CHARACTER DEVELOPMENT OF STUDENTS THROUGH
THE LEARNING OF ENGLISH MARITIME

Titim Eliawati¹, Dina Irmayanti Harahap²
Universitas Potensi Utama
titim.eliawati@gmail.com¹, dinairmayanti@potensi-utama.ac.id²

Abstract: The integration of learning in the classroom with character education is the main agenda of the Indonesian Ministry of Education and Culture. The development of learning methods in the classroom integrated with character education is a challenge for teachers today. Various researches on the development of character education have been carried out, but no one has specifically analyzed the integration of character education in Maritime English learning. The purpose of this study is to increase a top to bottom comprehension of character improvement as seen from the development of learning methods that have been integrated with character values. The research used is qualitative. The method used in this research was classroom action research (CAR). The conclusion from the results of this study is the improvement of the character of students in the classroom in Maritime English learning can be done by choosing the right learning method. On the other hand, the material in the syllabus and lesson plan (RPP) is very helpful for the teacher in arranging the methods, discussions, strategies and learning media needed while in the classroom. Students gave positive respond to changes in learning and learning methods used by teachers.

Keyword: Learning Integration, English Maritime, Classroom Action Research


Kata Kunci: Integrasi Pembelajaran, Bahasa Inggris Maritim, Penelitian Tindakan Kelas
1. INTRODUCTION

The global market has implications for the creation of international competitiveness. It was not only in market products, but also in competition for human resources. Therefore, the ability of every individual to be able to survive in this global scene becomes a real benchmark of success. One of the key roles that can be played in facing these challenges is the personal ability to be able to communicate globally using communication tools, in this case language, which can be understood by all people in the international world. The tool/language in question were English. Whatever the profession, no matter where it comes from, whatever products it competes with, and whatever targets it competes with, it can only be done by using English as the 'unifying' language in the international world.

In the school environment, say in an academic environment, English is not just given as a subject or supplementary course. However, it is more directed to the means or tools that every student needs to master in communicating with the international world. In addition, at the level of secondary school education, English is one of the subjects tested in the National Examination. This showed the concern of the government, especially the Ministry of Education and Culture, about the importance of learning English as a provision for students to navigate life in the future. More specifically, English for the maritime world is included in the category of English for Specific Purposes (ESP). In other words, English used is a language that has certain characters and terminology that is only intended for certain purposes (specific). So, in learning and using English also requires special situations and conditions so that the learning that is intended can provide a learning experience that is at least close to or almost similar (in the realm of thought) as the actual situation. Maritime English Education to students at the Sailing Vocational School to be able to construct knowledge and develop the potential possessed by each of their own individuals.

Vocational High School, hereinafter referred to as Vocational School, is a form of formal education unit that organizes vocational education at the Secondary Education level. Vocational high schools conduct teaching and learning processes both theory and practice that take place in schools and in industry are expected to produce quality graduates. Vocational high schools emphasize preparing students to compete in employment.

The purpose of the Vocational School is that graduates have the knowledge, skills that are suitable to the needs of the workforce and attitudes that are in line with the work culture of the industrial/business world. Work culture in the industrial/business world must
be instilled while studying at Vocational School so that they become accustomed to and eventually become the character or character of each vocational student.

Character Education is a conscious effort to instill values that are values of behavior, character, morals, character that aim to shape the child's personality to be a good human being, a citizen, and a good citizen so that children can make good and bad decisions, exemplary, maintaining what is good and realize that kindness in everyday life with a vengeance. Based on Permendiknas No. 23/2006, character traits that must be possessed by Vocational School graduates (taken from the Minimum Mastery Standards) are religious, honest, confident, respecting others, compassion, patience, discipline, courtesy, logical thinking, critical thinking, think creatively, think innovatively, be competitive, be sportive, analyze and care for the environment. The character education strategy can be carried out through learning by each educator, school culture and self-development. Therefore all elements must be involved, both teachers and all school teaching staff and the school environment.

From all studies relating to the importance of character education for vocational students as an effort to improve the quality of vocational education it can be concluded that vocational education is developed based on the demands of the business world and the industrial world that develops in society. As a realization of fulfilling these demands, characters are needed in accordance with those applied in the world of work. So that there is a match between what is taught in school and what is needed in the real world of work.

The integration of character education in the educational process at Vocational School is a strategic step that needs to be done immediately to produce graduates who are needed by the world of work. This step is at the same time an effort to increase the relevance of graduate competencies with the needs of the workforce. Integrating character education in the curriculum, learning process and cultural climate in schools is expected to be able to produce graduates who have the full ability in the form of hard skills that are integrated with appropriate character education. The quality of Vocational School graduates is a determinant of the success of education and training in Vocational School, where students must reflect individuals who are noble, healthy, capable, creative, independent, and responsible. Vocational School graduates are expected to be able to develop all their potential, so they have the ability to work in accordance with the skills learned and the demands of the workforce. Vocational School graduates must be able to compete competitively, so they can enter the workforce both at the business world and industry at
the national level, not even closing the possibility at the international level (Hariyono, 2016).

Maritime English Teachers, in addition to preparing more creative teaching materials, are also equipped with modern educational teaching aids. They have been directly adapted to maritime English according to the scope of maritime work as a prospective seaman in the world. In teaching English he also uses his experience during sailing even as a ship's captain. When delivering the creativity and intelligence of the teacher or lecturer in delivering their teaching material. It also must use learning methods that are active, dynamic and able to arouse students' enthusiasm in the material presented. Teachers or lecturers must also not give up and continue to be eager to educate and deliver subject matter to their students. Learning material must be kept up to date even if necessary with more complete and varied media and teaching aids. For certain condition, teaching with video media or other teaching aids that have a strong staying impression. The teacher must be able to manage and master the class well so that students do not get sleepy and master the material presented.

The challenges of the Sailing Vocational School cadets are different from the past, because at present the cadets face the rapid development and advancement of technology and information. Therefore their character must be strong. Taruna/i training can be the formation of character and soul of the body that must be followed by Taruna/i, especially if trained on a semi-military education basis and relying on physical and mental strength. Thus Taruna/i so developed discipline and responsibility.

Based on the description above, and then chosen Ocean Indonesia Vocational School as a place of research. The argument is referring to the researchers' observations while in the classroom watching the teaching and learning process for Maritime English subjects, where it is found the learning method used by the teacher is the explanation method. In addition, the teacher did not integrate character education into Maritime English learning on that day. Learning English at Vocational School as an adaptive subject is one of the subjects expected to implement the character values contained in the syllabus. Many factors affect the success of learning English in the classroom; one of them is the teacher factor as a source of learning in conveying information to students. The teacher's role is very important in helping students throughout the learning process in order to maximize the achievement of English learning goals. Teachers are expected to have a role in implementing the syllabus which contains character values into English learning materials in addition to delivering them to meet academic goals.
Meanwhile, student character education is preferred to be integrated in the school culture and regulations that apply both within the school environment and in the classroom. Also found are the rules of the life of cadets Vocational School Samudera Indonesia - Medan, which are intended to provide direction in the development of cadets inside and outside of school. It is intended to provide guidance and direction for cadets to have a disciplined, dedicated and responsible attitude so as to produce Commercial Shipping Officers who have the competence, personality, and professional in accordance with the vision of Vocational School Samudera Indonesia - Medan.

Some of the arguments above encouraged the author to conduct a research under the title "Character Development of Students through the Learning of English Maritime".

II. LITERATURE REVIEW

1. Character Education

Character education in schools should be done not through the formation of new subjects, but through insertion into learning and extracurricular activities in schools. Specifically related to the development of English language material with character, the practice is carried out at the preparatory stage, where the teacher must first determine competency standards, basic competencies, learning objectives, and values or characters that may be developed in view of fundamental abilities and learning goals. Here the teacher must look for loopholes where character material can be included in the core material so that the material charged English language that is developed can be seen as a harmonious whole (Octavita and Sarawati, 2017).

What is implied by incorporated character education in the learning procedure is the presentation of qualities, the assistance of a familiarity with the significance of qualities, and the disguise of qualities into the conduct of ordinary students through a learning procedure that happens both inside and in outside the homeroom regarding all matters. Along these lines, learning exercises, notwithstanding making students ace abilities (material) that are focused on, are additionally structured and done to make students know, acknowledge/care, and disguise esteems and make them conduct.

The fundamental idea of education isn't simply to channel information to students yet in addition presents open doors for students to manufacture their character. In spite of the fact that there are numerous variables that impact the development of individual
character, character education is one thing where education experts can add to the arrangement of students' character. Character education ought to be coordinated in all subjects including English. In setting learning targets, it is essential to give students different learning exercises that can build character. These exercises can be applied all through the entire Language learning process. To incorporate character training in language learning exercises it is important to coordinate the standards of language discovering that can be applied in different learning forms (Astrid, 2012).

The implementation of character education in school education units is influenced by two main factors, namely internal factors and external factors. Internal school factors include: the role of the principal, school discipline, the existence of a syllabus, supporting curriculum, student integrity, teacher discipline, teacher professionalism, supporting school infrastructure, school vision and mission, student discipline, employee integrity, application of sanctions for those who violate strict rules and commitments of school citizens towards the development and education of the nation's character. While the external factors of the school include: the condition of the school environment, the condition of the community outside the school, the culture of the surrounding community, the family environment, and the role of community leaders (Ningsih, 2015).

Character is formed from internalization of values that are consistent, meaning that there is harmony between the value elements. For example, honest character, formed in a unified whole between knowing the meaning of honest (what and why honest), want to be honest, and behave honestly. Because each value is in the spectrum or group of values, psychologically and socio-culturally a value must be coherent with other values in the group to form a complete character, as contained in the Ministry of National Education policy (2010: 18-19). The synergy between character education and learning material must be designed, developed and implemented in a complementary way. In the improvement of character education, learning material is comprehended as the combination of messages and devices, to be specific as a vehicle for culture and individual strengthening. For example, physics educators must be aware that the discussion of physics material is directed at developing students' ability to understand natural phenomena from the point of view of physical theory, exploring various sources of information and analyzing them to perfect that understanding, communicating that understanding to others, and understanding that such phenomena are inseparable from the "Role" of the Creator of Godhead (Ningsih, 2015).
The development of character education as such, can be done through various models and learning methods chosen by contextual educators. For example, to develop communication skills, educators can choose a discussion method or students are asked to present. Development of cooperative skills, discipline, and group work can be carried out in practicum activities carried out in laboratories, in the field, or in practical work places. What is important is that these aspects are deliberately designed and assessed as a form of character education learning outcomes. There are numerous approaches to incorporate character esteem into learning material, including: communicating the qualities in learning material, coordinating character esteem into an incorporated piece of learning material, utilizing symbolism and making correlations with comparative occasions in life students, change pessimistic things into constructive qualities, express qualities through conversation and conceptualizing, go through stories to bring esteem, tell the lives of incredible individuals, use tunes and music to coordinate qualities, utilizing dramatization to depict occasions that contain values, utilizing different exercises, for example, administration exercises, field rehearses through clubs or movement gatherings to raise human qualities (Ministry of National Education, 2010).

2. Learning Integration

Responding to some weaknesses in the implementation of character education and character (character education) has been pursued innovation in character education. This innovation is as follows: (Dit PSMP Kemdiknas, 2010)

a) Character education is carried out integrated into all subjects. The intended integration includes the loading of values into substance in all subjects and the implementation of learning activities that facilitate the practice of values in every activity inside and outside the classroom for all subjects.

b) Character education is also integrated into the implementation of student coaching activities.

c) In addition, character education is carried out through the management of all matters in the school that involve all school residents.

Of the three types of advancement over, the most significant and straightforwardly in contact with every day learning exercises is the joining of character education in the learning procedure. Incorporating character training through the learning procedure of all subjects in schools is presently one of the most broadly applied
models. This model is received with the worldview that all teachers are character teachers. All subjects are likewise accepted to have a crucial shaping the honorable character of the students (Mulyasa, 2011).

Character education is a system to show the students to get some incredible characters in their consistently life. By accepting those characters the students can be recognized by people around them (Meladina, 2019). Reconciliation of character instruction in the learning procedure in schools is completed beginning from the arranging, usage, to the assessment of learning in all subjects. If the teacher can integrate character education in learning, students will have positive habits, both at school and at home, tolerance will develop early, children will not get used to bad habits such as lying, blaming others, not loving friends or do not respect teachers and parents. All positive things will ingrained in them and will become a noble personality. A positive attitude truly makes a person, day by day, act more effectively, both at work, developing personality, living at home and other deeds.

Basically education leads to the formation of character (character building) because character education is very important to form a quality human being. For this reason, teachers are educators who must shape the character of children from an early age. Character, at least it is necessary to make changes to the following three syllabus components: (1) Addition of columns (components) in the syllabus, i.e. columns (components) of characters between the basic competency column and learning material. (2) Addition and/ or modification of learning activities so that there are learning activities that develop character. (3) Addition and/ or modification of achievement indicators so that there are indicators related to student achievement in terms of character (4) Addition and/ or modification of assessment techniques so that there are assessment techniques that can develop and/ or measure character development. The addition of character (component) column is intended so that the character values are well planned for integration in learning. Addition of adaptation to learning activities, achievement indicators, and assessment techniques must pay attention to their compliance with the competency standards and basic competencies that must be achieved by students and the character they wish to develop. The learning activities, indicators of achievement, and assessment techniques that are added and/ or the results of the modification must be more strengthening the achievement of basic competencies and basic competencies while developing character (Susilawati, et al., 2016).
The effort to integrate character education into classroom learning requires hard work from all departments and does not only depend on the involvement of teachers. In this case the teacher must prepare methods, preparations, facilities, evaluations and all anticipations before class begins (Sari, 2017). The ability to reflect on the teacher is very important because the teacher can find out the weaknesses of the learning methods carried out. Thus the teacher can improve previous learning methods. This is supported by the results of research by Moeis who stated that reflection is at the core of learning. Reflection can help to gain knowledge, value and processing skills (Moeis, et al., 2018).

There is a critical contrast between the classes utilizing esteem based intelligent sight and sound through incorporated practice with that of a traditional study hall. Thusly, understudies at organizations of educator instruction, as forthcoming instructors, ought to be furnished with the capacity to create esteem based intelligent mixed media through a blend of hypothesis with training, and a mix of practices in the study hall and in school (Komalasari and Saripudin, 2017).

Every topic is naturally message based. Through this premise, proficiency action is truly directed at improvement organize. When all said is done, students work on reacting, dissecting and delivering both composed and oral works (Hidayati, et al, 2018).

There were three stages in creating character education that could be disguised during the time spent educating and adapting in particular arranging, applying and assessing. The character esteems were disguised by the English educator into the way toward instructing and adapting despite the fact that she didn't understand it. They actualized them when managing singular errand as well as in bunch work. In the mean time, understanding premium, interest, vote based frame of mind, and informative way began to show up during the way toward educating and learning English particularly when they managed dialog among the understudies. In the contrary side, severity and social care were applied by one of the investigation subjects dependably. These character regards were seen by the pro generally past the learning time at the school (Islami, 2016).

3. **English For Specific Purpose**

ESP (English for specific purposes) is generally known as an English course for non-English majors. Hutchinson and Waters state that ESP is an English encouraging
methodology where the things instructed and the training techniques depend on the motivation behind why the student needs to learn English. Extensively, ESP is isolated into two in particular English for Academic Purposes and English for Occupational Purposes. On the off chance that the reason for EAP is learning English for scholarly objectives and requirements, at that point EOP is learning English for the reason or need of work and preparing (Hutchinson and Alan W, 1994).

Orr (1998) added that ESP is really based on EGP (English for General Purposes) and is intended to plan English language students utilized in specific orders and occupations to accomplish certain objectives.

Along these lines, the instructing of English for Specific Purposes (ESP) has a methodology and suppositions that are not the same as General English (GE) for instance. The motivation behind ESP is that students can ace English in the field they are considering. For instance science students, at that point they should comprehend English for science, or on the off chance that they are building students, they should know English for designing, or on the off chance that they work in accommodation, at that point they should ace hospitality English, on the off chance that they are oceanic students, at that point they should acing Maritime English.

ESP is commonly utilized in showing unknown dialects for specific uses in specific fields of science and callings. This objective is commonly comprehended as an advantage in the job of English as a method for correspondence both oral and composed. In this way, ESP ought to be viewed as a methodology, idea and technique that are in reality not the same as General English. ESP is an English instructing approach that has an alternate methodology, observation, structure, material, assessment and reason. ESP material alludes to students' needs and clients of the alumni themselves. Something very similar was likewise said by Mc Donough about the definition and idea of ESP. He contended "ESP courses are those where the prospectus and materials are resolved in all basics by earlier examination of the correspondence needs of the students." Donough's feeling showed that the material and schedule and the destinations of the ESP ought to be planned and created dependent on the requirements of students and alumni since students both when they are in school and when they are going to work training materials or teaching materials must be as per their necessities. So the ESP approach is a base up approach (Donough, 1984).

With the portrayal above, it tends to be presumed that ESP is anything but another item; however a methodology in taking in English that is unique in relation to
general English. ESP alludes to learning English which is situated towards the uncommon needs of students as per the field of science and work. ESP material is put together and created based with respect to needs examination.

Key Issues in English for Specific Purposes (ESP) Curriculum Development says that there are four fundamental qualities of ESP as a methodology in learning English to be specific an) ESP is intended to address the issues of students, b) the substance and substance of ESP is identified with the subjects and themes in specific fields of study, particular kinds of work or exercises, c) are fixated on types of language that are fitting to the exercises and fields of science or occupations, for example, grammar, lexical, talk, semantics, and so forth., and d) ESP is unique in relation to General English (Gatehouse, 2009).

Robinson proceeds to state that there are three primary highlights of ESP that recognize it from General English or English a Foreign Language (EFL) or English as a Mother Tongue (EMT). These three qualities are: 1) ESP is objective arranged learning. Right now, learn English not for reasons of needing to know the language as a language and culture contained in it, however students learn ESP since it has explicit, explicit and explicit objectives in scholastic and expert fields with each other; 2) The substance of ESP is planned and created dependent on the idea of need investigation (need examination). The idea of requirements investigation means to practice and relate and bring nearer what understudies need in both the scholarly and expert fields; 3) ESP is more focused on grown-up students than youngsters or teenagers. This is sensible on the grounds that ESP is for the most part educated at center and high scholarly levels and expert or work environments (Robinson, 1991).

From the above statement, it very well may be reasoned that there are three things identified with ESP. To begin with, ESP must be structured and intended to address the issues of students. Identified with addressing the necessities of students, they include that the idea of ESP addresses the issues of students intends to concentrate on the requirements of students, to be powerful, as per students' needs, and to empower students to adapt effectively as per the time allotment structured. Identified with the requirements investigation so the substance of the ESP is truly proper and addresses the issues of the student, (Hoadley-Maidment, 1980 in McDonough, 1984) recommends that there are three primary wellsprings of data in directing a necessities examination in particular an) educators, b) students, and c) partner. Second, ESP acknowledges techniques and exercises as per the fields of science focused on or considered and
This implies the techniques and exercises did in homeroom learning must be as per the fields of science, occupation, and calling that mirror the assortment and decent variety of the pith of ESP itself. Third, as another methodology, the focal point of ESP is the utilization of run of the mill semantics (language structure, lexis, and registers), abilities, talk, classifications that relate to exercises. Right now extent of language in ESP regarding level, punctuation, lexical and enlists in specific cases is not quite the same as General English.

Two significant things can be made as inferences. To begin with, supreme and essential attributes, implies that these qualities are obligatory and must be introduced and utilized in the advancement of ESP learning and are conclusive and lasting. Second, a quality that is discretionary or all the more correctly can be sorted by utilizing the word 'should' or words or expressions "better or progressively proper." This implies these attributes can at present be changed, created or potentially balanced to a limited extent or totally in ESP learning. Changes and modifications it relies upon the setting of ESP itself.

III. METHOD

1. **Place and time of research**
   
   This research was conducted at the Vocational Ship Ocean Indonesia. This school was chosen because of several problems found in the classroom when observing the learning process. The study was conducted during 2019.

2. **Research Methods and Procedures**
   
   The research approach used is qualitative with classroom action research methods. The selection of learning methods is based on natural settings in the classroom and subjects integrated with learning methods. Referring to the focus of the study, researchers conducted observations, interviews and documentation studies to enrich the data obtained in the field.
   
   The classroom action research cycle was carried out twice for each learning method. In detail the cycle can be seen in Figures 1, 2 and 3.
Figure 1. CAR Cycle for Integrating Character Value Responsibility into Learning
Figure 2. CAR Cycle for the Integration of Disciplinary Character Value And Leadership into Learning
Figure 3. CAR Cycle for Integrating Communication Character Value into Learning
IV. FINDINGS AND DISCUSSION

Based on the results obtained after conducting classroom action research with two cycles on each different learning method with different subject topics, the results obtained can answer the research questions. This research uses CAR with three learning methods, with two cycles each. The subject that gets treated is Maritime English. The subject matter used in the classroom is based on a syllabus shared by the school. Based on the results of discussions with partner teachers, it was decided that the material used in the classroom in this study were (1) job responsibilities on board; (2) human behavior in emergencies; (3) communication related to crowd and crisis management in an emergency situation. There are three characters integrated in the class, namely responsibility, discipline and leadership, and communication.

Table 1. Increased Responsibility Students Have

<table>
<thead>
<tr>
<th>Character Development</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Topic</td>
<td>Watch keeping and crew roles</td>
</tr>
</tbody>
</table>
| 1st Cycle             | **Learning Method:** Discussion  
                         **Observation:** Group discussions are still conducted in a directionless manner.  
                         **Pre test and post test results:** 70% of students do not understand the difference between watch keeping responsibilities and crew roles.  
                         **Reflections on the results of supporting teachers:** Students need a place to express the results of their discussion about watch keeping and crew roles. Therefore the teacher suggests that each group present the results of their discussion. |
| 2nd Cycle             | **Learning Method:** Discussion and presentation  
                         **Observation:** Group discussion is more directed and more serious to prepare the presentation of the results of the discussion.  
                         **Post test result:** 100% of students understand the responsibilities of watching keeping with crew roles. |
| Teacher Observation   | There has been a change in students' attitudes toward the tasks given by the teacher. The task was completed well and on time. This shows an increase in the attitude of responsibility held by students. |

Table 2. Increased Discipline Attitudes and Leadership Students Have

<table>
<thead>
<tr>
<th>Character Development</th>
<th>Discipline and Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Topic</td>
<td>The organizational of a ship crew</td>
</tr>
</tbody>
</table>
| 1st Cycle             | **Learning Method:** Problem Based Instruction (PBI)  
                         **Observation:** Students find it difficult to map out the root problems of cases faced on the ship. |
Pre test dan Post test results: Only 65% of students can answer the link between discipline and leadership and problems that occur on board.  

Reflections on the results of supporting teachers: Students find it difficult to make displays of problem resolution that must be made when the ship is in an emergency condition because of the ship's load containing hazardous chemicals. Students have not been able to find the root cause of the conditions that arise, so the ship is in a dangerous situation.

| 2nd Cycle | Learning Method: Problem Based Instruction (PBI) with video learning media |
| Observation: An increase in student understanding of the importance of the character of discipline and leadership in dealing with emergencies on board. |
| Post Test Result: The whole group is able to make a display of problems and solutions to emergency problems that arise while on board. |

Teacher Observation Results: There was a change in attitude in students a few days after students followed the above learning where the number of students who were late entering the class decreased. This shows an increase in discipline in the classroom. Students also appear to be more obedient to the teacher's command which shows that students understand the importance of obeying leaders in the shipping world.

Table 3. Improved Communication Skills Students Have

<table>
<thead>
<tr>
<th>Character Development</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Topic</td>
<td>Communication at sea</td>
</tr>
<tr>
<td>1st Cycle</td>
<td>Learning Method: Role Play</td>
</tr>
<tr>
<td></td>
<td>Observation: Students seemed enthusiastic about the methods used and were eager to carry out their respective roles which were exemplified by the supporting teacher.</td>
</tr>
<tr>
<td></td>
<td>Pre test and post test results: 75% of students understand how to communicate using radio equipment used on board.</td>
</tr>
<tr>
<td></td>
<td>Reflections on the results of supporting teachers: Students need a lot of time in completing their role play assignments. The class situation becomes a bit chaotic with the impression of being rushed in carrying out the role. The time for learning to communicate on the boat using the radio needs to be increased.</td>
</tr>
<tr>
<td>2nd Cycle</td>
<td>Learning Method: Role play with added time</td>
</tr>
<tr>
<td></td>
<td>Observation: Students understand that concise and easy to understand communication is very much needed while on a ship.</td>
</tr>
<tr>
<td></td>
<td>Post test results: All students can complete their assignments by practicing communication on board in a short and easy to understand way.</td>
</tr>
</tbody>
</table>
Based on the teacher's observations for several days after learning, students begin to communicate better where their attitudes are more polite and communication is easier to understand both in terms of their pronunciation and their sentence intentions.

A. Responsibilities

Responsibility is an important moral value in social life. Responsibility is human awareness of human behavior or actions. The attitude of responsibility shows whether the person has good character or not. A sailor must have a strong character of responsibility. Therefore, Ocean Indonesia Vocational School wants its graduates to become a reliable sailor and has a strong character, one of which is responsibility. Seamen should not run away from their responsibilities.

Maritime learning integrated with character education, especially the value of responsibility is very useful in growing the values of responsibility in the cadets. In an effort to strengthen the value of the character of responsibility, it appears that in the classroom, students need strong encouragement so that they are aware of their responsibilities to complete the assignment of the teacher. This is why teachers want students to present the results of their discussions in front of the class. This motivation motivates students to be the best in front of their classmates.

B. Discipline and Leadership

Leadership is inseparable from discipline. Self-discipline becomes the main basis of one's leadership will be seen. Discipline and leadership of students will not just appear on students if not based on the existence of a good self-concept. Because without a good self-concept causes students to obey or obey the rules in force at school. This can be said that the attitude arose not from the students' self-awareness but due to the compulsion to obey the rules that apply in school.

Maritime English subjects can be one of the tools that integrate learning with character education. Students need to be confronted with problems on the ship so that they become more creative in solving problems they face and become more aware that without discipline the risks they face on the ship become much greater.
C. Communication

In the world of shipping especially for prospective ship deck officers, the ability to speak in English becomes an absolute requirement. This is because they have to interact not only internally with fellow ship crews but also communicate externally with other ships or foreigners who are close to the ship's position. Based on the International Maritime Organization (IMO) to avoid the danger of a collision they must communicate which of course uses English. Therefore the learning method used is role play.

Prospective deck boat officers are also responsible for radio communication on board, so they will not be able to carry the ship safely, effectively and efficiently. Increasing the competence of cadets in active internal and external English communication in learning Maritime English becomes important.

V. CONCLUSIONS

Improving the character of students in the classroom in Maritime English learning can be done by choosing the right learning method. On the other hand, the material in the syllabus and lesson plan (RPP) is very helpful for teachers in determining the methods, approaches, strategies and learning media needed when in class. Positive student respond to changes in approaches and learning methods used by teachers.

ACKNOWLEDGEMENT

Highly appreciation to Ministry of Research Technology and Higher Education of Republic of Indonesia (Kemenristekdikti) for funded this research fully.

REFERENCES


[4] Government Regulation No. 74 of 2008 article 1 paragraph 21


