

# PERSPECTIVE OF CADETS TOWARDS MARITIME ENGLISH AT POLYTECHNICS OF MAKASSAR MERCHANT MARINE

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**ABSTRACT**, Foreign language instruction and learning are required component of all maritime institutions' curricula particularly English for marine communication. Because English has historically served as a maritime language across the globe. The purpose of this research is to ascertain seafarer cadets' perceptions on English language instruction in the deck and engine departments, as well as the critical nature of integrating technology into English instruction to assist their area of study. Respondents are the third semester cadets enrolled in the academic year 2019/2020 at the Deck Department. This study used quantitative descriptive. A questionnaire was utilized to collect data from sample to describe about perspective of maritime English for cadets. The result of study showed that cadets' perspective about the usage of technology that would successfully assist them in accomplishing this objective Makassar Merchant Marine Polytechnic, being one of the maritime schools in Indonesia, develops seafarer candidates with distinct requirements and objectives that must be met with a precise and effective manner. A simulator and language laboratory are two types of language learning technologies that may aid in the teaching and learning of English, particularly for specialized reasons. And the majority of respondents think that using technology would assist them in learning English more effectively, it is critical for English instructors to include technology into the creation of English curricula for maritime cadets.

**Keywords:** Perspective, cadets, Maritime English

## A. INTRODUCTION

**M**aritime Education and Training in Indonesia aims to create and produce graduates who are not only able to master their knowledge but also have capable of speaking English (Maritime English) in accordance with market needs at national and international levels - ocean going ship. To realize these goals; English courses receive a high portion to train them so that they are truly able to speak English in accordance with their fields, namely Maritime English (Ownie 2010). Maritime English (ME) is the international working language in the maritime industry (Sari and Sari 2020). It is a communication language used by crew personnel at sea. All manuals, publications, and directions on the ship are written in English. The most vital skill for a seafarer to have in order to interact effectively with other members of the crew is Maritime English (Αγλωγγούση 2018). Likewise, Politeknik Ilmu Pelayaran Makassar that is a vocational school has contributed significantly to the supply of qualified workers to industry. And In China, all seafaring students, known as maritime cadets, must pass the maritime English examination for the Certificate of Competency required by the International Convention on Standards of Training, Certification and Watch keeping for Seafarers (Fan et al. 2017). Communication at sea is critical for the effective and safe operation of a ship. They occur both inside the ship – referred to as on board communication – and

between the ship and other ships, shore stations, and sometimes between the ship and aircraft – referred to as external communication. International Maritime Organization (IMO) requires all mariners to have an acceptable command of the English language. The requirement stresses the critical nature of English language competence for maritime safety. teaching Maritime English or survival phraseology like SMCP for seafarers to create effective maritime communication so as to reduce the number of maritime accidents caused by the human factor due to communication failures which have become a problem in the maritime industry (Ahmed 2013).

The government recognizes the need of improving vocational education. With the advancement of technology and the rising needs of competitiveness in the world of work place graduates of vocational schools in control of a workforce, which means they must possess adequate competence to compete not only with Indonesian labor, but also with labor from other nations. English language proficiency must be a skill that vocational cadets possess in order for their graduates to compete successfully in their area of employment. But There are still many cadets are still not familiar with English, and it has not yet been used for effective daily communication both inside and outside the classroom. Most of the students are found anxious or even avoid people who speak English (Purnama Nancy Lumban Batu 2020).

Besides difficulty of teaching English to seafarer cadets stems from their unique requirements and goals in learning the language; therefore, the pedagogical and instructional processes must meet these unique circumstances accurately and effectively. This also applies to the teaching of English for particular purposes and learning processes students are required to continue to have enthusiasm for learning activities (Sujarwo et al. 2020). In this instance, using technology into English teaching will assist English instructors in meeting the Seafarer cadets' demand for specialized English competence in their area of study. Thus, this research is being undertaken to ascertain the unique requirements and objectives of seafarer cadets when it comes to studying English in a higher education setting. Additionally, this research explored the potential of using technology to improve the English teaching and learning process from the viewpoint of cadets.

Furthermore, the dynamics of English in the context of higher education can be measured at least from two things, namely learning English based on scientific disciplines or study programs known as English for Academic Purposes (EAP) and learning English that is oriented towards professional or occupational interests known as with English for Occupation (EOP). Both are integrated in English for Specific Purposes (ESP) as mentioned above as an approach to learning English as one of the leading academic learning approaches in higher education (Luo

and Garner 2017). ESP in this case is more inclined to learning language in context rather than problems of language rules (grammar) and language structure (Nur 2018). ESP continues to evolve as the profession of ESP comes a long way (Widodo 2016). Because professional and academic domains vary from one context to another. The same thoughts as initiated by the Albanian government regarding the importance of ESP: “it is obvious that knowing English and using English for specific purposes is a challenge. It can be said that ESP is acquiring a special status in Albania”(Beshaj 2015). In fact, in French universities related to the level of development of ESP learning which is characterized by the formation of research groups ESP stated that “the higher education ESP research group GERAS (Groupe d’Étude et de Recherche en Anglais de Spécialité)”, so that they calls ESP research and teaching are often qualified as “innovative”, namely the very innovative growth rate of ESP (Sarré and Whyte 2016). ESP is focused on training. English is meant to be used in certain contexts, selection of appropriate content is easier (but not 'easy' in itself) (Sofyan 2016). Also International businesses increasingly require a bi-or multi-lingual workforce, with English as one of the working languages. The demands of vocational training for employment have necessitated ESP teaching in universities world-wide, including programs across English-medium institutions (Luo and Garner 2017).

The purpose of this research is to ascertain seafarer cadets' perceptions on the critical nature of English Instruction in supporting their area of study. This research was performed at Politeknik Ilmu Pelayaran Makassar, Indonesia, which provides a four-year diploma in maritime field studies. While we may have problems teaching English to cadets who are not English majors, we cannot dispute that English is a required subject at its higher education institutions.

## **B. REVIEW OF LITERATURE**

Some previous research results showed that the Maritime English proficiency test has sufficient validity and reliability (Gumay 2020). Then the other result research conveyed that the majority of the cadets had optimistic outlooks. English is critical for them to gain a better job in the worldwide shipping labor market as future seafarers. One of the elements that motivates people to learn English. The bulk of the cadets were learning English to meet the requirements for a better job (Adnansyah 2017). Also the English maritime manual text and program are being improved for the English competency of marine students. However, marine students' English competence should be enhanced, notably in terms of vocabulary, grammar, and reading comprehension (Navarro et al. 2015). Based on some previous research results above can be seen English teaching and learning in Polytechnics of Makassar Merchant Marine

(Politeknik Ilmu Pelayaran Makassar) where the English language teaching process is required to be communicative and functional, and English teachers are expected to instill communication skills in English as a foreign language in cadets. Cadets are expected to acquire English skills that are applicable to employment possibilities in both Indonesia and the global marketplace.

The issue is why, after years of studying English, the majority of learners believe they lack the capacity to utilize the language as a medium of communication. They cannot communicate effectively since they most likely do not comprehend what other people are saying in English. They are unable to listen. This issue is particularly prevalent at PIP Makassar, where Simulator and Computer-Assisted Language Learning (CALL) is a rapidly growing influence in language teaching. Despite its difficult beginnings and continued opposition from many in the language teaching community, it is growing and demonstrating that it can be a strong instrument in the hands of competent instructors.

Nowhere is this fundamental shift more visible than in the field of computer aided language acquisition. This is a significant advancement because it enables learners to interact with the target language in novel ways, particularly via English skill-based activities, which should be at the core of language acquisition. With the rapid growth of information and technology in many areas, as well as the changing English skill requirements in the marine industry, it is critical to re-evaluate the seafarer student's need for the most critical language skill from their viewpoint.

### **C. METHOD**

This study used quantitative descriptive that means to describe a phenomenon, and events, that occur factually, systematically, and accurately. In this study, the author tried to describe the events that are the center of the research without giving special treatment to these events (Creswell 2012; and Creswell 2014). The research population consisted of third semester cadets enrolled in the academic year 2019/2020 at the Deck Department Politeknik Ilmu Pelayaran Makassar. According to statistics received from the Secretary of the Deck and Engine Department at Politeknik Ilmu Pelayaran Makassar, the total number of cadets is 512, split into six classes, with a sample size of 128 (25 percent of population). A questionnaire was utilized to collect data from sample to describe about perspective of maritime English for cadets. To collect data on which abilities are most necessary to support their studies and future careers, as well as their perspective about the usage of technology that would successfully assist them in accomplishing this objective. The data was then evaluated and compared to the results of the online survey in order to determine the answer to the study question.

#### D. FINDINGS AND DISCUSSION

The numbers of population were 128 the Deck Department Politeknik Ilmu Pelayaran Makassar. According to statistics received from the Secretary of the Deck and Engine Department at Politeknik Ilmu Pelayaran Makassar. There were 40 students as sample. Furthermore, data that has been obtained are described in detail in each aspect as follows: This study found that the majority of the respondents' response preferred speaking skill as the most difficult English skills.

*Table 1.1 Cadets' responds on the difficulties in learning Maritime English*

<b>Difficulties</b>	<b>F</b>	<b>%</b>
Speaking	32	25
Listening	25	19,5
Writing	20	15,6
Reading	18	14
Pronouncing	10	7,8
Vocabulary	12	9,3
Grammar	11	8,5

Based on table above, 25% of respondents claimed to have difficulty learning technical English, particularly in speaking; 19,5% claimed to have difficulty in listening; 15,6% claimed to have difficulty in writing; 14% claimed to have difficulty in reading; 7,8% claimed to have difficulty in pronouncing; and 9,3% claimed to have difficulty in pronouncing.

In an in-depth interview with the dean of those departments, they explained that they wanted cadets to develop robust maritime vocabularies that will aid them in comprehending the textbooks written in English that are frequently used during the teaching and learning process. Additionally, they maintain that communication is increasingly critical on board, particularly with the deck department. English in standard marine communication phrases (SMCP) has established itself as the language of seafaring. This is because English has historically served as the maritime language for a large portion of the planet. In the maritime world, successfully communicating in English is critical for safely and efficiently performing tasks on board a vessel. Ineffective communication between crew members of varying cultural backgrounds can jeopardize maritime safety. Inadequate communication abilities, particularly in Maritime English, can jeopardize maritime safety. According to one study, 80% of marine accidents are caused by human factors, with communication breakdown accounting for one-third of the causes (Verbek 2011).

Table 1.2 Cadets' *responds on what subject that would help them in teaching and learning process.*

<b>Subjects</b>	<b>F</b>	<b>%</b>
Speaking	92	71,8
Listening	6	4,6
Writing	14	10,9
Reading	6	4,6
Pronouncing	5	3,9
vocabulary	3	2,3
Grammar	2	1,5

As shown in Table 2, 71.8% of all respondents think that speaking is the most critical topic to assist them in their major's learning process. Grammar, on the other hand, received just 2% of total responses, despite the fact that faculty members argue that grammar is more critical for supporting the teaching and learning process.

As a consequence of this study, the cadets' responses corroborate Patil's assertions regarding the critical nature of English proficiency in assisting future engineers in meeting the need of the worldwide labor market (Patil 2014), .

The use of technology into language learning is an important strategy to explore in order to meet the needs of both instructors and cadets in the engineering department. Integrating CALL (Computer Assisted Language Learning) into language instruction is not about developing cadets' computer skills; rather, it is about integrating self-contained, programmed applications such as tutorials, tools, simulations, instructional games, and tests into the curriculum of language teaching. Cadets who participated in this study understand the critical nature of using technology into their department's teaching and learning processes. The following table summarizes their response.

Table 1.3 Cadets' *opinion on the importance of the use of technology in English*

*Instructions*

<b>Answer</b>	<b>F</b>	<b>%</b>
Yes	117	91,4
No	8	6,2
No Comment	3	2,3

The table summarizes cadets' answers to the survey question: "Do you believe you would learn English better if your English instructor utilized technology in the teaching and learning process?" As expected, the majority of respondents responded affirmatively; 117 respondents,

or 91.4 percent of all respondents, did so. However, eight respondents said that they did not. We need to do more research on this by conducting an in-depth interview.

This finding also supports Knowles assertion that in general, using CALL delivered in a well-ordered sequence can help learners improve language skills, particularly speaking comprehension, and comprehend the target language's grammar, syntax, and vocabulary without the use of text support. Learners may engage with the presentation, which is recorded in their study records, and even affect the presentation's speed and level. As a result, learning would be enjoyable and relatively easy, and the teacher's job would decrease (Knowles 2004). And this result of research was supported by the other research found that there was a high demand for materials that could prepare the students to have good communication skills, in order to be equipped to work in international maritime industries. Most of the students assumed that the four language skills (listening, speaking, reading, and writing) in English are crucial, but they placed productive skills (writing and speaking) as their highest priority (Aeni et al. 2018).

In this case, using Simulator and Marlins English for Seafarers in the language laboratory to create materials and teaching aids could improve cadets' speaking achievement and, more importantly, guide teachers in developing some of the most effective classroom teaching strategies and activity ideas. Additionally, it offers recommendations to assist instructors in honing their unique abilities in terms of content creation and selection of teaching aids (Sari, L. I., & Sari, R. H, 2020).

Some previous studies stated that most of the cadets have positive beliefs. English is very important for them as future seafarers to get a better job in the international shipping labor market. This is one of the factors that encourages them to learn English. The findings showed that the majority of the cadets were learning English as a means to fulfill the requirements to get a better job. The cadets whose favorite subject was English got better scores than those whose favorite was not English (Adnansyah 2017). This study is supported by Navarro et al conveyed that LIMA Maritime students agreed that improving students' English language skills is one of the most important conditions for landing a lucrative position in the sea-borne company. They also agreed that LIMA already offers an English program such as Speech Club, English Club and Drop Everything and Read Club (D.E.A.R. Club) (Navarro et al. 2015). The other study stated that ESP teachers use a variety of technology in their ESP classes to increase student participation and engagement in language acquisition (Dashtestani and Stojković 2015). Maritime English is unanimously thought of as a global language used at sea. The definition of ME produced by the British Council focuses on its linguistic nature. ME is a product of life on the ocean itself, used for clear communication between ship and shore, between crew members,

between crew and passengers, where the cost of communication breakdown can be damage to property, to the environment or loss of life (Demydenko 2012). There is a proposed enhancement in the English maritime text manual and program for marine students' English proficiency. However, the English proficiency level of maritime students should be improved particularly along vocabulary, grammar and reading comprehension. In this aspect, the institution should give way to the reproduction and utilization of the text manual upon the approval of the text book committee. The General Education Department may implement the proposed enhancement for the English Maritime Text Manual (Navarro et al. 2015).

Moreover, Politeknik Ilmu Pelayaran Makassar that is a vocational school has contributed significantly to the supply of qualified workers to industry. In China, all marine cadets must pass the maritime English exam in order to obtain the Certificate of Competency mandated by the International Convention on Standards of Training, Certification, and Watchkeeping for Seafarers (Fan et al. 2017). The English language teaching process must be communicative and functional, and English teachers must establish communication skills in cadets who are learning English as a foreign language. Cadets are expected to learn English skills that will help them find work in both Indonesia and the rest of the world.

## **E. CONCLUSION**

Based on the results of the research above, the majority of cadets think that English is necessary for technical communication, and the most important topic for cadets is speaking. Cadets respond a question on speaking, which will aid them in their teaching and learning processes. Cadets must be able to communicate in English in order to meet the demands of work environments and foreign employers. This implies that the speaking component of the EFL curriculum for seafarer cadets should be emphasized. Cadets agreed on the critical nature of technology usage by a margin of 91.4%. Being given materials show the majority of respondents think that using technology would help cadets in learning English effectively, it is critical for English instructors to include technology into the creation of English curricula for maritime cadets. It is anticipated that this research prove beneficial and help English instructors in providing and training cadets on methods for enhancing their English language skills, particularly in speaking.

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