



The Use of Maritime English in the Daily Report By Indonesian Maritime Students

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Abstract. Maritime English as the variety of ESP is taught for the students in the maritime field. In this study mainly discuss about the understanding of the Indonesian maritime students in using maritime English in the daily report in form in cadet record book. The students are expected to understand in using maritime English in the daily report the appropriate approach. The communicative approach has been selected as the best approaches since it involved the student's activities in practice and drills the tasks in using maritime English in daily report. In this case, the teachers are expected to be aware with the student's background of knowledge. The teachers are also expected to have communicative approach in order to discover the best implementation of the communication aims.

Keywords: Maritime studies, Maritime English, Teaching writing, communicative competence

Abstrak. Bahasa Inggris Maritim sebagai variasi ESP diajarkan untuk siswa di bidang maritim. Dalam penelitian ini terutama membahas tentang pemahaman mahasiswa maritim Indonesia dalam menggunakan bahasa Inggris maritim dalam laporan harian dalam bentuk buku catatan kadet. Para siswa diharapkan memahami dalam menggunakan bahasa Inggris maritim dalam laporan harian dengan pendekatan yang tepat. Pendekatan komunikatif dipilih sebagai pendekatan terbaik karena melibatkan aktivitas siswa dalam praktik dan melatih tugas-tugas penggunaan bahasa Inggris maritim dalam laporan harian. Dalam hal ini, guru diharapkan peka terhadap latar belakang ilmu yang dimiliki siswa. Guru juga diharapkan memiliki pendekatan komunikatif untuk menemukan implementasi terbaik dari tujuan komunikasi.

Kata Kunci: Studi Maritim, Bahasa Inggris Maritim, Pengajaran Menulis, Kompetensi Komunikatif

INTRODUCTION

Human beings use a system of letters and sounds called language for conveying ideas, opinions, knowledge, and other things. When connecting with people who speak various languages close to the world, English is a useful language. It is the most extensively used language, both in writing and speech, as an international language. Both native and non-native speakers of English use it for communication across international borders.

The ESP approach enhances the relevance of what the students are learning and enables them to use the English they know to learn even more English since their interest in their field will motivate them to interact with speakers and texts (Mahammadjonovna, 2021). Since English is playing an important role in all walks of life, English for Specific Purposes (ESP) has become the main trend of English development in world with its wider application and stronger practicability (Huang Ping & Shen Yan, 2007). ESP has much more advantages than the general English, especially in specific subjects or scopes.

Because of that reason, Indonesian government stated English as the first foreign language. Siregar, 2023 states that English has accordingly been chosen as the first foreign language to be taught in our school rather than the other foreign languages. It is reasonable to apply English teaching at school since English plays important language for many purposes. English is positively impact for the job seeker in finding the job, so the employee easily to get the access to the global information, enhance career opportunities, increase confidence in communicating, increase insight and knowledge in the international field. Dealing with English teaching in Indonesian institution and universities, English is stated as the compulsory subject in their curriculum. The content, of course, should be referred to their specific field education.

The study of maritime study has been already discussed as thesis by some authors. They are *Register Analysis of Marching Commands used in Merchant Marine Politechnic (Politeknik Ilmu Pelayaran of Semarang)*, (Windiahsari, 2007), *An analysis of Communication between Pilot and Master for Berthing and Unberthing at Tanjung Emas Harbor*(Hendarsono, 2008).

Maritime English is the part of ESP (English Specific Purpose) that deal with the seaman's field. According to Tachkonia 2019, A type of English for Specific Purposes (ESP) that is primarily utilized in the maritime industry is called maritime English. It is essential to be able to communicate in English easily and clearly in order to work safely onboard and maintain quality standards. The International Maritime Organization (IMO) has compiled a list of terms and expressions that are crucial for those employed in shipping and logistics, such as SMCP (Standard Marine Communication Phrases).

Maritime English is taught for the students who learn in maritime training institution both nautical and technical department students. It is based on the International convention on Standards of Training Certification and Watch keeping (SCTW) for seafarer, 1978. (IMO Model Course 3.17, 2000). In the curriculum of IMO Model course 317, Maritime English learning activities involves some competence of the communication skill such as reading, listening, speaking and writing. Related with the explanation above, the maritime students need to master any various kinds of maritime English vocabularies.

Since English as the foreign language subject in special purpose at school, there has been a general lack of research at Indonesia maritime institutions, with the majority of the studies conducted in Indonesian maritime college. As a result, the Indonesian maritime institution at which this study was conducted, students must take one semester of English subject during the semester of their first year. Each semester is 16 to 18 weeks long, and all English classes meet once a week for 90 minute. Based on those general problems, the study under discussion addressed to the questions that to what extent do the Indonesian maritime students in using maritime English into the daily report form, whether the using of maritime English might promote the communicative approach in teaching and learning process in the maritime studies.

RESEARCH METHOD

This study will employ a qualitative research design to explore the understanding of Indonesian maritime students in using maritime English in their daily reports. A qualitative approach is suitable for delving into the complexities of language learning and understanding the nuances of student experiences.

Participants

The participants will be Indonesian maritime students enrolled in a maritime program. The specific selection criteria will include:

1. Students who have completed at least one year of maritime studies
2. Students who have experience in writing daily reports in their cadet record books

Data Collection Methods

The following methods will be used to collect data:

1. Semi-structured Interviews: In-depth interviews will be conducted with a selected group of students to gather their perspectives on maritime English, the challenges they face in using it for daily reports, and their experiences with different teaching approaches.
2. Document Analysis: The cadet record books of the participating students will be analyzed to examine the quality and accuracy of their maritime English usage in daily reports.
3. Observations: Classroom observations will be conducted to observe the teaching methods employed by instructors and the interactions between teachers and students during maritime English lessons.

FINDINGS AND DISCUSSION

Maritime English

Maritime is everything that is connected with the sea or ships. Maritime English is a part of the English subject learning that is taught and learned at the maritime institution. In reference to the IMO model course for maritime English, this course is more than fulfills the competences regarding English language contained in SCTW 1995. It caused by maritime English as the English Special Purposes now commonly accept that a broad understanding of English required in order to meet specific professional objectives. (International Maritime Organization, 2000: 1). It is taught to the students who learned in the maritime field in order to increase their ability in mastery English. It is related with their future job whereas need their ability in communicate with other ships or all the crews in English into oral and written.

Generally vocabularies are divided into general vocabulary, special vocabulary and technique vocabulary. The maritime English vocabulary is a part of special vocabulary that is the one of the main differences between teaching English for General Purpose and English Special Purpose. While it is crucial to teach specialist maritime vocabulary, this needs to be balanced with other areas as language system and skill practice. According to IMO Modul Course 3.17, Special vocabulary are also incorporated into the syllabus that are taught for maritime students with references from other sources including

the glossary of maritime term. Here are several issues concerned with teaching English Maritime vocabulary as follows:

1. Whenever possible, the vocabulary items should be contoured about one topic. It is easy for the students to remember and record vocabulary item in lexical groups with one topic.
2. Based on IMO model course 3.17 research has shown that seven new words in the maximum number that the average learner can deal with one lesson. So, it is effective for the teacher to give the limit new vocabulary in one lesson.
3. Whenever a familiar word is met in a new context. It should be thought again and practiced. The students should get priority in having vocabulary that are widely used and need to know in high frequency.
4. Vocabulary should be taught with choosing the appropriate words to the students. For example the nautical students will prefer need to know more verbs of navigational term than describe mechanical fault. It is more easy for the students to have the vocabularies by illustrate the picture, arrange the words games and puzzle, etc.
5. The grading of new vocabulary is depended on the student's level difficulties. It means that is necessary for the students to compare their English maritime vocabulary with any other subject area. It is in order to understand the meaning of the appropriate vocabulary.

Teaching writing in Maritime studies

Tachkonia 2019, added Numerous topics are covered when teaching maritima English, including ship handling, maritime communication, meteorology, cargo stowage, nautical equipment, geographic navigation, celestial navigation, and more. Each course has an extensive vocabulary and a unique set of theories and principles. It differs from standard English in both vocabulary and writing styles. Gaining a strong command over them takes time. When explaining professional material, it can be challenging to pique students' interest and leave a lasting impression in the absence of professional

expertise, cases, or incidents—all of which call for extensive research and hands-on learning.

Writing can be said as a means of communication where written form is used to express the writer purpose based on experience. Writing is a tool of communication to one other overlong distance. Writing activity has more and more meaning in our daily life easier.

Based on the IMO Model Course 3.17, The traditional assume said that the students would automatically be able to produce good written English after being taught about language structure. It is important for the students to produce good writing into the correct structure whether in the level of single sentences or build up a paragraph. Many exercise of writing will help the students to practice their ability in writing by conduct the vocabularies in grammatically correct.

Communicating in writing involves more than producing in string of English sentence which are grammatically accurate. Here some issues that the students needs to learn to make good written form on IMO Model course 3.17, They are as follow:

1. Choose the appropriate vocabulary of response
2. Plan the content of our response before writing it.
3. Have a clear idea of the purpose of writing text.
4. Signal the organization of information by using paragraph and cohesive markers.
5. Draft, Check, Edit and revise the writing text.
6. Use the lay out appropriate to the type of text

The students are not only need to practice their grammar exercise in their writing form, but they also need guiding from the teacher. Writing like other language skill can be taught from an early stage up to advance stage. For example the teacher can give the student task to write a telex, memo, etc of comprehension by using writing process. The students might face-up some problems to conduct their writing form. In addition, There are some issues as follow can help the teacher to control the students in conduct a writing form, especially to build up sentence level for maritime studies. As stated on IMO Model course 3.17, they are:

1. Punctuation and Spelling, means the teacher must explain to the students to insert the appropriate punctuation and spelling in their writing form.
2. Recognize the characteristic of written English form, It means that the teacher should stress the differences between communication in spoken and written form. For example it can be shown into the message writing from the senior officer to all the crew.
3. Functional phrases for writing. It is necessary for the student to compare the formal form of writing such as letter, memo, etc, and match the specific function such as introducing, reminding, requesting, thanking, and signing off etc.

It is important for students to have the opportunity to write discursively, the lack of guidance in free essay writing makes the task difficult for the students to produce writing tasks. However communicating in writing involves more than producing a string English sentences which are grammatically accurate. The effective written communication in 'real life' require as follows:

1. Be able to read effectively
2. Choose an appropriate means of response
3. Plan the content of response before writing it
4. Have a clear idea of the purpose of the writing text
5. Organize the ideas in a logical sequences
6. Draft, check, edit and revise the writing text.

Model of Maritime English communication

The activities in the maritime English can be described as the especially useful for giving practice in Standard Maritime Communication Phrases (SMCP) which rely on clear communication. The older training manual titled 'Seaspeak' which is based on the Standard Marine Navigation Vocabulary now adapted for SMCP. Some tasks for the practice of SMCP in formed in such following terms:

- SMCP message marker
- Transferring message to SMCP
- Drilling SMCP with the cassette

- Taking note
- SMCP dialogues

Those activities can be drilled for the students as the application of the using the maritime vocabularies in both in the spoken and written form. However, conversation classes and open discussion are difficult handled since it dominated by the strong students. It means that the teachers should aware with the topics are chosen to motivate the students ability in English. The students' roles in practicing the using of vocabularies in the written form by drilling them in write some of the instruction on board as the model. The instruction models could be in form in memos between Master and crew, ship manager to Masters, among the crew, write the daily report during the students' sea-project field, etc.

Daily report of Sea- Project Field

It has been already discussed above that there are some tasks for practice of SMCP. One of them is taking note. The real form of taking note is provided into such kind a report namely Cadet Training Record Book. This book contains the guidance to the students or training officers regarding the development of the practical training to enable them to judge the progress and if necessary to make adjustment. It is in order to use it as the guidance during the practical training period.

During their sea project field, the students have to report their activities on board. Each of the training activities specified in the training record book is required to have been completed by students and supervised, monitored, assessed and documented. The application of Maritime English use is that the students have to fill their activities into English. The examples of the sentences are used in the cadet record book as follow:

No	Date	Activities	Remark
1.	April, 18 th 2022	Help the first engineer overhauled the main engine	√
2.	April, 19 th 2022	Check the daily fuel oil tank	√
3.	April, 20 th 2022	Assist the 4 th engineer to start	√

		bunkering	
4	April, 21 st 2022	Anchoring	√
5	April, 22 nd 2022	Prepare in One Hour Notice	√

Those examples above is the form of documentation of the students activities on board, they have to fill the form that provided in the cadet record book and they have to ask to the officer's guidance who responsible of each activities that they have already done. It is in order to monitor all the activities on board. Since there are some technical terms of maritime English are used, there are some ambiguous meanings in the sentences.

The problem of the ambiguous meaning above should be aware by the teacher in the training institution. It is necessary to have the general understanding in using maritime English related to the meaning it self. The using of Maritime English has the principles are used as follows:

7. KISS (Keep It Short and Simple)
8. Avoid synonym
9. Avoid contracted forms
10. Avoid ambiguous meaning
11. Produce one phrase for one event

Communicative competence of the Maritime English

Maritime English course 3.17 is designed to help the maritime students develop their communicative competence in English to a level that will enable them to satisfy the competences relating to English language set out in the SCTW code. The communicative approach has been selected as the content based from other relevant approaches. For the effective language teaching and learning to take a place, the teachers need an understanding of the communicative approach methodology in order to be able create task appropriate to the students learning needs, to develop students communicative competence and to implement a syllabus that meet the requirement define by SCTW code. Although it cannot substitute the effective in teaching, it can help the teachers in varying their experiences in teaching.

All the teachers should be aware that this approach promotes the communicative learning. And the teachers need to trust their student knowledge's and the local environment. It is in order to discover the best implementation of the communicative aims. As the analyzed of Nunan (2001:26-28) that the principal advantages of the communicative approaches of foreign language contrasted against the traditional language learning method, however the communicative approach is the best result if it combined with content based learning and teaching.

Communicative approach has been chosen as one of the approaches are used in learning at maritime field because it has several principles that it suit to the students needed in the maritime studies as follows:

- Activities that involve real communication promote learning.
- Activities in which language is used for carrying out meaningful tasks promote learning.
- Language that is meaningful to the learner promotes learning.

However, Communicative approach has the objective as said by Jack Richard (2006 : 12-13) as follows:

- Students will learn to use language as a means of expression
- Students will use language as a means of expressing values and judgments
- Students will learn to express the functions that best meet their own communication needs.

Conclusion

Maritime English as one of the forms of the English for Special Purpose has the specific areas to study that is the maritime field. The using of the maritime English on Indonesian maritime students can be drawn in the using of maritime English in the Students daily report in the cadet record book. Since there are lacks of understanding in using the maritime vocabularies in the written form, It is discussed that there should be any appropriate approaches from the teacher in giving the material by choosing the relative topic. In this case the teacher should be aware by the students background of knowledge and local environments. By using the communicative approaches the teachers are expected

to vary the teaching experiences in order to discover the best implementation of the communicative aims.

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