Socialization of Learning Media Maritime English Textbook for Ratings Forming

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ABSTRAK

Kegiatan pengabdian ini dilatar belakangi oleh beberapa permasalahan pada mitra yaitu proses belajar mengajar Mata Pelajaran Bahasa Inggris Maritim belum optimal karena belum ada buku ajar yang dapat digunakan oleh guru dan siswa. Selain itu, sekolah membutuhkan pengayaan dalam hal media pembelajaran untuk meningkatkan semangat belajar mandiri siswa. Kegiatan pengabdian ini bertujuan untuk memberikan solusi kepada guru dan siswa melalui media pembelajaran buku ajar Maritime English for Ratings Forming. *Metode pendekatan yang dilakukan untuk menyelesaikan permasalahan mitra adalah dengan sosialisasi pemanfaatan media pembelajaran buku ajar Maritime English for Ratings Forming. Subjek pengabdian adalah guru dan siswa. Metode pengumpulan data menggunakan wawancara atau diskusi dengan partisipan. Instrumen yang digunakan adalah pedoman wawancara. Analisis data menggunakan tiga tahap yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Hasil kegiatan pengabdian ini membuktikan bahwa buku ajar* Maritime English for Ratings Forming *dapat digunakan oleh guru sebagai media pengajaran (*teaching media*), sedangkan dapat digunakan oleh siswa sebagai media pembelajaran (learning media). Siswa terbiasa dalam belajar secara mandiri, karena adanya pedoman dalam buku ajar yang sesuai dengan tujuan kurikulum pembelajaran. Pengetahuan dan kemampuan bahasa Inggris maritim siswa akan meningkat dengan adanya sumber belajar. Kebutuhan sekolah akan pengayaan dalam hal media pembelajaran dapat terpenuhi. Buku ajar* Maritime English for Ratings Forming *menjadi salah satu media pembelajaran Bahasa Inggris maritim yang dapat diberikan kepada masing-masing siswa.*

ABSTRACT

This community service was motivated by several problems in the partners, namely the teaching and learning process of Maritime English Subjects is not optimal because there is no textbooks that can be used by teachers and students. In addition, schools need enrichment in terms of learning media to increase students' enthusiasm for independent learning. This community service aimed to provide solutions to teachers and students through the Maritime English for Ratings Forming learning media. The method used is by socializing the use of Maritime English for Ratings Forming learning media. The subjects of the community service were teachers and students. The data collection method used interview or discussion session with the participants. The instrumentation used interview guidelines. The data analysis used three stages namely data reduction, data presentation, and conclusion. The results of this community service prove that the Maritime English for Ratings Forming textbook can be used by teachers as teaching media, while it can be used by students as learning media. Students will get used to learn independently, because there are guidelines in the textbook that are suitable with the learning curriculum objectives. Students' maritime English knowledge and skills will increase with the availability of learning resources. The school's need for learning media enrichment can be met. The Maritime English for Ratings Forming textbook is one of the maritime English learning media that can be given to each student.

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1. INTRODUCTION

SMK Pelayaran Padang is a private Vocational High School under the Ministry of Education and Culture. However, the learning implementation for students at SMK Pelayaran Padang also refers to the Directorate of Shipping and Maritime which is supervised by the Ministry of Transportation. Therefore, this situation and condition explain that Merchant Marine Polytechnic of West Sumatera has similarities with SMK Pelayaran Padang because they are both under the regulations of the Ministry of Transportation. Shipping institutions or agencies in the marine transportation sub-sector are regulated by the International Maritime Organization (IMO) (Triastuti, 2022; Koh et al., 2022). At SMK Pelayaran Padang there is also a Maritime English subject that is in accordance with the IMO Standard, namely Standard Marine Communication Phrases (SMCP). Thus, the Maritime English material studied at SMK Pelayaran Padang is the same as the Maritime English material at Merchant Marine Polytechnic of West Sumatera, but in the different level. There are still several obstacles in the Maritime English learning process at SMK Pelayaran Padang. First, because they do not have internet access yet, learning process still takes place conventionally, it is still sourced from the teachers with teaching materials and learning media provided by the teacher. The existence of technology such as the availability of the internet greatly helps teaching and learning nowaday. Technology allows students to have access to a lot of information that cannot be provided by teachers. Technology also helps students to be able to learn languages well because they learn through visual and audio methods (Hakeem Barzani et al., 2021; Rintaningrum, 2023).

However, the availability of these learning resources is still inadequate because the availability of textbooks is not complete for all students. In addition, there are no textbooks that can be used by students which contain all the learning materials they must learn at the vocational high school level. With the constraints of these textbooks, the Maritime English learning process is not optimal because it only relies on teachers as a learning resource. In fact, teachers also need this textbook because it will make the teachers easy to distribute learning activities to students. By using textbooks, educators can provide students with appropriate materials for independent learning according to students' interests and needs. Textbooks have a positive impact on teachers in carrying out teaching tasks and also on students who carry out learning (Berlin et al., 2022; Sharhan & Janfeshan, 2024).

In addition, students have difficulty in carrying out independent learning because there are no references or guidelines for what subject matter they should study. In this case, textbooks are needed very much because they contain subject matter that is in accordance with students' needs and even contain complete learning material with exercises that they must master for each semester. Without textbooks, the homework or assignments given by teachers will be ineffective. Students can search for references from the internet outside of school hours, but there is no guarantee that what they are looking for is the correct learning material. Textbooks or commonly called teaching modules are media that are very appropriate for the concept of independent learning, because textbooks are one of the teacher's approaches to distance learning which create independent learning for students (Maleon et al., 2022; Otieno & Povey, 2023).

Another obstacle occurs at SMK Pelayaran Padang is the low Maritime English skills of students. Many students cannot communicate using good English. In addition, students' vocabulary mastery skills are also lack. This is assumed happen due to the lack of learning resources, so that the students can not read and practice speaking properly. English teachers at SMK Pelayaran Padang also admitted that there have been no English textbooks used for teaching and learning activities so far. Teachers only rely on lecture methods and provide learning media that are occasionally brought to face-to-face meetings. Occasionally, teachers also use power point as a media to convey learning materials to students. Thus, it can be said that students only get English learning at school, without being able to repeat it at home. The paradigm from teacher-centered learning to student-centered learning must be implemented, because by making students independent learners, their learning abilities and achievements will increase (Morris et al., 2023; Saeheng, 2017).

Thus, the constraints in terms of learning media of Maritime English textbooks are the main problem currently at SMK Pelayaran Padang. This constraint is a major problem not only for teachers and students, but also for schools. Schools need enrichment in terms of learning media to increase student enthusiasm for learning and achievement. In addition, learning media for schools are also needed to lighten the teacher's workload. Therefore, the teacher's task besides teaching is to create textbooks that are in accordance with the students' learning materials in each semester and for each level of education. With the availability of learning media in the form of textbooks, students can learn optimally anywhere so that their learning achievements will increase. English for students in Indonesia is a foreign language that is generally only studied in a few places such as schools, classes or universities. Thus, students need learning media that can be studied anywhere, such as textbooks (Alhassan et al., 2021; Ubaedillah et al., 2021).

Based on the problems above, this community service was carried out to provide solutions to both teachers and students. The teaching and learning process, especially for Maritime English Subjects will be optimal because there is a textbook that can be used by teachers and students, namely the Maritime English for Ratings Forming textbook. Textbooks have been proven to be able to solve several problems for teachers and students because the function of textbooks is to facilitate the involvement of teachers and students in the teaching and learning process (Abduh et al., 2022; Leshota, 2020). In order to be utilized by both teachers and students, a community service was held, namely socialization to SMK Pelayaran Padang for the utilization and use of textbooks as learning media. Furthermore, students will no longer find it difficult to do independent assignments and self-study, because there are material guidelines contained in the Maritime English for Ratings Forming textbook. The implementation of educational activities is greatly influenced by the availability of teaching materials. Learning resources in the form of textbooks have been proven to help students learn independently because they contain a number of learning exercises that are arranged systematically (Citrawathi et al., 2022; Darmayenti et al., 2021). In addition to the description of the material, this textbook also describes independent activities and formative exams, so that students can train their abilities with this textbook. Also, this textbook can be given to each student, so that students can learn independently anywhere, both at school and at home. This also provides a solution to teachers by making it easier for teachers to prepare homework for students.

In addition, the community service of the socialization the Maritime English for Ratings Forming textbook will also improve students' maritime English skills. First, students' mastery of Maritime English vocabulary will increase. Second, reading and writing skills will also be developed because before being able to do the exercises listed in the textbook, students are required to read first. Students' listening and speaking skills will improve with conversation and dialogue exercises contained in the textbook. In addition to English skills, students' understanding of nautical and engineering competencies will also improve. The use of textbooks in the learning process provides a lot of feedback to students so that students can achieve maximum learning completion. This is because textbooks are compiled with clear objectives so that they can guide students to achieve success in learning process (Bakken & Andersson-Bakken, 2021; Sitorus et al., 2019). The existence of Maritime English for Ratings Forming textbook is a solution to enrich learning resources and references at SMK Pelayaran Padang. This overcomes the school's problems in terms of the need for enrichment of learning media to increase student enthusiasm and achievement. Developing textbooks is the main task of all teachers because textbooks can be widely accepted by students and educators. This is because the contents of a textbook are in line with learning objectives (Lestariyana & Nurkamto, 2022; Mahanan et al., 2022). This learning media will be very useful because it can be used continuously, because the demands of Maritime English competency and ability for students are already covered in the textbook. With this textbook, teachers will also be more motivated to develop learning media for the future because there is already a pilot project that can be used by teachers.

There are some existing researches about socialization in certain community. The first is community service or socialization at elementary school (Laksito, 2021; Marini et al., 2022). The second is community service or socialization at junior high school (Siagian et al., 2022; Sridana et al., 2022). The third is community service or socialization at general senior high school (Fahruddin et al., 2021; Sarjan et al., 2022). The fourth is community service or socialization at vocational high school about healthy living management and hybrid learning (Erta et al., 2023; Susanto et al., 2022). The fifth is community service or socialization at the people in community or society (Putnarubun et al., 2022; Widiyanti & Padmaningrum, 2023). Based on the previous researches above, it can be stated that there is no research about book socialization for vocational high school students. Thus, this research has novelty and need to be carried out in order to solve the problems on vocational high school, especially at SMK Pelayaran Padang. Then, the objective of this research is to describe the use and advantage of Maritime English for Ratings Forming textbook for teachers, students and school.

2. METHOD

This research belongs to qualitative research. The method used in this community service combined observation and lecture method with participatory approach (Aisyah & Rizki, 2024; Sari et al., 2024). It means, the community service team begin an observation to find prior problems to be solved and then give a lecture by invite all of community to participate in the lecture given. Participants in this socialization are teachers, students and school's stakeholders at SMK Pelayaran Padang. Socialization of the Maritime English for Ratings Forming textbook for teachers aims to explain the description of the textbook to be taught to the students. Meanwhile, socialization of the Maritime English for Ratings Forming textbook for students aims to describe to students the materials that must be mastered, the exercises to be done and the competency objectives that must be achieved in each learning topic unit. The data collected through

interview or discussion session with the participants. The instrumentation used interview guidelines and the instrumentation grid can be seen in the Table 1. The data analysis used three stages namely data reduction, data presentation, and conclusion.

Table 1. Interview Grid

Objective	Aspect	Indicator
The use of the book for teachers, students, and school	for teachers	1. The use of the book 2. The advantage of the book 3. Comment and suggestion for future community service activity
	for students	1. The use of the book 2. The advantage of the book 3. Comment and suggestion for future books
	for school	1. The use of the book 2. The advantage of the book 3. Comment and suggestion for future books

Source: Research Instrument

There are some systematic procedures for community service activities about the socialization of learning media of the Maritime English for Ratings Forming textbook at SMK Pelayaran Padang. The first, community service team did preliminary investigation, namely survey, observation and interviews with the Principal and teachers at SMK Pelayaran Padang to obtain information on problems that arise in SMK Pelayaran Padang, involve problems on students, teachers and institution. Second, the community service team determinated prior problems and formulate solutions offered. Third, the community service team as a research team developed Maritime English for Ratings Forming textbooks. Fourth, the community service team made coordination with the school's stakeholders about the socialization schedule. Then, the community service team do a socialization of learning media of Maritime English for Ratings Forming textbooks.

3. RESULT AND DISCUSSION

Result

The socialization activity about the utilization of learning media Maritime English for Ratings Forming textbooks at SMK Pelayaran Padang was held on Monday, July 22, 2024 from 08.00 WIB to 12.00 WIB. The place used for the socialization activity was the school hall on the second floor. The socialization activity was attended by the service team along with several students from Merchant Marine Polytechnic of West Sumatera. Meanwhile, from SMK Pelayaran Padang, it was attended by the Principal, Deputy for Public Relations, Deputy for Curriculum and the teacher council. Before the activity began, college students from Merchant Marine Polytechnic of West Sumatera put up a community service banner. After that, the college students took attendance consisting of three types, namely attendance for the community service team, attendance for the teacher council, and attendance for SMK Pelayaran Padang cadets. While taking attendance, the students also distributed pamphlets or brochures of the Merchant Marine Polytechnic of West Sumatera profile, so that it would be the choice of college that cadets would go to after graduating from SMK Pelayaran Padang.

The activity began with an opening delivered by Deputy Director 2 of Merchant Marine Polytechnic of West Sumatera. The Maritime English for Ratings Forming textbook is one of the learning media developed to overcome the problem of teaching materials from teachers and learning media for cadets. In addition, English as an international language must be used as the daily language of sailors and prospective sailors, so that they are able to carry out their duties and functions as reliable sailors later in the maritime world. Opening by Deputy Director 2 of Merchant Marine Polytechnic of West Sumatera are presented in Figure 1.

Figure 1. Opening by Deputy Director 2 of Merchant Marine Polytechnic of West Sumatera

The activity was continued with a speech from the Principal of SMK Pelayaran Padang. The visit from community service team of Merchant Marine Polytechnic of West Sumatera to SMK Pelayaran Padang was an honor and pride for the teachers and cadets. This is because the service product in form of a textbook will be very useful, both for teachers and cadets. In addition, this learning media will also enhance the collection of reading materials or references in the school library. Greeting from Principal of SMK Pelayaran Padang are presented in Picture 2.

Picture 2. Greeting from Principal of SMK Pelayaran Padang

Next, the presentation of the socialization material was delivered by community service team who also serves as a Lecturer in Maritime English at Merchant Marine Polytechnic of West Sumatera. An analysis of the situation and learning problems that are still encountered at SMK Pelayaran Padang. One of them is in the learning of Maritime English and the lack of learning resources for cadets. Thus, the existence of Maritime English for Ratings Forming textbook is one solution that can overcome the problems of cadets in learning English and the problems of teachers as well as school institutions related to the availability of learning resources. In the last presentation, explained the contents of the Maritime English for Ratings Forming textbook and how to use the textbook.

After the presentation was finished, Mrs. Siska opened a discussion and Q&A session with both teachers and cadets. The teachers and cadets took turns giving questions, responses or suggestions on the activities being held. Both teachers and cadets were very enthusiastic in giving their opinions on the implementation of this activity. Then, it was continued with the symbolic handover of textbooks to representatives of teachers and representatives of students. Furthermore, the handover of plaques and souvenirs from Merchant Marine Polytechnic of West Sumatera to SMK Pelayaran Padang. The event was closed with a group photo and the motto appearance of each institution. The motto of SMK Pelayaran Padang is "Seeing the world with us", while the motto of Merchant Marine Polytechnic of West Sumatera is "Humanist, Smart, Sustainable, Eco-Friendly Campus". Symbolic Handover of Textbook to the

The first discussion began with questions as the Vice Principal of Curriculum. Mr. Jamal asked about the relationship between this textbook and the IMO Model Course 3.17 Curriculum as the Maritime English curriculum. The second question was related to the relationship between the Maritime English for Ratings Forming textbook and the operational curriculum of nautical and technical. The Maritime English for Ratings Forming textbook refers to the IMO Model Course 3.17 as a part of the Specialized Maritime English (SME). Then, the relevance of this textbook to the operational curriculum of nautical and technical is that

the materials presented are the competencies of the nautical and technical study program. Thus, in addition to learning Maritime English terms, cadets can also understand nautical and technical competencies through this textbook with guidance from nautical and technical teachers. Feedback from other teachers, namely from Mr. Jabarudin who asked about how cadets can master English well. He added that for approximately 25 years of teaching at SMK Pelayaran Padang, the habits of cadets in learning English are still the same. Furthermore, the problems faced by cadets in learning English are still the same, namely being embarrassed to speak English, afraid of making mistakes, lack of motivation, afraid of being laughed at by friends and other classic problems.

This question was answered by Head of the Technology Nautical Study Program of Merchant Marine Polytechnic of West Sumatera. Mr. Markus explained that the way for teachers to ensure that cadets can master English well is by providing teaching materials, learning resources or learning media for cadets. Therefore, the Maritime English for Ratings Forming textbook can be used by teachers as a teaching medium and given to students as a learning medium so that they are able to train themselves independently in terms of mastering English.

The third question was from Capt. Tiolina Simamora, S.E., M.Mar, as a nautical teacher. Capt. Tio asked about the usability of this textbook for classroom teaching in the future. Furthermore, whether this book can be the main solution to solving the problem of low English language skills of cadets. Mrs. Siska as an English Lecturer at Merchant Marine Polytechnic of West Sumatera explained that this textbook can be used for learning Maritime English, as well as learning nautical and engineering subject whose materials are in this book. The community service team also hopes that the Maritime English for Ratings Forming textbook can be used by teachers and students in the future. Even if it needs to be reproduced, Merchant Marine Polytechnic of West Sumatera through the Business Development Unit will provide the textbook according to the school's request. Regarding the solution to solve the problems of cadets with their English language skills, this textbook can be a medium for independent learning, so that cadets can learn wherever they are and increase their English vocabulary by studying this book.

Feedback from cadets is also no less important, because they are the main subjects who will use this textbook. One of the questions that arose from cadets, namely from female cadet Tasya, was how to communicate using good English. For this question, Mrs. Siska answered that the only best way is to "practice". Practice here has many meanings, first, practicing vocabulary mastery by diligently reading and interpreting every English word encountered, so that later it will become capital in communicating both orally and in writing. Second, practicing writing, namely getting used to writing every English vocabulary, because the written form of English is different from its spoken pronunciation. Third, practicing English pronunciation by utilizing a smartphone, such as listening to the correct pronunciation via Google Translate Audio. Mr. Markus added this answer by explaining that the way to practice English and improve English skills is by listening to English songs or watching English films with English subtitles too. If you get difficult vocabulary that you don't know the meaning of, you can translate it into Google Translate. Thus, the motivation of cadets to speak English will increase because they are used to and mixed with English in everyday life.

Discussion

In general, participants in the socialization activity responded by providing positive feedback on this community service activity. This is because the presence of textbooks is highly anticipated by teachers considering that it can help teaching and learning activities for students. Maritime English is different from general English and has certain characteristics compared to other specific English languages that are included in the English for Specific Purposes (ESP) section (Oktavinanda et al., 2020; Rose et al., 2022). Thus, the existence of teaching materials such as the Maritime English for Ratings Forming textbook provides great benefits for teachers and students as well as schools. The Maritime English for Ratings Forming textbook consists of two main chapters and each chapter is described in detail. Each chapter in this book consists of a description of competencies, learning objectives, expected performance, indicators, subject matter, summary, exercises, formative assessments and a glossary. All materials presented in each chapter are adapted from books, articles and internet sources that are relevant and in accordance with the references from the IMO Model Course 3.17. This book can be used by cadets at the vocational high school level because the ratings forming material is indeed for level IV sailor cadets (Siska, Mashartanto, et al., 2024; Wildeman et al., 2023).

The Maritime English for Ratings Forming textbook in the Maritime English curriculum, namely the IMO Model Course 3.17, is included in the Specialized Maritime English (SME). In this textbook, Maritime English terms are introduced specifically for ratings forming competencies or sailors with ANT IV / ATT IV levels. Common Maritime English terms can be learned in the General Maritime English (GME) textbook. This textbook can be studied after or together with the textbook for General Maritime English (GME) (Jeon

et al., 2022; Siska, Silen, et al., 2024). Before being published, the Maritime English for Ratings Forming textbook had been developed through a series of Research & Development using the 4D model (define, design, develop, dissemination). This textbook was validated by three competent validators in the field of English who acted as language validators, content validators, and design validators. This textbook has also been tested for its practicality through a questionnaire of responses from lecturers and students at the Merchant Marine Polytechnic of West Sumatera. After that, the effectiveness of this textbook was tested through pre-test and post-test effectiveness tests on Nautical A class students, Class VIII, Merchant Marine Polytechnic of West Sumatera (H et al., 2022; Mashartanto et al., 2024). The learning media of Maritime English for Ratings Forming textbook was developed using English with the aim that students or cadets are able to learn Maritime English vocabulary, terms and phrases. However, the materials developed are nautical and technical competency materials according to the field of shipping. This makes it very possible for nautical subject teachers and technical subject teachers to use this book as a learning medium by teaching the material according to each student's major. Bilingual learning is very helpful for students in understanding lessons while also training their communication skills well (Coleman et al., 2024; C. Wang et al., 2023). Thus, nautical subject teachers who are able to speak English are very much needed to be able to teach the competencies that students must master while communicating the material in correct English.

English teaching practices should be aimed at dialogic and communication purposes, not just for theoretical learning and understanding (Bashori et al., 2024; Janfada, 2023). In its application, cadets can use the Maritime English for Ratings Forming textbook independently and study individually both at school and at home. Then, teachers can develop learning into two-way learning with the aim of dialogue or oral and written communication in the classroom. Therefore, the presence of textbooks as one of the learning media is very beneficial for both cadets and teachers at school. Maritime English learning books should be developed even more. This is because maritime English reading sources are very rarely found, either in the form of books or research articles. Maritime world learning media can also be introduced starting from Elementary School, so that students at the Senior High School level and students can understand Maritime English easily. Developing textbooks that introduce the maritime world using English terms has been conducting begin from Kindergarten learners (Al-Yaseen, 2021; Nuraeni et al., 2024). After developing English learning books, teachers, especially English teachers, should be able to apply English in communicating with students, both in and outside the classroom. This is because good English language skills are only obtained through daily practice and habits (Mengistu et al., 2023; Rose et al., 2022). English language habits in schools can also be done by teachers through extracurricular activities (Hien, et.al., 2024; Bravo et al., 2024). Through extracurricular activities, cadets will feel more relaxed to practice English because they are not anxious about the grades they usually get from learning activities in the classroom.

The availability of learning media will help cadets achieve good academic achievement in English. This of course must be accompanied by learning motivation that comes from within each student (Afzali & Izadpanah, 2021; Zhang & Wang, 2023). Furthermore, students' good English skills are supported by the teaching carried out by the teacher, especially the teacher's pedagogical knowledge and adequate teaching communication skills (Abraham et al., 2022; Almunawaroh et al., 2024). Thus, it can be concluded that to make cadets able to speak English well, it can be supported by several things that are very dependent. First, the school institution must provide facilities and infrastructure, one of which is adequate learning media. Second, students must have self-motivation (instrunsic motivation) in order to be able to develop maximum English language skills. Third, the teacher council, especially English subject teachers, must have good pedagogical knowledge and teaching skills in order to be able to build good English language communication with cadets. The Maritime English for Ratings Forming textbook owned by the community service team from Merchant Marine Polytechnic of West Sumatera is currently still available in print or hard copy. In the future, this textbook will be reproduced and also provided in soft copy which can be obtained through an online application (Li & Li, 2021; J. Wang et al., 2023). This aims to ensure that cadets and all maritime students can learn anywhere and anytime using social media and technological tools such as smartphones, laptops or computers (AL Harrasi, 2023; Desta et al., 2021).

The findings of this research has proven that this research can be an additional information and references from the previous relevan researches. The previous researches of community service at vocational high school or senior high school mostly aimed to the teachers (Candra & Mufliharsi, 2020; Sihono et al., 2021). Whereas, this research is aimed to the teachers, students and also all of school's stakeholders in SMK Pelayaran Padang. So, the advantage of conducting this research is can be useful for the teachers, students and school. The teachers can use this textbook as a teaching media, the students can use this textbook as learning media, and the school can use this textbook as additional reference for classroom or library documentation (Syahroni, 2020; Widyowati et al., 2020). The implication of this research is clear that can be useful for the three educational lines, namely teachers, students and school's stakeholders (Achmad et al., 2022; Fitriyani et al., 2022). Although this research has been conducted

carefuly, but there still some shortcomings found. Firstly, there is not enough time for the discussion session, since the participants of community service are both teachers and students at once. Then, in this community service, the place is only at SMK Pelayaran Padang. Thus, there are some suggestions suggested for future research. The first, the community service should be conducted separatedly from the teachers and the students in order to make in-depth discussion. In addition, the future community service is suggested to involve more than one partner in order to give great contribution to the community.

4. CONCLUSION

From the results of the community service activities, it can be concluded that the Maritime English for Ratings Forming textbook is useful for the teachers and students. The Maritime English for Ratings Forming textbook can be used by teachers as a teaching medium, while it can be used by students as a learning medium. Also, this textbook is a useful resource and an additional reference for the school. Students will be accustomed to doing independent assignments or studying independently, because there are guidelines in the textbook that are in accordance with the objectives of the learning curriculum. Students' maritime English knowledge and skills will increase with the existence of learning resources, namely learning media. The school's need for enrichment in terms of learning media to increase student enthusiasm for learning and achievement is met. The Maritime English for Ratings Forming textbook has been developed based on the IMO Model Course 3.17 Curriculum. Thus, this textbook is one of the maritime English learning media that can be given to each student. Thus, there are several suggestions that need to be given regarding this community service. For SMK Pelayaran Padang, to be able to motivate teachers in charge of Maritime English subjects to use the Maritime English for Ratings Forming textbook in learning Maritime English and to increase the number of textbooks according to the number of cadets, so that each cadet can use this media in classroom learning activities or in independent learning anywhere and anytime. For all teachers at SMK Pelayaran Padang to always improve their competence as educators to be able to develop varied learning media and in accordance with learning objectives, such as this Maritime English for Ratings Forming textbook. For lecturers at Merchant Marine Polytechnic of West Sumatera, to be able to carry out community service activities by providing activities, knowledge, or products that are useful for shipping stakeholders, especially at the Senior High School level, because the link & match of the learning curriculum with the world of work in the maritime sector must start from the lowest level of education. For further researchers, to be able to conduct development research because it will produce a product that is useful for teaching and learning activities and can make this research one of the reading references to get maximum results.

5. ACKNOWLEDGE

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