



**SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
(STKIP) PGRI BANGKALAN**

PUSAT BAHASA

Jl. SoekarnoHatta No. 52 Telp/Fax. (031) 3092325 Bangkalan
e-mail: admin@stkipgri-bkl.ac.id website: www.stkipgri-bkl.ac.id

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Nama : Arfiyan Ridwan, M.Pd

NIDN : 0723078802

Jabatan : Kepala Pusat Bahasa

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NIDN 0723078802



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102 English for Maritime in vocational high school context; a needs analysis Arfiyan Ridwan arfiyan.ridwan@stkippgri-bkl.ac.id STKIP PGRI Bangkalan Siti Maria Ulfa sitimariaulfa@stkippgri-bkl.ac.id STKIP PGRI Bangkalan Abstract: English for Specific Purposes (ESP) is an English learning that incorporates elements of the learner's specific needs and the context of the work environment. ESP for maritime or shipping is still not developed much in practice, especially in research.

In Bangkalan city itself, there is a Shipping Vocational Middle School, but the development of supporting material for Maritime English is not optimal. This study aims to develop specific teaching materials to prepare maritime or sailing Vocational High School students to be able to equip themselves with work communication competencies in English.

The R & D model used was the Language Development Program applied by Yalden (1987) comprising identifying the current situation and problems, referring it to the theory, obtaining needs analysis information, focus group discussion, writing manuscript, expert judgment, revision, tryout, and validation. It has been found that the language needs needed by seafarers are mostly in the context of coordination language onboard with the emphasis on speaking and reading, making notional-functional expressions are required to include in the materials. The results of the needs analysis are going to be used to next step, i.e.

materials development. Keywords: ESP, English for Maritime, Needs Analysis, Materials Development ESP has become a trend in Indonesia to prepare graduates to qualify for future professionals based on content or departments dedicated to students.

English in the higher education curriculum is related to ESP, because this program uses leveling qualifications to integrate education into professional fields through training and work experience. Linking curriculum and teaching, **in other words, it** is clear that ESP is trying to turn its attention to general English to focus on tangible results, and its main concern is the ease SELL Journal, 2018 VOL. 3 NO.

2, 102-113 e-ISSN 2580-8400, p-ISSN 2528-6595 103 of need analysis, text analysis and effective communication in work situations (Dudley- Evans and St John, 1998). In addition to **the rapid expansion of** higher education, Indonesia is still preparing to establish 10 vocational schools for quality education for various strategic sectors of the country, including maritime schools (Amindoni, 2016).

Correlation with the Indonesian qualification framework from the curriculum, maritime vocational schools must be the main objective of international language training through ESP to prepare students in English in the workplace. Indonesia currently works in **a leading country in the** maritime sector, in line with the five-year presidential national development goals.

To do this, good preparation is needed, especially in the field of human resources through maritime vocational schools. Student training in these schools includes not only material related to content, but also the way they use international language, which is English in an international context, the maritime labor sector includes an international context.

Because of its importance, **it is very important** that course designers from vocational schools identify the needs of maritime students in their future workplaces in their future careers. Globally, Kourieos (2015) has conducted an English Language Needs Analysis for Maritime Workers in Cyprus, where communication in English is needed for recruitment with multinational companies.

However, research on needs analysis for maritime purposes in Indonesia is rarely found, both in **English for academic purposes** or in English for work purposes. Recent research on problems (Sudarmo, Wuladari, Safitri and Kiswara, 2016) in English for seafarers, which focuses on developing materials for students of vocational training **in Kupang, East Nusa Tenggara**.

One of the limitations in this study is that it only covers one school and inside the school, without professional universities, which is the government's main concern to reach the world's major maritime countries. This research **attempts to fill this gap** in a broader and more real global context, both in the academic world and in the workplace.

There are a number of ESP training materials for maritime goals in Indonesia because of the lack of references to student needs. There are no manuals with materials needed by Indonesian seafarers to support their professional careers in the maritime sector in the future. With this serious work, students are actually not happy with material for other people or others (Long, 2005).

This is often the case in Indonesia, where TENOR (Teaching English without Clear Reasons) becomes very problematic with distorted instruction (Lambert, 2010). According to Dudley-Evans and St. John (1998), the basis of ESP is the need for language learners and learning environments for students. Because this affects some students, it must be tailored to the needs of these students. This 104 coordination is done through what is called Needs Analysis (NA).

This is the main reason why designing or developing ESP-based learning materials is very important to develop. REVIEW OF RELATED LITERATURE ESP and its development in the present era The English for Specific Purposes (ESP) has undergone a long transformation since the early 1960s by Swales, followed by a popular concept proposed by Hutchinson and Waters in the 1980s to Dudley-Evans in the 1990s.

Simply stated, the English for Specific Purposes (ESP) concept is English language teaching that is tailored to the needs that are in accordance with their respective fields or studies. The word 'needs' here is emphasized on the usefulness of English itself in the context to be applied. This "special need" is referred to as one of the absolute characteristics of ESP learning by Basturkmen (Developing Courses in English for Specific Purposes, 2010, p. 13).

Then ESP also focuses on language and genre skills that are appropriate to the specific activities needed by the learner in the context of the workplace or workplace. Johns (ESP and Language Skills, 2013, p. 31) emphasizes that ESP learning tends to be more about identifying languages that can be transferred in learning and can be applied in most academic and workplace contexts.

In addition to the concept of "context" that must exist in learning, ESP can be said to be the result of modernization of the transformation and development of the previous version which includes four concepts, namely (a) register analysis (b) rhetorical discourse analysis (c) target language use situation analysis and (d) analysis genre (Johns & Nodoushan, English for Specific Purposes: The State of the Art, 2015).

One of the focuses of Johns is the analysis genre that previously did not get more

attention. Genre Analysis can be interpreted as study approaches to various types of discourse especially **in academic and professional contexts** (Bhatia & Nodoushan, 2015), which in this case is more about ESP learning. Genre analysis in **the field of applied linguistics** is not unusual, especially in ESP to study the context in the discourse.

The 21st century became a new time for ESP after undergoing a long transformation, opening up a lot of access to the field of research, not only in large fields as it was **implemented in the 1960s** in the form of ESP for Science and technology. The 1980s also constituted ESP development which continued to English for social science and English for Economics and Business with more specific solutions to **English for Academic Purpose (EAP) and English for Occupational Purpose (EOP)** in each field.

Today, there are lots of new areas that are increasingly demanding the specificity of learners' needs for new contexts and situations so that the branch of ESP learning 105 approach is growing as English for call center communications, English for graduate writing, English for law, English for Medical purposes, English for nursing (Paltridge & Starfield, 2013, pp. 133-134), including English for maritime which is increasingly developing.

An ESP researcher needs to develop further research according to the demand required by the learner. **In the 21st century**, ESP researchers must be more serious in promoting research in accordance with the target situation that is needed, more open and flexible, and certainly must be more sensitive to the context (Johns & Nodoushan, **English for Specific Purposes: The State of the** Art, 2015).

English at Maritime Vocational Schools in Indonesia The Vocational Department of Vocational High School or a vocational shipping expertise program has two skill packages, namely Commercial Nautical Ship and Technical Nautical Ship. Both packages of expertise from the Department of Shipping are supported by the basic expertise that must be taken by cadets in shipping majors such as Basic Engineering, Maritime Law, Commercial Ship Building and Stability, Basics of Commercial and Electronic Ship Machinery, Basics of Safety at Sea, Basics Maritime Handling and Arrangement (DPPM), and Maritime English (Vocational Shipping Department, 2017).

In particular, there are indeed subjects that focus on maritime English which must be followed by every maritime vocational school student with a portion of 4 hours per week. To support the learning process, marine schools facilitate their students with the existence of language laboratories. Regarding textbooks, during this time the shipping Vocational Schools in Indonesia have received a standard book from the government issued by the Directorate of Vocational High School Development, **Ministry of Education**

and Culture of the Republic of Indonesia in 2013 under the title "Maritime English and Fisheries".

There are two learning approaches applied in the book: contextual learning and accelerated learning. The principle of contextual learning is expected to be able to change the learning style of students in understanding every science and material learned in school. On the other hand, accelerated learning contributes to creating nuances and climate of creative, dynamic learning activities and is not limited by classrooms (learning with no boundaries).

The learning process is able to provide a color spectrum for the science canvas which in fact must be part of the scientific experiential learning process, critical and applicable. 106 ESP and Contextual Teaching and Learning (CTL) Communicative competencies in ESP are designed through the implementation of student-centered teaching in the classroom.

The idea of student-centered learning has been demonstrated through task-based teaching as the core of the communicative approach or communicative language teaching (CLT). The important concept of CLT is to involve students in real-world communication through a series of communicative tasks that have harmony or a balance between fluency and accuracy (Harmer, 2007). The communicative task provided by the teacher can be a metaphor for 'vehicles' to build students' competence in producing more languages.

To achieve communicative competence as a language class goal, Brown (2007) mentions that there are four types of communicative competencies that teachers must pay attention to; (1) organizational competence (grammatical discourse), (2) pragmatic competence (functional and sociolinguistic), (3) strategic competence, (4) psychomotor skills.

These four competencies lead to that principle Accuracy is as important as fluency which has the understanding that language is used Accurate, smooth, and acceptable. An indication of the CLT approach is that ESP Design instructional material can be seen from several aspects. First, instructional ESP instructional materials are clearly included in the design of ESP teaching materials to be made learning centered class activities.

Instructional ESP instructional Type of material is determined to be instructional ESP instructional material and task-based ESP text material. METHODS Participants This study involves 58 students in SMK Brajaguna Bangkalan in which 28 students are from the tenth grade and another 30 students are from the XI grade. Those students are in

the age group of 15 to 20 years old. Chart 1.

Research participants and age group 27 28 29 30 31 X XI Students Participating in this study 107 Two English teachers were also involved in this study (both females) having served themselves in this school for around 5 years. One English teacher has a qualification of English education and another has non-English education but possesses working experiences as a seafarer for a couple of years. The chairman of Great Wall English Course Bangkalan joined this study as the subject specialist to prepare students working onboard.

Last, ESP lecturer in STKIP PGRI Bangkalan also took part in this study as subject specialist and also validator for the teaching materials. Instrument and Procedure This study employed both qualitative and quantitative methods and was accomplished to produce communicative ESP instructional materials for vocational maritime high schools based on need analysis.

In order to obtain its validity and reliability of the results, the data sources were collected from numerous sources comprising vocational maritime students, ESP lecturer, English course chairman, ESP experts, which is called triangulation method, producing different perspectives, enabling the researcher to look at something from a variety of standpoints. In short, the instruments used in this study to obtain data were document analysis, questionnaire, and interview.

The data results obtained from this needs assessment were combined to propose and design new instructional materials and the role of experts (ESP expert and subject specialist) to improve the teaching materials. FINDING AND DISCUSSION Questionnaire background before learning ESP for Maritime as well as the level of English proficiency they currently have.

Answers Frequency Age 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 108 Studied English previously in an English Course Yes No 34 24 Encounters difficulties in English Sometimes Always 39 19 Frequencies to study English intensively outside school Never 1-2 hours 3-5 hours 6 hours or above 30 23 4 1 As described in the table, the participants of this study vary in the age, i.e. in the range of 15 to 20 years of age although most students are within 17 years old.

From the data, it can be drawn a conclusion that even though they have experience in learning English in an English course outside school, they seem to have difficulties in learning English. As for the present context, when asked about frequencies of learning English outside school, the majority of them said never. Only one student studied

intensively with 6 hours or above.

Chart Group 2 There is an interesting data to be found in this questionnaire that in one side students felt that speaking was the easiest skill of English to learn. In another side, they also mentioned speaking as **the most difficult skill of** English to learn. This situation Total 0 50 Listening Reading Speaking Writing 10 13 21 14 The easiest skill of English to learn Total 0 50 Listening Reading Speaking Writing 7 11 32 8 **The most difficult skill of** English to learn 109 describes that speaking skill attains more attention than the other skills.

Oral communication skill is considered necessary to master in daily communication onboard. That is why, the researchers put this priority in the designing of ESP materials. Chart group 3. Grammar, vocabulary, and pronunciation are included to English language components which must be mastered by students to support their skills.

The result of the questionnaire indicates that the all three language components are still low or lacking in mastery. They realize that those aspects need to be improved in the near future before working onboard and using English. Only a few students menti Chart 4. ESP learning satisfaction 0 20 40 60 Good Lacking Very Good Very Poor 2 41 1 14 Grammar mastery Total 0 20 40 60 Good Lacking Very poor 2 44 12 Vocabulary mastery 0 20 40 Good Lacking Very Poor 6 39 13 Pronunciation in English 0 20 40 No Yes 29 29 Satisfaction with English for Maritime taught at school Total 110 The researchers conducted a survey to the respondents related to the current ESP instruction in classroom, whether they are satisfied with the learning or not.

The data interestingly shows that 50 percent of respondents agree that the quality of ESP learning is satisfactory and another 50 percent disagree. However, this finding shows that the ESP learning should be improved with any measures, including the improvement of instructional materials. Interview of English teacher and subject specialist Table 2. Suggested Topics in English for Maritime No.

Topics 1 Communication onboard (daily communication, communication with officers, navigation communication) 2 Ship equipment and how to use it 3 Kinds of vessels 4 Stowage plan 5 Ship symbols and meaning 6 Radar, GPS, and positioning 7 Maritime laws and regulation Based on the result of needs assessment gained from the English **teacher and a subject specialist** the one that is specialized in teaching the content of maritime subject it is obtained that there are seven suggested topics.

Although there are seven of them, there is one emphasis on onboard communication, especially with peers and with ship officers in the context of command and daily

communication. Ship equipment is necessary to be included in the instructional materials as well as how to use it in procedural context. Also, on the ship, it is frequently found many symbols and the meaning. Seafarers **must be able to** identify those symbols and understand the instruction.

There are many kinds of vessels that students in maritime vocational school would work. They have to know the kinds of those vessels with the main components installed onboard. In the context of cargo ships, there is a process of stowage plan. This is also important **to be inserted in** the instructional materials.

Stowage **plan for container ships or bay plan is the plan and method by which different types of container vessels are loaded with containers of specific standard sizes. The plans are used to maximize the economy of shipping and safety on board.** This process becomes a common job for crew in cargo ships. The ability to use radar or positioning GPS is essential for seamen. Indeed, the process and instruction 111 is in English.

Therefore, students need to be trained to use the radar with the English language instruction. Last, global maritime laws and regulation also needs **to be inserted in** materials since seafarers **must be able to** comprehend the global laws presented in English. Two in-service seamen working abroad The following is the summary of information of English language commonly used by seafarers working especially in cargo and cruise ships. Two in-service seamen working in different vessels were selected to represent the two kinds of vessels.

One research participant of this study is working in MSC (Mediterranean Shipping Company) cargo ship sailing in the line of Asia-Europe. **He has been sailing** with this ship since 1994 with different divisions. In the ease of English language ability, he learned in an English course in Bangkalan town for one year in 1993.

According to his experience especially in cargo ships, despite not serving passengers, English language is crucially needed onboard. First, English is used to communicate with other crew members since the crews are from many countries in Asia such as the Philippines, India, and Thailand. Of course, crew members cannot work with only gestures for communication. Coordination using English is urgently required as verbal communication.

His current division is an able seaman (AB) in which the general duties are dealing with **emergency, lifesaving, damage control, and safety** equipment. The crew members **have the opportunity to take** all measures to save the lorem equipment. A device as AB operates in an **area, such as a** swallow or dock to connect the battery to use the load.

An AB requires English language communication skills to work with other AB crews to do the job. As well as that, ability to use ship deck equipment in English language is necessary. Another research participant of this study is working in HAL (Holland America Line) on the line of Europe-America.

HAL ships are specialized in passenger ships with luxurious hotels inside. He has been sailing with this ship since three years ago. In obtaining English communication skills, he learned in an English course in Bangkalan just for a couple of months by focusing on basic communication. He is now in the laundry and request is compulsory to possess for a passenger crew like him.

He also must know any terminologies dealing with laundry machines such as detoxination as well as its process of which the instructional manual in English. Another important thing about working on the overseas ships, English becomes crucial in the stage of interview with shipping 112 company agents. Prospective seamen need to have English language capability before working onboard.

Instructional Materials Design The valuable information obtained from the sources (questionnaires and interview) can be used for further materials development stage. In writing the materials draft, the role of expert validator is required to get empirical validity of the book content. Obviously, there will be revisions to improve the content of materials. Expert will judge the content of materials based on book assessment sheet.

The revisions are carefully considered for the writing of second draft of materials. The instructional materials are also needed to be tried out in the class setting. Last, after having been validated by the expert, the book is ready to be administered by getting its ISBN. CONCLUSION The result of needs analysis through questionnaires and interview by involving students, teachers, subject specialist, and persons working on ships has illustrated the necessities of English language that will be used in the future work.

English for seaman is one of the ESP branches that should be more developed in the future. Teachers as well as lecturers are course developers who are responsible for course designing including learning materials. To sum up, there are important aspects which need to be considered to shape the course of ESP for seaman taken from the information from questionnaire and interview.

The skills mostly needed onboard are speaking and reading because those are the urgently needed skills for daily communication with other seafarers and officers. Contextual teaching and learning approach and Task-based language learning are

necessary to adopt in the designing of materials. Materials in the ESP book should be in the real-life context combined with real-world task too.

It is important to note that notional-functional language should be inserted in the textbook. English for Seaman is intended to train students to use English on the vessels, and expressions such as communicating with ship officers, interpreting radar, demonstrating ship equipment in English becomes essential. REFERENCES Amindoni , A. (2016). Indonesia to Start 10 Vocational Schools This Year. Jakarta : The Jakarta Post .

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