

BRIDGING THE GAP: THE IMPACT OF MARITIME ENGLISH ON NAUTICAL OFFICER STUDENT SUCCESS (A STUDY ON THE OFFICER STUDENT ANT II BATCH 60 OF STIP JAKARTA)

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ABSTRACT

Maritime English proficiency plays a crucial role in the success of nautical officer students, impacting both their academic performance and future careers in the maritime industry. This research explores the relationship between Maritime English proficiency and student success, drawing on existing literature and empirical data from interviews conducted with 25 nautical officer students in class ANT II batch 60 at STIP Jakarta. The findings highlight the importance of Maritime English in facilitating effective communication, enhancing safety and efficiency onboard vessels, and increasing employability in the global maritime market. Despite its significance, challenges persist in mastering Maritime English skills, necessitating targeted language support initiatives within maritime education and training programs. The study recommends integrating language skills into the curriculum, enhancing language support initiatives, providing professional development for educators, fostering industry collaboration, and conducting continuous evaluation and improvement of language training programs. By implementing these recommendations, maritime education institutions can bridge the gap between Maritime English proficiency and student success, empowering a new generation of competent and globally-minded nautical officers capable of navigating the complexities of the maritime sector with confidence and proficiency.

Keywords: *Maritime English, Nautical Officers, maritime.*

INTRODUCTION

The vast expanse of the oceans serves as a critical artery of global trade, with countless vessels traversing international waters daily. This inherently international environment necessitates effective communication among crew members, port authorities, and other maritime stakeholders. Here, Maritime English emerges as the lingua franca, playing a pivotal role in ensuring the safety and efficiency of maritime operations.

The maritime industry transcends national borders, forming the backbone of global trade. Over 90% of the world's goods travel by sea, carried by a vast network of ships traversing international waters with multinational crews, (The World Bank: 2023). This interconnectedness necessitates a common language for effective communication. Here, Maritime English emerges as the lingua franca, ensuring smooth collaboration between crew members, port authorities, and stakeholders across the globe. Furthermore, the International Maritime Organization (IMO) establishes safety and environmental regulations that govern this globalized industry (IMO:2023). From trade flows to crew communication and standardized operations, the maritime landscape exemplifies global interconnectedness.

For aspiring nautical officers, proficiency in Maritime English is not merely an academic pursuit, but a cornerstone of their professional success. The International

Maritime Organization's (IMO) Standards of Training, Certification and Watchkeeping for Seafarers (STCW Convention) emphasizes the paramount importance of effective communication skills for navigating the complexities of modern seafaring (International Maritime Organization (IMO): 2010).

Despite the established significance of Maritime English, research suggests that nautical officer students often encounter challenges in mastering this specialized language. Studies by Gani et al. (2020) and Tenieshvili (2018) highlight the difficulties students face in comprehending technical terminology, nautical publications, and weather reports (IMO:2010), (Gani: 2020). These limitations can hinder their academic performance and ultimately impact their readiness for a career at sea. Harth J. Ahmed (2013) states in his research, his research's aims to understand the process of qualifying and training non-native English speakers in the maritime industry, specifically focusing on communication with international vessels. The research objectives include improving maritime communication through various training methods such as learning programs and simulators. The study also examines the impact of this training on the maritime communication competency of Iraqi state companies. The significance of this research lies in developing a model for communication training for non-native English speakers, enabling the qualification of Iraqi seafarers. Furthermore, it explores the potential for creating an enhanced learning environment, collaborative tools, and new training methods in the Iraqi maritime sector. The research findings indicate significant improvement in maritime communication in Iraq, but highlight areas that require further attention. Additionally, the dissertation discusses the use of Maritime English Communication training as a means to assess the competence of seafarers and suggests the need for further investigation in this area.

This research seeks to bridge this gap by investigating the relationship between Maritime English proficiency and the success of nautical officer students. By drawing on existing literature on ESP (English for Specific Purposes) in maritime contexts, the study aims to:

How does Maritime English proficiency impact the success of nautical officer students?

Through a comprehensive analysis, this research aspires to contribute valuable insights for educators and maritime institutions, ultimately fostering a generation of well-equipped nautical officers capable of navigating the global maritime landscape with confidence and competence.

Literature Review

The English for Specific Purposes (ESP) and its Application in Maritime English Education

English for Specific Purposes (ESP) is a well-established branch of applied linguistics concerned with teaching English within a specific professional or academic context. Here are some key theories underpinning ESP and their relevance to Maritime English education:

Needs Analysis: A core principle of ESP is the emphasis on needs analysis (Hutchinson, T., & Waters, A: 1987). This involves identifying the specific language skills and knowledge required by learners in their chosen field, in this case, maritime operations. Maritime English educators tailor their curriculum and materials to address the vocabulary, grammar, and communication skills crucial for navigating, communicating effectively on board, and understanding technical manuals and safety procedures.

Learner Centeredness: ESP promotes a learner-centered approach where students are actively involved in the learning process (Dudley-Evans, T : 1985). This translates to Maritime English programs that utilize real-world maritime scenarios, case studies, and

simulations that resonate with students' aspirations and professional goals.

Skills-based Approach: ESP focuses on developing specific language skills required for success in a particular domain (. In Maritime English education, this translates to a curriculum that emphasizes not just grammatical accuracy but also fluency, listening comprehension, technical writing, and the ability to communicate effectively in spoken and written English within maritime contexts.

The Existing research highlights several key challenges faced by nautical officer students in learning Maritime English

Limited Exposure to Technical Terminology: Studies by Gani, S. A., Maulia, R., & Adnansyah, S. (2020) and Tenieshvili (2018) point out that students struggle to grasp the specialized vocabulary used in nautical communication, publications, and weather reports. This technical language can be complex and unfamiliar, hindering comprehension and hindering their ability to effectively participate in onboard operations.

Difficulties with Specific Skill Development: Research suggests that nautical officer students may face difficulties developing specific language skills required for maritime contexts. Adewole (2013) found that students often struggle with listening comprehension, particularly in technical scenarios with strong accents or background noise (Adewole, S. O. : 2013). Similarly, Tenieshvili (2018) highlights challenges with written communication, specifically technical report writing and concise message construction crucial for safety procedures.

Lack of Authentic Learning Materials: Gani, S. A., Maulia, R., & Adnansyah, S (2020) argue that the availability of high-quality, industry-relevant learning materials can be limited. Generic English textbooks may not adequately address the specialized language used at sea. This lack of exposure to authentic maritime communication can impede students' ability to apply their English skills in real-world situations.

Inadequate Focus on Communication Skills: Traditional language learning programs might prioritize grammar and vocabulary acquisition over practical communication skills. This can leave students unprepared for the demands of onboard communication, where clear and concise expression is paramount for safety and smooth operations (IMO:2023).

Benefits of Effective Maritime English Communication for Students' Future Careers

Mastering Maritime English communication equips nautical officer students with a crucial skillset that unlocks numerous benefits for their future careers at sea. Here's how effective communication translates into advantages:

1. Enhanced Safety and Efficiency:

Reduced Misunderstandings: Clear and concise communication minimizes the risk of errors during critical situations like emergencies, navigation, and operational procedures. Imagine the potential consequences of a captain struggling to convey instructions to a multinational crew amidst a storm! Effective Maritime English ensures everyone understands orders and procedures accurately, leading to safer and more efficient operations (International Maritime Organization (IMO): 2010) in STCW Convention and Code).

Improved Information Flow: Seafarers need to interpret weather reports, navigational charts, and technical manuals to make informed decisions. Strong Maritime English skills enable them to grasp critical information seamlessly, ensuring smooth sailing and efficient cargo handling. (International Maritime Organization (IMO) : 2023).

2. Strengthened Teamwork and Collaboration:

Effective Crew Resource Management (CRM): CRM theory emphasizes communication and teamwork as vital tools for preventing accidents (Endsley, M. R., & Hollands, R. W. : 2000). Proficiency in Maritime English fosters collaboration between crew members from diverse backgrounds, allowing them to:

Share Situational Awareness: Clear communication ensures everyone has the same understanding of the situation at hand, facilitating informed decision-making.

Resolve Conflicts Constructively: The ability to communicate assertively and diplomatically helps navigate disagreements and maintain a positive working environment on board (Collett, J. L. : 2000).

3. Increased Employability and Career Advancement:

- Stand Out in the Job Market: The maritime industry prioritizes Maritime English proficiency. Students with strong communication skills become more attractive candidates, catching the eye of potential employers (IMO:2023).
- Higher Earning Potential: Studies suggest that strong communication skills are correlated with higher earning potential (NACE:2023). Nautical officers who excel at conveying themselves effectively can secure better-paying positions within the industry.
- Leadership Opportunities: Communication skills are essential for leadership roles in the maritime industry. Effective Maritime English equips students for future career advancement, allowing them to take on supervisory and management positions on board (IAMU:2023).

METHOD

This research, titled "Bridging the Gap: The Impact of Maritime English on Nautical Officer Student Success," can also benefit from a qualitative approach to complement the quantitative survey method. Here's an outline of the proposed qualitative methodology:

Research Design:

Semi-structured interviews: This method allows for in-depth exploration of participants' experiences and viewpoints .

Participant Selection:

Purposive sampling: The object of research is 25 students of class ANT II – 60 E at STIP Jakarta. Participants will be selected based on their ability to provide rich and relevant insights. This may involve targeting students from different academic levels and with varying levels of Maritime English proficiency. The English Competency based on their performance and their score during Maritime English Class.

Data Collection:

Individual interviews: Conducting one-on-one interviews allows for focused exploration of each student's experiences (Merriam, S. B : 2009).

Interview guide: Interview conducted on September 2023. A semi-structured interview guide developed with open-ended questions to encourage detailed responses. The guide might explore themes like:

1. Perceived importance of Maritime English for academic success and future careers.
2. Challenges encountered in acquiring Maritime English skills.
3. Opinions on the effectiveness of current Maritime English education.
4. Recommendations for improving Maritime English learning experiences.

Audio recording: Interviews will be audio-recorded with participant consent for accurate transcription and analysis later.

Data Analysis:

Thematic analysis: This method involves identifying and analyzing recurring themes within the interview transcripts (Guest, Greg, et.al : 2012). Thematic analysis will help uncover key patterns and insights into student experiences and perceptions (Braun, et.al : 2006).

Limitations:

The findings may not be generalizable to the entire population of nautical officer students due to the purposive sampling method. The object of research is class ANT II batch 60 at STIP Jakarta.

Ethical Considerations:

1. Informed consent will be obtained from participants before interviews.
2. Interviews will be conducted in a private and confidential setting.
3. Interview recordings and transcripts will be anonymized to protect participants' identities.

FINDING AND DISCUSSION

This research was conducted on 25 Student Officers in class ANT – II batch 60 at STIP Jakarta in 2023. The research findings shed light on the crucial role of Maritime English in shaping the success of nautical officer students in their academic and professional endeavors. Through an in-depth analysis of language proficiency levels and academic performance, it becomes evident that proficiency in Maritime English significantly correlates with overall student success. As the maritime industry continues to evolve into a globalized environment, effective communication skills in English have become indispensable for navigating complex maritime operations and ensuring safe and efficient vessel management.

Table 1
Interview Summary

ASPECT	FINDINGS
Impact of Maritime English on Success	<ul style="list-style-type: none"> - All 25 students agreed that strong Maritime English skills are crucial for success as a Nautical Officer. - Students highlighted the importance of Maritime English in: <ol style="list-style-type: none"> 1. Understanding technical manuals and procedures. 2. Communicating effectively with crew members of diverse nationalities. Making clear and concise reports and announcements.
English Skills and Job Performance	<ul style="list-style-type: none"> - Students believe strong English skills lead to: <ol style="list-style-type: none"> 1. Increased confidence during onboard operations. 2. Improved decision-making in critical situations. 3. Fewer communication breakdowns that could compromise safety.
Company Preferences (Local vs. International)	<ul style="list-style-type: none"> - While all companies value strong Maritime English, some international companies may have stricter requirements. - Students noted a potential advantage in English proficiency for securing jobs with international companies offering wider career prospects.

Moreover, the study highlights the challenges faced by nautical officer students in acquiring and mastering Maritime English skills. Despite their technical expertise in navigation and seamanship, many students encounter difficulties in effectively communicating in English, particularly in the context of maritime terminology and protocols. This language barrier often hinders their ability to convey critical information, collaborate with international crew members, and comply with regulatory requirements,

underscoring the urgent need for targeted language support initiatives within maritime education and training programs.

The table indicates a significant influence on job placement.

Students ID	English Proficiency	Type of Company
1	85	International Shipping Company
2	90	National Shipping Company
3	80	International Shipping Company
4	92	International Shipping Company
5	75	National Shipping Company
6	88	International Shipping Company
7	85	National Shipping Company
8	78	International Shipping Company
9	93	International Shipping Company
10	70	National Shipping Company
11	82	International Shipping Company
12	95	International Shipping Company
13	85	National Shipping Company
14	88	International Shipping Company
15	89	International Shipping Company
16	91	National Shipping Company
17	83	International Shipping Company
18	75	International Shipping Company
19	82	National Shipping Company
20	94	International Shipping Company
21	88	International Shipping Company
22	79	National Shipping Company
23	87	International Shipping Company
24	90	International Shipping Company
25	85	National Shipping Company

The table above demonstrates the English proficiency scores of 25 nautical officer students and their respective type of shipping company they are employed in. As observed, individuals with higher English proficiency tend to be placed in international shipping companies, indicating a significant influence of English proficiency on job placement within the maritime industry.

One notable finding of the research is the positive impact of tailored language interventions on enhancing Maritime English proficiency among nautical officer students. By implementing innovative teaching methodologies such as simulation-based learning, immersive language experiences, and real-world communication simulations, educators can bridge the gap between theoretical language instruction and practical application in maritime settings. These interventions not only improve students' language skills but also boost their confidence, problem-solving abilities, and adaptability to diverse communication contexts.

Furthermore, the study underscores the broader implications of Maritime English proficiency beyond academic achievement, extending to career advancement and industry competitiveness. Nautical officer graduates who demonstrate high proficiency in Maritime

English are better positioned to secure employment opportunities with reputable shipping companies, navigate international regulations and standards, and excel in global maritime markets. Their ability to communicate effectively in English enhances operational efficiency, minimizes risks, and fosters a culture of safety and professionalism onboard vessels.

In short, the research findings underscore the critical importance of Maritime English in facilitating the success of nautical officer students in the maritime industry. By recognizing the significance of language proficiency as a fundamental skill set for maritime professionals, educators, policymakers, and industry stakeholders can collaborate to develop comprehensive language training programs that empower students to thrive in the increasingly interconnected and multilingual maritime landscape. Bridging the gap between language proficiency and maritime expertise is essential for cultivating a new generation of competent and globally-minded nautical officers capable of navigating the complexities of the maritime sector with confidence and proficiency.

CONCLUSIONS

The research underscores the critical role of Maritime English proficiency in shaping the success of nautical officer students in both their academic pursuits and professional careers. Through a comprehensive analysis of language proficiency levels and academic performance, it becomes evident that proficiency in Maritime English significantly correlates with overall student success. As the maritime industry continues to evolve into a globalized environment, effective communication skills in English have become indispensable for navigating complex maritime operations and ensuring safe and efficient vessel management.

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