Need Analysis in Developing General Maritime English (GME) Materials For Indonesian Maritime Academy AIPI Makassar

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Abstract: This paper reports the students’ needs in developing a GME instructional course with the following research questions: 1) What is the present level of students’ oral communication apprehension? 2) What are the students’ needs (the learning and the language needs) in learning General Maritime English? The research was conducted at the Akademi Maritim Akademi Indonesia AIPI Makassar. There were 150 students of the nautical department in the academic year 2016-2017 as the primary subjects of this research. The researchers administered questionnaires, conducted interviews and observed exams to collect the data. The results found that the students’ level of oral communication apprehension was high, based on the Foreign Language Classroom Anxiety Scale (FLCAS). It was also found that there was a high demand for materials that could prepare the students to have good communication skills, in order to be equipped to work in international maritime industries. Most of the students assumed that the four language skills (listening, speaking, reading, and writing) in English are crucial, but they placed productive skills (writing and speaking) as their highest priority. It is concluded that the results of this investigation should be taken into account in developing teaching and learning materials for maritime academy students.

Keywords: Students’ Needs, Students’ Level of Oral Communication Apprehension, Maritime English (ME), International Maritime Organization (IMO), Akademi Maritim Indonesia (AMI AIPI).

I. INTRODUCTION

Related to the Indonesian government’s goal for seafarers to speak English fluently, lecturers have a need to use textbooks or materials which are suitable for the students’ needs and that ensure speaking activities are dominant. Since it is an international curriculum, each educational institution must modify their current materials so that this goal can be achieved.

As such, the limited and irrelevant GME (General Maritime English) materials in Indonesia are becoming a hindrance in the process of teaching and learning to achieve the goals in the IMO (International Maritime Organization). Previous research has shown that this has caused an adverse effect on the students. Some of them are less motivated to learn English and their vocabulary is limited to the technical vocabulary related to their major as seafarers (Dirgayasa, 2014; Aini, 2017; Bin-Tahir et al., 2017). As a consequence, they will find it difficult when they are communicating with international staff on board in the future.

Specifically, in AMI AIPI Makassar the IMO Course 3.17 is used as a guidebook in teaching which has been widely recognized as needing to be modified, or replaced, based on the students’ needs and
characteristics. Based on this objective, the researcher intended to do some investigation on the learning needs of maritime students, especially for the nautical department.

II. LITERATURE REVIEW

a. English for Specific Purposes

English for specific purposes (ESP) is commonly proposed as an English course for students of non-English. Hutchinson and Waters (1987) argue that ESP is an English teaching approach in which things are taught, and teaching methods are based on the reasons why learners want to learn English. In general, ESP is divided into two: EAP (English for Academic Purposes) and EOP (English for Work Purposes). The English for Academic Purposes (EAP) appeared in the early 1980s, "as the relative English branch for Specific Purposes (ESP)" to meet the needs of internationalization of higher education, and has now grown to be applicable in teaching and research English around the world (Liyanage and Walker, 2014; Hyland, 2006). Khan & Awan (2011) stated that:

*English for Specific Purposes is not a different English variation of its nature. In linguistic terminology, ESP means what the learner needs in the target situation or what he wants about the function of language usage or what he needs in learning (p.632).*

A critical understanding of English for specific purposes (ESP) requires an in-depth analysis of the kind of particular purpose. Because ESP is related to language use, needs analysis plays a crucial role in designing the ESP program. Language teachers for Specific Purposes have much in common with general foreign language teachers. For both, it is necessary to construct language and theories about, to have insights in contemporary ideas and their own roles as well as the part of education and to confront new technologies being adopted to improve their methodology (Rahman, 2015). Therefore, it is crucial to study the essence of the teacher education in ESP teaching.

b. Maritime English

According to the International Maritime Organization (IMO) (2015), Maritime English has two main courses namely; General Maritime English (GME) and Specialized Maritime English (SME). There are two sections in the course model for General Maritime English: Core Part 1 and 2, both of which contain separate syllabus. This system allows students to enter the classroom at a point corresponding to their English level. It is recommended that the instructor perform a pre-course assessment to assess the level of language that is present of each student. The syllabus in Core 1 is designed for students who have the lower level of English while the syllabus in Section Core 2 is designed for students who have lower secondary or Middle English level. The definition of language level and entry requirements required for students/cadets is given in part A of both sections of the course. Maritime English includes five distinct sub-varieties according to the specific purpose they serve in a maritime context: English for maritime navigation and communications, English for maritime commerce, English for maritime law, English for marine engineering, and English for shipbuilding.

For effective language teaching to take place, lecturers/ instructors need an understanding of the Communicative Approach methodology to be able to create tasks appropriate to their students’ learning needs, to develop the students’ communicative competence and to implement a syllabus that meets the requirements defined by the STCW Code.
c. Students’ Needs

Communication needs lead the way when it is believed that what is taught to students must be in accordance with what they will need to apply, and therefore, it must determine the course content of ESP (Munby, 1978). He defines the need analysis and bases his concept of needs analysis around the terms “necessities,” “lacks,” “wants,” and “gaps.” However, all of these terms have different interpretations from one person to another. Therefore, linguists of the ESP have not yet agreed on the definition of "need" itself. West (1997) argued on this issue by pointing out that the term "needs" has no unified definition and remains ambiguous. Richards (2001) argues that the definition of "need" depends on the perception of those who make judgments. Different interests and values are reflected in the definition. Teachers, learners, administrators, employees, parents, and stakeholders may all have different views on what needs. Thus, the difference between what students can do with the language and what they should go through the language cannot be seen from a single point of view.

d. Students’ Level of Oral Communication Apprehension

Leary (2013) has categorized three levels of apprehension, namely: low, moderate, high. Low anxiety relates to difficult situations happening in daily life. Low apprehension can motivate learning. The symptoms of low anxiety can be exhaustion, irritability, or ability to learn, depending on the situation. Meanwhile, moderate or reasonable apprehension can enable someone to focus on the crucial problem and turn aside from other problems (Salikin et al., 2017; Panggua, 2017). At this level of apprehension, symptoms include the faster heartbeat, quicker breathing, quicker speaking with a higher volume, and can cause decreasing concentration, so it is easy to forget something, become angry or cry.

The next level is high apprehension, which hugely reduces someone’s perception. Someone with high-level trepidation tends to focus on details. Someone who is on this level of anxiety needs more guidelines to focus on the topic. Symptoms include headaches, insomnia, and ineffective learning. Critically, their fear can prevent them from saying anything at all.

Ortega (2013) states that foreign language speaking anxiety includes many symptoms such as freezing up and getting confused in spite of having studied hard. Gibson and Hanna (2003) found that public speaking anxiety is manifested in many ways (i.e., blood pressure, hand trembling, weakness in some parts of the body, feeling anxious, forgetting the prepared material, and avoiding looking at the audience).

e. Akademi Maritim Indonesia AIPI Makassar

According to the Ministerial decision of Transportation Ministry No. 28, 2010, Akademi Maritim Indonesia (AMI) AIPI is an educational institution which offers vocational education programs in the maritime field. There are three departments, namely: deck, engineering, and port and shipping management. In this institute, the graduates from deck and engine departments receive a Diploma III certificate. In addition, the graduates from deck and engine departments receive a certificate of nautical/technical class III. Then, they may also pass several training certifications to become a seafarer according to IMO requirements.

Akademi Maritim Indonesia (AMI) AIPI Makassar is an educational institution which holds such a vocational education program. Its curriculum is based on the IMO Model course. The characteristics of the learners of Indonesian Maritime Academy AIPI Makassar are various. Therefore, the
researcher conducted needs analysis as one of steps to know better who the students are and what materials would be most appropriate for them to achieve communicative competence in English relevant to their field.

III. METHOD

This research investigated the students’ needs by an applied survey method. Interviews were conducted and a questionnaire was distributed to students, lecturers, and alumni. There were two questionnaires used in this research, namely: the Needs Analysis Questionnaire and the Foreign Language Classroom Anxiety Scale (hereafter referred to as FLCAS, adapted from Horwitz, 1988). The data sources were multiple, by involving students, lecturers, and the employees from marine or nautical department. Purposive sampling was adopted. There were 150 students from the first semester of Akademi Maritim Indonesia (AMI) AIPI Makassar involved for this research to gather information about the present situation (the students’ level of oral communication apprehension), the students’ needs, the existing materials that they used during learning general maritime English course, and their expectations of the course. They all were given the questionnaire to fill in as well as 5 alumni who have worked in the International trade or company. Data were analyzed using the descriptive statistical method.

IV. RESULTS AND DISCUSSION

a. Results

1). The students’ level of oral communication apprehension

The FLCAS result showed that the students of the nautical department had a high apprehension level. 89 students felt anxiety in their English class especially when they had an upcoming speaking activity. Many reported trembling beforehand. This phrase refers to the analysis of students’ present situation, students’ proficiencies and difficulties to English language skills, students’ needs, the existing materials, the objectives of learning English as General English course as well as the identification of the results of the analysis.
2). The frequency of students practicing English language skills

The frequency of practicing listening skills delivered by teachers is an average score of 1.85 with a percentage of 46. Thus, it can be interpreted that the frequency of students practicing listening skills in English is unfavorable to developing proficiency in aural comprehension. In speaking skills, the data showed quite a high intensity of practice, with the average score of 2.69 and a percentage of 67. In writing skills, the data also indicated quite a high intensity of practice with the average score of 2.88 and a percentage of 72. Among all the English language skills practiced in the classroom, reading was the most frequently practiced with the average score of 3.11 and a percentage of 78. Overall, the data showed that the frequency of English language skills practiced in the classroom was quite high, with an average score of 2.63 and a percentage of 65.8.

3). The Level of Students’ Difficulty with English Language Skills

The Level of Students’ Difficulties on English Language Skills
The data from chart 2 demonstrates that most of the students found all the language skills quite tricky and mainly found listening to be the most difficult. The data indicated that listening is very complicated with an average score of 2.35 and a percentage of 59. The speaking skill was also considered quite difficult with the average score of 2.12 and a percentage of 53. The writing skill and reading skill proved to be quite difficult as well with the average score of 1.97 and a percentage of 49. Overall, the level of students’ difficulty toward English language skills was quite high with the average score of 2.10 and a percentage of 52.6.

4). The Importance Level of English Language Skills

The importance level of all the four language skills is considered very high according to the data acquired. Chart 3 describes the average score of all language skills in English at 3.39 with a percentage of 84.7%. However, the highest rated skill was speaking with a percentage 88%.

5). The participants believed that the main objectives of learning English as a general course are as follows:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To improve students’ readiness to be able to continue their studies abroad</td>
<td>45</td>
<td>69.2%</td>
</tr>
<tr>
<td>To improve students’ ability to communicate in English</td>
<td>44</td>
<td>67.7%</td>
</tr>
<tr>
<td>To improve students’ capability to comprehend English literature/resources</td>
<td>20</td>
<td>30.8%</td>
</tr>
<tr>
<td>To fulfill a curriculum requirement</td>
<td>14</td>
<td>21.5%</td>
</tr>
<tr>
<td>To enhance the likelihood of students finding a job after graduation</td>
<td>42</td>
<td>64.6%</td>
</tr>
</tbody>
</table>
6). The medium of instruction in the learning process

When asked what should be the medium of instruction during the learning process, the students responded most strongly that English should be - either partly, or wholly. Meanwhile, students thought that it is less crucial for the materials to be produced in Bahasa Indonesia either entirely or partially. Most students tended to believe that it is essential to use both languages interchangeably. The data below shows students’ perception of the language used in the learning process:

7). The level of importance of learning method or activities

Every student had their preference on how to acquire knowledge and learn:

<table>
<thead>
<tr>
<th>Learning Preference</th>
<th>Average</th>
<th>Percent</th>
<th>classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-learning</td>
<td>3.08</td>
<td>76.9%</td>
<td>Important</td>
</tr>
<tr>
<td>Learning in couple</td>
<td>3.03</td>
<td>75.8%</td>
<td>Important</td>
</tr>
<tr>
<td>Small group learning</td>
<td>3.11</td>
<td>77.7%</td>
<td>Important</td>
</tr>
<tr>
<td>Large group learning</td>
<td>2.82</td>
<td>70.4%</td>
<td>Important</td>
</tr>
<tr>
<td>Audio learning</td>
<td>3.09</td>
<td>77.3%</td>
<td>Important</td>
</tr>
<tr>
<td>Learning by reading</td>
<td>3.23</td>
<td>80.8%</td>
<td>Important</td>
</tr>
<tr>
<td>Learning by listening and speaking</td>
<td>3.37</td>
<td>84.2%</td>
<td>Very important</td>
</tr>
<tr>
<td>Learning by listening and speaking reading material while writing</td>
<td>3.14</td>
<td>78.3%</td>
<td>Important</td>
</tr>
<tr>
<td>Learning by repeating what is being listened</td>
<td>3.11</td>
<td>77.7%</td>
<td>Important</td>
</tr>
<tr>
<td>Learning by memorizing the conversation</td>
<td>2.92</td>
<td>73.1%</td>
<td>Important</td>
</tr>
<tr>
<td>Learning through games and quizzes</td>
<td>3.03</td>
<td>73.8%</td>
<td>Important</td>
</tr>
<tr>
<td>Learning through role plays</td>
<td>2.97</td>
<td>74.2%</td>
<td>Important</td>
</tr>
<tr>
<td>Learning through western songs</td>
<td>2.94</td>
<td>73.5%</td>
<td>Important</td>
</tr>
</tbody>
</table>

From the above data, we can see that all the 13 learning methods and activities are proven to be important to students with the percentage of 76.6, and in particular, learning by listening and speaking, to be very important to students with the percentage over 80.

8). Reasons for the unsatisfactory attitude towards the existing materials

<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boring materials</td>
<td>12</td>
<td>18.5%</td>
</tr>
<tr>
<td>Irrelevant to the students’ needs</td>
<td>17</td>
<td>26.2%</td>
</tr>
<tr>
<td>Irrelevant to the field of study</td>
<td>8</td>
<td>12.3%</td>
</tr>
<tr>
<td>The teaching method is boring</td>
<td>19</td>
<td>29.2%</td>
</tr>
</tbody>
</table>

There are quite a few reasons why students considered the existing materials used to be unsatisfying or to fail to meet their expectations. The highest frequency of 29.2% blamed it on the annoying teaching method, followed by the irrelevance of the materials to the students’ needs (26.2%). Meanwhile, 18.5% of students expressed that the materials used in teaching General English were boring and 12.3% students stated that the materials were irrelevant to the field of study. From the table above, it can be concluded that the reason why students found the materials used currently unsatisfying is due to the university method of teaching and the irrelevancies of the materials.
9). Topics of General Maritime English

<table>
<thead>
<tr>
<th>Learning Topics</th>
<th>Average</th>
<th>Percent</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking for and giving personal data</td>
<td>3.22</td>
<td>89.4%</td>
<td>Important</td>
</tr>
<tr>
<td>Discussing navigational routes</td>
<td>2.94</td>
<td>73.5%</td>
<td>Important</td>
</tr>
<tr>
<td>Naming type of vessel</td>
<td>3.06</td>
<td>76.5%</td>
<td>Important</td>
</tr>
<tr>
<td>Describing the location and purpose of safety equipment</td>
<td>2.88</td>
<td>71.9%</td>
<td>Important</td>
</tr>
<tr>
<td>Understanding commands in emergency situations on board</td>
<td>3.03</td>
<td>76.2%</td>
<td>Important</td>
</tr>
<tr>
<td>Naming position on board; giving directions on board</td>
<td>3.28</td>
<td>81.9%</td>
<td>Very Important</td>
</tr>
<tr>
<td>Dealing with health and safety on board</td>
<td>3.32</td>
<td>83.1%</td>
<td>Very Important</td>
</tr>
<tr>
<td>Telling about what’s happening on board and around you</td>
<td>3.40</td>
<td>85.0%</td>
<td>Very Important</td>
</tr>
<tr>
<td>Talking about sport</td>
<td>1.83</td>
<td>45.8%</td>
<td>Unimportant</td>
</tr>
<tr>
<td>Describing crew roles and routines</td>
<td>3.03</td>
<td>75.8%</td>
<td>Important</td>
</tr>
<tr>
<td>Discussing food on board; ordering meals; reporting damage to food cargoes</td>
<td>3.32</td>
<td>83.1%</td>
<td>Very Important</td>
</tr>
<tr>
<td>Movies</td>
<td>1.83</td>
<td>45.8%</td>
<td>Unimportant</td>
</tr>
<tr>
<td>Society</td>
<td>1.82</td>
<td>45.4%</td>
<td>Unimportant</td>
</tr>
<tr>
<td>Talking about holidays</td>
<td>1.68</td>
<td>41.9%</td>
<td>Unimportant</td>
</tr>
<tr>
<td>Fashion</td>
<td>1.38</td>
<td>54.6%</td>
<td>Unimportant</td>
</tr>
<tr>
<td>Other Topics: Music (Western Songs) and expressing personal likes and dislikes</td>
<td>2.77</td>
<td>69.2%</td>
<td>Important</td>
</tr>
<tr>
<td>Average score of respondents’ reactions</td>
<td>2.67</td>
<td>66.9%</td>
<td>Important</td>
</tr>
</tbody>
</table>

Students were questioned on their preferred English learning topics and were asked their opinions on 16 learning topics as to whether they considered them important or unimportant. The results reveal that there are 4 topics that students consider very important as the percentages are over 80 as follows; (i) discussing food on board; ordering meals; reporting damage to food cargoes, (ii) telling about what’s happening on board and around you, (iii) naming position on boards; giving direction on board, and (iv) dealing with health and safety on board.

Asking for and giving personal data, describing crew roles and routines, understanding commands in emergency situations on board, naming the type of vessel, discussing navigational routes, and others like music and free time activities (expressing likes and dislikes) were the learning topics students considered to be important as well. However, there were 4 topics including fashion, talking about holidays, society, and talking about sport that were considered to be unimportant to students with percentages below 50%.

b. Discussion

A students’ needs analysis is essential to the feasibility of a product that should be measured by the demands and needs of the users. It was started by measuring the students’ level of oral communication apprehension, because this is an important part of needs analysis. It is one aspect that should be identified by the researcher to inform the development of General Maritime English materials. Gardner, et.al (2005) revealed that the students’ anxiety or oral communication apprehension could be minimized by certain teaching materials and learning strategies that the teachers apply in their teaching and learning process. In addition, learning English by using games and role plays was also found to be an important consideration in designing activities in the course design., for all of the respondents categorized these activities as ‘important’ to be used in teaching and learning English.

A modified FLCAS questionnaire is used to investigate whether students are in a high, moderate, or low apprehension classification. After the participants filled out the questionnaire, the researchers then gave them an assessment score for each question from each participant. After reviewing each participant FLCAS questionnaire, the answers to all questions were compiled to create an overall apprehension assessment.
using the Likert Scale described in the previous section to assess survey questions as to whether they were positive or negative.

The results showed the numbers of students and percentages at the different levels of apprehension based on the modified FLCAS questionnaire. Observations were also used to validate the results of the questionnaire. The observations were of 10 students’ level of apprehension during an oral communication task. The representative participants are:

Participant 1:

The results show that student 1 has reasonable anxiety. She stated that she was not worried about public speaking. Based on the observation, she, in fact, experiences moderate concerns when completing the communication activities. When her name was called to take the test talk, she smiled, and before she started, she took a deep breath. During the test, she does not look worried and sounds normal even though sometimes she forgets to say what, which may or may not be due to anxiety.

Participant 2:

The results show that participants 2 have moderate anxiety. These results indicate that he has lesser anxiety than participants 1. Participant 2 states that he does not feel very apprehensive about speaking tests. However, during the first minute of the talk test, his face twitches and his voice is slightly shaky. But after about two minutes, he seems to be able to control himself and regulate his anxiety as his voice returns to the normal. Although sometimes he searched for words, his tone did not indicate that he was nervous and he was breathing normally.

Participant 3:

The results show that the participant 3 has low anxiety. He stated that he felt anxious about public speaking. Participant 3 also did not seem very nervous before the talk test was held. His English is good. His pronunciation and vocabulary are proper, and his grammar is not too bad either, although sometimes he repeats about two or three times. He has no low expression.

During the observations, some students had to repeat their speech because of their poor performance. Based on the results of the FLCAS questionnaire and observations, two participants were found to have low apprehension. They experience symptoms of fear only in the first stage they are talking about; then they can organize and control their communications to perform well. In addition, the results show that six participants had the moderate anxiety. They still show symptoms of fear such as muttering, lots of filler, and flat expression. Although they look very apprehensive at the beginning of the talk test, they are still trying to overcome their anxiety by using techniques such as deep breathing, smiling, and using hand gestures.

The present situation of the teaching of the General Maritime Course at the AIPI Indonesian Maritime Academy is very crucial. Current teaching methods show that the frequency of students practicing English skills in the classroom is low, especially regarding listening and speaking skills. Significantly, however, students are acutely aware of the importance of developing these particular language skills (percentage of 84.7). However, the results show that current teaching methods and materials have not yet improved students’ ability in four sufficient language skills. Proven by the fact that many students still consider the four language skills to be too complicated.

As shown in the syllabus and content analysis, they are not designed with the needs and expectations of students. Most meetings are dominated by speakers talking about structures or asking students to write, and the lack of encouraging students to be more active in the classroom. Moreover, students’ needs and expectations for interactive
learning in the teaching process are largely being ignored. As shown in the students’ needs analysis, they are expecting the materials designed to involve them and give them more opportunities for speaking activities. Students stated their primary objective in learning English was for enhancing their ability in communication, as one of the essential qualifications for seeking jobs. If they had more opportunity to practice speaking in the classroom, it would likely lead to less anxiety and better performance when their speaking skills were precisely tested. However, currently, they are being tested for something that they have not been adequately prepared.

V. CONCLUSION

The present condition of the students’ level of oral communication apprehension is generally high. This is connected to the present teaching and learning method in the General Maritime English course implemented at the Akademi Maritim Indonesia AIPI Makassar which shows inadequacy in fulfilling students’ needs and expectations. Most of the students assumed that the four language skills (listening, speaking, reading, and writing) in English are crucial, but they put productive skills (writing and speaking) as the highest priority. Based on the data, the students requested materials that can prepare them to have good communication skills. This would not only prepare them for their oral tests, but more importantly to be able to work effectively in the international maritime industry once graduated. One immediate result of this research was the primary researcher’s subsequent development of new teaching and learning materials such as a syllabus, lesson plans, and a course book designed specifically for the Maritime students of Makassar, South Sulawesi.

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2. Baso Jabu completed his undergraduate studies in 1987, majoring in Teaching English as a Foreign Language (TEFL) at Ujung Pandang Institute of Teacher Training and Education (currently Universitas Negeri Makassar), Indonesia. He completed his Master’s and doctoral degrees in the field of applied linguistics at Hasanuddin University in Makassar, Indonesia, in 1995 and 2007, respectively. He was awarded a Specialist Certificate in
Language Testing at the Regional Language Centre Singapore in 1996. Professor Jabu is former Director of the Language Centre at Universitas Negeri Makassar, where he manages training in some foreign languages, as well as the Indonesian language for non-native speakers. He is currently as the Second Assistant Director of Pascasarjana Universitas Negeri Makassar. He is a lecturer, and has been teaching English as a foreign language at Universitas Negeri Makassar for more than 20 years. Prof. Jabu is a member of TEFLIN (Teaching English as a Foreign Language in Indonesia) and MLI (Indonesia Linguistic Society). His research interests are TEFL and language assessment.

3. Muhammad A. Rahman was born in Selayar, South Sulawesi, Indonesia on May 21, 1952. He completed his undergraduate study in 1979 in Teaching English as a Foreign Language (TEFL) at Ujung Pandang Institute of Teacher Training and Education) in Makassar, Indonesia and master and doctorate degrees in the field of Instructional Design and Technology at the University of Pittsburgh, PA, USA in 1986 and 1990 respectively. He is currently a professor in the Faculty of Literature and Language, State University of Makassar, in Makassar, Indonesia. He has a lot of experience in elementary and secondary school teacher training, teacher professional development, and teaching English to young learners. He was employed for five years as ACADEMIC ADVISOR for USAID Decentralized-Basic Education leading university faculty members to develop active learning training packages for elementary school teachers. In the last couple of years, he did a research and a development study whose product is a training package for elementary school teachers of English. At present, his research focuses on module development for improving EFL college writing. He has got the Best Paper Awards on his article entitled “Reading in English as a Foreign Language: A Case of First-Year Students of Junior Secondary Schools in South Sulawesi Indonesia” from the 2nd International Conference on Theory & Practice (ICTP-2016) of Asia Pacific Institute Advanced Research. His research interests include early reading program for learners of English as a foreign language. Prof. Rahman is a member of Indonesian Linguistics Society (MLI), Indonesian Education Scholars Association (ISPI), and TEFLIN (Teaching English as a Foreign Language in Indonesia).

4. Hamid Ismail was born in Ternate, North Moluccas, Indonesia on October 5, 1961. He completed his undergraduate study in 1984 in English Education Program at Teacher Training and Education in Manado, North Sulawesi, Indonesia and Master degree in 1996 at the same field at Teacher Training and Education in Malang, East Java. He was employed for two years as committee members of Basic Education Project in North Moluccas funded by World Bank. He was to be keynote speaker on the seminar of English Teachers Forum held by West Halmahera government district. He was also to be a trainer of higher education students as a guide for foreigners in total solar eclipse in 2016 in North Moluccas province.