In this first cycle the researcher began the class by explaining what SMCP's was and gave the cadets some examples of how seafarers on board ships using the SMCP's. The materials in first cycle was about distress messages involving fire/explosion, flooding, collision, grounding, list-danger of capsizing, sinking, disabled and adrift, armed attack/piracy, under designated distress, abandoning vessels, and person overboard.

The implementation of back chaining drills technique is described for each meeting as follows.

a). The first meeting (Wednesday, July 29th, 2015 at 10.00 am – 11.40 am)

Opening

The lesson started at 10.00 am. The researcher came to the class, greeted the cadets, and checked cadets' attendance. The class was not noisy. After greeting, she explained what they would have to do for that day. tried to create a good situation by telling the cadets about SMCP's was and gave the cadets some examples of how seafarers on board ships using the SMCP's. The students did not seem enthusiastic.

Main Activity

The researcher gave explanation about the technique that they would do in every English meeting. She gave a short explanation about back chaining drills technique. The material that would be discussed was about distress messages involving fire/explosion and flooding.

Firstly, She explored the cadets' knowledge about the topic of that day to build cadets' background knowledge. She asked them to recall their knowledge about maritime English vocabulary.

Secondly, She told the cadets of the activity on that day, that was drilling technique, especially through back chaining drills technique to build new activities in learning English. She explained back chaining drills technique theory briefly, then she asked the cadets to try the technique in learning vocabulary about Standard Marine Communication Phrases especially distress messages involving fire/explosion and flooding.

Before doing the work, the researcher gave the example of practicing back chaining drills for the cadets. She asked the cadets to repeat what she said. She started the material from fire/explosion material. She said “repeat after me, the fire”. The the cadets said “the fire”. Next she said, “is the fire”. The cadets said “is the fire”. She said “where is the fire”. Then cadets said “where is the fire”.

After giving the example of using back chaining drills, the researcher continued the teaching and learning process about fire/explosion and flooding. She still guided the cadets to use the technique. She said “please pay attention, what kind of assistance do you require?”. Then she said the phrases from “require”. The cadets said “do you require”. She continued “assistance”. The cadets said “what kind of assistance”. Then she said “what kind of assistance?”. And the cadets said “what kind of assistance do you require?”.

Next, she asked the cadets to say the other phrases by using this technique. Of course she guided the cadets to say the phrases. She saw that not all of the cadets could say the phrases well. They seemed confused with the materials. Then she still guided them slowly in order to all of the cadets could repeat and continue her words correctly.

Closing

Before closing the lesson, the researcher checked the cadets’ understanding about today’s material. She asked the cadets randomly to repeat and continue her phrases. When the time given was over, She summed up the lesson of that day. She said that they would learn other material in the next meetings and hopes that the

situation would be better than the situation in this meeting. Because there were no questions and the time was over, She thanked the cadets and closed the class.

b). The second meeting (Wednesday, 5th August, 2015 at 10.00 am – 11.40 am)

Opening

The researcher started the lesson by greeting the cadets and checking cadets' attendance. She reviewed the lesson of the last meeting. She asked about what they did in the last meeting. Some of the cadets answered her questions. They said that they had studied about fire/explosion and flooding. She explained them that in that meeting, they would practice new phrases again by using the same technique as the technique in the last meeting. She said that they had to practice phrases about collision, grounding, and list-danger of capsizing.

Main Activity

The researcher said that today's materials were about collision, grounding, and list-danger of capsizing. The materials still included about distress messages. She asked the cadets to do the same activities that they had done in the last meeting. The strategies were same as the strategies of the last meeting.

Next, the researcher asked the cadets to pay attention with phrases "what part of your vessel is aground?". She said "aground". The cadets said "your vessel is aground". She continued "part". The cadets said "what part of your vessel". Then she said "what part of your vessel?". And the cadets said "what part of your vessel is aground?". She drilled the cadets with new phrases. She asked them to repeat what she said. The cadets could follow the activity well, although some of the cadets still confused if they had to continue the phrases.

Closing

Before closing the lesson, the researcher checked cadets' understanding by asking some of the cadets to continue her phrases. More than a half of cadets could do it well. Next, she summed up the lesson and asked the cadets' difficulties and their feeling. The cadets felt very curious with this technique and they wanted more practice of new phrases. Before closing the lesson, she said that she was happy because the cadets enjoyed the teaching and learning process. Because the time was over, she closed the class and said goodbye.

c). The third meeting (Wednesday, August 12th, 2015 at 10.00 am – 11.40 am)

Opening

As usual the lesson started at 10.00 am. After greeting the cadets, the researcher checked cadets' attendance. She reviewed the lesson of the last meeting. Next, she explained them that on that day they would practice new vocabularies again.

Main Activity

The researcher gave explanation about the material of that day, that was still distress messages. The materials were about sinking, disabled and adrift, and armed attack/piracy. As in the last meeting, she gave new phrases and asked the cadets to do the same activities that they had ever done before. She gave new phrases and asked the cadets to repeat and continue what she said. While she gave new materials, she also observed the classroom situation. She saw that almost all of the cadets could do the activities well. The cadets were more active than the last meetings. They enjoyed the teaching and learning materials enthusiastically.

Closing

The researcher asked some cadets randomly to repeat and continue her phrases, she focused on the passive cadets. After finishing it, she summed up the lesson and asked the cadets' difficulties. They said that they felt difficult if they had to repeat the long phrases. She said that they could do it if they were more concentrate with the phrases. Because the time given was over, she closed the class and said goodbye.

d). The fourth meeting (Wednesday, August 19th, 2015 at 10.00 am – 11.40 am)

Opening

The researcher entered the class. After greeting the students, she checked cadets' attendance. Before starting the lesson of that day, some cadets said that they wanted to study new phrases by using same technique. It indicated that they felt happier to study in this technique. Next, the researcher reviewed the lesson of the last meeting. Then she said that on that day they would study about the last topics in distress messages those were under designated distress, abandoning vessels, and person overboard.

Main Activity

The researcher gave new phrases and asked the cadets to repeat and continue her words. In this meeting, she saw that almost all of the cadets could say the phrases well. While she gave new phrases, she also checked the cadets pronunciation of new phrases through drilling activity. She asked the cadets to repeat the phrases over and over again until they could pronounce the phrases correctly. Then, to know the cadets' understanding, the researcher gave them an

individual task, the researcher asked the cadets to fill in the gaps. The cadets did the text for 15 minutes, the task consisted of 10 numbers. After finishing the task, the researcher asked the cadets to convert their task with their friends, then the researcher asked the cadets to check the answer in pairs. The researcher and the cadets discussed the answer of the task together. The cadets were very enthusiastic. Although some of the cadets felt confused with the technique, almost all of them felt that this technique was interesting and challenging.

Closing

After checking cadets' understanding, the researcher summed up the lesson of that day. She also asked cadets' difficulties. There were no questions, but most of the cadets said that the technique was fun and challenging. Some others said that the technique stopped them of feeling sleepy. They said that the teaching technique could make them paid attention more about the learning materials. Because of the limitation of the time, she closed the meeting and said goodbye.

e). The fifth meeting (Wednesday, August 26th, 2015 at 10.00 am – 11.40 am)

In the fifth meeting, post-test 1 was conducted. This test was conducted to know the students' achievement in vocabulary mastery after implementing the action plan.

4.1.3.4. Observing or Monitoring the Action

Observing or monitoring is an important aspect in a classroom action research, because it can help the researcher gain a better understanding of her own research, while at the same time define the cadets' ability to observe, analyze and

interpret the material which also can be used to improve their achievement. When the researcher implemented the back chaining drills technique in teaching vocabulary of IMO Standard Marine Communication Phrases, the process was observed also by the researcher and the result can be explained as follows.

a). The first meeting

In the first meeting, the teaching learning process ran slowly. The cadets were still confused what they had to do during the learning process. They seemed strange with the situation because they were unusual to study English in new technique. It was rather noisy for a moment. When the researcher gave explanation of the topic, they paid attention. While she was giving instruction what they had to do, they were confused. They still found difficulty to understand the technique. When she asked the cadets to repeat and continue what she said, some of the cadets still confused and did not give the respond. She also saw that some of the cadets felt sleepy during the teaching and learning process.

b). The second meeting

In the second meeting, the teaching learning process ran better than the previous meeting. More than a half of the cadets seemed enthusiastic during the teaching and learning process. They did not seem strange with the situation. Then, she gave explanation about the topic to build their background knowledge of the topic on that day. She said that they would practice new phrases but still used same technique. Although some cadets were active during the teaching and learning process, there were still some cadets were passive. They did not pay attention about

the materials. They seemed still confused about teaching material. She still did the technique but in slow process.

c). The third meeting

In the third meeting, the teaching learning process ran better than before. The researcher gave new phrases but in still the same topic as in the last meeting. The cadets seemed to pay attention to her. In this meeting, she focused on the passive cadets. The researcher wanted to make sure that all of the cadets understood about the teaching material, and she wanted to give the same opportunity to the passive students to speak up.

d). The fourth meeting

In the fourth meeting, the teaching-learning process ran well. Cadets seemed enjoyed the teaching and learning process more. In this meeting, the researcher gave them an individual task, she asked the cadets to fill in the gaps. The cadets did the text for 15 minutes, the task consisted of 10 numbers. After finishing the task, the researcher asked the cadets to convert their task with their friends, then the researcher asked the cadets to check the answer in pairs. The researcher and the cadets discussed the answer of the task together. Although some of the cadets felt confused with the technique, they were very enthusiastic during the teaching and learning process.

e). The fifth meeting

In the fifth meeting, post-test 1 was conducted. This test was held to know the cadets' achievement in vocabulary mastery about IMO Standard Marine

Communication Phrases after the action plan was implemented. The result of the post-test 1 showed improvement of students' mean score. The mean score increased from 59.10 in pre-test to 67.93 in post-test.

4.1.3.5. Reflecting and Evaluating the Observation Result

From the observation, the researcher got the result. The researcher as English lecturer and also observer had reflection on several positive results and weaknesses in the first cycle. From the observation, it showed that the activities of teaching learning process about vocabulary mastery of IMO Standard Marine Communication Phrases through back chaining drills technique generally ran well.

In the first meeting, the students were still confused with the technique. They needed lecturer's guidance in all activities. Nevertheless, in the following meetings, some of the cadets had done the activities well because they understood what they had to do. However there were some cadets who were still passive during the learning process. During the implementation of the actions, it can be seen that not all of the cadets were active. There were students who were still calm, kept quiet and did not pay attention. The good point is most of the cadets said that the technique was fun and challenging. Some others said that the technique stopped them of feeling sleepy. They also said that they wanted practice new phrases more through this technique.

By analyzing the result of the observation the researcher concluded that back chaining drills technique was good enough for improving the cadets' vocabulary mastery of IMO Standard Marine Communication Phrases. The cadets enjoyed repeating and continuing the phrases though the phrases rather long and

rather difficult to memorize. The technique gave them a new challenging to memorize and continue the phrases that had been said by the lecturer, so that it reduces their boredom and made the atmosphere of learning more relaxed. This technique encouraged them to memorize, to repeat, and to continue the long phrases, it also developed their self confidence. This technique also made them to pronounce the words correctly because they said the phrases more than once.

The result of the test shows that the mean score of pre-test is 59.10 and the mean score of post-test is 67.93. The result was regarded as good. The result of the vocabulary mastery test showed that there was better improvement from pre test to post test.

However, the class situation needs to be improved. The classroom situation during the first cycle was different from the situation before the action was conducted. The situation was in good atmosphere. Some of the cadets were active during the learning process. They could answer the researcher's questions about the learning materials. They gave positive response. It could be seen from the cadets' behavior in the classroom. They paid attention more about the learning material even they did not seem bored anymore. The weakness in the first cycle was not all of the cadets enjoyed during the teaching and learning process. Some of them were still difficult to understand the materials. Not all students were active. Some of them did not pay attention during the teaching and learning process. There were cadets still sleepy during the learning process. Some of the cadets were still confused and got difficulty about the technique introduced. From the research reflections of the observation above it can be concluded that cycle one is not satisfying because

the result of the learning, especially on vocabulary mastery of IMO Standard Marine Communication Phrases is not optimum. Although based on the result of the post-test of cycle 1 there was improvement in some cadets' score.

4.1.3.6. Revising the Plan

From the observation of cycle 1, the researcher found some problems, namely the cadets were still confused and got difficulty about the technique, some of them were still difficult to understand the materials, not all students were active, some of them did not pay attention during the teaching and learning process, and there were cadets still sleepy during the learning process.

The cadets found it difficult to repeat and continue the new phrases especially if the phrases were too long. Some of the cadets were not active and they did not give pay attention during the teaching nad learning process. The researcher decided to add media in teaching learning process in order that the cadets gave more pay attention during the teaching and learning process. She decided to use some videos to deliver the materials. Hopefully the video could make the cadets feel easier to understand the materials than before. By watching the videos, the cadets could more understand the materials because they could imagine that they were in real sea not in the classroom.

Besides, the researcher decided to ask the passive cadets to repeat and continue the phrases in order they could participate during the teaching and learning process. The researcher decided to give the same opportunity to other cadets especially the passive ones in order that they would not be afraid anymore to speak up.

4.1.4. Cycle 2

4.1.4.1. Identifying the Problem

Based on the result of cycle one, there were some problems which were found by the researcher. The problems were some of them were still difficult to understand the materials, so they did not pay attention during the teaching and learning process. Not all students were active because there were cadets still sleepy during the learning process. Even though the first cycle showed that the cadets' vocabulary mastery improved, she found problems that not all cadets enjoyed the teaching and learning process through unusual technique and they still difficult understand the materials. All the problems in cycle one were solved in cycle two.

4.1.4.2. Planning the Action

Before doing the second cycle, the researcher prepared lesson plans, some materials, and some videos which were related to the materials. The researcher used the materials about search and rescue, and requesting medical assistance. The researcher also used some videos because by watching them, the cadets could more understand the materials. The videos about sea communication using the phrases. The researcher more focused on the passive cadets in order they could understand the materials, not only present in the learning process but did not get anything. In this cycle, the researcher implemented the action plan and to get the result, she also observed the process during the teaching learning process in the classroom.

4.1.4.3. Implementing the Action

The action plan was implemented by the researcher. In the second cycle, she used materials about Search and Rescue, and Requesting medical assistance. She

added some videos as the other media in the teaching learning activity. She used those materials because those were next materials which were taught in that semester. The second cycle was conducted in four meetings. Each meeting took 100 minutes.

a). The first meeting (Wednesday, September 2nd, 2015 at 10.00 am – 11.40 am)

Opening

The researcher entered the classroom. she started the lesson by greeting the cadets and checking the cadets' attendance. Before starting the lesson, she said that in several meetings they learnt about IMO Standard Marine Communication Phrases by using back chaining drills. Some of cadets felt happy to learn the materials by using this technique. They said that the technique was strange but gradually they could enjoy use the technique to practice the phrases though the prases were long.

Main Activity

The researcher gave explanation that on that day they would learn the phrases again through the same technique. Almost all of the cadets were enthusiastic when the researcher said that they would use back chaining drills. The situation was not like in the first cycle. In this meeting the researcher did not give explanation about IMO Standard Marine Communication Phrases anymore. She also did not explaine about back chaining drills technique because the cadets understood about this technique. She just said that they would learn new phrases by using back chaining drills.

The researcher said “well, today we will learn about search and rescue communication. I have a video. Now we will watch the video first then we practice the phrases about SAR communications and Acknowledgement and / or relay of SAR messages”. Some of cadets gave applause. They were happy to watch the video. The class situation was rather noisy but it was in under the researcher’s control.

Then the researcher played a video about sea communication using the phrases. While watching the video, the cadets enjoyed it. They could see the real condition about sea communication using the phrases. After watching the video, the researcher asked the cadets to practice the phrases which were like in the video. Some of the cadets wanted to see other video, but the researcher said that they would see the other in the next meeting. The class situation was rather noisy because they repeated and continued the phrases that the researcher said actively, but it was a good situation because the cadets were more active than before.

Closing

After all cadets practiced the phrases, the researcher checked the cadets’ understanding by drilling some phrases and asked some cadets to repeat and continue the phrases randomly. After checking cadets’ understanding, the researcher gave them an assignment to memorize the phrases again and she said that she would check the cadets’ understanding in the next meeting. Before the time was over, she summed up the lesson and asked the cadets’ difficulties. The cadets said that they liked watching the video because it showed them the real condition in the sea by using the phrases. Although some of cadets still felt difficult to say

long phrases, they were enthusiastic during the teaching and learning process. When the time was over, she closed the lesson and said good bye.

b). The second meeting (Wednesday, September 9th, 2015 at 10.00 am – 11.40 am)

Opening

The researcher started the lesson by greeting and checking cadets' attendance. Before explaining the material of lesson on that day, she reviewed the previous lesson of the last meeting. She asked the cadets about some phrases in SAR communications and Acknowledgement and / or relay of SAR messages and the cadets could answer well.

Main Activity

The researcher asked the cadets to keep quiet because she would play the video more. The material was still about search and rescue communication but the topics were about performing / co-ordinating SAR operations and finishing with SAR operations.

Before playing the video, the researcher asked the cadets not only watched the video but also paid attention with the phrases that used in the video. Then she played the video about performing / co-ordinating SAR operations and finishing with SAR operations. The cadets enjoyed the video. Some of them made note about the phrases in their book.

After watching the video the researcher gave the time to the cadets to read their book first before practicing the phrases. Then she asked the cadets to practice the phrases. She said “now we practice the phrases. Repeat and continue my words. What is your present course and speed? Speed”. The cadets said “course and speed.

She continued and said “ your present”. The cadets said “what is your present”. Then she said “ what is your present?”. The cadets said “What is your present course and speed?”

From the activities in the classroom, it can be seen that the cadets’ contribution in the teaching and learning process better than in the first cycle. They were more enthusiastic during the learning process.

Closing

As usual, after all of the cadets practice the phrases, the researcher checked cadets’ understanding by pointing them to practice the phrases randomly. Before the time given was over, she summed up the lesson, reminded the cadets about search and rescue communication. When the time was over, she closed the lesson and said good bye.

c). The third meeting (Wednesday, September 16^h, 2015 at 10.00 am – 11.40 am)

Opening

The researcher entered the class. The class situation was calm and quiet. After greeting and checking cadets’ attendance, she reviewed the lesson of the last meeting. The students paid attention, then some of them said that they wanted to study the new phrases by using back chaining drills and also watching the video more.

Main Activity

The researcher played the video about requesting medical assistance. The material was different from the last material. The cadets enjoyed the video. Some of them made notes about the phrases in their book. She saw that the cadets really

enjoyed the teaching and learning process. After watching the video, she asked the cadets to practice the phrases. Of course she gave them example first how to pronounce the words correctly. also pointed the passive cadets to repeat and continue the phrases that she said. While doing the research, the researcher also observed that the cadets were more enthusiastic during the learning process. They did not seem bored anymore. She said “well actually in this meeting I want to ask you to speak the phrases correctly. Try not to think that it was difficult. You have to believe that you can do that. If the other cadets can do that, I also can do that too. Think about it. Okay?” The cadets said “Yes mam”.

Closing

Before the time was over, the researcher checked the cadets’ understanding about the material by delivering some questions for the cadets individually and randomly. After that, she summed up the lesson of that day. She also asked the cadets’ difficulties. Cadets said that they could understand the material easier than before. They also said that they were happy and not sleepy anymore during the learning process. Then she closed the lesson and said good bye.

d). The fourth meeting (Wednesday, September 23th, 2015 at 10.00 am – 1.40 am)

Opening

The class started at 10.00 am. The researcher entered the class. After greeting and checking cadets’ attendance, she reviewed the previous lesson and checked cadets’ understanding about the lessons in the previous meetings. She asked about search and rescue, and requesting medical assistance. The cadets could answer the questions well.

Main Activity

The researcher reviewed the last materials. In this meeting she managed the meeting as a review meeting. She gave the previous materials in order that the cadets did not forget the last materials. After reviewing the materials, she gave the cadets some assignment that they had to do in this moment to check the cadets really understood the materials or not. During the learning process, all of the cadets could do the exercise correctly. They could use the English maritime vocabularies in correct pronunciation too. It can be said that all of the materials that she gave to the cadets were successful to understand by the cadets.

Closing

Before the time given was over, the researcher checked cadets' understanding by asking some questions randomly as usual, summed up the lesson, and reviewed some difficult words. After all of the students understood the material of the lesson, she closed the lesson on that day.

e). The fifth meeting (Wednesday, September 30th, 2015 at 10.00 am – 11.40 am)

In the fifth meeting, post-test 2 was conducted. This test was conducted to know the cadets' achievement in vocabulary mastery after the action of cycle 1 was revised.

4.1.4.4. Observing or Monitoring the Action

While the researcher was implementing the action, she also observed all activities in the classroom. The result is presented as follows.

a). The first meeting

In the first meeting, the teaching learning process became more effective than before. The cadets followed the teaching learning process enthusiastically. They were not passive anymore to ask about the lesson if they did not understand it. In this meeting, she saw that there was good participation from the cadets during the learning process. She saw that the cadets understood about materials. They could pronounce the phrases correctly. The cadets were more active when she asked them to repeat and continue the phrases. The class situation was in good atmosphere. They practice the phrases. The class situation was rather noisy but controlled. The number of passive students was fewer than before.

b). The second meeting

In the second meeting, the teaching learning process ran well. The researcher played video more before gave the new phrases. In this meeting, the material given was still the same as the material in the last meeting, but the topics were different. The topics were the continuing topics of last topics. The cadets really could speak the phrases in correct pronunciation. Because they accustomed to speak the phrases more than twice, they felt easy when to pronounce the phrases more and more. She wanted to give the same opportunity to all of the cadets, so that the cadets got the same opportunity to practice the new phrases. She pointed the passive cadets to practice the phrases. In this way, the teaching learning process made the passive cadets more active than before. The learning process was very interesting.

c). The third meeting

In the third meeting, the teaching learning process ran better than the teaching learning process of the previous meetings. After getting the material, the researcher asked the cadets to do the exercise in their book. The cadets could do all of the tasks faster than before. The researcher saw that they could answer the questions quickly, because they could watch the video which was used in this meeting before doing the assignment.

In this meeting, cadets said that they liked the material of that day. Almost cadets spoke up because the researcher asked them to give opportunity for the passive cadets. The class atmosphere was very interesting. There were no passive cadets anymore.

d). The fourth meeting

In the fourth meeting, the teaching learning process really ran well. The cadets were active. They were brave to say the English maritime vocabularies in correct pronunciation. The researcher gave the cadets some assignment related to the last materials in the last meeting. This meeting was like a review meeting. She asked the cadets to practice some phrases that they had learnt in the last meetings in order the cadets did not forget the last material.

In this meeting, the passive students gave their contribution during the learning process. It can be said that there were not passive cadets anymore. All of the cadets enjoyed the learning process.

e). The fifth meeting

In the fifth meeting, post-test 2 was conducted. The result of post-test 2 showed the improvement of cadets' mean score. The mean score increased from 67.93 in post-test 1 to 76.6 in post-test 2

4.1.4.5. Reflecting and Evaluating the Action

Based on the observation results, the researcher had reflection on the result of the action in the second cycle. The positive results of cycle 2 were as follow: a.) every cadet always got ready during the teaching learning process; b.) there was behavior change of some cadets, the passive students became active; c.) every cadet could learn the materials not only by using the technique but also got materials from the videos during the teaching learning process; and d.) the classroom situation was in good atmosphere.

By observing the result of the monitoring, the researcher concluded that teaching vocabulary through back chaining drills technique made the cadets feel easier to understand the materials. They became more active in learning new phrases. The added media also made the cadets understood the materials easily because they could see the real condition about sea communication using the phrases. They were very enthusiastic because they felt that they were in real condition at the sea not in the classroom. This resulted in a good result and improvement. The mean score increased from 67.93 in post-test 1 to 76.6 in post-test 2.

The researcher decided to stop the cycle because of the limited time. Moreover, the result of the action implemented in cycle 2 showed good improvement of cadets' vocabulary mastery and cadets' learning activity. From the

result of reflection, the researcher concluded that back chaining drills technique is a suitable technique to improve the cadets' vocabulary mastery especially about IMO Standard Marine Communication Phrases of the 3rd semester of Deck Department in *Politeknik Ilmu Pelayaran Semarang*. It is important for the researcher to know about the weaknesses of the cadets in learning English, so they can design appropriate technique in the teaching and learning process for a better result.

4.2. Result and Discussion

4.2.1. Result

From the observation results of cycle one and cycle two, it could be concluded that back chaining drills technique can improve cadets' vocabulary mastery of IMO Standard Marine Communication Phrases. It could be seen in the improvement of cadets' attention and participation in learning English and the improvement of the mean score of the post-tests.

Based on the result of the implementation of the action, there are some improvement as follows:

- a. Before the researcher implemented the action, the cadets got bored during the teaching learning process. The researcher tried to give new impression to reduce the boredom in the teaching reading. The researcher used back chaining drills technique in teaching vocabulary of IMO Standard Marine Communication Phrases. The teaching learning process shows an improvement, such as better attention and participation of the cadets in learning new vocabularies especially new phrases of IMO Standard Marine Communication Phrases. They showed

their contribution in the teaching learning process by practicing to say new phrases though in the beginning of teaching and learning process they felt those phrases were difficult to memorize.

- b. Before the researcher implemented the action, the cadets were not enthusiastic during English lesson. They felt that English especially about IMO Standard Marine Communication Phrases were very difficult. During the implementation of the action, the cadets could learn new phrases in enjoyable situation. They felt that learning English about IMO Standard Marine Communication Phrases through back chaining drills technique is not boring, they felt that this technique was interesting and challenging. This technique also made them did not feel sleepy anymore during the teaching and learning process.
- c. Before conducting the action plan, the researcher held the pre-test. After implementing the action, the researcher also conducted post-test in every cycle to know the cadets' improvement of achievement in vocabulary mastery. The improvement of the result of the action can be identified from the comparison between the mean score of pre-test and post-test. (the mean score result for pre-test is 59.10 while the final post-test is 76.6)

Based on the explanation above, it could be seen that the action hypothesis is accepted. Teaching cadets through back chaining drills technique can improve the cadets' vocabulary mastery.

4.2.2. Discussion

This part presents the discussion of the research implementation.

a). Observation

In this process, the researcher identified some factors causing the low achievement of the cadets' vocabularies to be poor especially maritime English vocabulary of IMO Standard Marine Communication Phrases. The factors came from the teacher and cadets. The English lecturer used monotonous technique in the teaching English maritime vocabularies. Unfortunately this technique was not suitable with the condition of the class and the cadets were not active in the teaching learning process. The lecturer just gave explanation about materials, gave example to say the terms in correct pronunciation, asked the cadets to repeat twice though the phrases were too long for them, asked the cadets to read the book by themselves and did the assignment. Cadets were passive during the teaching learning process. Classroom situation was quiet. It was not because the cadets paid attention to the learning material, but they felt that the teaching technique was not interesting even some cadets seemed bored during teaching and learning process. They were not enthusiastic with the material although the material was different in every meeting. When the lecturer asked some questions during the teaching and learning process, the cadets could not answer the questions because they didn't understand about the learning material.

After the researcher implemented the action plan, the researcher concluded that back chaining drills technique was an effective technique to improve cadets' vocabulary mastery and cadets' learning activity. The researcher used field notes in the research to have reflection on the result of the action implemented. By using it, she analyzed the weaknesses and the strengths during the implementation of back

chaining drills technique in teaching vocabulary. In the first cycle, back chaining drills technique was implemented as expected, but there was a problem, that is, not all of the students were active during the teaching learning process. Some of the cadets were confused about the use of the technique. They did not know what they had to do because the lecturer never used this technique to deliver the materials before, so the cadets felt very curious with this technique, but they felt that this technique was interesting and challenging.

After analyzing the first cycle field note, the researcher decided to take the second cycle. She conducted the classroom activities, which involved all cadets' participation. She gave opportunity to passive cadets to speak up by using asked them to repeat and continue her phrases, so the class condition was more live. Cadets enjoyed and gave good response during the teaching learning process. She also added the other medium when teaching vocabulary. She used videos as the additional media to deliver the materials. Hopefully the video could make the cadets felt easier to understand the materials than before. The researcher played videos about sea communication using the phrases, the cadets were enjoying the videos.

b). Interview Result

The interview with some cadets was conducted to know their opinion and perception to the teaching activity happening in the class. The researcher just took three cadets as the example of cadet's opinion about teaching and learning process because they represent cadets' ability, those with low capability, fair and high capability. The researcher thought that it was enough because the three cadets had represented the cadets' ability in English. Based on the data gathered in interview

most of the cadets felt that they enjoyed the lesson. Before conducted the action the cadets felt that Standard Marine Communication Phrases English was very difficult. There are many vocabularies that they had to memorize. They said that some English maritime vocabularies are difficult to memorize because they never used them in daily speaking, they only used in teaching and learning process. The cadets said that they were bored of the activities in teaching and learning process because they had to memorize the vocabularies that they didn't understand about the real meaning of the vocabularies. During the teaching and learning process they also felt sleepy because they were not interested in the material. The materials were delivered by using lecturing so it made the cadets feel bored too. They could not enjoy the activities in the classroom. They only had to pay attention the lecturer's explanation about teaching materials. Before conducting the action in the classroom, the researcher started the class by giving the definition about Standard Marine Communication Phrases, then asked the cadets to read the phrases from their books, memorize the phrases, and did the assignments based on the materials. A few of cadets could follow the teaching and learning process but almost all of them could not enjoy the process because they were not interested in the materials, felt bored, and also felt sleepy.

c). Test

The result of the cadets' vocabulary mastery test shows that the action implemented in teaching vocabulary through back chaining drills technique can improve the cadets' vocabulary mastery. Based on the cadets' pre-test and post-test scores in the beginning and the end of the research, the researcher concludes that

there is improvement in cadets' achievement. The cadets mean score of the pre-test is 59.10. The cadets mean score of the final post-test is 76.6. The researcher can conclude that the implementation of back chaining drills technique in teaching vocabulary can improve the cadets' mastery of of IMO Standard Marine Communication Phrases of the 3rd semester of Deck Department of *Politeknik Ilmu Pelayaran Semarang*.

The test result can be shown in these pictures

Paired sample statistics

To determine whether a significant difference existed after the intervention with Back Chaining Drills technique, the researcher used Paired Sample T Test to compare means between each test.

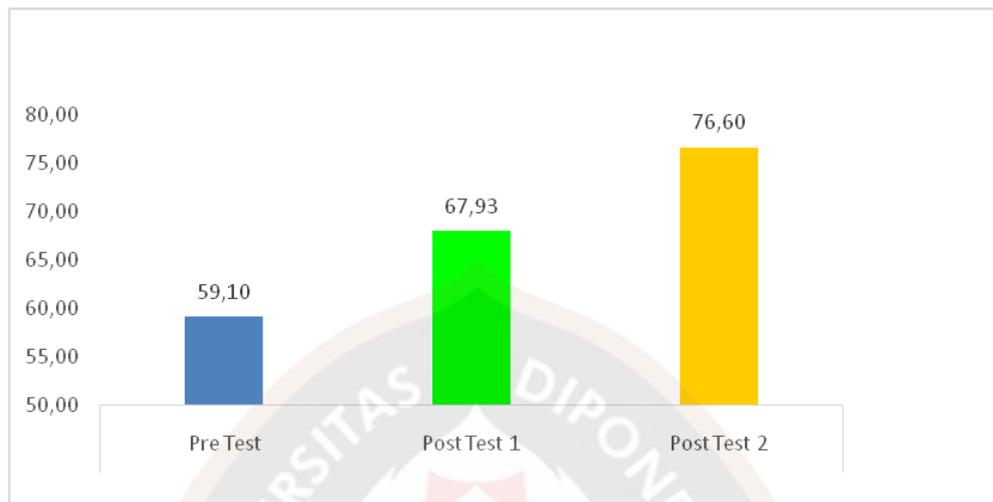
Table 1
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Cycle 1 Pre Test	59.1000	30	6.55665	1.19707
Post Test1	67.9333	30	5.88940	1.07525
Cycle 2 Pre Test	59.1000	30	6.55665	1.19707
Post Test 2	76.6000	30	4.30397	.78579

Cadet's improvement score

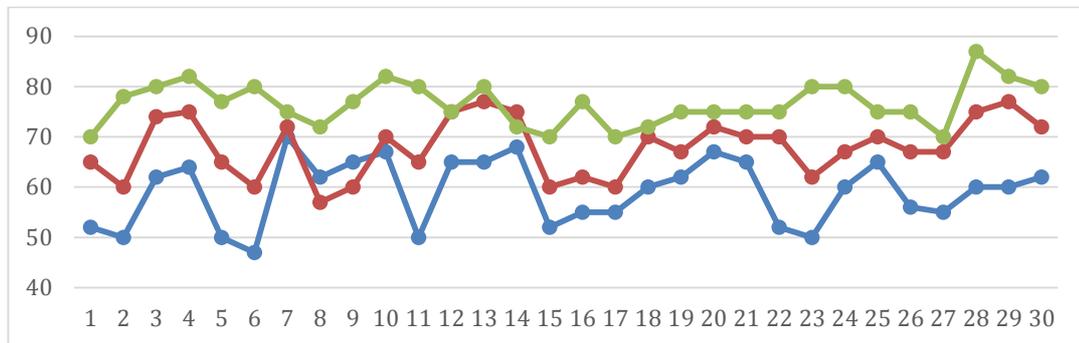
The cadets' improvement in the SMCP mastery from the pretest to the second cycle was recapped in the figure below:

Table 2
Cadets' improvement in SMCP mastery score



In the pretest, the mean score of cadets before the treatment is 59.1. It is the cadets' score before the Back Chaining Drills was implemented in the classroom. The mean score in the post test of cycle 1 is 67.93. It means that there is some score improvement from the previous test. In the post test of cycle 2 there was also improvement of mean score that was 76.6. It means that the cadets' understanding about the use of IMO SMCP and to use the phrases in Distress Communication improved.

Table 3
The improvement of the cadet's test result



Based on the background of the study presented, the vocabulary mastery of the third semester cadets of Politeknik Ilmu Pelayaran Semarang will improve with Back Chaining Drills technique only if the cadets follow the activity seriously. It could be concluded that there was improvement or not depended on the way of the lecturer delivered the materials and the cadets' concentration during the teaching and learning process. Before implementing this technique, the cadets felt difficult to memorize the materials because they felt that the phrases were difficult to understand and to pronounce them correctly. During implementing the technique the cadets were very active in the learning process. The classroom situation was very good because the cadets understood the materials from the researcher explanation and video. The good atmosphere of the learning process could make the teaching and learning process could run well. After implementing the technique, the cadets felt enthusiastic during the teaching and learning process because they said that the technique was very good for them to memorize the phrases. The Back Chaining Drills was implemented in teaching SMCP especially about Distress Communications which consists of three conditions. The researcher chose these materials because they were the basic materials that the cadets had to understand before the other materials those were more difficult. The Back Chaining Drills

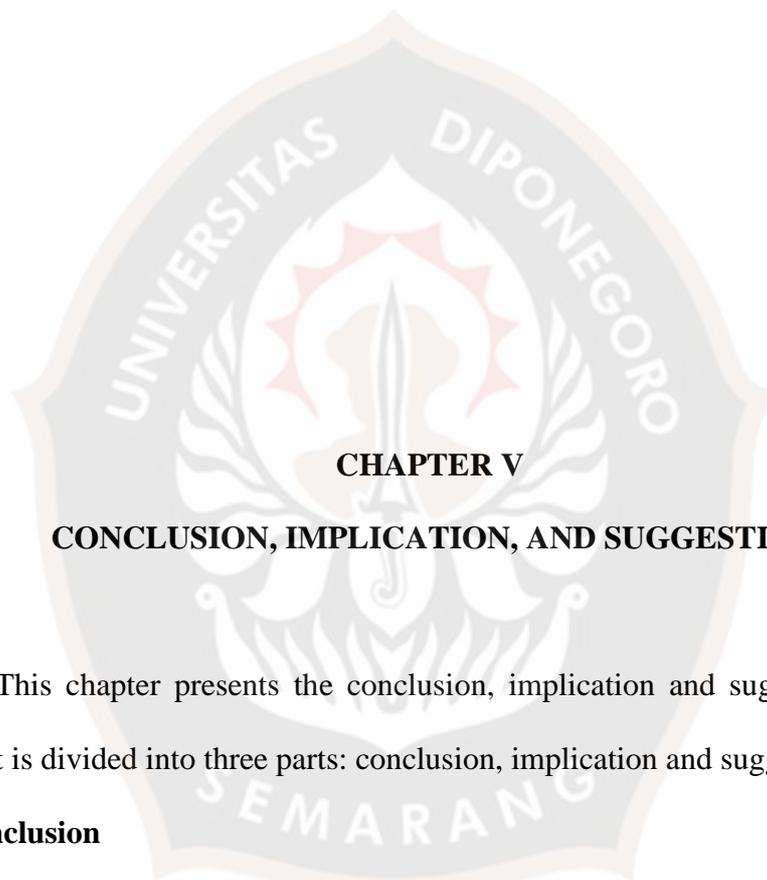
technique improves the cadets' practice of IMO Standard Marine Communication Phrases because in learning vocabulary, repetition is used to make the cadets more concentrate the use of phrases. So the cadets would memorize the phrases better than before the technique implemented. From the result of the reseacher's interview and observation in the classroom after implementing the technique, the researcher got the result that the cadets' understanding of the teaching and learning materials was better than before.

d). Teacher's diary

After teaching, the researcher as the lecturer during the implementation made teacher's diary. She made notes toward her teaching. In her diaries, the teacher wrote that in the first meeting, she found that the cadets felt confused and got difficulty about the technique introduced. In the second meeting, the cadets did not feel strange with the situation. But she saw that there were cadets who did know what they had to do in the learning process. They only talked to each other, some of them felt sleepy during the class. In the third meeting, the teaching learning process ran better than the previous meeting. Almost all of the students paid attention to the lecturer's explanation seriously. They could do the task better than before. In the fourth meeting, the teaching learning process ran well. cadets enjoyed the technique was implemented in the learning process. Some of them gave positive response. It could be seen from the cadets behavior in the classroom. They paid attention more about the learning material even they were not seemed bored anymore. After teaching in the fourth meeting and giving cadets post test, the lecturer made a reflection. She should create activity which could encourage all

cadets to participate during the learning process. She also added teaching media that were some videos which were related to the materials. In the sixth meeting, all of the cadets were active enough. Every cadet paid attention to the materials because they like to watch the videos which related to the materials. During the teaching and learning process the cadets also practice the materials. The classroom situation was very good because almost all of the cadets were active. In the next meetings, the cadets could follow the lesson well. They could do the task better and faster than before because there were other media which helped them to comprehend the learning materials.

After investigating the teaching process recorded in the teacher's diaries, the researcher found that vocabulary mastery in the teaching and learning process increased through back chaining drills technique. The classroom situation was very good because almost all of the cadets were active, from boring to enjoyable and interesting situation. It resulted in the cadets' improvement in vocabulary mastery. It can be said that in this research, back chaining drills technique can improve the vocabulary mastery of the 3rd semester of Deck Department of *Politeknik Ilmu Pelayaran Semarang*.



CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter presents the conclusion, implication and suggestion of the study. It is divided into three parts: conclusion, implication and suggestion.

5.1 Conclusion

By the data analyzed above, we can conclude that the implementation of back chaining drills in teaching English can improve cadets' practice of IMO Standard Marine Communication Phrases. The cadets were becoming more active in the teaching and learning process. They felt that back chaining drills technique could make them memorize the materials well. The phrases or the words that they have to use was easier to understand. The classroom atmosphere was also lively

and the cadets enjoyed this technique during the teaching and learning process. In the classroom, back chaining drills technique was implemented to deliver distress communications material which the cadets felt those materials were difficult to memorized, throughout this technique the cadets became more enthusiastic to study the materials. By this technique the cadets have to repeat the phrases over and over, until they could remember IMO Standard Marine Communication Phrases themselves. The classroom observation showed that there was improvement especially the cadets' motivation to learn IMO Standard Marine Communication Phrases. The improvement of cadets is also supported by the results of the test scores and the situation of the class. From the results of the test scores, it can be seen that the mean of pre-test score is 59.10 improves to 67.93 in post-test 1, and it increases up to 76.6 in final post-test. This result proves that there is improvement of the cadets' practice of IMO Standard Marine Communication Phrases using back chaining drills. The improvement of the situation of the class during teaching and learning process using back chaining drills, the students were paying more attention to the teacher's explanation and more focused on the involvement of teaching activities. Moreover, back chaining drills can create an enjoyable condition in the classroom. By using back chaining drills, the cadets give more participation in responding or even answering the lecturer's questions in teaching and learning process.

5.2. Implication

Based on the conclusion, back chaining drills technique is an appropriate technique to teach vocabulary and may be one of the alternatives in improving

vocabulary mastery. In back chaining drills technique, it has principle that students can learn best when they do the technique regularly and continuously. back chaining drills technique makes the students pay more attention during teaching and learning process. They will stay concentrating while repeating and continuing the vocabulary especially difficult words. Not only stop right there, by the students result assingment, lecturer may observe the student progress or improvement in vocabulary mastery. Based on the explanation above, it is reasonable and logical if teachers or lecturers are suggested to use back chaining drills technique as an alternative in teaching vocabulary in order to improve students vocabulary mastery. In order to get the expected result, teachers or lecturers need to prepare this technique for teaching vocabulary. Teacher should consider that we live in a country that English is used as a foreign language. The teachers should have full power of energy and give appropriate example for the students. They also have to explain clear procedure so that the students will not be confused about what they have to do. The teachers will get the result in line with their expectation when they give their best effort.

5.3. Suggestion

In accordance with the conclusion above, the researcher proposes some suggestions and hopes that the research can at least become an input in determining the appropriate teaching technique, which can improve students' vocabulary mastery as follows:

a). English Lecturers

The lecturer should know how to enhance their ability in teaching and to develop a good atmosphere in the class, so that the students learn at ease and comfortably in their class.

The English lecturer can use back chaining drills technique as an alternative technique in teaching vocabulary and he or she must be creative to use it in order that the students are interested and are not bored in the teaching and learning process.

b). Students

English as a second language seems difficult to learn if there is no will and motivation to learn it. The students who are taught through back chaining drills technique should be active in memorizing the maritime vocabularies.

Students in general should encourage themselves to learn more, ask what they do not know and learn as much as possible. They may train to improve their mastery of maritime vocabularies using the back chaining drills

c). Other Researchers

For future researchers, they may want to conduct Research & Development, yielding a teaching model, employing the back chaining drills to improve the vocabulary skill. Opportunity to express their brand new ideas and show their best ability and skill. For other researchers, this research studies the implementation of Back Chaining Drills in improving the cadets' practice of IMO Standard Marine Communication Phrases. It is hoped that the research findings of this study can be

used as additional reference for further research in the future that will give contribution in teaching and learning process.



REFERENCES

- Allen, French F. 1983. *Technique in Teaching Vocabulary*. Oxford: Oxford University Press
- Anggriani, Decy. 2013. "Improving Students' Vocabulary Achievement Through Word Walls Strategy" Unpublished. Medan
- Arikunto, Suharsimi. 2002. *Metodologi Penelitian*. Jakarta: PT. RinekaCipta
- Berns, Robert G and Patricia M Erickson. 2001. "Contextual Teaching and Learning": The Highlight Zone Journal. Vol.4 No.5
- Brand, Betsy. 2003. "Essential for High School Reform in New Form of Assessment and Contextual Teaching and Learning". Washington, DC American Youth Policy Forum
- Brown, H. Douglas. 2004. *Teaching by Principles (An Interactive Approach to Language Pedagogy)*. San Fransisco: Addison Wesley Longman, Inc.
- Brown, H.D. 2007. *Principles of Language Learning and Teaching*. New York: Pearson Education Inc.
- Brown, H.D. 2004. *Language Assesment Principles and Classroom Practices*. New York: Pearson Education Inc
- Bruffee, Kenneth A. 1984. "Collaborative Learning and the Conversation of Mankind". *College English*. Vol. 46, No. 7 pp. 635-652. <http://www.jstor.org/stable/376924>
- Brumfit, C. J and K. Johnson. 1979. *Communicative Approach to Language Teaching*. London: Oxford University Press
- Burke, Johnson. and Christensen, Larry. 2000. *Educational Research: Quantitative and Qualitative Approaches*. Boston: Allyn and Bacon
- Burn, Paul C and Betty L. Broman. 1975. *The Language Arts in Childhood Education*. Chicago: Rand McNally College Publishing company
- Butzkamm, Wolfgang & Caldwell, John A. W. (2009). *The bilingual reform. A paradigmshift in foreign language teaching*. Tübingen: NarrVerlag.
- Carthy, Michael Mc. 1990. *Vocabulary*. Oxford: Oxford University Press

- Cross, David. 1995. *A Practical Handbook of Language Teaching*. Bath: The Bath Press
- Council, British. 2006. "Teaching English-Backchaining" Retrieved May 07 2015. From <https://www.teachingenglish.org.uk/article/backchaining>. page 1
- Emzir. 2007. *Metodologi Penelitian Pendidikan*. Jakarta: PT Raja Grafindo Persada
- Fadillah, Misra. 2011. "The Effectiveness of Teaching Vocabulary through Total Physical Response Method (An Experimental Study at the Seventh Grade Students of MTs Khazanah Kebajikan Pondok Cabe Ilir)" Unpublished. Syarif Hidayatullah State Islamic University, Jakarta
- Finch, Andrew. 2005. *Action Research: Empowering the Teachers in AR EFL Teacher Pleiades*. Daegu City: Teachers' College, Department of English Education Kyungpook National University
- Fraenkel, Jack R. and Wallen, Norman E. 2000. *How to Design and Evaluate Research in Education*. 4th ed. New York: McGraw-Hill Companies, Inc.
- Fries, Peter H. 1945. "Linguistics and corpus linguistics" ICAME Journal No.34. Central Michigan University
- Harmer, Jeremy. 1998. *How to Teach English*. Essex: Pearson Education Limited.
-----, 2003. *The Practice of English Language Teaching*. Essex: Pearson Education Limited.
- Hatch, Evelyn, and Cheryl Brown. 1995. *Vocabulary, Semantics and Language Education*. Cambridge: Cambridge University Press.
- Haycraft, John. 1978. *An Introduction to English Language Teaching*. Longman Group Ltd. England.
- Hopkins, David. 1993. *A Teacher's Guide to Classroom Research*. Great Buckingham: Open University Press.
- Hymes, D.H. 1973. *On Communicative Competence in Sociolinguistics*. J.B. Pride and J. Homes, Eds. Harmondsworth: Penguin
- Ikhsan, Hery Kurniawan Akhmad. 2013. "Applying Drills to Improve Language Proficiency" *The Ryukoku Journal of Humanities and Sciences* Vol.34 (2), 93-105

- Jenny, Gerladine C and Snyder, Robert C. 2007. *Handbook for Student Teaching Action Research*. (<http://www.askep.net/Handbook-for-Student-Teaching-Action-Research.html>)
- Kusumayati, Lusiana Dewi. 2010. "Improving Students' Vocabulary Mastery using Contextual Teaching and Learning (A Classroom Action Research at the Third Grade of SD Negeri Kalimacan in Academic Year 2009/2010)" Unpublished. Sebelas Maret University, Surakarta
- Larsen Diane-Freeman.2000. *Techniques and Principles in Language Teaching*. Hong Kong: Oxford University Press
- Larson, Jenifer and Hall. 2010. *A Guide to Doing Statistics in Second Language Research Using SPSS*. New York: Taylor & Francis
- Lewis, Michael and Hill, Jimmie. 1997. *Practical Technique for Language Teaching*. Hove: Commercial Color Press PK
- Maharani, Septian. 2012. "Improving Students' Vocabulary Mastery Through The Use of Wall Charts in Elementary Students" Unpublished. LPPM, Sebelas Maret University, Surakarta
- Mason, Emanuel J. and Bramble, William J. 1997. *Research in Education and the Behavioral Sciences: Concepts and Methods*. London: Brown and Benchmark Publishers
- Mills, Geoffrey. E. 2000. *Action Research: A guide for the teacher researcher*. United States of America: Prentice Hall
- . Model Course 3.17. *Maritime English. IMO.Rev.09*. 2009. London: International Maritime Organization
- Nodhoushan, Mohammad Ali Salmani. 2009. 'Improving Learning and Teaching through Action Research': *Modern Journal of Applied Linguistic P. 211-221*. Zanzan: University of Zanzan
- Nugroho, Yosephus Setyo. 2012. "Improving Students' Vocabulary Mastery using Flashcards" Unpublished. LPPM, Sebelas Maret University, Surakarta
- Nunan, David. 1992. *Research Methods in Language Teaching*. United States of America: Cambridge University Press.
- Riswanto and Haryanto, Endang. 2012. "Improving Students' Pronunciation through Communicative Drilling Technique at Senior High School (SMA) 07 South Bengkulu, Indonesia" *International Journal of Humanities and Social Science Vol. 2 No. 21; November 2012*

- Richards, Jack C and Rodgers, Theodore S. 2001. *Approach and Methods in Language Teaching: Second edition*. United Kingdom: Cambridge University Press
- Richards, Jack C. 2006. *Communicative Language Teaching Today*. Cambridge: Cambridge University Press
- Rivers, W.M. 1981. *Teaching Foreign Language Skills* (second edition). Chicago: University of Chicago Press
- Rock, Tracy C and Barbara B. Levin. 2002. "Collaborative Action Research Projects (Enhancing Preservice Teacher Development)": Professional Development Schools in Teacher Educational Quarterly. Vol. P. 1-19. North Carolina: University of North Carolina
- Ross, Roberta and Fisher. 2008. "Action Research to Improve Teaching and Learning": Kappa Delta Pi Record, 44 (4), 160-164. St. Louis: Missouri Baptist University
- Skinner, B.F. 1957. *Verbal Behavior*. Cambridge: Harvard University Press
- Wallace, M.J. 1982. *Teaching Vocabulary*. London: Heineman
- Wantini, Dwi. 2009. "Improving Students' Vocabulary Mastery using Realia (A Classroom Action Research at the Fourth Grade Students of SD Negeri Kalimacan Sragen in Academic Year 2008- 2009)" Unpublished. Sebelas Maret University, Surakarta
- Widyaningsih, Mila Januar. 2014. "Improving Speaking Skill by using Chain Drill Technique at the Eighth Grade Students of SMPN 1 Amlapura in academic year 2013/2014" Unpublished. Mahasaraswati University, Denpasar
- Widyasari, Zunita. 2012. "The Use of Crossword Puzzle to Improve Vocabulary Mastery (A Classroom Action Research in the First Year Students of MA Al Bidayah Candi Bandungan in the Academic year 2009/2010) Unpublished. State Islamic Studies Institute (STAIN), Salatiga
- Ziarati, Reza. et all. 2006. "Innovation in Maritime Education and Training" TUDEV (Turkish Maritime Education Foundation) Institute of Maritime Studies Tuzla Istasyon Mah., Hacıoğlu Sok., 34940. Tuzla, Istanbul, TR

Appendix 1

FIELD NOTE OF THE OBSERVATION RESULT

Number : 01
Time : Wednesday, 29^h July 2015
10.00 a.m- 11.40 a.m
Place : Classroom of the 3rd semester of Deck Department of
Politeknik Ilmu Pelayaran Semarang
Object : Teaching and learning process , the lecturer :Nita.S

The Description of the Setting

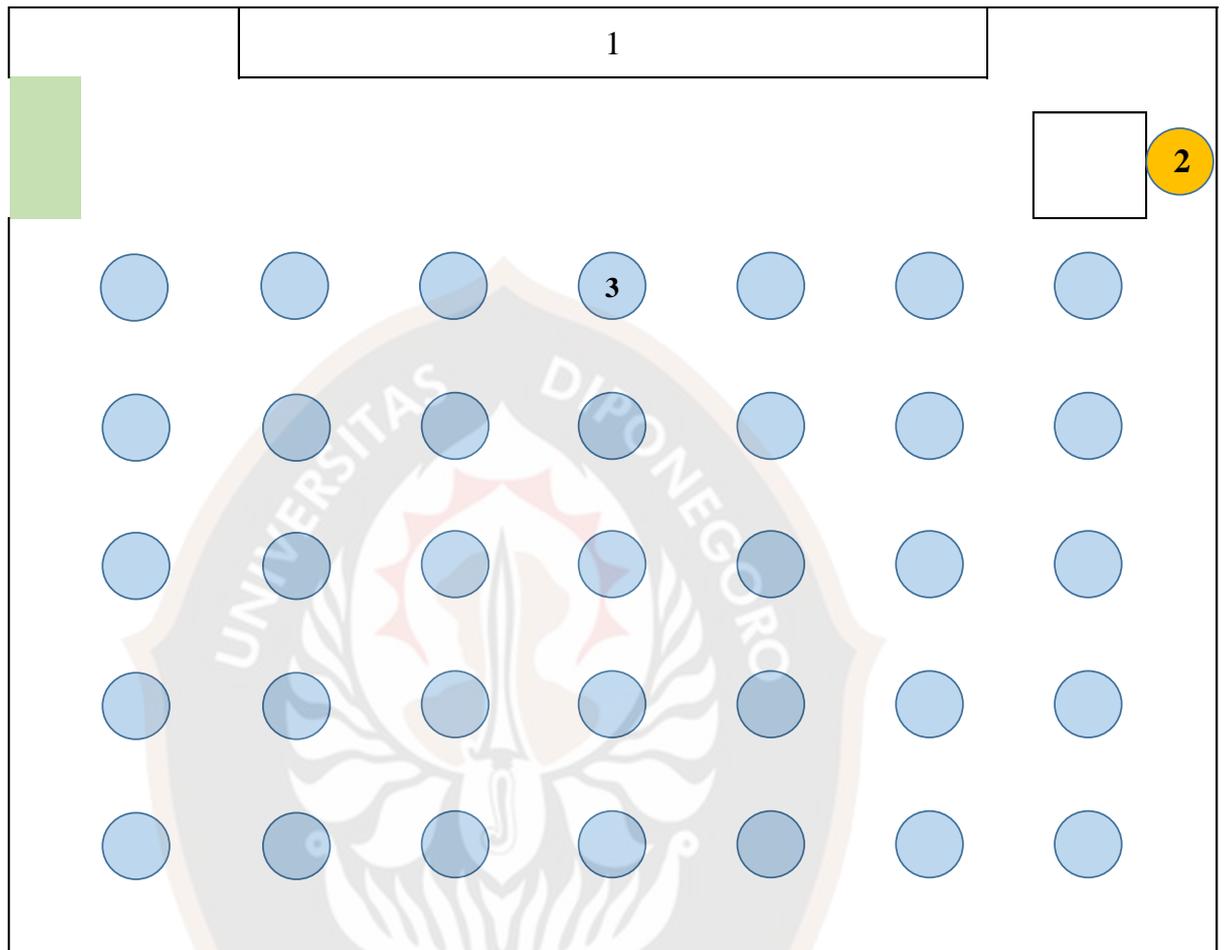
The observation is carried out in the 3rd semester of Deck Department of *Politeknik Ilmu Pelayaran Semarang* that is located in the south side of the school. The class is 7,5 meter long and 7 meter wide. It has wire window in the south and north of the class. On the ceiling of the class there are two 60-centimeter lamps, and also air conditioner on the wall.

The chairs are arranged face the blackboard. There are 30 cadets in that class. For that capacity, actually that class not wide enough.

In the front of the class, there is a big whiteboard with two pictures hung on of the right and the left side of the whiteboard. They are the pictures of president and vice president of Indonesia. Beside a big whiteboard there is a LCD projector and also a chair and a desk for the teacher.

Today, all of the students are present. They wear uniform. When I do the observation I also implement the action. It means that the observer researches and observes the action.

The Picture of Class



Notes :

1. Whiteboard
2. A desk and a chair of lecturer
3. Chairs of cadets

The Teaching and Learning Process

10.00 a.m

(01) The electric bell was ringing. The observer walked from the office to the class. The observer looked the cadets were entering the classroom. The observer walked about one minute. Arriving in the class, the observer sat on the chair. The observer greeted and checked the cadets' attendance.

10.10 a.m

(02) The observer asked some questions for cadets about the last material. The cadets were very noisy. Most of the cadets could not answer the questions. Only some of them who could answer the questions from the observer. Then the observer gave the review about the last material. The observer said "*Well, today we will discuss about Standard Marine Communication Phrases. Do you know what SMCP is?*" The cadets just keep silent. No one of the cadets knows the meaning of SMCP.

10.15 a.m

(03) The observer gave short explanation about SMCP. She gave examples the use of SMCP in real situation in the sea. The observer asked the cadets to pay attention about the use of IMO SMCP.

10.25 a.m

(04) The observer gave explanation about back chaining drills technique and gave example how to use it in learning maritime English vocabulary.

10.35 a.m

(05) The observer gave example how to use back chaining drills in learning vocabulary. She said "repeat after me, the fire". Then the cadets said "the fire". Next she said, "is the fire". The cadets said "is the fire". She said "where is the fire". Then cadets said "where is the fire".

10.45 a.m

(06) The observer guided the cadets to use the technique. She asked the cadets to repeat and continue the phrases

11.30 a.m

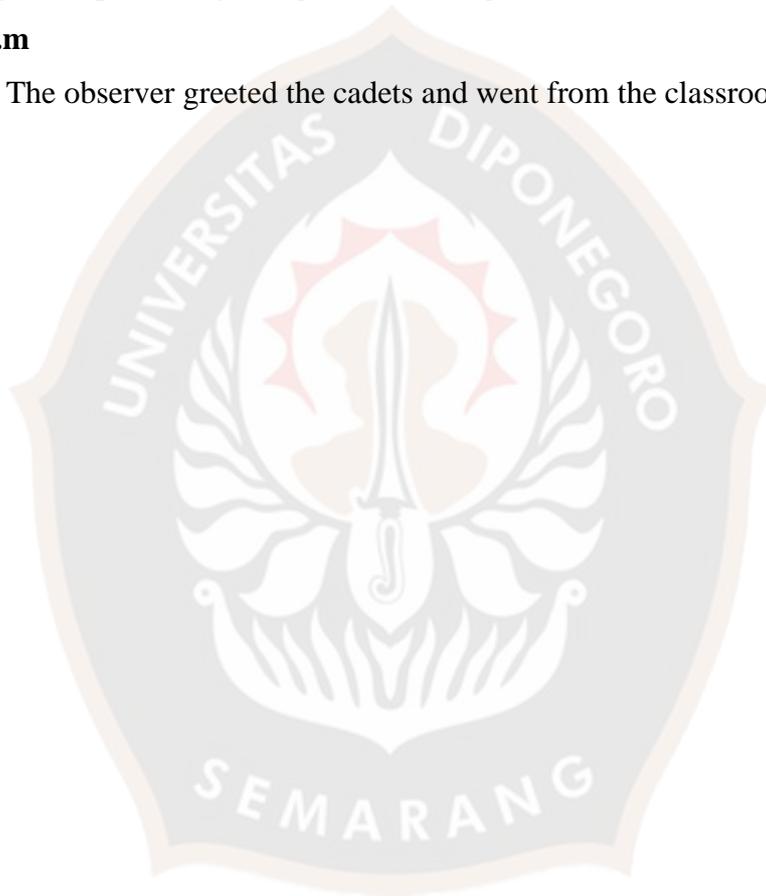
(07) The observer saw that not all of the cadets could use the technique well. Some of the cadets seemed confused. Then she said, “Well, I think some of you are confused, but it’s okay. We will study more about some phrases by using this way”.

11.35 a.m

(08) The cadets looked enthusiastic. They said that they enjoyed and wanted to study more phrases by using back chaining drills.

11.40 p.m

(09) The observer greeted the cadets and went from the classroom.



Number : 02
Time : Wednesday, 5th August 2015
10.00 a.m - 11.40 a.m
Place : Classroom of the 3rd semester of Deck Department of
Politeknik Ilmu Pelayaran Semarang
Object : Teaching and learning process lead by the lecturer NS

The Description of the Setting

The class is clean enough. The cadets wear the uniform. Today teaching and learning process will use the same technique as in the previous meeting. The learning material is also about distress messages.

The Teaching and Learning Process

10.00 a.m

(01) Arriving in the class. The observer greeted and checked the cadets' attendance.

10.10 a.m

(02) The observer asked the cadets about the last material in last meeting. Some of cadets could answer the questions correctly .

10.15 a.m

(03) The observer said that today they would study about collision, grounding, and list-danger of capsizing. She said, "Today we will study about distress messages again. The topics are about collision, grounding, and list-danger of capsizing. We will study by using the same way as we did in the last meeting. Do you still remember it?" Then the cadets say, "Yes Mam".

10.20 a.m

(04) The observer asked the cadets to pay attention about the material. She asked the cadets to repeat and continue the phrases which she said. Some of the cadets looked enthusiastic during the teaching and learning process.

11.00 a.m

(05) The observer saw that not all of the cadets understood about the use of back chaining drills, but they still enthusiastic during the learning process.

11.25 a.m

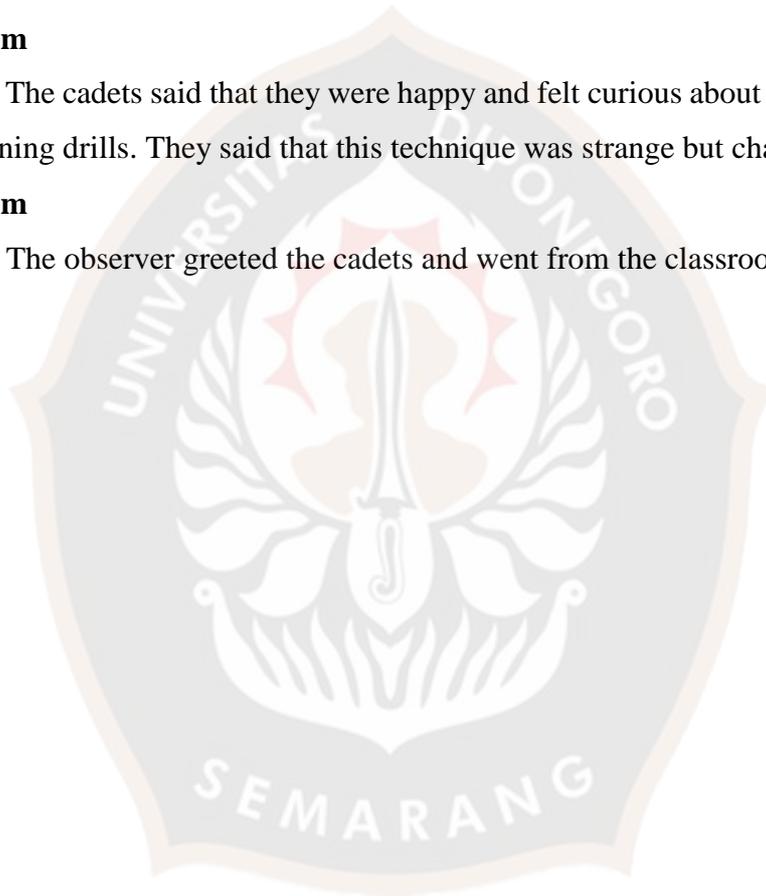
(06) The observer asked the passive cadets to repeat and continue the phrases. Some of them could do it. Then the observer summed up the lesson and of course asked the cadets difficulties.

11.35 a.m

(07) The cadets said that they were happy and felt curious about the use of back chaining drills. They said that this technique was strange but challenging.

11.40 a.m

(08) The observer greeted the cadets and went from the classroom.



Number : 03
Time : Wednesday, 12th August 2015
10.00 a.m - 11.40 a.m
Place : Classroom of the 3rd semester of Deck Department of
Politeknik Ilmu Pelayaran Semarang
Object : Teaching and learning process lead by the lecturer NS

The Description of Setting

Today teaching and learning process will use the same technique as in the previous meeting. The learning material is also about distress messages. All of the cadets were present. The cadets sat on the different place everyday. As the result, every week when the observer made observation the cadets sat on the different place.

The Teaching and Learning Process

10.00 a.m

(01) As usual, when arriving in the class, the observer sat on the chair. The observer greeted and checked the cadets' attendance.

10.10 a.m

(02) The researcher was as the observer too asked the cadets about the last material in the previous meeting. Almost all of the cadets could answer the question although some of the cadets seemed not enthusiastic to answer the question.

10.20 a.m

(03) The observer said that they would study about phrases again. The cadets said that they wanted to study by using the same way as in the previous meeting. Then the observer said, "Yes, of course. We will study about sinking, disabled and adrift, and armed attack/piracy phrases. Are you ready to study more?" The cadets said, "Yes, Mam".

10.25 a.m

(04) The observer explained the material about distress messages. The topic were about sinking, disabled and adrift, and armed attack/piracy. She also gave example to say the phrases in correct pronunciation

10.45 a.m

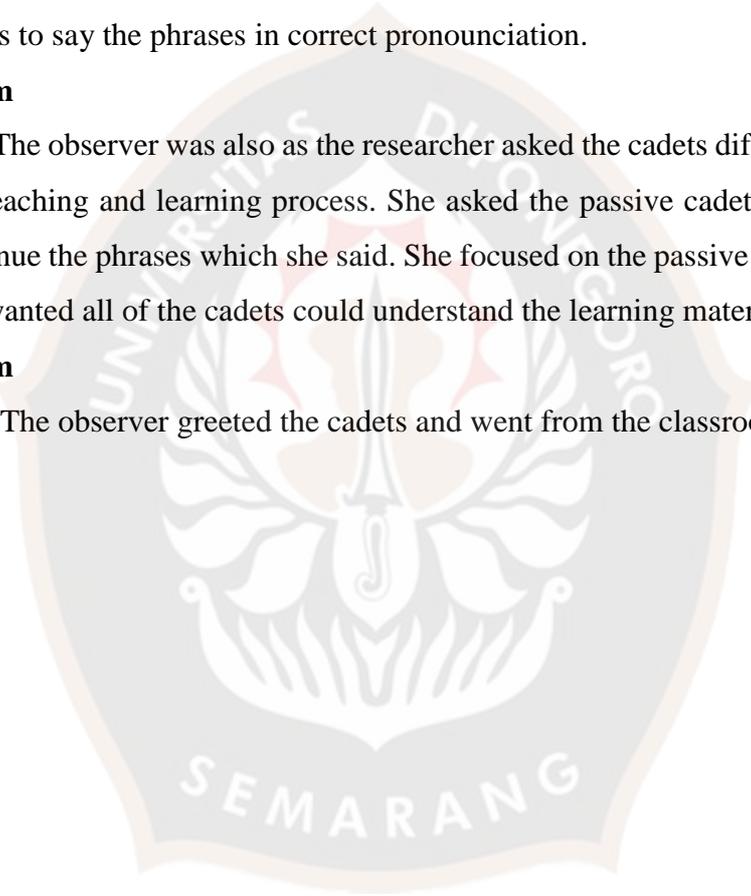
(05) After explaining the material, the observer asked the cadets to repeat and continue the phrases by using correct pronunciation. The observer guided the cadets to say the phrases in correct pronunciation.

11.30 a.m

(06) The observer was also as the researcher asked the cadets difficulties during the teaching and learning process. She asked the passive cadets to repeat and continue the phrases which she said. She focused on the passive cadets because she wanted all of the cadets could understand the learning material.

11.40 a.m

(07) The observer greeted the cadets and went from the classroom.



Number : 04
Time : Wednesday, 19th August 2015
10.00 a.m - 11.40 a.m
Place : Classroom of the 3rd semester of Deck Department of
Politeknik Ilmu Pelayaran Semarang
Object : Teaching and learning process lead by the lecturer NS

The Description of the Setting

Today, the researcher was as the observer to conduct the last meeting in the cycle 1. The observer would focus on the passive cadets in order to make all of the cadets became active during the teaching and learning process.

The Teaching and Learning Process

10.00 a.m

(01) The observer entered to the classroom. as usual she greeted the cadets and checked the cadets' attendance.

10.05 a.m

(02) The observer asked the cadets about the material in the last meeting. The cadets could answer it. But as a lecturer, the observer gave explanation again about the last material in the last meeting to build the cadets background knowledge about the teaching and learning material.

10.15 a.m

(03) The observer gave explanation about the learning material. That day they discussed about abandoning vessels, and person overboard.

10.35 a.m

(04) The observer asked the cadets to repeat and continue the phrases which she said. In this meeting almost all of the cadets were familiar about the teaching and learning technique, so they could continue the phrases well. The observer

also guided the cadets to pronounce the phrases in correct pronunciation. In this meeting she also saw that the cadets could pronounce the phrases well.

10.50 a.m

(05) The observer was also as the researcher gave the cadets an individual task, the researcher asked the cadets to fill in the gaps. The cadets did the text for 15 minutes, the task consisted of 10 numbers.

11.10 a.m

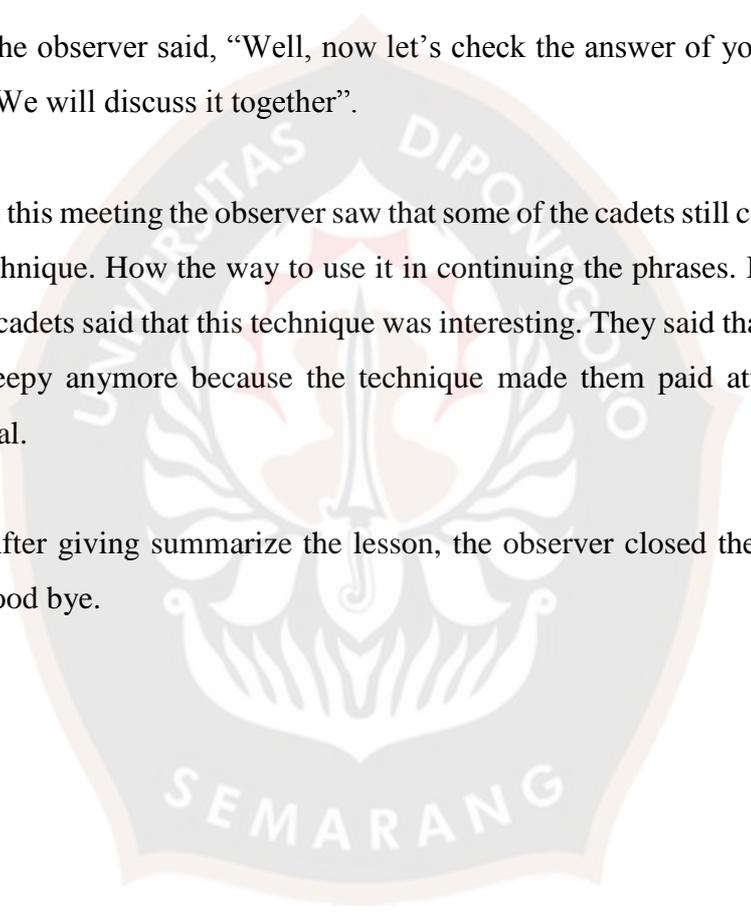
(06) The observer said, “Well, now let’s check the answer of your exercise in pairs. We will discuss it together”.

11.25 a.m

(07) In this meeting the observer saw that some of the cadets still confused about the technique. How the way to use it in continuing the phrases. But almost all of the cadets said that this technique was interesting. They said that they did not fell sleepy anymore because the technique made them paid attention to the material.

11.40 a.m

(08) After giving summarize the lesson, the observer closed the meeting and said good bye.



Number : 05
Time : Wednesday, 26th August 2015
10.00 a.m - 11.40 a.m
Place : Classroom of the 3rd semester of Deck Department of
Politeknik Ilmu Pelayaran Semarang
Object : Teaching and learning process lead by the lecturer NS

The Description of the Setting

This was the first meeting in cycle 2. After doing reflection and evaluation the action in cycle 1, the researcher was also as the observer had other media which use in delivering the learning material. She used some videos which connected the learning material. She used the video in order to make the cadets paid attention more to the material.

The Teaching and Learning Process

10.00 a.m

(01) Observer walked to the class. She greeted and checked the cadets' attendance. The observer said the result of the post test in the last meeting (cycle 1) to the cadets. More than a half of a number of the cadets got good score. They were happy about that.

10.15 a.m

(02) After announcing the result of the test, the observer said that in this meeting she would play video which was connected with the learning material. Some of cadets gave applause. They were happy to watch the video. The class situation was rather noisy but it was in under the control.

10.45 a.m

(03) After watching the video, the observer asked the cadets to repeat and continue the phrases. But almost all of the cadets said that they wanted to see other videos. The observer said that she would play other videos in next

meeting. The cadets seemed enthusiastic because they felt happy to watch the video again.

11.20 a.m

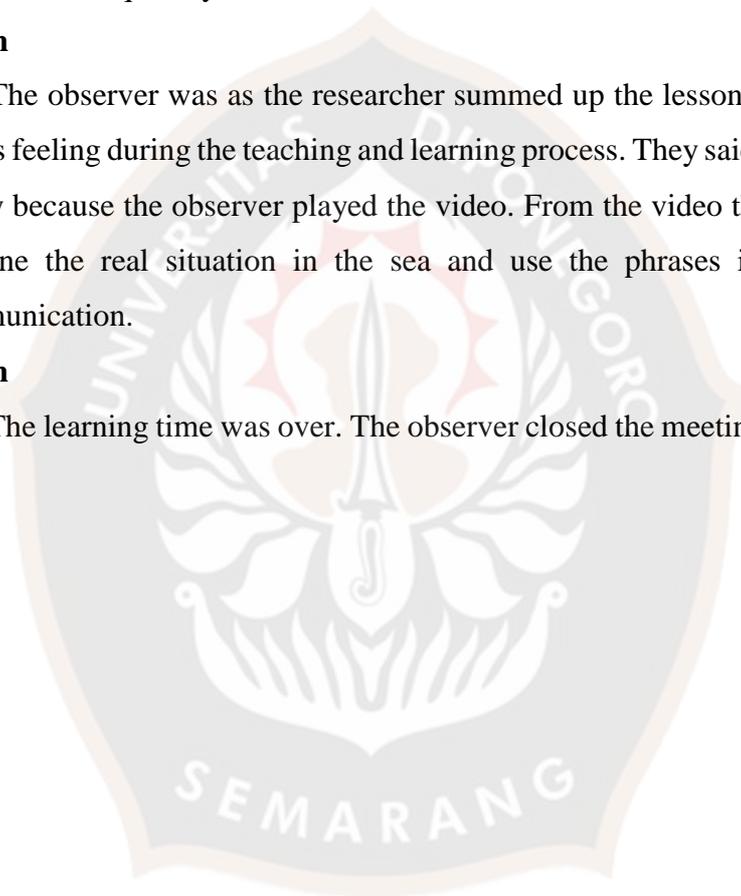
(04) The observer saw that almost all of the cadets were active during the teaching and learning process. They repeated and continued the phrases actively. A number of passive cadets decreased because they were not confused with the technique anymore.

11.30 a.m

(05) The observer was as the researcher summed up the lesson. She asked the cadets feeling during the teaching and learning process. They said that they were happy because the observer played the video. From the video the cadets could imagine the real situation in the sea and use the phrases in the real sea communication.

11.40 a.m

(06) The learning time was over. The observer closed the meeting and say good bye.



Number : 06
Time : Wednesday, 2nd September 2015
10.00 a.m - 11.40 a.m
Place : classroom of the 3rd semester of Deck Department of
Politeknik Ilmu Pelayaran Semarang
Object : Teaching and learning process lead by the lecturer NS

The Description of the Setting

The class was rather noisy. Today the observer was as the researcher would play the video again to deliver the material.

The Teaching and Learning Process

10.00 a.m

(01) The electric bell was ringing. The observer entered the classroom, greeted the cadets and checked the cadets' attendance.

10.05 a.m

(02) The observer asked the last material to the cadets. Some of them could answer the question well. Then the observer reviewed the material in the last meeting in order to make the cadets did not forget the material.

10.20 a.m

(03) After reviewing the lat material, the observer said that she would play the video again. Of course the video was connected to the material.

10.45 a.m

(04) After playing the video, the researcher asked the cadets to read the phrases in their book and practice all of the phrases. Some of the cadets felt difficult to pronounce the phrases well. But the observer was as the researcher guided them to speak the phrases correctly.

11.15 a.m

(05) The observer saw almost all of the cadets were active in the teaching and learning process. They practice to speak the phrases in correct pronunciation.

11.30 a.m

(06) Before closing the meeting, the observer summed up the lesson, asked the cadets difficulties, and checked the cadets' understanding by pointing them to practice the phrases randomly.

11.40 a.m

(07) The time was over. The observer closed the meeting and said good bye.



Number : 07
Time : Wednesday, 9th September 2015
10.00 a.m - 11.40 a.m
Place : Classroom of the 3rd semester of Deck Department of
Politeknik Ilmu Pelayaran Semarang
Object : Teaching and learning process lead by the lecturer NS

The Description of the Setting

Today, the researcher was as the observer conducted the learning material about requesting medical assistance. She would also play the video which was connected to the material.

The Teaching and Learning Process

10.00 a.m

(01) Electric bell was ringing. The observer entered to the classroom. as usual she greeted the cadets and checked the cadets' attendance.

10.05 a.m

(02) The observer asked the cadets about the material in the last meeting. The cadets could answer it. But as a lecturer, the observer gave explanation again about the last material in the last meeting to build the cadets background knowledge about the teaching and learning material.

10.15 a.m

(03) The observer gave explanation about the learning material. That day they discussed about requesting medical assistance. Then she played the video about the material. All of the cadets were enthusiastic to watch the video.

10.45 a.m

(04) The observer asked the cadets to repeat and continue the phrases which she said. The observer also guided the cadets to pronounce the phrases in correct

pronunciation. In this meeting she also saw that the cadets could pronounce the phrases well.

11.15 a.m

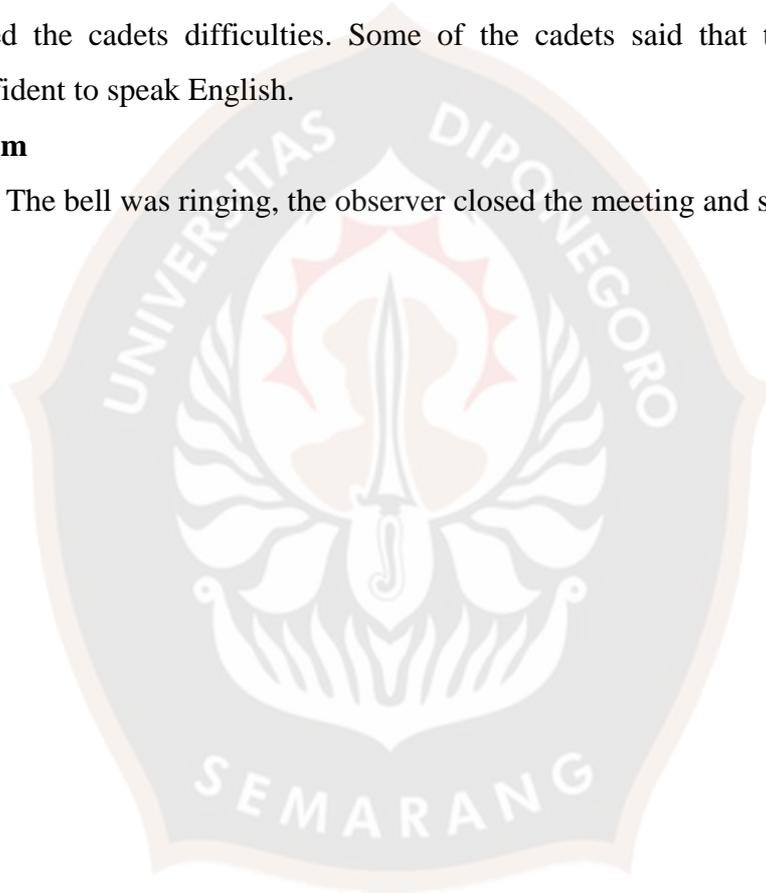
(05) The observer pointed the passive cadets to repeat and continue the phrases that she said.

11.30 a.m

(06) The observer summed up the material before closed the meeting. She also asked the cadets difficulties. Some of the cadets said that they felt more confident to speak English.

11.40 a.m

(07) The bell was ringing, the observer closed the meeting and said good bye.



Number : 08
Time : Wednesday, 16th September 2015
10.00 a.m - 11.40 a.m
Place : Classroom of the 3rd semester of Deck Department of
Politeknik Ilmu Pelayaran Semarang
Object : Teaching and learning process lead by the lecturer NS

The Description of the Setting

Today, the researcher was as the observer conducted the last meeting in the cycle 2. The observer did the review session in this meeting.

The Teaching and Learning Process

10.00 a.m

(01) Electric bell was ringing. The observer entered to the classroom. as usual she greeted the cadets and checked the cadets' attendance.

10.05 a.m

(02) The observer asked the cadets about the material in the last meeting. The cadets could answer it. But as a lecturer, the observer gave explanation again about the last material in the last meeting to build the cadets background knowledge about the teaching and learning material.

10.30 a.m

(03) The observer gave the assignment to the cadets. The observer gave it in order to check the cadets understanding about the materials in the last meetings.

11.00 a.m

(04) The observer saw that almost all of the cadets could do the exercise well. They could answer the questions correctly. It can be said that almost all of the cadets understood about the learning materials.

11.15 a.m

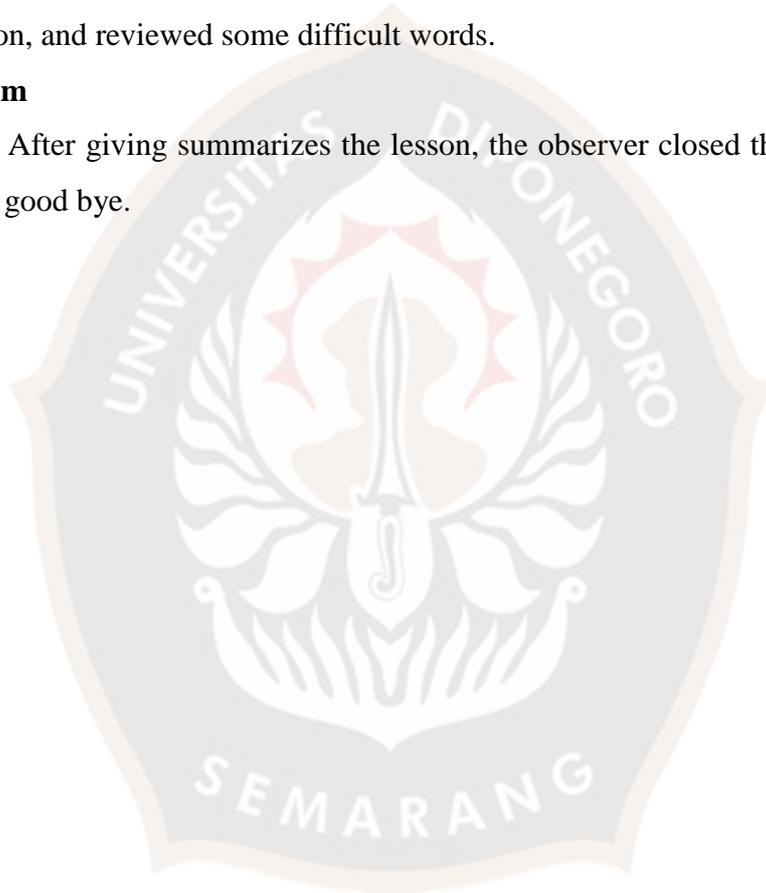
(05) The observer was also as the researcher saw that almost all of the cadets could pronounce the phrases correctly. They said that English was not difficult lesson anymore.

11.30 a.m

(06) Before the time given was over, the observer checked cadets' understanding by asking some questions randomly as usual, summed up the lesson, and reviewed some difficult words.

11.40 a.m

(07) After giving summarizes the lesson, the observer closed the meeting and said good bye.



Appendix 2

LESSON PLAN

LESSON PLAN (CYCLE I)

Name of School : Politeknik Ilmu Pelayaran Semarang

Subject : English

Class/ semester : Deck Department / Third semester

Meeting : 1st, 2nd, 3rd and 4th

Time Allotment : 4 x (2 x 50 minutes)

A. The Standard of Competence

Comprehending meaning of IMO Standard Marine Communication Phrases.

B. The Basic Competence

Understanding the use of IMO Standard Marine Communication Phrases in sea communication.

C. Indicator

1. Identifying IMO Standard Marine Communication Phrases.
2. Identifying Distress messages involving fire/explosion, flooding, collision, grounding, list-danger of capsizing, sinking, disabled and adrift, armed attack/piracy, under designated distress, abandoning vessels, and person overboard

D. Instructional Goal

At the end of teaching learning process, cadets are able to:

1. Understand of IMO Standard Marine Communication Phrases
2. Use IMO Standard Marine Communication Phrases
3. Understand of Distress messages involving fire/explosion, flooding, collision, grounding, list-danger of capsizing, sinking, disabled and adrift, armed attack/piracy, under designated distress, abandoning vessels, and person overboard
4. Use of Distress messages involving fire/explosion, flooding, collision, grounding, list-danger of capsizing, sinking, disabled and adrift, armed

attack/piracy, under designated distress, abandoning vessels, and person overboard phrases in sea communication.

E. Material

1. Main Material: Distress messages involving fire/explosion, flooding, collision, grounding, list-danger of capsizing, sinking, disabled and adrift, armed attack/piracy, under designated distress, abandoning vessels, and person overboard
2. Sources : IMO SMCP

F. Technique

Back Chaining Drills Technique

G. Teaching and Learning Activity

1. Opening : 4 x 5 minutes
 - a. Greeting
 - b. Checking cadets' attendance
2. Main Activities : 4 x 80 minutes
 - a. Lecturer introduces and gives general explanation about IMO Standard Marine Communication Phrases and the procedure of the teaching-learning process, which is based on Back Chaining Drills Technique.
 - b. Lecturer asks cadets' background knowledge dealing with maritime English vocabulary.
 - c. Lecturer gives example how to pronounce some phrases correctly.
 - d. Lecturer asks cadets to repeat the phrases in correct pronunciation.
 - e. Lecturer gives example how to use back chaining drills technique.
 - f. Lecturer asks the cadets to pay attention the phrases which she says.
 - g. Lecturer asks the cadets to repeat and continue the phrases which she says.
 - h. Lecturer guides the cadets to use the technique .
 - i. Lecturer guides the cadets to say the phrases.
 - j. Lecturer gives exercise by using individual task to know the cadets' understanding about material.
 - k. Lecturer asks the cadets to convert their task with their friends.

- l. Lecturer asks the cadets to check the answer in pairs.
 - m. Lecturer and the cadets discuss the answer of the task together.
3. Closing : 4 x 15 minutes
- a. Lecturer asks some cadets (passive students) to repeat and continue the phrases.
 - b. Doing Reflection: lecturer asks the cadets' difficulties, lecturer summarizes the lesson and asks the cadets what they have learned.
 - c. Giving homework (if it is needed)
 - d. Greeting



LESSON PLAN (CYCLE II)

Name of School : Politeknik Ilmu Pelayaran Semarang
Subject : English
Class/ semester : Deck Department / Third semester
Meeting : 6th and 7th
Time Allotment : 2 x (2 x 50 minutes)

A. The Standard Competence

Comprehending meaning of IMO Standard Marine Communication Phrases.

B. The Basic Competence

Understanding the use of IMO Standard Marine Communication Phrases in sea communication.

C. Indicator

1. Identifying IMO Standard Marine Communication Phrases.
2. Identifying Search and Rescue

D. Instructional Goal

At the end of teaching learning process, cadets are able to:

1. Understand of IMO Standard Marine Communication Phrases
2. Use IMO Standard Marine Communication Phrases
3. Understand of Search and Rescue
4. Use of Search and Rescue phrases in sea communication

E. Material

1. Main Material : Search and Rescue phrases
2. Sources : IMO Standard Marine Communication Phrases

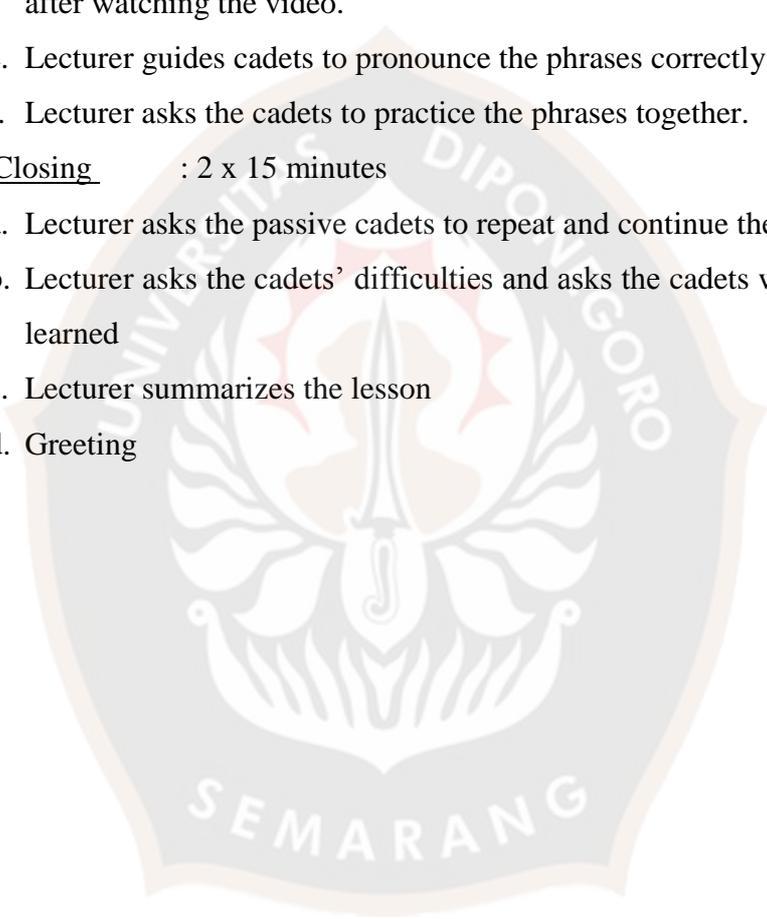
F. Technique

Back Chaining Drills Technique

G. Teaching and Learning Activity

1. Opening : 2 x 5 minutes
 - a. Greeting
 - b. Checking cadets' attendance

- c. Reviewing the previous lesson
- 2. Main activity : 2 x 80 minutes
 - a. Lecturer gives explanation about search and rescue phrases.
 - b. Lecturer plays the video about search and rescue.
 - c. Lecturer asks cadets to pay attention the video.
 - d. Lecturer asks cadets to repeat and continue the phrases which she says after watching the video.
 - e. Lecturer guides cadets to pronounce the phrases correctly.
 - f. Lecturer asks the cadets to practice the phrases together.
- 3. Closing : 2 x 15 minutes
 - a. Lecturer asks the passive cadets to repeat and continue the phrases.
 - b. Lecturer asks the cadets' difficulties and asks the cadets what they have learned
 - c. Lecturer summarizes the lesson
 - d. Greeting



LESSON PLAN (CYCLE II)

Name of School : Politeknik Ilmu Pelayaran Semarang
Subject : English
Class/ semester : Deck Department / Third semester
Meeting : 8th and 9th
Time Allotment : 2 x (2 x 50 minutes)

A. The Standard of Competence

Comprehending meaning of IMO Standard Marine Communication Phrases.

B. The Basic Competence

Understanding the use of IMO Standard Marine Communication Phrases in sea communication.

C. Indicator

1. Identifying IMO Standard Marine Communication Phrases.
2. Identifying Requesting medical assistance.

D. Instructional Goal

At the end of teaching learning process, cadets are able to:

1. Understand of IMO Standard Marine Communication Phrases
2. Use IMO Standard Marine Communication Phrases
3. Understand of Requesting medical assistance
4. Use of Requesting medical assistance phrases in sea communication

E. Material

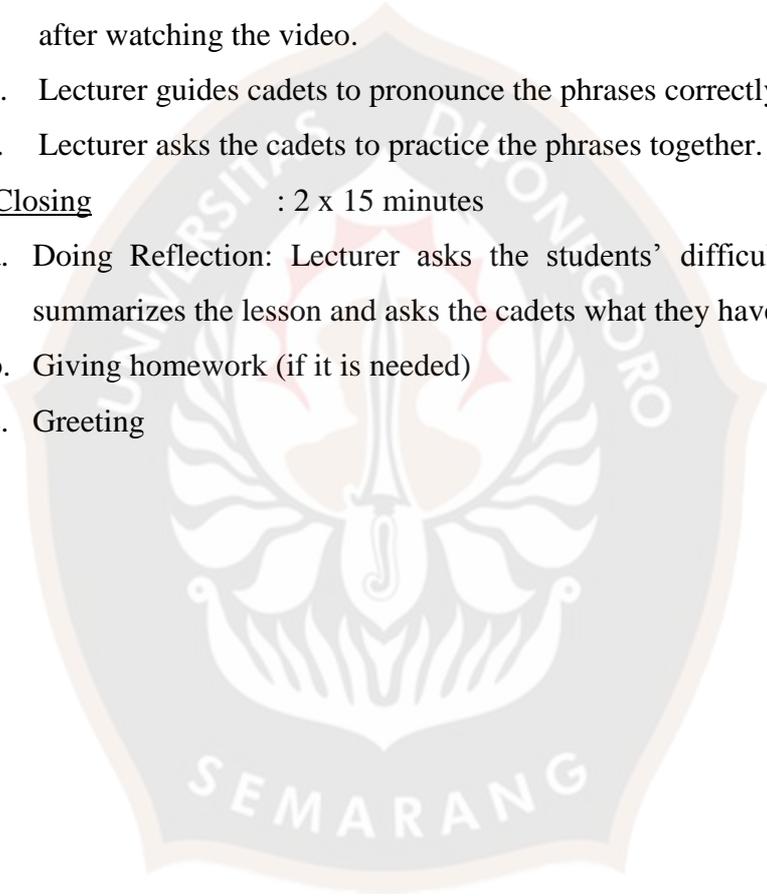
1. Main Material : Requesting medical assistance phrases
2. Sources : IMO Standard Marine Communication Phrases

F. Technique

Back Chaining Drills Technique

G. Teaching and Learning Activity

1. Opening : 2 x 5 minutes
 - a. Greeting
 - b. Checking students' attendance

- c. Reviewing the previous lesson
2. Main Activities : 2 x 80 minutes
- a. Lecturer gives explanation about Requesting medical assistance phrases.
 - b. Lecturer plays the video about Requesting medical assistance.
 - c. Lecturer asks cadets to pay attention the video.
 - d. Lecturer asks cadets to repeat and continue the phrases which she says after watching the video.
 - e. Lecturer guides cadets to pronounce the phrases correctly.
 - f. Lecturer asks the cadets to practice the phrases together.
3. Closing : 2 x 15 minutes
- a. Doing Reflection: Lecturer asks the students' difficulties, Lecturer summarizes the lesson and asks the cadets what they have learned.
 - b. Giving homework (if it is needed)
 - c. Greeting
- 
- The image contains a large, semi-transparent watermark of the Diponegoro University logo. The logo is a shield-shaped emblem with a central figure, possibly a stylized bird or a person, and the word 'SEMARANG' written across the bottom. The text 'UNIVERSITAS DIPONEGORO' is also visible around the top and sides of the shield.

Appendix 3

INTERVIEW RESULT

The observer did the interview with some cadets to get the information about their feeling before and after the implementation of the action. Here are the responds from some respondents (cadets) which can represent the result of interview.

Before implementing the action

- O : “Begini, saya ingin mengajukan beberapa pertanyaan”.
- R1 : “Iya Bu, silakan”.
- O : “Menurut Anda materi SMCP in susah atau mudah?”
- R1 : “Kalau menurut saya ya susah Bu, soalnya banyak sekali kata-kata dalam bahasa Inggris yang susah diucapkan dan kita tidak tahu artinya dalam bahasa Indonesia”.
- R2 : “Susah Bu. Kita harus menghafal banyak kosakata yang sebenarnya tidak semuanya kita tahu artinya atau maksudnya itu untuk apa.”
- R3 : “Setuju. Susah Bu”.
- O : “Kata-kata yang mana yang menurut Anda susah?”
- R2 : “Ya kata-kata bahasa Inggris maritim Bu. Kita harus menghafalkannya, tidak cuma hafal tapi kita juga harus tahu artinya. Padahal kata-kata itu diingat saja susah apalagi dihafal diluar kepala”.
- R1 : “Kita memang hafal diluar kepala Bu. Sampai-sampai diluar kepala yang sebenarnya alias lupa semua karena sulitnya kata-kata itu dihafal”.
- O : “Begitu. Terus menurut Anda selama ini cara dosen mengajarkan SMCP di dalam kelas menyenangkan atau membosankan?”
- R3 : “Maaf Bu, ya jelas membosankan lah. Kuliah teori yang membuat ngantuk. Pokoknya enggak banget”.
- R1 : “Kadang membosankan kadang tidak, tapi lebih sering membosankan daripada tidaknya”.
- O : “Kenapa bisa membosankan?”

- R1 : “Menurut saya materinya tidak menarik. Entah hanya saya yang tidak tertarik atau semua taruna tidak tertarik intinya materinya susah jadi tidak menyenangkan”.
- R2 : “Intinya kami merasa kesulitan ketika harus mengucapkan kata-kata dalam SMCP yang benar. Kami sering sekali salah pengucapan. Itulah sebabnya kami katakan kalau bahasa Inggris maritim sangat susah”.
- O : “OK. Jadi Anda semua merasa bahwa SMCP itu susah. Itu sebabnya hampir sebagian besar dari Anda tidak dapat menjawab pertanyaan yang saya ajukan selama perkuliahan. Begitu?”
- R3 : “Ya Bu. Bagaimana mungkin kami bisa menjawab pertanyaan yang Ibu ajukan padahal kami sendiri sudah lupa dengan materinya”.
- R2 : “Tidak hanya lupa Bu, kadang kami tidak tahu cara pengucapan kosakatanya dengan benar, sebenarnya kami seharusnya tahu cara pengucapannya karena sudah diberitahu cara pengucapan yang benar tapi kemudian setelah kami coba ternyata salah ucap. Itulah mengapa tadi kami katakan kalau bahasa Inggris itu susah”.
- O : “OK. Saya mengerti. Baiklah cukup itu saja yang ingin saya tanyakan. Thank you cadets”.
- R1,2,3 : “You’re welcome mam”.

After implementing the action

- O : “Saya ada beberapa pertanyaan lagi yang ingin saya ajukan untuk Anda semua”.
- R1 : “Yes mam”.
- O : “Anda semua sudah merasakan kalau sekarang saya menggunakan teknik yang tidak seperti biasanya dalam mempraktekkan SMCP. Bagaimana menurut Anda?”
- R2 : “Menurut saya sekarang lebih mudah dipelajari Mam. Materinya ternyata menyenangkan”.

- R3 : “Benar Bu. Sekarang kami merasa mudah menghafalkan SMCP. Kami jadi tahu fungsi penggunaannya dalam komunikasi di laut. Kami jadi senang juga mempraktekkannya”.
- O : “Jadi menurut Anda semua sekarang belajar SMCP tidak membosankan lagi seperti dulu?”
- R1 : “No,mam. Justru dengan cara mengajar Ibu sekarang kami jadi merasa tertantang dalam menggunakan kosakata dalam bahasa Inggris maritim. Kami merasa lebih mudah saja mengucapkannya. Karena diulang-ulang terus jadi kami lebih ingat kata-kata yang sukar itu”.
- R3 : “Sejak Bu Nita mengajar dengan cara yang baru itu, saya jadi merasa tidak mengantuk lagi selama perkuliahan, karena saya jadi merasa tertantang untuk mengucapkan kosakata dalam bahasa Inggris dengan benar. Kalau teman-teman yang lain saja bisa kenapa saya tetap tidak bisa, jadi saya semakin memperhatikan penjelasan Ibu dan mempraktekkannya”.
- R2 : “Benar itu Bu. Awalnya saya merasa aneh dengan cara yang Ibu sampaikan tapi justru karena keanehan itu saya merasa materi bahasa Inggris jadi menyenangkan untuk dipelajari”.
- O : “Berarti sekarang Anda semua merasa senang dan menyukai cara belajar seperti ini ya?”
- R2 : “Absolutely Mam . Sekarang bahasa Inggris benar-benar jadi mata kuliah yang saya sukai. Terutama ketika video tentang komunikasi di laut itu diputar. Dari video itu saya jadi tahu ternyata bahasa yang kita gunakan di laut itu sangat penting manfaatnya dalam keselamatan pelayaran. Kalau bahasa yang digunakan salah akhirnya bisa jadi salah paham dan bisa berakibat fatal dalam keselamatan pelayaran ”.
- R1 : “Ya benar. Saya setuju sekali dengan jawabanmu. Saya juga sekarang menyukai mata kuliah bahasa Inggris. Materinya menarik dan menantang. Setiap perkuliahan saya jadi merasa tertantang untuk bisa mengucapkan kosakata dengan benar. Saya juga merasa kalau sekarang kemampuan bahasa Inggris saya lebih baik dari sebelumnya”.

- O : “OK. Jadi menurut Anda semua sekarang cara mengajar saya membuat Anda semua lebih semangat dalam mengikuti perkuliahan bahasa Inggris?”
- R1 : “Ya Bu. Bener banget. Saya jadi semangat ketika perkuliahan. Mulai sekarang kalau mengajar bahasa Inggris pakai cara itu saja ya Bu. Pasti materinya masuk ke otak semua”.
- R2 : “Setuju Bu, pakai cara itu saja terus supaya kami semangat dan tidak ngantuk lagi ketika perkuliahan”.
- R3 : “Idem Bu”.
- P (NS) : “OK. Saya rasa cukup pertanyaannya. Terimakasih atas jawabannya”.
- R1,2,3 : “Sama-sama Mam”.



Appendix 4

Mean Score

No	Pre Test	Post Test 1	Post test 2
1	52	65	70
2	50	60	78
3	62	74	80
4	64	75	82
5	50	65	77
6	47	60	80
7	70	72	75
8	62	57	72
9	65	60	77
10	67	70	82
11	50	65	80
12	65	75	75
13	65	77	80
14	68	75	72
15	52	60	70
16	55	62	77
17	55	60	70
18	60	70	72
19	62	67	75
20	67	72	75
21	65	70	75
22	52	70	75
23	50	62	80
24	60	67	80
25	65	70	75
26	56	67	75
27	55	67	70
28	60	75	87
29	60	77	82
30	62	72	80
Total	1773	2038	2298
Mean	59.1	67.93333333	76.6

Pre-Test

$$x = \frac{\sum x}{N} = \frac{1773}{30} = 59.1$$

Post-Test 1

$$y = \frac{\sum y}{N} = \frac{2038}{30} = 67.9$$

Post-Test 2

$$y = \frac{\sum y}{N} = \frac{2298}{30} = 76.6$$



Appendix 5

The t-test Computation between Pre-Test Score and Post-Test 1 Score

No	Pre test	Post test 1	D	D ²
1	52	65	13	169
2	50	60	10	100
3	62	74	12	144
4	64	75	11	121
5	50	65	15	225
6	47	60	13	169
7	70	72	2	4
8	62	57	-5	25
9	65	60	-5	25
10	67	70	3	9
11	50	65	15	225
12	65	75	10	100
13	65	77	12	144
14	68	75	7	49
15	52	60	8	64
16	55	62	7	49
17	55	60	5	25
18	60	70	10	100
19	62	67	5	25
20	67	72	5	25
21	65	70	5	25
22	52	70	18	324
23	50	62	12	144
24	60	67	7	49
25	65	70	5	25
26	56	67	11	121
27	55	67	12	144
28	60	75	15	225
29	60	77	17	289
30	62	72	10	100
JML	1773	2038	265	3243

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{\frac{265}{30}}{\sqrt{\frac{3243 - \frac{265^2}{30}}{30(30-1)}}$$

$$t = \frac{8.83}{\sqrt{\frac{3243 - \frac{70225}{30}}{30(29)}}$$

$$t = \frac{8.83}{\sqrt{\frac{3243 - 2340.83}{870}}}$$

$$t = \frac{8.83}{\sqrt{\frac{902.17}{870}}}$$

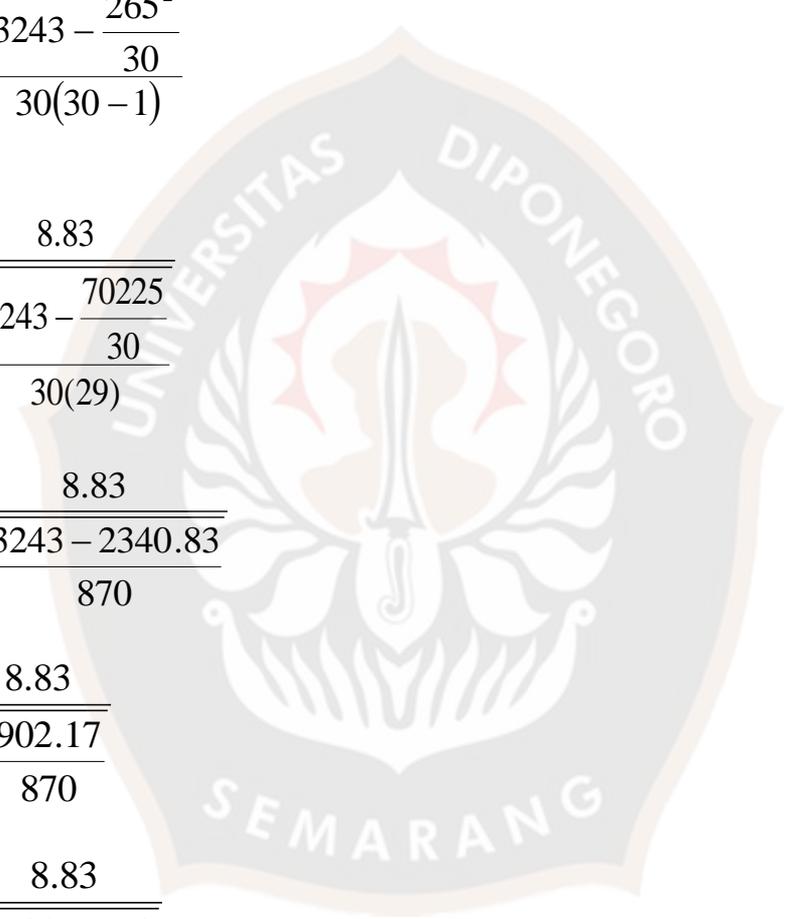
$$t = \frac{8.83}{\sqrt{1.0369770}}$$

$$t = \frac{8.83}{1.0183207}$$

$$t = 8.67$$

$$t_{table} = 2.04$$

$$t > t_{table}$$



The t-test Computation between Post-Test 1 Score and Post-Test 2 Score

No	Post test 1	Post test 2	D	D ²
1	65	70	5	25
2	60	78	18	324
3	74	80	6	36
4	75	82	7	49
5	65	77	12	144
6	60	80	20	400
7	72	75	3	9
8	57	72	15	225
9	60	77	17	289
10	70	82	12	144
11	65	80	15	225
12	75	75	0	0
13	77	80	3	9
14	75	72	-3	9
15	60	70	10	100
16	62	77	15	225
17	60	70	10	100
18	70	72	2	4
19	67	75	8	64
20	72	75	3	9
21	70	75	5	25
22	70	75	5	25
23	62	80	18	324
24	67	80	13	169
25	70	75	5	25
26	67	75	8	64
27	67	70	3	9
28	75	87	12	144
29	77	82	5	25
30	72	80	8	64
JML	2038	2298	260	3264

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{\frac{260}{30}}{\sqrt{\frac{3264 - \frac{260^2}{30}}{30(30-1)}}$$

$$t = \frac{8.66}{\sqrt{\frac{3264 - \frac{67600}{30}}{30(29)}}$$

$$t = \frac{8.66}{\sqrt{\frac{3264 - 2253.33}{870}}}$$

$$t = \frac{8.66}{\sqrt{\frac{1010.67}{870}}}$$

$$t = \frac{8.66}{\sqrt{1.1616897}}$$

$$t = \frac{8.66}{1.077817}$$

$$t = 8.035$$

$$t_{table} = 2.04$$

$$t > t_{table}$$

The t-test Computation between Pre-Test Score and Post-Test 2 Score

No	Pre test	Post test 2	D	D ²
1	52	70	18	324
2	50	78	28	784
3	62	80	18	324
4	64	82	18	324
5	50	77	27	729
6	47	80	33	1089
7	70	75	5	25
8	62	72	10	100
9	65	77	12	144
10	67	82	15	225
11	50	80	30	900
12	65	75	10	100
13	65	80	15	225
14	68	72	4	16
15	52	70	18	324
16	55	77	22	484
17	55	70	15	225
18	60	72	12	144
19	62	75	13	169
20	67	75	8	64
21	65	75	10	100
22	52	75	23	529
23	50	80	30	900
24	60	80	20	400
25	65	75	10	100
26	56	75	19	361
27	55	70	15	225
28	60	87	27	729
29	60	82	22	484
30	62	80	18	324
JML	1773	2298	525	10871

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{\frac{525}{30}}{\sqrt{\frac{10871 - \frac{525^2}{30}}{30(30-1)}}$$

$$t = \frac{17.5}{\sqrt{\frac{10871 - \frac{275625}{30}}{30(29)}}$$

$$t = \frac{17.5}{\sqrt{\frac{10871 - 9187.5}{870}}}$$

$$t = \frac{17.5}{\sqrt{\frac{1683.5}{870}}}$$

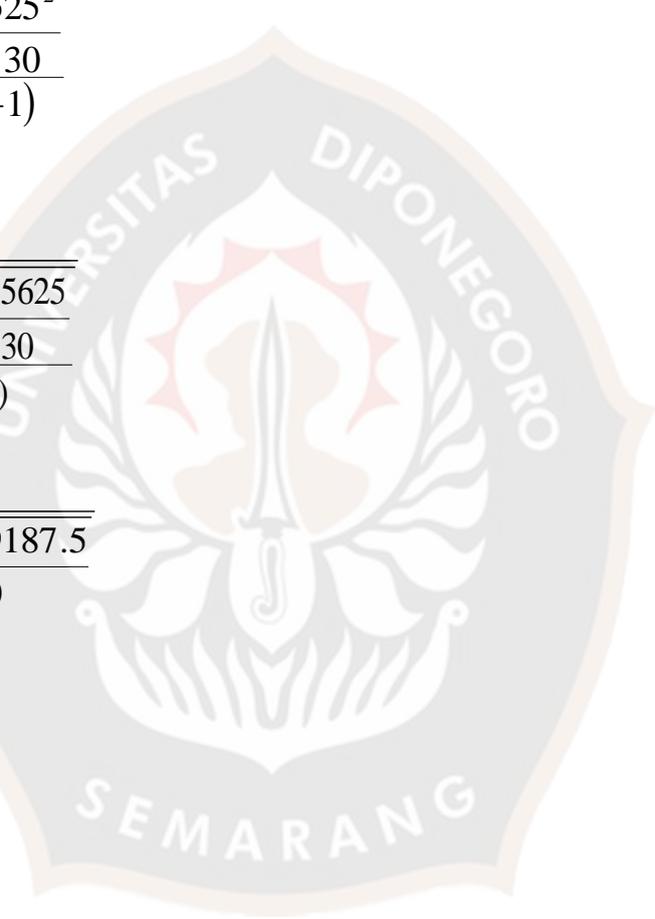
$$t = \frac{17.5}{\sqrt{1.93506}}$$

$$t = \frac{17.5}{1.39106}$$

$$t = 12.58$$

$$t_{table} = 2.04$$

$$t > t_{table}$$



Appendix 6

Paired sample statistics

Table 1
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Cycle 1 Pre Test	59.1000	30	6.55665	1.19707
Post Test1	67.9333	30	5.88940	1.07525
Cycle 2 Pre Test	59.1000	30	6.55665	1.19707
Post Test 2	76.6000	30	4.30397	.78579

Cadet's improvement score

Table 2
Cadets' improvement in SMCP mastery score

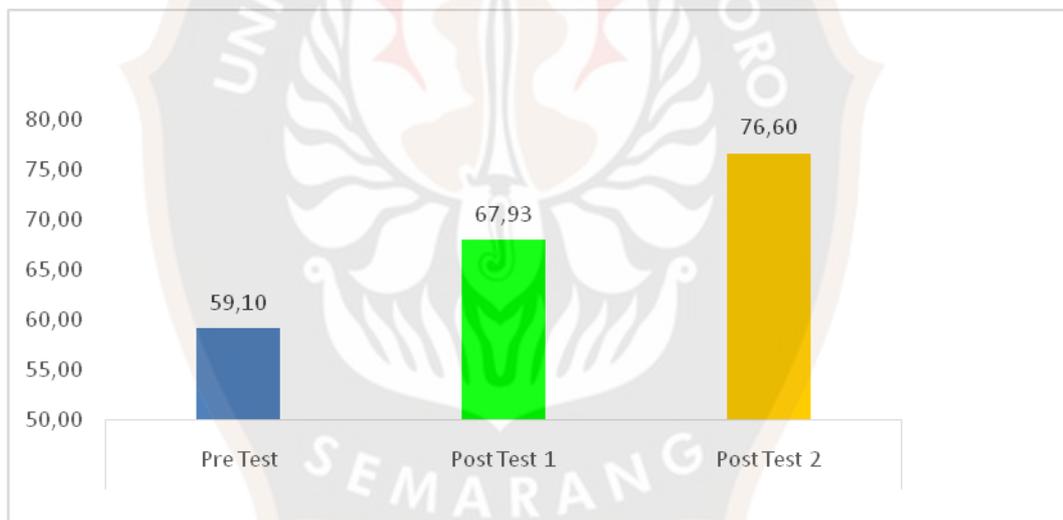
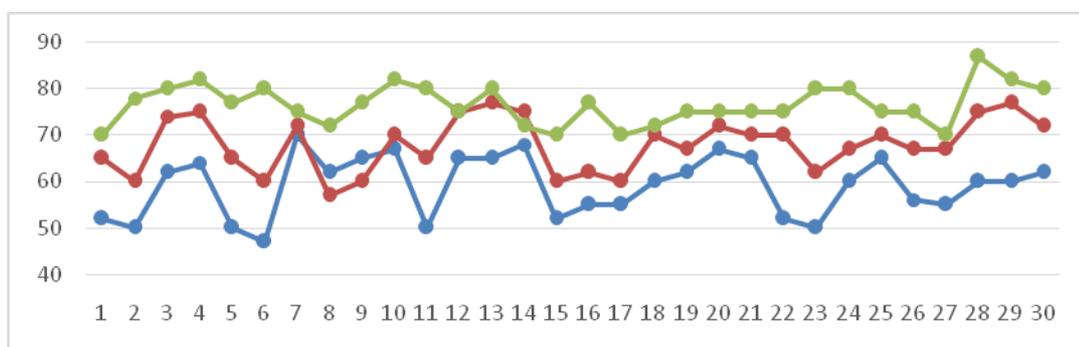


Table 3
The improvement of the cadet's test result



Appendix 7 : The Diary of Action Research

Pre Observation	Interview	Second Pre Observation	Cycle 1 1st Meeting	Cycle 1 2nd Meeting	Cycle 1, 3rd Meeting	Cycle 1, 4th Meeting	Cycle 1, 5th Meeting
Wed, 19 June 2013	Fri, 21 June 2013	Wed, 26 June 2013	Wed, 3 July 2013	Wed, 10 July 2013	Wed, 17 July 2013	Wed, 24 July 2013	Wed, 31 July 2013
Before implementing the action, the researcher did pre observation during English teaching and learning process in classroom.	The researcher interviewed some cadets about their feeling during English teaching and learning process.	The researcher did second pre observation. The observation was about English maritime vocabulary test.	The researcher implemented the action. This was the first meeting in cycle 1.	Second meeting in cycle 1.	The third meeting in cycle 1.	The fourth meeting in cycle 1.	The fifth meeting in cycle 1. The activity was post test in cycle 1. This test was conducted to know the students' achievement in vocabulary mastery after implementing the action plan.
The observation results were:	The interview results were:	The results were:	The activities in classroom were:	The activities were:	The activities were:	The activities were:	The result of post test were:
1. Classroom situation was quiet but there wasn't active communication between the lecturer and cadets each other.	1. Cadets said that learning English especially about IMO Standard Marine Communication Phrases were very difficult.	1. The low scores of cadets' test on vocabulary	1. The researcher (NS) came to the class, greeted the cadets, and checked cadets' attendance.	1. NS started the lesson by greeting the cadets and checking cadets' attendance.	1. After greeting the cadets, NS checked cadets' attendance.	1. NS entered the class. After greeting the students, NS checked cadets' attendance.	1. The cadets' mean score was 67.9
2. The cadets did not pay attention to the learning material.	2. Cadets have difficulty when have to memorize many phrases and pronounce phrases correctly.	2. The difficulties in pronouncing the words correctly.	2. NS explained what they would have to do for that day.	2. NS reviewed the lesson of the last meeting.	2. NS reviewed the lesson of the last meeting.	2. NS reviewed the lesson of the last meeting.	2. The difference between pre test and post test was 8.83 points. (pre test mean score was 59.10; post test mean score was 67.93)
3. Some cadets seemed bored during teaching and learning process.	3. Almost all of the cadets said that English is difficult language.	3. The difficulties in using Standard Marine Communication Phrases.	3. NS tried to create a good situation by telling the cadets about SMCP's and gave the cadets some examples of how seafarers on board ships using the SMCP's.	3. NS asked about what they did in the last meeting.	3. NS explained them that on that day they would practice new vocabularies again.	3. NS said that on that day they would study about the last topics in distress messages those were under designated distress, abandoning vessels, and person overboard.	3. The t-test computation between pre-test score and post-test 1 score was 8.67 (t-test = 8.67; t-table = 2.04 ; t > t-table) It means that t-test result was bigger than t-table, so there was significant improvement in cadets' test result.
4. They were not enthusiastic with the material.	4. They said that some English maritime vocabularies are difficult to memorize because they never used them in daily speaking and they didn't understand about the real meaning and function of the vocabularies.	4. The mean score of pre test was 59.10	4. NS gave explanation about the technique that they would do in every English meeting that was back chaining drills technique.	4. NS explained that they would practice new phrases again by using the same technique as the technique in the last meeting.	4. NS gave explanation about the material of that day, that was still distress messages. The topics were about sinking, disabled and adrift, and armed attack/piracy.	4. NS gave new phrases and asked the cadets to pay attention the phrases.	
5. The cadets could not answer the lecturer's questions because they didn't understand about the learning material.	5. During the teaching and learning process they also felt sleepy because they were not interested in the material.		5. NS explored the cadets' knowledge about the topic of that day to build cadets' background knowledge. The material was about distress messages involving fire/explosion and flooding.	5. NS said that the materials still included about distress messages. They had to practice phrases about collision, grounding, and list-danger of capsizing.	5. NS gave new phrases and asked the cadets to do the same activities that they had ever done in the last meeting.	5. While giving new phrases, NS also checked the cadets' pronunciation of new phrases through drilling activity.	
6. The students were passive during the learning process.	6. The cadets felt bored because the materials were delivered by using lecturing		6. NS gave the example of practicing back chaining drills for the cadets.	6. NS asked the cadets to do the same activities that they had done in the last meeting.	6. NS drilled the cadets with new phrases.	6. NS asked the cadets to repeat the phrases over and over again until they could pronounce the phrases correctly.	
			7. NS asked the cadets to repeat what she said.	7. NS drilled the cadets with new phrases.	7. NS asked all of the cadets to repeat and continue what she said.	7. NS gave them an individual task, she asked the cadets to fill in the gaps.	
			8. NS still guided the cadets to use the technique.	8. She asked them to repeat what she said.	8. NS asked some cadets randomly to repeat and continue her phrases, she focused on the passive cadets.	8. The cadets did the task for 15 minutes	
			9. Before closing the lesson, NS checked the cadets' understanding about today's material.	9. Before closing the lesson, NS checked cadets' understanding by asking some of the cadets to continue her phrases.	9. NS summed up the lesson and asked the cadets' difficulties.	9. After finishing the task, NS asked the cadets to convert their task with their friends	

Reflection of Cycle 1 Fri, 2 August 2013	Revising the Plan Mon, 5 August 2013	Cycle 2, 1st Meeting Wed, 7 August 2013	Cycle 2, 2nd Meeting Wed, 14 August 2013	Cycle 2, 3rd Meeting Wed, 21 August 2013	Cycle 2, 4th Meeting Wed, 28 August 2013	Cycle 2, 5th Meeting Wed, 4 September 2013	Reflection and Evaluation Fri, 6 September 2013
The researcher did reflection in cycle 1	The researcher did revision of the plan. The results were used in cycle 2 activities.	The first meeting in cycle 2.	The second meeting in cycle 2.	The third meeting in cycle 2.	The fourth meeting in cycle 2.	The fifth meeting in cycle 2. The activity was post test in cycle 2. This test was second post test which conducted to know the students' achievement in vocabulary mastery after implementing the action plan.	The researcher did reflection and evaluation the action. The results were:
The results were:	The results were:	The activities were:	The activities were:	The activities were:	The activities were:	The result of post test were:	The positive results of cycle 2 were:
1. The activities of teaching learning process about vocabulary mastery of IMO Standard Marine Communication Phrases through back chaining drills technique generally ran well.	1. NS decided to add media in teaching learning process in order to make the cadets gave more pay attention during the teaching and learning process.	1. NS entered the classroom.	1. NS started the lesson by greeting and checking cadets' attendance.	1. NS entered the class.	1. After greeting and checking cadets' attendance, NS reviewed and checked cadets' understanding about the previous lesson.	1. The cadets' mean score was 76.6	1. Every cadet always got ready during the teaching learning process
2. The first meeting, the cadets were still confused with the technique. They needed lecturer's guidance in all activities.	2. NS decided to use some videos about sea communication to deliver the materials.	2. NS started the lesson by greeting the cadets and checking the cadets' attendance.	2. NS reviewed the previous lesson of the last meeting.	2. After greeting and checking cadets' attendance, NS reviewed the lesson of the last meeting.	2. NS asked about search and rescue, and requesting medical assistance.	2. The difference between post test cycle 1 and post test cycle 2 was 8.67 points. (post test cycle 1 mean score was 67.93; post test cycle 2 mean score was 76.6)	2. There was behavior change of some cadets, the passive students became active
3. The following meetings, some of the cadets had done the activities well because they understood what they had to do.	3. NS decided to ask the passive cadets to repeat and continue the phrases in order to make they could participate during the teaching and learning process and they would not be afraid anymore to speak up.	3. NS said that in several meetings they learnt about IMO Standard Marine Communication Phrases by using back chaining drills.	3. NS asked the cadets about some phrases in SAR Acknowledgement and / or relay of SAR messages	3. NS played the video about requesting medical assistance.	3. NS managed the meeting as a review meeting.	3. The t-test computation between post test score cycle 1 and post-test score cycle 2 was 8.035 (t-test = 8.035; t-table = 2.04 ; t > t-table) It means that t-test result was bigger than t-table, so there was significant improvement in cadets' test result.	3. Every cadet could learn the materials not only by using the technique but also got materials from the videos During the teaching learning process
4. The cadets enjoyed repeating and continuing the phrases through the phrases rather long and rather difficult to memorize.		4. NS did not give explanation about IMO Standard Marine Communication Phrases and back chaining drills technique anymore because the cadets understood about them.	4. NS asked the cadets to keep quiet because she would play the video more.	4. Some of cadets made notes about the phrases in their book.	4. NS gave the previous materials in order to make the cadets did not forget the last materials.		4. The classroom situation was in good atmosphere
5. The technique gave them a new challenging to memorize and continue the phrases that had been said by the lecturer.	5. NS gave explanation that on that day they would learn the phrases again through the same technique.	5. NS gave explanation that only watched the video but also paid attention with the phrases that used in the video.	5. NS asked the cadets not only watched the video but also paid attention with the phrases that used in the video.	5. NS gave them example first how to pronounce the words correctly.	5. NS gave the cadets some assignment that they had to do in this moment to check the cadets really understood the materials or not.		5. The mean score increased from 67.93 in post-test 1 (cycle 1) to 76.6 in post-test 2 (cycle 2).
6. The result of the test shows that the mean score of pre-test is 59.10 and the mean score of post-test is 67.93. The result was regarded as good. The result of the vocabulary mastery test showed that there was better improvement from pre-test to post test.		6. NS played a video about sea communication using the phrases. The material was about SAR communications and Acknowledgement and / or relay of SAR messages	6. NS played the video about performing SAR operations and finishing with SAR operations.	6. NS asked the cadets to practice the phrases.	6. NS checked cadets' understanding by asking some questions randomly as usual		Conclusion:
The classroom situation were:		7. After watching the video, NS asked the cadets to practice the phrases were like in the video.	7. Some of cadets made notes about the phrases.	7. NS pointed the passive cadets to repeat and continue the phrases that she said.	7. NS summed up the lesson, and reviewed some difficult words.		1. Teaching vocabulary through back chaining drills technique made the cadets were easier to understand the materials.
1. The situation was rather in good atmosphere.		8. NS checked the cadets' understanding by drilling some phrases and asked some cadets to repeat and continue the phrases randomly.	8. NS gave the time to the cadets to read their book first before practicing the phrases.	8. NS checked the cadets' understanding about the material by delivering some questions for the cadets individually and randomly.	8. NS closed the lesson on that day.		2. The cadets became more active in learning new phrases.
2. Some of the cadets were active during the learning process.		9. NS gave them the assignment to memorize the phrases again and she said that she would check the cadets' understanding in the next meeting.	9. NS asked the cadets to practice the phrases.	9. NS summed up the lesson of that day.	The classroom situations were:		3. The added media also made the cadets understood the materials easily because they could see the real condition about sea communication using the phrases.

Appendix 7 : The Diary of Action Research

Pre Observation Wed, 19 June 2013	Interview Fri, 21 June 2013	Second Pre Observation Wed, 26 June 2013	Cycle 1 1st Meeting Wed, 3 July 2013	Cycle 1 2nd Meeting Wed, 10 July 2013	Cycle 1, 3rd Meeting Wed, 17 July 2013	Cycle 1, 4th Meeting Wed, 24 July 2013	Cycle 1, 5th Meeting Wed, 31 July 2013
			10. NS asked the cadets randomly to repeat and continue her phrases.	10. NS summed up the lesson and asked the cadets' difficulties and their feeling.	10. NS said that the cadets could do it if they were more concentrate with the phrases.	10. NS asked the cadets to check the answer in pairs.	
			11. When the time given was over, NS summed up the lesson of that day.	11. NS said that she was happy because the cadets enjoyed the teaching and learning process.	11. NS closed the class and said goodbye.	11. NS and the cadets discussed the answer of the task together.	
				12. NS closed the class and said goodbye.	The classroom situations were:	12. NS summed up the lesson of that day.	
			The classroom situations were:	The classroom situations were:	1. NS saw that almost all of the cadets could do the activities well.	13. NS asked cadets' difficulties.	
			1. The class was not noisy.	1. Some of the cadets answered researcher's questions about the last material that they learnt.	2. The cadets were more active than the last meetings.	14. NS closed the meeting and said goodbye.	
			2. The cadets did not seem enthusiastic.	2. The cadets could follow the activity well, although some of the cadets still confused when they had to continue the phrases.	3. They enjoyed the teaching and learning materials enthusiastically.	The classroom situations were:	
			3. Not all of the cadets could say the phrases well.	3. More than a half of cadets could do the activity well.	4. They said that they felt difficult when they had to repeat the long phrases.	1. Before starting the lesson, some cadets said that they wanted to study new phrases again by using same technique.	
			4. Cadets seemed confused with the materials.	4. The cadets felt very curious with this technique and they wanted more practice of new phrases.		2. NS saw that almost all of the cadets could say the phrases well.	
						3. The cadets were very enthusiastic. They said that this technique was interesting and challenging.	
						4. There were some cadets felt confused with the technique	
						5. Some cadets said that the technique stopped them of feeling sleepy.	
						6. Cadets said that the teaching technique could make them paid attention more about the learning materials.	

Reflection of Cycle 1 Fri, 2 August 2013	Revising the Plan Mon, 5 August 2013	Cycle 2, 1st Meeting Wed, 7 August 2013	Cycle 2, 2nd Meeting Wed, 14 August 2013	Cycle 2, 3rd Meeting Wed, 21 August 2013	Cycle 2, 4th Meeting Wed, 28 August 2013	Cycle 2, 5th Meeting Wed, 4 September 2013	Reflection and Evaluation Fri, 6 September 2013
3. They could answer the researcher's questions about the learning materials.		10. NS summed up the lesson and asked the cadets' difficulties.	10. NS checked cadets' understanding by pointing them to practice the phrases randomly.	10. NS asked the cadets' difficulties.	1. The cadets could answer the researcher's questions about materials well.		4. They were very enthusiastic because they felt that they were in real condition at the sea not in the classroom.
4. They gave positive response.		11. NS closed the lesson and said good bye.	11. NS summed up the lesson, reminded the cadets about search and rescue communication.	11. NS closed the lesson and said good bye.	2. All of the cadets could do the exercise correctly.		5. This resulted in a good result and improvement.
5. They paid attention more about the learning material even they were not seemed bored anymore.		The classroom situations were:	12. NS closed the lesson and said good bye.		3. The cadets could use the English maritime vocabularies in correct pronunciation.		The researcher (NS) decided to stop the cycle because of the limited time. Moreover, the result of the action implemented in cycle 2
The strengths in the first cycle were:		1. Some of cadets said that they felt happy to learn the materials by using this technique.	The classroom situations were:	The classroom situations were:			showed good improvement of cadets' vocabulary mastery and cadets' learning activity.
1. Most of the cadets said that the technique was fun and challenging.		2. They said that the technique was strange but gradually they could enjoy use the technique to practice the phrases though the phrases were long.	1. The cadets could answer the researcher's question well about the last material.	1. The class situation was calm and quiet.			
2. Some others said that the technique stopped them of feeling sleepy.		3. Almost all of the cadets were enthusiastic.	2. The cadets enjoyed the video.	2. The cadets gave more pay attention during the learning process.			From the result of reflection, the researcher concluded that back chaining drills technique is a suitable technique to improve the cadets' vocabulary mastery especially about IMO Standard Marine Communication Phrases of the 3rd semester of Deck Department in <i>Politeknik Ilmu Pelayaran Semarang</i> . It is important for the researcher to know about the weaknesses of the cadets in learning English, so they can design appropriate technique in the teaching and learning process for a better result.
3. They also said that they wanted practice new phrases more thro so that it reduces their boredom and made the atmosphere of learning more relaxed.		4. The cadets were happy to watch the video. The class situation was rather noisy but it was in under the researcher's control.	3. Some of cadets made note about the phrases in their book.	3. Some cadets said that they wanted to study the new phrases by using back chaining drills and also watching the video more.			
4. This technique encouraged them to memorize, to repeat, and to continue the long phrases, it also developed their self confidence.		5. The cadets enjoyed watch	4. The cadets' contribution in the teaching and learning process better than in the first cycle.	4. The cadets enjoyed the video and teaching learning process.			
5. This technique also made them to pronounce the words correctly because they said the phrases more than once.		6. Some of the cadets wanted to see other video.	5. The cadets were more enthusiastic during the learning process.	5. The cadets were more enthusiasics during the learning process.			
The weaknesses in the first cycle were:		7. The cadets were more active than before.		6. The cadets did not seem bored anymore.			
1. Not all of the cadets enjoyed during the teaching and learning process.		8. There were some of cadets still felt difficult to say long phrases.		7. Cadets said that they could understand the material easier than before because there was video which showed the real condition in the sea when they have to use the phrases.			
2. There were some cadets who were still passive during the learning process, they still calm, kept quiet, still sleepy, and did not pay attention.				8. Cadets said that they were happy and not sleepy anymore during the learning process.			
3. Some of them were still difficult to understand the materials.							
4. Some of the cadets still confused and got difficulty about the technique introduced.							
Conclusion : Cycle 1 is not satisfying because the result of the learning, especially on vocabulary mastery of IMO Standard Marine Communication Phrases is not optimum. Although based on the result of the post-test of cycle 1 there was improvement in some cadets' score.							

Appendix 8

PRE TEST – POST TEST

CHOOSE THE CORRECT ANSWER

1. Select the most appropriate phrase to indicate:
Vessel is drifting after main engine breakdown
 - A. I was not under command
 - B. I am not commanding
 - C. I am not under command
 - D. I am not drifting under command
2. Select the most appropriate phrase to indicate:
Rescue team is ready
 - A. Rescue team standing bye
 - B. Rescue team understanding
 - C. Rescue team standing buoy
 - D. Rescue team standing by
3. Select the most appropriate phrase to indicate:
All personnel are out of engine room
 - A. all empty of engine room
 - B. engine out
 - C. engine room evacuated
 - D. engine room empty
4. Select the most appropriate phrase to indicate:
Vessel has touched bottom and is stuck on the seabed
 - A. We are aground
 - B. We sit aground
 - C. We on ground
 - D. We am ground
5. Select the most appropriate phrase to indicate:
Question about vessel being underway again after aground
 - A. Has vessel reflected?
 - B. Has vessel aweighed?
 - C. Has vessel refloated?
 - D. Has vessel come of aground?
6. Select the most appropriate phrase to indicate:
A vessel is drifting after main engine breakdown
 - A. I am not under command
 - B. I was under the command
 - C. I am drifting under command
 - D. I am not commanding

7. Select the most appropriate phrase to indicate:
Silence has been imposed to avoid interference to distress traffic
- Seelonce distress
 - Quiet please
 - Silence
 - Seelonce Mayday
8. Select the most appropriate phrase to indicate:
All personnel are out of Engine Room
- Engine room empty
 - Engine room evacuated
 - All empty of Engine room
 - Engine out
9. Choose the best phrase
- What kind of assistant is required?
 - What is kind of assistance?
 - What kind of assistance is required?
 - What is assistance required?
10. Choose the best phrase
- Can you proceed to distress position?
 - Can you process to distress position?
 - Can you proceed to position?
 - Can you proceed to distress?
11. 'When do you expect to refloat?'
- when tide rises
 - I expect to refloat when tide rises
 - I do expect to refloat when tide rises
 - Expect when tide rises
12. crew of MV 'Baltic' must _____ vessel after collision
- disembark
 - overboard
 - go out
 - jump out
13. What kind of assistance _____ ?
- do you require
 - is required
 - you need
 - do you want
14. Report damage
- Below waterline is damaged
 - I report the damage is below waterline
 - My below waterline have damaged
 - I have damage below waterline

15. **'I cannot control my vessel'** How do you say using SMCP?
- A. I can't control my vessel
 - B. I am not in control
 - C. I am not under command
 - D. I cannot give command
16. 'Are dangerous goods on fire?'
- A. Yes, dangerous goods are on fire
 - B. Yes, they are
 - C. Yes, they are on fire
 - D. Yes, dangerous goods is on fire
17. 'Report injured persons'
- A. Noone is injured
 - B. Number of injured person six
 - C. No persons
 - D. There are six number of injured person reported
18. 'Is smoke toxic?'
- A. No, smoke not toxic
 - B. No, smoke is not toxic
 - C. No, it is not
 - D. No, not toxic
19. 'I am _____ to your assistance'
- A. heading
 - B. sailing
 - C. proceeding
 - D. transmitting
20. 'Is there danger of explosion?'
- A. No, there is no danger of explosion
 - B. No, no danger of explosion
 - C. Yes, danger of explosion
 - D. Yes, there is a danger of explosion