



NEED ANALYSIS OF TEACHING AND LEARNING MARITIME ENGLISH IN NAUTICAL CLASS OF STIMART “AMNI” SEMARANG

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ABSTRACT

International Maritime Organization (IMO) clearly requires adequate communication skills in the English language for Maritime Academy level. Often the resources allocated for teaching english are minimal and the acquisition of speaking and writing skills are subordinated to the acquisition of technical maritime expertise. The aims of this paper is to find out the problems faced by nautical cadets of STIMART “AMNI” Semarang in Maritime English class and to investigates the needs of the Nautical cadets in order to develop good syllabus and appropriate to their need. The present research finds that the language abilities that the maritime cadets mostly need are speaking, listening and writing skills. This paper also explain some current problems that faced by cadets toward Martime English course. They should be communicate well to the other crew when they do their apprentice on board of a ship. The findings are unequivocal signals for language educators to adapt new approaches to teaching English for specific purposes that suitable for the cadets.

Keywords: *Need analysis, English for specific purposes, maritime English, STIMART “AMNI” Semarang*

INTRODUCTION

Language has very important roles in human life to communication. Many people consider that language is used to communicate each other, to express their feeling or experiences, and to convey one message in human mind into utterance. Nowadays, English is recognized as the international language to be used including on the sea. According to Pritchard (2003, pp.153), “communication in English takes place incessantly in all ports, straits, fairways, waterways or sea routes of the world between

and among speakers who are almost ninety percent are non-native speakers of English”. In the maritime world, a certain language is needed for communication. It called Maritime English. Maritime English can be defined as the operational language. It is regarded as strange and difficult subject with its specific area and terms, which is not only a language unit but also represent a motion in the maritime world. Demydenko (2012) states that Maritime English is a global language used at sea. Maritime english is a product of ocean’s life, so the seafarers and maritime

professionals use Maritime English while working at sea, in port or shipping industry areas and used for communication between ship and shore, between crew members, between crew and captain, between crew and passengers, where the cost of communication breakdown can be damaged to property, environment and loss of life.

Sometimes, accident occur due to miscommunication and uncooperation when analyzing the mishaps or reporting the disaster affects. Communication failures between crew members, ship to ship and ship to shore often takes place due to variation in English proficiency levels and different first language of both speakers and listeners. It is threatening navigation safety in some cases.

According to US Coast Guard Research and Development Center that 75-96% of marine casualties was caused by human error. And a careful study of the accidents reports reveals that 85% of all accidents are either directly initiated by human error or are associated with human error by means of inappropriate human response (Ziarati, 2006). According to Raluca and Alina (2016, pp.454), human factor is the main one responsible for marine accidents and that among other causes, the most frequent that leads to accidents is the language barrier. Therefore, the seafarers need to learn about communicative competence and cross cultural understanding. Because it can affect their team work at sea. So, the relation between safety at sea and competency in English language are interlinked

To be competent seafarers, International Maritime Organization (IMO) in Standard Training Certification and Watchkeeping for Seafarer 1995 (STCW 1995) and now amended to be STCW 2010 (STCW 2010 Amendments), the graduates of maritime academy are required to have good standard of English Competence. Then

the STCW 2010 also requires the students to have knowledge of written and spoken English that is adequate to understand chart, nautical publication, meteorological information, message concerning the ship's safety and operation, and adequate skill to communicate with other ship and coast station, etc (IMO, 1995).

STIMART "AMNI" Semarang as one of Maritime Academy in Indonesia implemented Maritime English course that fulfill the seafarers needs for their communication device especially for communication at sea. STIMART "AMNI" Semarang also prepare the cadets to comprehend in four skills (Speaking, Listening, Writing, and Reading).

Nowadays, the graduates of maritime academy get opportunities to work in government ministries, port administration affairs, shipping company managements, diplomatic missions and maritime educational institutions. Therefore, they should have good proficiency in maritime English. Actually, maritime English originates from general English. So, the communication in English language can be both for maritime and general purposes. In developing standard syllabus for the cadets, the learning and teaching process of both general and maritime English should be examined. English for Specific Purposes and English for Academic Purposes courses provide training about general English and maritime English. The cadets need to master the skills to communicate with the lecturers and other cadets, do presentations during the lesson, or write final report and thesis. So, the cadets' efficiency in English is highly expected. therefore, this paper was aimed; 1). to find out the problems faced by Nautical cadets in maritime English class, and 2). to investigate the needs of the maritime cadets in order to develop good syllabus and the approaches of teaching.

Literature Review

ESP (*English for specific Purposes*) is an ELT (*English Language Teaching*) approach which is specified in certain purpose. The focus of ESP is to meet the students's need. ESP course are narrower in focus than ELT courses because they centre on analysis of learner's need (Basturkmen, 2010, pp.3). Further, Basturkmen states that ESP views learners in terms of their work or study roles and that ESP courses focus on work or study related needs, not personal needs or general interest.

Basturkmen (2010, pp.17) state that need analysis is identifying the specific language and skills the group of language learners will need. While, Hyland in Paltridge and Starfield (2013) state his definition of need analysis as follows :

Need analysis refers to the techniques for collecting and assessing information relevant to course design: it is the means of establishing the how and what of a course. It is a continuous process, since we modify our teaching as we come to learn more about our students, and in this way it actually shades into evaluation – the means of establishing the effectiveness of a course. Needs is actually an umbrella term that embraces many aspects, incorporating learners' goals and backgrounds, their language proficiencies, their reasons for taking the course, their teaching and learning preferences, and the situations they will need to communicate in. Needs can involve what learners know, don't know or what to know, and can be collected and analyzed in a variety of ways.

According to Lowe (2009), there are some aspects of need analysis, such as Target situation analysis, present situation analysis, deficiency analysis, strategy analysis,

constraint analysis, pedagogic need analysis, and subjective need analysis.

A need analysis must be conducted because it offers an awareness of the target needs. Target needs distinguish ESP learners because it has definable needs to communicate in English. Although students' motivation is a main factor in the design of an ESP Programme, relying solely on their wants and expectations of the course would be shortsighted because of their limited knowledge and experiences. The framework adopted in this study seeks to identify students' language needs as well as the appropriate materials and tasks that should be used in the ESP classroom based on the perceptions of subject specialists and professionals from the workplace because of the latter's first-hand knowledge of what students need to learn and eventually perform (Tsou & Chen, 2014).

METHOD

This study used qualitative approach. It had two research questions, such as : (1) What are the needs of maritime cadets in an ESP class? (2). What are the problems faced by Nautical cadets in Maritime English class?

The participants of this study were fourth semester cadets of Nautical class of STIMART "AMNI" Semarang in the academic year of 2017/2018 and 3 English Lecturers. The population are 7 classes of Nautical Department (Alpha, Bravo, Charlie, Delta, Echo, Foxtrot, and Golf). The sample of the study were 2 classes (Delta and Foxtrot) that chosen randomly from the population. The age of Nautical cadets who join Maritime English class in semester 4 is in the range of 19 until 21 years old.

The instruments used in this research were questionnaires and interview. Questionnaires and interview are two commonly used instruments for needs analysis. In this study, the questionnaire contained three aspects, such as target situation analysis, presents situation analysis, and Deficiency analysis (Lowe, 2009).

The interview were conducted to the English lecturers, and some students in order

to reveal more information about the problems faced during learning Maritime English and the cadets need toward English class.

In collecting the data of the study, the writers use two kinds of data collection. Primary data is the data which is obtained directly from the cadets' questionnaire and lecturers' interview. While secondary data is obtained by literature study. The primary data were obtained on 7 – 8 June 2018.

FINDINGS AND DISCUSSIONS

The results of the questionnaire are divided into two parts. The first part is about cadet's problems that faced during Maritime English class, and the second part presents the data about the cadets' need and wants towards the Maritime English course.

The problems faced by the cadets

From the data result of the questionnaire showed that 62,5% of the cadets have very high motivation and 31,3% cadets have high motivation in learning Maritime English for

their needed. And just 6,3% cadets have low motivated in learning Maritime English. It may caused some factors, such as unconfidence in their english ability or uninterest in Maritime English course.

Most of the cadets said that Maritime English is very important for their future job (91,7%). And just 8,3% cadets said that Maritime English is important. None of them said that Maritime English is unimportant for their future job.

Based on the data above, we can conclude that the forth semester of Nautical cadets of STIMART "AMNI" Semarang in the academic year 2017/2018 have very high motivation in learning Maritime English. Eventhough some of them have low motivation in learning Maritime English.

The cadets' personal attitude towards Maritime English proficiency are summarized on the table 1 below.

Table 1. Cadets attitude towards Maritime English

Concern	Very Easy	Easy	Difficult	Very Difficult
Mastering maritime English vocabulary	14,6%	58,4%	25%	2%
Reading maritime English Instruction	10,4%	72,9%	16,7%	0%
Pronunciation English word	8,3%	52,1%	37%	2%
Writing correct sentence in English	6,25%	62,5%	25%	6,25%
Communicate to the other	6,25%	39,6%	54,2%	0%

The table above were from the cadet's awareness toward their attitude during maritime English course. From the table, it can be seen that the most difficult aspect for nautical cadets is speaking. Which is 54,2%

cadets said that communicate to the other person is difficult and 39% cadets said that pronunciate some word is difficult too.

Table 2. Cadets' Strengths and weaknesses toward English proficiency

Skills	Very week	Week	Good	Very Good
Grammar	0%	37,5%	56,3%	6,25%
Vocabulary	0%	33,3%	56,3%	10,4%

Skills	Very week	Week	Good	Very Good
Pronunciation	0%	31,2%	54,2%	14,6%
Listening	0%	16,7%	60,4%	22,9%
Speaking	0%	33,3%	60,4%	6,25%
Reading	0%	8,3%	72,9%	18,8%
Writing	0%	18,8%	66,7%	14,6%

The table above describes the nautical cadets ability in English. The data shows that some of the cadets still week in the some aspect, such as grammar (37,5%), Vocabulary (33,3%), Speaking (33,3%), and pronunciation (31,2%). It still equivalent with the cadets' attitude that shows on Table 1. Speaking and pronunciation is the most difficult skill to be mastery. Some cadets said that their grammar and vocabulary are still weak too.

According to the lecturers' explanation in interview process, some cadets find difficulties to be mastery in pronunciation and speaking skill cause by their anxiety to make a mistake . Lack of time allocation in Maritime English course is one of the factors

that make the cadets difficult to be mastery maritime therminologies too. They have only 3 x 60 minutes in the 1st semester and 2 x 60 minutes in the 2nd, 3rd and 4th semester, each meeting in a week. The differences between English therminologies and Maritime English therminologies also make the cadets difficult to remembering some therminologies.

Cadets' need toward Maritime English course.

The result of the research in the aspect of cadets' need toward Maritime English course can be seen on Table 3, Table 4 and Table 5 below.

Table 3. The language skills needed

Skills	Very Needed	Needed	Unneeded	Very Unneeded
Speaking	75%	25%	0%	0%
Listening	66,7%	29,2%	4,2%	0%
Reading	58.3%	37,5%	2,1%	0%
Writing	64,6%	31,3%	4,2%	0%

Table 3 reveals the cadets need in learning Maritime English. The table shows that most of the cadets need in learning Maritime English are speaking and listening skills. in which 75% cadets thought that speaking was very needed, and 66,7% cadets thought listening was very needed too.

According to the lecturers' addition, actually the cadets should be need all of those aspect such as speaking, listening, reading, and writing skills. But, in seafarers' world , communication is primary need.

Table 4. The present situation English used

Aspects	Very often	often	seldom	Very seldom
Reading oprational instruction on the ship/vessel	20,8%	77,1%	2,1%	0%

Aspects	Very often	often	seldom	Very seldom
Communicating to the port or other ship crew about ships' condition	16,7%	81,3%	2,1%	0%
Listening the captains' instruction clearly	14,6%	66,7%	18,8%	0%
Writing job application to the maritime cooperation	20,8%	68,8%	10,4%	0%
Comprehending Maritime English therminology	20,8%	60,4%	18,7%	0%

Table 4 shows the situation where cadets use English most. From the data, it can be seen that the situation where Nautical cadets use English most is when communicate to the other crew. 81,3% cadets said it is used often and 19,7% said very often. This result is equivalent to their next project which called PRALA (*Praktek Laut*). According to the

lecturer' explanation, after semester 4 the cadets must practice as an apprentice on board of a ship for about 12 months. They must prepare and use all skills that they learned and hades. Especially for cadets that do their apprentice in international shipping companies that sail on international waters.

Table 5. The cadets preferences regarding useful activities for learning Maritime English

Learning Activity	Very Needed	Needed	Unneeded	Very Unneeded
Group work	68,8%	27,1%	4,2%	0%
Individual work	39,6%	54,2%	6,3%	0%
Whole class	41,7%	52,1%	6,3%	0%
Pair work	47,9%	50%	2,1%	0%
Outdoor work	58,3%	41,7%	0%	0%

From Table 5, it can be seen that most of the cadets prefer to group work activity (68,8%), then it followed by outdoor work (58,3%). They need more practical work in group or in pair. Because, they must work in group when they do their apprentice on board of a ship. Outdoor class is also better in teaching Maritime English. Learn the object therminologies through real or true object is more effective to them. They can remember some therminologies when they see the real object . Less of them said that Individual work is very needed (39,6%).

information about the cadets' need which plays an important role in designing the materials that will be given to the them.

In conclusion, there are some important aspects that has been revealed through need analysis in which are very beneficial for designing the course, such as; (1) The problems encountered by the cadets in learning Maritime English are low motivation , anxiety to make a mistake in speaking and pronouncing some therminologies, the differences of some therminologies between general English and Maritime English, and lack of time allocation in Maritime English course. (2) The skills that nautical cadets most needed is speaking, since most of the cadets thought that communicating orally to the other person in English is the most difficult element to be achieved. The situation where the nautical cadets use English most is

CONCLUSION AND RECOMMENDATION

Need analysis is important thing in teaching learning process, especially in English for specific purposes. By conducting need analysis, the lecturer can get some

communicate to the other it is appropriate to their next project. The cadets could be communicating to the other crew and it is equivalent to their next project. The cadets prefereces regarding useful activities for learning English is group work activities because they need to be cooperative to the other crews when they do their apprentice on board of a ship.

The findings are unequivocal signals for language educators to adapt new approaches to teaching English for specific purposes that suitable for the cadets. In line with Kasim and Ali's study (2010), the pedagogical implication of the findings indicate that

module design and development should take into consideration the incorporation of workplace scenarios as the basis of activities. It is therefore, recommended that the lecturers, particularly those who teach Maritime English should enhance the cadets' speaking competence through having a lot of practices in speaking such as, role play technique, doing presentation or classroom discussion about ships' condition or other issues. Based from this research, the lecturers could design a better lesson plan accorsing to the cadets' need.

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