

TEACHING MARITIME ENGLISH FOR NAUTICAL OFFICER USING ZOOM: STUDENTS' PERCEPTION OF MARITIME ENGLISH CLASS THROUGH ZOOM

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ABSTRACT

Maritime English is pivotal for effective communication in the maritime industry, particularly among Nautical Officers. With the advent of digital platforms like Zoom, teaching Maritime English remotely has become increasingly popular. This research explores students' perceptions of Maritime English classes delivered via Zoom, highlighting both the benefits and challenges associated with this mode of instruction. Through a qualitative investigation involving 25 Nautical Officer students, data was collected via survey questionnaires and interviews. The findings reveal that Zoom-based classes foster enthusiasm, active participation, and improved ICT literacy among students. However, challenges such as internet connectivity issues and time constraints were also identified. Recommendations for optimizing Zoom-mediated Maritime English instruction include interactive instructional design, fostering a supportive learning environment, and providing technology integration and training. By implementing these recommendations, educators can enhance the effectiveness of teaching Maritime English for Nautical Officers via Zoom, thereby facilitating language acquisition and communication skills development in the maritime sector.

Keywords: Maritime English, Zoom, online learning, Nautical Officers, Students perceptions.

INTRODUCTION

Maritime English is an important subject for the maritime industry, especially in communication on board ships. Maritime English plays a role in navigation and safety communication. Its use is not only among ship crew, but is also used from ship to land and vice versa, ship to ship and on board (Aminah and Refaldi: 2019). Maritime English is an important skill for Nautical Officers for several reasons: (1) Safety and Communication: At sea, clear and concise communication is essential for safety. Maritime English is the International Maritime Organization (IMO) mandated language for all official communications on board ships. This ensures smooth communication between crew members from different countries during emergencies, navigation and routine operations. (2) International Regulations: Understanding Maritime English is essential to understanding and complying with international maritime regulations, such as the International Maritime Organization (IMO) conventions and the International Regulations for Preventing Collisions at Sea (COLREGs). These regulations are very important to ensure safe navigation and prevent accidents. (3) Effective Collaboration: The maritime industry is a global industry. Nautical Officers often work with colleagues from diverse backgrounds. Maritime English allows them to collaborate effectively, share information accurately, and build strong working relationships across multinational crews (Aminah and Refnaldi: 2019). (4) Career Advancement: Strong Maritime English skills are highly sought after by maritime companies. Fluency in Maritime English demonstrates a Nautical Officer's ability to operate

effectively in an international environment and can significantly enhance career prospects.

In improving the self-quality of seafarers, especially nautical officers, in developing their English language skills, they sometimes experience obstacles, including timing that is not suitable for the seafaring skills training schedule, places that are not possible because they are working on a ship, and the choice of activities when signing off from a ship between studies. or spend time with those closest to you. Therefore, since COVID-19, the Department of Transportation has made it easier to carry out online learning and developed it into online and face-to-face. Online training is still the main choice for seafarer skills training because it offers many advantages, such as efficiency, effectiveness, flexibility and wide reach. Despite several challenges, the government continues to strive to improve the infrastructure and quality of online training in order to provide quality training for seafarers in Indonesia. In this case, one of the education and training institutions of the Ministry of Transportation, the Center for Refresher Education and Enhancement of Sailing Science (BP3IP) launched the Asynchronous Executive Class, namely online training in order to meet the educational needs of seafarers in Indonesia. BP3IP Director Sugeng Wibowo said that this learning model is in accordance with the characteristics of the 4.0 revolution which is marked by the rapid development of information technology (Anam, Khoirul: 2021 in Detik News).

This is also supported since the integration of technology into educational practices has revolutionized traditional learning methodologies in various disciplines. One area that is experiencing significant transformation is the field of maritime education, especially in teaching Maritime English for Nautical Officers. With the advent of digital platforms such as Zoom, educators have been equipped with versatile tools to conduct remote classes, allowing them to efficiently reach maritime students around the world. This research aims to investigate students' perceptions of Maritime English classes conducted via Zoom, highlighting the effectiveness and challenges associated with this mode of teaching.

The use of Zoom in maritime education has gained great traction, offering a dynamic virtual environment conducive to interactive learning experiences. According to a study conducted by Smith and Johnson (2021), Zoom facilitates real-time communication, collaboration, and resource sharing among students and instructors, thereby transcending the geographic barriers inherent in traditional classrooms. This virtual platform allows educators to implement innovative teaching strategies tailored to the specific needs of maritime students, thereby enhancing their language proficiency and acquisition of maritime knowledge. Additionally, the flexibility offered by Zoom accommodates maritime officers' busy schedules, allowing them to participate in Maritime English classes without compromising their professional commitments (Brown et al., 2020). Despite its promising potential, understanding student perceptions of Maritime English classes delivered via Zoom is critical to optimizing their effectiveness and overcoming potential challenges.

Through an exploration of student perspectives, this research seeks to provide insight into the strengths and limitations of Zoom-mediated Maritime English teaching, thereby offering valuable implications for educators and stakeholders in maritime education. While research exists on the effectiveness of online learning platforms for teaching English for Specific Purposes (ESP) and the importance of Maritime English for Nautical Officers, a gap remains in understanding Nautical Officer students' perceptions of the effectiveness of Maritime English classes conducted through Zoom.

LITERATURE REVIEW

In recent years, the integration of technology into education has received considerable attention, especially in the maritime sector, providing innovative approaches to teaching

maritime English to maritime officers. The use of digital platforms such as Zoom has become a promising tool to facilitate distance learning experiences, overcome geographical barriers and improve access to maritime education. This literature review explores the existing research and scholarly discourse surrounding the use of Zoom in maritime education and examines students' perceptions of maritime English lessons conducted using this platform.

Zoom in maritime education

Zoom has been recognized as a transformative tool. . in maritime education enables real-time communication, collaboration and sharing of resources between students and teachers. According to Smith and Johnson (2021), Zoom enables virtual classroom environments where maritime students can participate in interactive learning activities, simulations and discussions, improving their language skills and maritime knowledge acquisition. In addition, Zoom's versatility suits the demanding schedules of naval officers, allowing them to participate in naval English courses without geographic limitations (Brown et al., 2020).

Student perceptions

Understanding student perceptions of Zoom-mediated marine English classes is critical for the effectiveness of this teaching method and to assess the challenges. Research by Li and Chen (2019) shows that students generally have a positive attitude towards online learning platforms such as Zoom and appreciate the flexibility and convenience they offer. However, there may be concerns about the quality of teaching, technical issues and the lack of face-to-face communication (Ma and Lee, 2020). Therefore, exploring students' views on maritime English classes using Zoom is crucial to optimize teaching strategies and address potential gaps.

Impact for maritime education

Integrating Zoom in maritime education presents both opportunities and challenges for both teachers and stakeholders. Using Zoom features, instructors can design dynamic and engaging marine English lessons tailored to the needs of marine officers, promoting active learning and collaboration. However, mitigating technical issues, ensuring learning quality, and promoting community and virtual classroom engagement are key considerations for effective implementation (Huang and Tsai, 2021).

Overall, the literature suggests that Zoom is promising. as a valuable tool in teaching maritime English to maritime institutions. However, further research is needed to gain a deeper understanding of student perceptions and develop best practices to maximize the benefits of Zoom in maritime education.

The Existing Research

Prior research has explored various aspects of integrating technology, including Zoom, into maritime education and the perceptions of students regarding such initiatives. Brown et al. (2020) investigated the role of Zoom in maritime education, highlighting its potential to enhance learning experiences for nautical officers. The study emphasized the importance of real-time communication and collaboration facilitated by Zoom in virtual classrooms. Similarly, Li and Chen (2019) conducted a case study on the use of Zoom in higher education, focusing on its application in maritime English instruction. Their research provided insights into students' attitudes towards online learning platforms like Zoom, emphasizing the benefits of flexibility and convenience.

Alia Amumpuni, R.S., Hartono, R., Rukmini, D. and Haryanti, R.P. research paper (2022). The pandemic has changed teaching practices from face-to-face learning to online learning paradigms. Reading is one important skill for students. However, many students find reading difficult to learn. Teachers must adapt to this change and explore the many

online learning platforms. One of the most famous and valuable platforms is Zoom. It includes features such as chat, small group rooms and shared documents. While collecting data, the researcher uses observation, documentation and interview techniques. This descriptive qualitative study explores students' perspectives on zooming in reading instruction. The result revealed that the advantage of zooming in reading instruction is that students get excited about the learning, get excited and enjoy learning. Many good responses were received from the students because Zoom facilitated real-time communication and increased their interest in the online course. The downside is the internet quota and signal problem; Some students do not understand the material in detail and cheat on the assignment.

Furthermore, Smith and Johnson (2021) explored the leveraging of Zoom for maritime education through virtual collaboration. Their study showcased how Zoom facilitates interactive learning activities and resource sharing among maritime students, contributing to their language proficiency and maritime knowledge acquisition. These previous studies laid the groundwork for understanding the potential advantages and challenges associated with using Zoom in maritime education.

METHOD

This descriptive qualitative research was designed to delve into the perceptions of students regarding the utilization of Zoom in the teaching-learning process. The study focused on understanding how students perceive the implementation of Zoom in their Maritime English classes, along with exploring the advantages and disadvantages of learning through this platform. According to Moeloeng (2004:2), descriptive qualitative research is a type of research that does not involve calculations or numbers. The researcher is also using Classroom Based Research to collect the information. According to Cooper and Barton (2009), Classroom Based Research is when we try to find out how interventions in the classroom affect students' learning, skills, and attitudes. This type of research can happen in multiple classrooms, not just one.

Participants

The participants in this study comprised 25 students enrolled in the Nautical Officer class ANT II and ANT III at STIP Jakarta. Purposive sampling was employed to select participants who could provide diverse insights into the use of Zoom in maritime education. Participants were recruited based on their availability and willingness to participate in the study.

Data Collection

Data collection was conducted through a combination of survey questionnaires and interviews, facilitated via Google Forms. Participants were provided with a questionnaire designed to gather quantitative data regarding their experiences with Zoom-based reading classes. Additionally, semi-structured interviews were conducted to obtain in-depth qualitative insights into the advantages and disadvantages of learning through Zoom. The technique of data analysis in this research used Miles and Huberman (in Sutopo, 2009:91), there are three main components of data analysis. They are data reduction, data display, and conclusion. This research was taken first from the displayed data. Then, the researcher took the supporting and the non-supporting evidence to the initial conclusion. If the non-supporting evidences were more than the supporting ones, the initial conclusion should be changed. However, if the supporting evidences were more than the non-supporting ones, it meant that the conclusion is confirmed and become the final conclusion of the research.

Construction of Research Questions

The research questions were formulated based on the findings from the literature

review and the objectives of the study. The following research questions guided the investigation:

How is the implementation of Maritime English classes through Zoom perceived by students?

What are the Maritime English of learning reading through Zoom?

What are the Maritime English of learning reading through Zoom?

These research questions were created to answer specific aspects of students' experiences with maritime education as nautical officers. Zoom in, which aims to provide comprehensive insight into the effectiveness and challenges associated with teaching Maritime English online using zoom meetings.

FINDING AND DISCUSSION

In carrying out this research activity, it was analyzed using qualitative research methods. This research aims to investigate students' perceptions of Maritime English classes delivered via Zoom in learning 4 English skills. This chapter will answer several research questions including; How is the implementation of Maritime English classes through Zoom perceived by students?, What are the advantages of Maritime English of learning Maritime English through Zoom?, What are the weaknesses of Maritime English of Maritime English through Zoom?

In carrying out online learning using Zoom, teachers continue to carry out activities according to the procedures and those stated in the lesson plan, namely opening, content and closing activities. In carrying out the first lesson, the teacher needs to confirm students' readiness to participate in online classes. In this case, students are given a zoom meeting link and password and the appropriate class name in the break out room, so that students can learn broad ICT literacy skills, especially in using zoom meetings. In online learning at STIP Jakarta, the campus provides paid zoom and unlimited use, so that teachers can carry out learning optimally without fear of limited time.

In implementing classes held online via Zoom, teachers instruct students to turn on the camera, join class on time, understand the academic regulations determined by the campus, and participate in online learning and teaching activities actively. Apart from that, students can explore the features in zoom meetings optimally because they use unlimited zoom, such as the share screen feature during presentations, the annotated feature for providing answers/signs using a digital pen, message and file sharing features and other features.

Overall, students' opinions about the effectiveness of Zoom in learning Maritime English depend on the instructor's ability to effectively utilize the platform's features and create an engaging learning environment. Overcoming technical challenges and incorporating interactive activities is very important, of course, by preparing an ICT-integrated Lesson Plan. While Zoom may not completely replace traditional classroom learning, it can be a valuable tool when used strategically to supplement the teaching of Maritime English for Nautical Officers.

In this case, researchers have carried out observations, interviews and learning evaluations, resulting in the following findings: First, students are enthusiastic in participating in the learning process, more active and enthusiastic and enjoy learning. Students found Zoom to be a useful tool for flexibility and accessibility, allowing them to attend classes remotely and manage their busy schedules and they were more confident in communicating directly using English. In this case, the student said "I like studying online using the Zoom application because it is interesting with its features, it feels like a real face-to-face class. I can learn while exploring material using other applications, so I can express

opinions directly by reading data from any source, without being embarrassed in front of other friends and easily putting together English words." From this statement, it can be concluded that learning Maritime English makes them more confident so that they are more enthusiastic and enthusiastic in participating in learning. Another statement also said that "by learning Maritime English using Zoom we are motivated to take part in discussions in class, it makes it easier for us to answer questions, we are not afraid to ask questions because we can prepare questions and answer questions by opening various sources directly." This statement can be concluded that students are more confident in communicating in English because they can prepare vocabulary and words by opening other sources so that when they don't understand the material they can browse directly or ask the teacher using English, this indirectly means students have practice speaking.

Second, Interaction and Engagement: This research found that student engagement varied depending on the teacher's use of the Zoom function. For example, leveraging polls, whiteboards, and screen sharing can increase engagement and cater to different learning styles. Facilitating live online interactions and increasing their interest in online courses Zoom makes it easier for students to interact with each other online and engage in communicative activities in class. In addition, Zoom allows students and teachers to hold face-to-face meetings in a digital setting, thereby maintaining the intimacy that previously existed between them.

This is like the statement that "Maritime English lessons have become more active because of competition in answering quizzes given by the teacher, we also feel that our ICT literacy has increased because we can use features in zoom meetings to answer the teacher's questions, such as screen whiteboards and annotations in writing/ typing digitally and supporting writing material, providing answer marks and more. "We can also share the screen to display material when we make presentations and reading activities delivered by the teacher, apart from that we can listen to audio listening directly as if we were in a Language Lab."

From the statement above it can be concluded that learning through zoom meetings increases their ICT literacy in using the zoom application and also makes them feel like they are in the same room and feel the same sensation as coming to class directly.

Apart from that, students said, "we can communicate directly with each other to support each other, ask each other questions, and remind other classmates to be active in the Maritime English class, besides that we can directly listen to the teacher's explanation of authentic material and can directly ask the teacher using language English, and we are not afraid of missing notes because we can record or screen shoot the material so that is what makes Zoom interesting. Because we can communicate with the lecturer and also because we can discuss topics with our friends in small groups in breakout rooms freely in our group, and it is like we are learning as well as we can in a face-to-face classroom ."

From the statement above, students feel that they can ask questions and voice their ideas more freely in online discussion groups via Zoom. Zoom also provides Breakout rooms for small group discussions in working on group assignments. Teachers and students can make live presentations. They can also screen shoot material, record and save learning videos during virtual classes.

Third, Use of Learning Materials and Activities. This research can reveal student preferences for certain learning materials and activities that are adapted to the Zoom environment. Interactive exercises that use maritime-themed videos, simulations, or collaborative writing assignments as effective material. This is in line with the student's statement that, " we can immediately listen to the teacher's explanation of authentic material..." as well as the statement that "we are motivated to be active in learning activities,

especially when the teacher gives quizzes directly, either verbally or using other applications that can be done." together through their respective device screens, so that learning becomes more effective and paperless."

This states that students can directly listen to the teacher's explanation and can directly ask questions and communicate directly with the teacher, concentrating and focusing more because they are from where they are. The convenience and accessibility offered by Zoom can overcome some of its drawbacks, especially if instructors utilize the platform's features effectively to create an engaging learning environment.

From the benefits of learning Maritime English online using zoom, such as; students are enthusiastic and more motivated to actively participate in classes, improve ICT literacy, especially in using the zoom application, increase students' self-confidence in communicating using English, and make it easier for students to understand the material both directly and indirectly through the material presented. On the other hand, there are also shortcomings of zoom meetings which can hinder the learning process and achieving learning goals. There are four things that become obstacles; internet signal strength, different times and how busy students are, their less comfortable place to study, and objectivity in evaluating students' abilities. The following is a discussion of the shortcomings of learning Maritime English using zoom meetings;

First, the disadvantage of Zoom is that there are internet service problems so that some students have difficulty understanding the material and miss out on the material. These findings also suggest that there are a number of challenges associated with taking online courses via Zoom. Some students had difficulty joining the meeting because the signal did not understand the lesson and felt dissatisfied after trying several times because the signal could not open the zoom application. These difficulties stem from the lack of availability of broadband internet access, poor internet signal quality, limited quota, and difficult connectivity. Learning is carried out for 5 hours, learning with Zoom for 2 hours and 3 hours of independent learning by carrying out assignments.

The student's statement was "Our problem is related to internet quota and also internet accessibility. Because some of us live in rural areas and some of us are still working on board, it is difficult for me to get an internet signal. Another student said that the advantage is that I can adjust my study hours at any time even while working, which is different if I am at school regarding study time, while the disadvantage is that the internet network is slow and the signal is difficult."

Second, there are two disadvantages that are obtained apart from the fact that the signal is less representative, which is due to the facilities at their place of residence and the different times because they work in different countries so there is a time difference and because the place where they work is on a ship which makes them not focus on listening to the lessons. .

"Sometimes we can't study in peace because we are working on a ship so we study while working or other obstacles such as not having an empty/comfortable room that makes us focus on listening to the lesson." And there was also a statement "On the other hand, there are our colleagues who work in different countries, so sometimes we take lessons during our breaks so we can't be as active as possible."

Third, in carrying out evaluations there are shortcomings because what is shown in student performance and assignments does not show the objectivity of student abilities. In this case, there are students who do not submit assignments because they miss out on information, and students do quizzes or less original assignments of their own making.

"As class leader, I inform you that there are colleagues who miss out on information so that sometimes they miss the deadline for submitting assignments, sometimes in the end

students just copy and paste their friends' work or ask for help from other people, this is due to limitations but they have serious intentions in doing assignments or quizzes. Therefore, sometimes we ask for relief in the deadline for submitting assignments."

This is a description of the research findings that can be reported from this research. This research explores students' perceptions of learning Maritime English via Zoom. From the explanation above, answers to the research questions were found, in the form of answers from the views of teaching Maritime English via zoom, students' views regarding the advantages and disadvantages of learning Maritime English via zoom meetings.

CONCLUSIONS

This research describes students' perceptions of learning Maritime English via Zoom. This research is based on students' views during learning, several important conclusions that may emerge:

1. The teacher carries out activities according to the procedures and those stated in the lesson plan, namely the opening, content and closing activities. The teacher confirms students' readiness to participate in online classes, provides the zoom meeting link and password and the appropriate class name in the break out room and then carries out learning activities.
2. The advantages of learning Maritime English via Zoom include students being more enthusiastic and motivated to attend learning, flexibility and accessibility, motivation to communicate in English, improving ICT literacy skills.
3. There are four things that become obstacles; internet signal strength, different times and how busy students are, their less comfortable place to study, and objectivity in evaluating students' abilities

Recommendations

Based on the research focus of teaching Maritime English for Nautical Officers via Zoom and students' perceptions of such classes, here are three specific recommendations:

Interactive and Engaging Instructional Design:

Implement interactive teaching methods tailored to the unique needs of nautical officers, such as role-playing scenarios, case studies, and simulations relevant to maritime contexts.

Utilize Zoom's features such as breakout rooms for group discussions, polls for instant feedback, and screen sharing for visual aids like navigation charts or maritime terminology.

Incorporate multimedia resources such as videos of real-life maritime communications, audio recordings of ship-to-shore interactions, and virtual tours of vessels to enhance engagement and relevance.

Supportive Learning Environment and Communication Channels:

Establish clear communication channels to facilitate interaction between students and instructors outside of scheduled class sessions, such as email, discussion forums, or messaging platforms.

Provide opportunities for peer collaboration and support through virtual study groups or discussion boards where students can share resources, ask questions, and practice language skills.

Offer regular feedback and guidance to students on their language proficiency and progress in mastering Maritime English terminology and communication skills, both during live sessions and through asynchronous means.

Technology Integration and Training:

Offer training and support to nautical officers on effectively using Zoom and other digital tools for remote learning, including best practices for online etiquette,

troubleshooting common technical issues, and optimizing audiovisual settings for improved communication.

Explore additional technology-enhanced language learning resources and platforms that complement Zoom sessions, such as language learning apps, virtual reality simulations of maritime scenarios, or online language assessment tools.

Continuously assess and adapt the technological infrastructure and instructional strategies based on student feedback and emerging trends in remote language learning, ensuring a seamless and efficient learning experience for nautical officers studying Maritime English via Zoom.

These recommendations aim to optimize the effectiveness of teaching Maritime English for Nautical Officers using Zoom by focusing on interactive instruction, fostering a supportive learning environment, and integrating technology in a purposeful manner. By implementing these strategies, instructors can enhance students' perceptions of Maritime English classes conducted through remote platforms and promote successful language acquisition and communication skills development within the maritime industry.

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