

Total Physical Response And Paraphrasing Method In The Development Of Teaching Material For The Maritime English Subject At Shipping Vocational School

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Abstract

For some marine cadets in vocational high school, one of the difficulties in learning English is listening, whereas the students lack concentration, understanding, and vocabulary. Employing suitable learning methods that will help the students improve their skills in listening is expected to overcome the student's lack of concentration, understanding and vocabulary. In this research, the researchers will find out whether total physical response and paraphrasing as learning methods can improve cadets' listening skills. A qualitative method was used in this research, involving sixty marine cadets as the respondents. The finding revealed that both methods Total Physical Response and Paraphrasing have a significant impact on the development of Maritime English teaching materials for shipping cadets, with some improvement on indicators that should be added to enhance The Maritime English teaching materials.

Keywords: Total Physical Response, Paraphrase, Development of Teaching Material.

Introduction

One of the skills to be mastered by the cadets before their journey at sea is good communication, especially in English. They understood that speaking English was crucial for talking with others on the ship. The shipping cadets must have the ability to communicate by using English on the vessel (Mikulicic et al., 2023), it is demanded that they master the skills of listening, speaking, reading and writing. These skills can be learned and improved during study in school before sailing in the sea (Sedita, 2005). The teachers' role in determining the suitable learning methods in learning materials is important, as they know exactly the students' condition and environment (Mardhatillah et al., 2019). For some shipping cadets, one of the difficulties in learning English is listening (TYMOFYEYeva, 2021). Most of them lack concentration, understanding and vocabulary. This phenomenon must be overcome to reach the learning goals and give the cadets the competency to be seafarers (Demirel, 2019).

Related to the learning methods that will be used in teaching English in class, the teacher must know the cadets' characteristics to decide the suitable learning methods that will be employed in teaching. (Larsen-Freeman, 2000) said, that teachers who already know the methods that will be used in class will have a better understanding of why and what they should do. One of the methods that can be used to improve cadets' ability to listen and imitate the lesson in audio format on the Maritime English subject is Total Physical Response (Ahmed, 2013).

The Total Physical Responses (TPR) method is very suitable to be developed in student learning activities, utilizing students listening first before they speak. (Dwiastuty et al., n.d.). In this method, there are three main principles: (1) Students speak after first understanding the verbal explanation given by the teacher, (2) Students understand what the teacher conveys, after receiving an oral explanation from the teacher in the form of imperative sentences, and (3) Students are encouraged to show their readiness to speak.

The second method that will be used to teach Maritime English is paraphrasing. This method is one of the methods used to understand the lesson through listening (Hagaman et al., 2012). Paraphrase is a linguistic term that has to translate a concept in the same language in different ways without changing the meaning (Meteer & Shaked, 1988). By listening to what they hear, students are expected to be able to explain and repeat what they have heard (Harahap, 2019).

In making oral paraphrasing, some steps should be taken: (1) listen carefully to the lesson and information, then figure out the main sentence, develop the main idea from the main sentence, (2) Uttering the main idea in oral description using students' sentences; (3) Using synonym and changing from a direct sentence to an indirect sentence; (4) Changing an active sentence to a passive sentence; and (5) using a third-person pronoun in a story if it is difficult to explain (Yastanti, 2015).

By employing these two methods in developing teaching materials for Maritime English subject, it is expected to improve students' skills, especially in listening. In developing teaching materials, some aspects should be focused on for students to do these activities. (1) Students can make meaningful connections; (2) Students can do meaningful activities; (3) Students will work in teamwork; (4) students will have critical thinking; (5) Helping students improve their skills (Usman et al., 2019).

As a teacher who needs books to utilize the teaching process to achieve goals, the books must be specifically designed for the needs of the students and adhere to the minimal requirements of graduate competence standards, core competencies, and fundamental student competencies (Kurniawati et al., 2015). As a result, it is essential to create textbooks that are activity-based, specifically guides for activities or activities that teachers and students can do together (Nusantara & Kediri, n.d.). As a result, the instructor can enhance the presented information by how well the

students are absorbing it (Selim, 2007). As a result, the existing content can be enhanced with various innovations in the form of features that are pertinent and appropriate to the traits and requirements of students (Agarwal, 2018).

The focus of this study is related to the role of the Total Physical Response and Paraphrasing methods in the development of maritime English teaching materials for shipping cadets. For this study to be more detailed, the main problem is: "How is the influence of the Total Physical Response and Paraphrasing Methods on the development of Maritime English teaching materials for shipping cadets at SMK Pelayaran Bhakti Samudera".

Review of Related Theory

The theory used in this research related to the relationship between *Total Physical Response (TPR)* and Paraphrasing in the development of teaching materials for Maritime English lessons. Where the TPR method has the advantage that students carry out fun activities according to instructions from the teacher so that learning does not only focus on the teacher but on students who actively carry out activities (Dwiastuty, et all, 2016).

In this TPR method, there is a direct relationship between teachers and students through the coordination of commands, speech and motion so that students will find it easier to master a language (Purwa, et al., 2021). Teachers and students have their roles that are interconnected so that interaction will be established easily. The role of the teacher in this method is as a director to decide what the students should do. The role of students in this method is as a listener and doers of instructions given by the teacher. Students will indirectly be encouraged to be able to speak according to what is heard, be it commands or material delivered using audio.

In listening skills, teachers can use the paraphrasing method, where students are encouraged to seek knowledge about what is

meant by using their sentences without changing the actual meaning or paraphrasing (Harahap, 2019). Listening is not a passive activity, but rather an activity that actively moves our eyes, thoughts, feelings and understanding listening is an activity that does not require much effort to understand. This is wrong because listening means not only understanding verbal symbols but also accepting, judging, rejecting, comparing and believing, evaluating and reformulating what is heard. Listening and understanding audio material is not a single skill, but the result of the collaboration of different skills.

As a teacher who teaches his students science, of course, he needs books that are used as teaching materials. Teacher books and student books used are tailored to student needs and by the minimum limits of graduate competency standards, core competencies, and basic student competencies. So it is necessary to develop textbooks as *activity-based books*, namely manuals for activities or activities of teachers and students (Nurhajati, 2015). Thus, the teacher can add and enrich the existing material according to the assimilation of students. Thus, the existing material can be enriched with different creations in the form of functions that are appropriate and relevant to the characteristics and needs of students.

Method

The researchers use the qualitative method, and the quantitative analysis is done to picture the relationship between research variables using statistics (Chiulli, 2018). The answers from respondents are in line with the score variables, which have already been set up and will be analysed using the computer program IBS SPSS Statistic 26,0. Variables in this research consist of factors that have a role in the phenomenon that will be studied. Measurement of research variables is carried out by providing operational definitions as research indicators for each variable to make it easier for researchers to choose categories of research

levels that are to what respondents feel (Rahi, 2017).

Utilize questionnaires, observations, and literature reviews to gather the data (Priadana & Sunarsi, 2021). When distributing the questionnaire, the researcher asked questions about how the teacher provided instructions in class. Class X and XI students of SMK Pelayaran Bhakti Samudera Surabaya were the subjects of observation in this research.

All of the students in grades X and XI made up the study's population, and there were sixty (60) total participants. They were grouped according to their age, location and level of education. Respondents to the study were divided into clusters before being included in the sample. As stated (Rukajat, 2018), the population in the research consists of objects or subjects that have certain qualities and characteristics set by the researcher to be studied and then a conclusion is drawn.

The subject of study, or the focus of the investigation, is research variables (Suharsimi, 2006). The variables in this study are divided into dependent variables (Y) and independent variables (X). The Paraphrasing Method (X2) and the Total Physical Response Method (X1) are the study's independent variables. The dependent variable, Development of marine English Teaching Materials for Shipping Cadets (Y), is the one that is influenced by the independent variable in this study. Furthermore, the respondents' answers were analysed using statistical tests using the IBM SPSS program as follows:

1. Validity and Reliability Test

A questionnaire construction is said to be reliable if the value (α) is greater than 0.6

2. Multiple Linear Regression Analysis

Multiple linear regression analysis will be used to examine the effects of the independent variable (X), the Total Physical Response (X1) approach, and Paraphrase (X2) on the dependent variable (Y), namely the creation of Maritime English teaching resources

for shipping cadets. The linear regression equation for this research is:

$$Y = a + b_1 \cdot X_1 + b_2 \cdot X_2 + \mu \dots \dots \dots (1)$$

Remarks:

Y: Development of Maritime English teaching material for shipping cadets

a: Constanta

b₁, b₂: Multiple Regression Coefficient research factor

X₁: Total Physical Response method

X₂: Paraphrase method

μ: Undetected another variable

3. Coefficient of Determination (R²)

The contribution of the independent variable (X) is the Total Physical Response (X₁) and the Paraphrase (X₂) on the dependent variable (Y) namely the development of Maritime English teaching materials for shipping cadets:

$$R^2 = r^2 \times 100\% \dots \dots \dots (2)$$

R is a multiple coefficient correlation and r is a partial coefficient correlation.

Data quality tests are carried out to determine the scope and feasibility of data used in research, and research will be useful if the data collection has high reliability and validity (Batini et al., 2009). So the test reliability, we used Cornbach's Alpha and validity test with Person correlation. Validity and reliability tests were carried out with the SPSS program. Uji validitas dan reliabilitas dilakukan dengan program SPSS.

a. Validity Test

Validity is used to measure the validity of a questionnaire. The validity test is performed by comparing the value of r to calculate the variation of the dependent variable (Singh, 2017)

b. T Test (Partial Signification Test)

The T-test is used to test the significance of the relationship

between variables X and Y (Obilor & Amadi, 2018) and whether variables X₁ and X₂ (Total Physical Response Method and Paraphrasing method) affect variable Y (Teaching Material Development) separately or partially. In this study, the hypothesis is:

Ho: The independent variables (Total Physical Response Method and Paraphrasing Method) do not have a significant influence on the dependent variable (Teaching Material Development)

Ha: The independent variable (Total Physical Response Method and Paraphrasing Method) significant effect on the dependent variable (Teaching Material Development).

Findings and Discussion

Respondent Overview

The result of statistical descriptive analysis provides an overview of respondents as research objects. According to the data, a picture of respondents was obtained based on the gender of students at Sekolah Pelayaran Bhakti Samudera Surabaya, which is presented in Table 1.1. Respondent Gender

Table 1.1. Respondent Gender

Gender	Total Respondent	Perc ent (%)	Valid Perc ent	Cumulative Percent
Men	57	95.0	95.0	95.0
Women	3	5.0	5.0	100.0
Total	60	100.0	100.0	

Source: Output SPSS 2023

Based on Table 1.1. Gender Respondents, it can be explained that the respondents students of Sekolah Pelayaran Bhakti Samudera Surabaya are as many as 60 (sixty) respondents, consisting of respondents who are males 95.0% and students who are female as many as 3 students (5%).

The general description of Sekolah Pelayaran Bhakti Samudera students is based on the school classes sampled in class X and XI, whose frequency is as shown in Table 1.2. The respondent's Grade at Sekolah Pelayaran Bhakti Samudera is as below:

Table 1.2. Respondent's Grade

Grade	Total Respondent	Perc ent (%)	Vali d Perc ent	Cumulat ive Percent
X	35	58.3	58.3	58.3
XI	25	41.7	41.7	100.0
Total	60	100.0	100.0	

Source: Output SPSS 2023

Based on table 1.2. Respondent's Gender from Sekolah Pelayaran Bhakti Samudera Surabaya, it can be explained that the students of Sekolah Pelayaran Bhakti Samudera who were respondents in this study were 60 (sixty). Details of the total number of students in grade X (ten) is 35 (58.3%) and the total number of students in grade XI (Eleven) is 25 (41.7%).

The respondents selected in the research on the development of Maritime English teaching materials for shipping cadets were students of Sekolah Pelayaran Bhakti Samudera Surabaya grade X and XI of the Department of Nautical and

Engineering. The Department Description of students at Sekolah Pelayaran Bhakti Samudera can be seen in Table 1.3 as follows:

Table 1.3. The Department of Respondents

Depart ment	Total Respon dent	Perc ent (%)	Vali d Perc ent	Cumul ative Percent
Nautica l	44	73.3	73.3	73.3
Engine ering	16	26.7	26.7	100.0
Total	60	100.0	100.0	

Source: Output SPSS 2023

Based on Table. 1.3. The Department of Respondents at Sekolah pelayaran Bhakti Samudera Surabaya consisted of 44 students in the Nautical Department (73.3%) and 16 students in the Engineering Department (26.7%).

Validity and Reliability Test Results

The Validity and reliability test of the research instrument was carried out first before the actual research was conducted, testing the validity and reliability of the answers of 60 respondents to determine which questionnaire questions were valid and reliable for the variable concept measuring instrument.

Validity Test

The validity of a question item is measured by validity testing. To test whether or not the question to be asked is valid by comparing the value of r count (corrected

item-total correlation) to the value of r table with a confidential level of 95% (0.05), which is valid if r count > r table and the answer item is invalid if r count < r table. Based on the calculation result with IBM SPSS Statistic 26.0 tools, correlation coefficient value (r calculate) is obtained, and the 12 (twelve) questions can be presented as follows in Table 1.4. Validity Test Results.

Table 1.4. Validity Test Result

Variable	Questions	Coefficient Correlation	Sig
Total Physical Response Method (X₁)	X _{1.1}	0.612	0.000
	X _{1.2}	0.724	0.000
	X _{1.3}	0.768	0.000
	X _{1.4}	0.307	0.017
Paraphrasing Method (X₂)	X _{2.1}	0.568	0.000
	X _{2.2}	0.652	0.000
	X _{2.3}	0.549	0.000
	X _{2.4}	0.524	0.000
Development of Maritime English Teaching Material (Y₁)	Y _{1.1}	0.662	0.000
	Y _{1.2}	0.704	0.000
	Y _{1.3}	0.697	0.000
	Y _{1.4}	0.421	0.001

Source: Output SPSS 2023

Based on Table 1.3. The validity test result of the questions item, it can be known that all items of respondent's answer have r count > r table (2,00) and has significance value < 0,05 in which all items of research variable are valid.

Reliability Tests Result

Reliability tests are used to test the extent to which the reliability of a measuring device can be used again in the same research. Using the alpha formula based on analysis with IBM SPSS Statistic 26, the reliability coefficient for each indicator is summarized in Table 1.5. Reliability Test Result. The complete calculations are in the appendix.

Table 1.5. Reliability Test Result

No	Variable	Alpha	Conclusion
1	Total Physical Response Method	0,786	Reliable
2	Paraphrasing Method	0,715	Reliable
3	Development of Teaching Material	0,700	Reliable

Source: Output SPSS, 2023

Based on Table. 1.5. Reliability Test Result, it can be explained that variables in this research are reliable because it has an alpha coefficient greater than 0,60 which means all variables are reliable.

Linear Regression Analysis Result

The linear regression line equation in this study was used to determine the effect of independent variables (Total Physical Response Method and Paraphrasing method) on the dependent variable (Development of Maritime English Teaching Material for

Shipping Cadets). The results of the linear regression of this study can be seen in Table 1.6. Linear Regression Analysis Results are as follows:

Table 1.6. Linear Regression Analysis Result

Variable	Coefficien t	t	Sig
Constant	4.702	2.48	0.01
Total Physical Response Method Paraphrasin g Method	0.652	2 5.16 9	6 0.00 0
R ²	0,106	0.92	0.36
F	0.409		0.00
	19.761		0.00
			0

Source: Output SPSS 2023

Hypothesis Test Result

Analysis T-test Result

T-test (partial test) is used to analyse whether any impact in partial between the independent variable (Total Physical Response Method and Paraphrasing Method) and to dependent variable (Development of Maritime English teaching material to shipping cadets). The hypotheses proposed in this study before testing are:

Ho: There is a positive and significant influence between the Total Physical Response method and the development of maritime English teaching materials for shipping cadets.

Ha: There is a positive and significant influence between the Total Physical Response method and the development of

maritime English teaching materials for shipping cadets.

Meanwhile, to find out the result and T-test, several conditions can be seen, namely, if $t_{count} > t_{table}$, then H_0 is rejected; if $t_{count} < t_{table}$, then H_0 is accepted; level $\alpha = 0.05$; two-tail test; and a t_{table} of 2,000. Test the hypothesis between the variables of the Total Physical response method to the development of maritime English teaching materials for shipping cadets graphically with t-count testing, as shown in Figure 1.1. Graphical Testing t-count on variable X1.

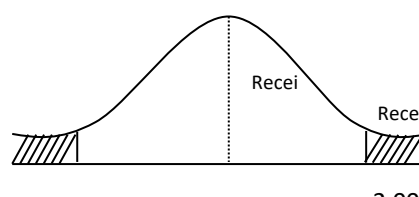


Figure 1.1. Graphical Testing t-count on variable X1

Based on Figure 1.1. Graphical Testing t-count on variable X1 (Total Physical Response Method) can be seen that the results of the hypothesis test between the variables of the Total Physical Response Method against the development of maritime English teaching materials for shipping cadets obtained a $t_{count} > t_{table}$, which is $5,169 > 2,000$. While the hypothesis test between the variables of the paraphrasing method on the development of English teaching materials graphically, the t-test count can be seen in Figure 1.2. The test graphic calculates the variable X2 as follows:

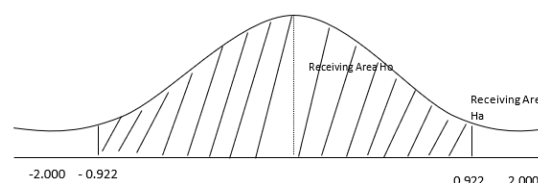


Figure 1.2. The test graphic calculates the variable X2

Based on Figure 1.2. The test graphic calculates the variable X2, it can be known that $t \text{ count} < t \text{ table } 0.922 < 2.000$

Analysis F test Result

The F test is used to analyse whether the independent variables (Total Physical Response Method and Paraphrasing Method) are simultaneously (together) with level $\alpha = 0.05$, the F table is 3.15, and the F count has a value of 19.761. The variables of the Total Physical Response Method and Paraphrasing Method have a significant influence on the dependent variable (Development of maritime English teaching materials for shipping cadets), according to the hypothesis proposed.

Ho: There is no simultaneous influence between the independent variable of the total physical response method and the paraphrasing method on the dependent variable, namely the development of maritime English teaching materials for shipping cadets.

Ha: There is the simultaneous influence of independent variables, namely the Total Physical Response Method and the Ship Paraphrasing Method, on the dependent variable, namely the development of Maritime English teaching materials for shipping cadets,

Coefficient of Determination Test Result

The determination test is used to determine the variable percentage of development of Maritime English teaching materials). The calculation results obtained a value of the coefficient of determination (R²) of 0.409.

Discussion

The Effect of the Total Physical Response Method on The Development of Maritime English Teaching Materials for Shipping Cadets

The results of the linear regression test, show that the regression coefficient of the total physical response method is 0.652,

which means that the total physical response method has a positive effect on the development of maritime English teaching materials for shipping cadets of 0.652 units. The influence of the total physical response method on the development of maritime English teaching materials for shipping cadets of Sekolah Pelayaran Bhakti Samudera, Surabaya shows a significant relationship because it has a significant value of 0.000 which is less than 0.05 which means it is significant.

Based on the results of the hypothesis test (T-test) between the total physical response method and the development of maritime English teaching materials for shipping cadets, t was obtained to calculate $t > t \text{ table}$, which is $5,169 > 2,000$, thus the hypothesis proposed by Ho (there is no positive and significant influence between the total physical response method and the development of maritime English teaching materials for shipping cadets).

This is in line with the results of research delivered by (Dwiastuty et al., n.d.; Maulana & Muliana, 2020; Purwa et al., 2021; Usman et al., 2019) that learning through the total physical response method can increase learning motivation and English skills, demonstrating the influence on the development of Maritime English teaching materials for shipping cadets. So, this also means that if the total physical response method is improved, there will be a significant increase in the development of maritime English teaching materials for shipping cadets of Sekolah Pelayaran Bhakti Samudera, Surabaya.

The influence of the Paraphrasing Method on the Development of Maritime English Teaching Materials for shipping Cadets

According to the results of the regression calculations, the paraphrasing method variable has a regression coefficient of 0.106, which indicates that it has a positive impact on the development of Maritime English teaching materials. This indicates the significance value of the

paraphrasing method variable of 0.360. Therefore, it can be inferred that there is a positive connection but not significant between the paraphrasing method and the development of Maritime English teaching materials.

In the findings of the hypothesis test, (T-test) between the paraphrasing method's variables on the development of Maritime English teaching material was found $t_{count} < t_{table}$ which is $0.922 < 2,000$, thus the hypothesis proposed by H_0 (there is no positive and significant influence between paraphrasing method and the development of Maritime English teaching materials) is accepted and H_a is rejected, meaning that there is a positive but not significant influence between paraphrasing method and the development of Maritime English teaching materials.

This means that the paraphrasing method has a positive impact that is not significant for the development of Maritime English teaching materials. This result means that it is not in line with the results of research shown by (Harahap, 2019) which states that the paraphrasing method can motivate students to learn actively and that learning outcomes increase. Therefore, from the results of this study, it was concluded that if the paraphrasing method was partially improved, there would be no significant increase in the development of Maritime English teaching materials for shipping cadets.

The Effect of the Total Physical Response Method and the Paraphrase Method on the Development of Maritime English Teaching Materials for Shipping Cadets.

To determine the effect of the total physical response method and the paraphrasing method together on the development of maritime English teaching materials, an F test was carried out. The hypothesis proposed in this study is H_0 (There is no simultaneous influence between the independent variables (total physical response method and paraphrase method) on the dependent variable, namely the

development of maritime English teaching materials, H_a (There is a simultaneous influence of the total physical response method variables and Paraphrasing method towards the development of free English teaching materials). Level α specified is 0.05, F table equals 3.15. From the results of the linear regression test, F was calculated at 19.761. $F_{count} > F_{table}$, which is $19,761 > 3.15$ this means H_0 is rejected and H_a is accepted that there is a simultaneous influence (together) between the total physical response method and the paraphrasing method on the development of maritime English teaching materials for shipping cadets.

Based on the coefficient of determination test used to determine what percentage of variation the dependent variable can be explained by variation and independent variables, and from the calculation results obtained, the value of the coefficient of determination (R^2) was 0.409. The Coefficient of Determination (R^2) of 40.9% means that 40.9% of the variable variation in the development of maritime English teaching materials for shipping cadets of Sekolah Pelayaran Bhakti Samudera, Surabaya is influenced by the total physical response method and paraphrasing method, while 59.1% is influenced by other variables outside the equation. So if the total physical response method and paraphrasing method are improved together, it will affect the development of maritime English teaching materials for shipping cadets.

Conclusion

The study discovered that the total physical response method greatly affects the development of Maritime English teaching materials for shipping cadets. The total physical response method should be upgraded with indicators to enhance Maritime English teaching materials. The paraphrasing method has very little effect, hence it is advised that marine training institutes adopt other techniques to enhance the development of Maritime English

teaching materials. Marine training institutes must apply both the total physical response method and paraphrasing method at the same time because they have a substantial impact on the development of Maritime English teaching materials.

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