



Towards Enhancing Linguistic Proficiency in Maritime Education: A Study of Cadets' Perspectives at the Maritime Institute Jakarta

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Abstract. *This research delves into the perspectives of 240 Semester 3 cadets at the Maritime Institute Jakarta (STIP Jakarta) regarding the establishment of a standardized maritime language for effective communication at sea. Employing a qualitative descriptive approach, the study integrates document analysis and self-administered surveys to unravel the nuanced dynamics of linguistic proficiency in the maritime context. The findings reveal a perceived gap between academic training and practical linguistic challenges, prompting recommendations for the integration of simulated scenarios and immersive training methods into the curriculum. Motivation emerges as a critical influencer of linguistic competences, necessitating a paradigm shift in linguistic training methodologies that connect linguistic development to the broader narrative of professional identity. Anticipation of communication challenges during internships highlights the immediate need for industry-responsive linguistic training. Collaborative efforts between educational institutions and industry stakeholders, along with the incorporation of real-world examples, are recommended to enhance the preparedness of cadets for diverse communication scenarios in their professional roles. This study contributes nuanced insights to the discourse on maritime education, emphasizing the need for a dynamic and experiential approach to linguistic training that aligns with the evolving demands of the maritime industry. The identified themes and recommendations provide a roadmap for curriculum enhancement and pedagogical refinement, ensuring that maritime education remains responsive and effective in preparing cadets for the complexities of real-world communication at sea.*

Keywords: *Cadet Perspectives, Experiential Learning, Industry-Responsive Training, Linguistic Proficiency, Maritime Education,*

INTRODUCTION

Maritime education stands as a cornerstone in shaping competent and globally adept seafarers, deck officers, and engine officers. In the contemporary maritime landscape, proficiency in English communication is not merely a desirable skill but a requisite for navigating the complexities of the international maritime domain (Trenkner, 2009). This research embarks on a comprehensive exploration of the perspectives of 240 Semester 3 cadets at the esteemed Maritime Institute Jakarta (STIP Jakarta) concerning the establishment of a standardized maritime language for effective communication at sea. Rooted in the imperative of preparing cadets academically, mentally, vocationally, and professionally, this study seeks to unravel the nuanced dynamics of linguistic proficiency in a sector where precision and clarity are paramount (McColm, 2019).

Maritime Institute Jakarta (STIP Jakarta) has earned a reputation as a leading institution in maritime education, contributing significantly to the development of skilled professionals in the maritime industry. The institute offers applied bachelor's degrees in Nautical, Technical, and Port and Shipping Management Majors, each tailored to meet the demands of the dynamic

maritime sector. Additionally, the institution conducts professional training programs for Deck and Engine officers, further solidifying its commitment to producing graduates equipped with the requisite knowledge and skills.

The cadets enrolled in STIP Jakarta's programs hail from diverse regions across Indonesia, bringing with them a rich tapestry of linguistic diversity. In their daily lives, these cadets commonly communicate in Bahasa Indonesia and their respective traditional languages. However, the inherent international nature of maritime operations necessitates a seamless transition to English communication for these cadets (Norton, 1997). As future navigators and leaders in the maritime industry, mastering English communication is not merely a linguistic proficiency; it is a strategic necessity aligned with the International Maritime Organization (IMO) and the Standards of Training, Certification, and Watchkeeping (STCW) (Christodoulou-Varotsi & Pentsov, 2008; IMO, 2018).

The transitional phase from academic learning to practical application, as embodied in the internship phase, underscores the significance of a standardized maritime language. Internships in shipping, cargo, or international delivery industries demand effective communication to ensure operational efficiency, safety, and compliance with international regulations (Li et al., 2021; Young, 1995). This transition period is pivotal for cadets as it marks their initiation into the professional realm of maritime operations. Therefore, investigating their perspectives during this critical juncture offers valuable insights into the effectiveness of the current linguistic training and its alignment with the demands of the industry. The urgency of this research emanates from the evolving landscape of the maritime industry, marked by increasing globalization, technological advancements, and stringent international regulations. Effective communication at sea is no longer confined to navigational instructions and routine exchanges; it extends to complex interactions involving diverse stakeholders, adherence to safety protocols, and compliance with international standards. The need for a standardized maritime language is underscored by the potential consequences of miscommunication in a field where precision can be a matter of life or death.

Furthermore, the cadets' transition to becoming international officers is a pivotal phase in their academic and professional journey. The internship period is a bridge between theoretical knowledge and practical application, where the cadets are expected to seamlessly integrate into the operational aspects of the maritime industry (de la Peña Zarzuelo et al., 2020; Ferritto, 2016). Inadequacies in linguistic proficiency can impede this integration, affecting not only the individual cadet's performance but also the overall efficiency and safety of maritime

operations. Moreover, the research addresses a gap in the current understanding of cadets' perspectives on linguistic training and its relevance to their professional roles (Demydenko, 2012). By exploring their viewpoints on the journey towards a standardized maritime language, the research aims to provide empirical evidence that can inform and enhance the curriculum, ensuring its alignment with the evolving needs of the maritime industry.

The literature on maritime education underscores the multifaceted nature of preparing cadets for the challenges of the maritime industry. While technical and navigational competencies are undoubtedly critical, the significance of linguistic proficiency has gained prominence in recent years. Studies emphasise the role of English as the lingua franca of maritime communication, highlighting the necessity for cadets to master the language for seamless global operations. The International Maritime Organization (IMO) and the Standards of Training, Certification, and Watchkeeping (STCW) set the benchmark for linguistic proficiency in maritime education. These international standards acknowledge the centrality of effective communication in ensuring navigational safety, preventing maritime incidents, and fostering collaboration among seafarers from diverse linguistic backgrounds (House & Saeed, 2016; Sharma et al., 2019).

The literature also recognises the challenges associated with the linguistic transition faced by cadets. While many cadets enter maritime education with proficiency in their native languages, the shift to English as the primary mode of communication demands dedicated training and exposure. The internship phase, as a practical initiation into the professional maritime environment, is particularly highlighted as a critical period where linguistic proficiency plays a pivotal role in successful integration (Li et al., 2021). Despite the recognition of the importance of linguistic proficiency, there is a dearth of empirical studies exploring cadets' perspectives on their linguistic training and its efficacy in preparing them for the challenges of the maritime industry. This research aims to bridge this gap by providing a nuanced understanding of how cadets perceive the linguistic aspects of their education and its practical implications during their internship period.

RESEARCH METHOD

This research adopts a qualitative descriptive approach to comprehensively investigate the perspectives of 240 Semester 3 cadets at the Maritime Institute Jakarta (STIP Jakarta) regarding the establishment of a standardized maritime language for effective communication at sea. The qualitative nature of this study allows for an in-depth exploration of the cadets' experiences and viewpoints without imposing pre-defined categories, aligning with the

complexity of linguistic proficiency in the maritime context (Katz, 2015). A purposive sampling technique is employed to select 240 Semester 3 cadets from STIP Jakarta. This deliberate selection ensures a diverse representation of cadets undergoing the critical phase of academic and professional preparation for internships in the maritime industry. The participants, selected randomly within this cohort, contribute to the richness and variety of perspectives essential for a comprehensive analysis.

The research gathers data through a two-pronged approach: document analysis and self-administered surveys. Document analysis involves scrutinising academic records, course materials, and any relevant documentation that offers insights into the curriculum's emphasis on linguistic training (Han, 2015; Trenkner, 2009). This method provides an objective foundation for understanding the formal aspects of linguistic education at STIP Jakarta. Simultaneously, self-administered surveys are distributed among the cadets, inviting them to reflect on their experiences and perspectives without direct interviews. The survey instrument is meticulously designed to capture nuanced responses regarding linguistic proficiency, academic self-checked intelligence, professional competences, motivations, and other factors influencing their perceptions. The surveys are structured to elicit both quantitative data, through closed-ended questions, and qualitative insights through open-ended questions, allowing cadets the flexibility to articulate their thoughts.

The qualitative data obtained from the open-ended survey responses undergoes a rigorous process of thematic analysis. The responses are systematically coded and categorised to identify recurring themes and patterns. This inductive approach allows for the emergence of insights directly from the participants' perspectives, capturing the richness and diversity of their experiences. The analysis aims to provide a nuanced understanding of how cadets perceive the linguistic training at STIP Jakarta and its implications for their future roles in the maritime industry. To ensure the validity of the research findings, triangulation is employed by cross-referencing data from document analysis with self-administered survey responses. Additionally, member checking, where participants are invited to review and confirm the accuracy of their responses, enhances the credibility of the findings. The systematic approach to data analysis and the transparency in reporting the research process contribute to the reliability of the study (Saldana, 2014).

This research method combines document analysis and self-administered surveys to explore the perspectives of STIP Jakarta cadets on the journey towards a standardized maritime language. The qualitative descriptive approach, devoid of direct interviews, allows for an

unbiased examination of the cadets' experiences, contributing valuable insights to the discourse on linguistic proficiency in maritime education.

RESULTS AND DISCUSSIONS

Results

The comprehensive exploration into the perspectives of 240 Semester 3 cadets at the Maritime Institute Jakarta (STIP Jakarta) regarding the establishment of a standardized maritime language has yielded nuanced insights. The findings, derived from a qualitative descriptive approach incorporating document analysis and self-administered surveys, offer a multifaceted understanding of how cadets perceive their linguistic training and its implications for their future roles in the maritime industry.

Linguistic Proficiency and Academic Self-Checked Intelligence

Analysis of academic records and course materials reveals a structured approach to linguistic training at STIP Jakarta. The curriculum emphasizes English as the primary mode of communication, aligning with international standards set by the International Maritime Organization (IMO) and the Standards of Training, Certification, and Watchkeeping (STCW). However, the survey responses provide a more intricate picture.

Cadets, when reflecting on their linguistic proficiency, express varying degrees of confidence. A significant proportion acknowledges the importance of English proficiency for effective communication at sea. Nevertheless, a subset of cadets reveals a perceived gap between their academic training and practical application. This disjunction suggests a need for a more dynamic approach that integrates theoretical knowledge with real-world linguistic challenges.

Professional Competences and Motivations

The self-administered surveys delve into the cadets' perceptions of their professional competences and motivations. The findings indicate a strong motivation among cadets to excel in their maritime careers, driven by a deep sense of responsibility and pride in contributing to the global maritime community. However, when evaluating their linguistic competences, some express apprehension about the potential impact on their professional performance during internships.

Motivational factors emerge as critical influencers in linguistic training effectiveness. Cadets who perceive linguistic proficiency as integral to their success exhibit higher levels of motivation, suggesting a reciprocal relationship between motivation and linguistic

competences. This underscores the importance of aligning linguistic training with the broader professional motivations of the cadets.

Perspectives on the Internship Phase

The internship phase serves as the practical initiation into the professional maritime environment, making it a focal point for understanding the implications of linguistic training. Cadets, when asked about their expectations and concerns for the internship, highlight communication challenges as a primary concern. The anticipation of interacting with diverse stakeholders in the shipping, cargo, or international delivery industries amplifies the significance of linguistic proficiency during this phase.

Notably, a substantial number of cadets express a desire for more practical and immersive linguistic training, incorporating simulations and real-world scenarios. This reflects a pragmatic understanding of the challenges awaiting them in the professional realm and a recognition of the need for a more experiential approach to linguistic training.

Thematic Analysis and Data Representation

Thematic analysis of the open-ended survey responses reveals several recurrent themes, providing a deeper understanding of the cadets' perspectives. Key themes include the perceived gap between academic training and practical linguistic challenges, the role of motivation in linguistic proficiency, and the anticipation of communication challenges during internships.

To facilitate a comprehensive comprehension of the findings, Table 1 presents a summary of the identified themes along with representative quotes from the survey responses.

Table 1: Themes and Representative Quotes

Theme	Representative Quotes
Gap between Academic and Practical	"While the classes prepare us academically, real-world communication is different. More practical training is needed."
Linguistic Challenges during Internship	"I worry about effectively communicating in a professional setting. Simulations would help bridge the gap between theory and practice."
Motivation Impact on Proficiency	"When you see English as crucial to your success, you are more motivated to excel. It's a key part of our professional identity."

The representation in Table 1 aids in synthesizing the qualitative data, providing a structured overview of the identified themes and the cadets' voices captured in their own words.

The findings underscore the dynamic nature of linguistic training in maritime education and its direct impact on the professional competences and motivations of cadets. The perceived gap between academic training and practical challenges signals the need for a more holistic and experiential approach to linguistic proficiency. Incorporating simulations, real-world

scenarios, and immersive training methods aligns with the cadets' expectations and enhances their preparedness for the internship phase.

Moreover, the reciprocal relationship between motivation and linguistic competences emphasizes the interconnectedness of psychological factors and academic performance. Integrating linguistic training into the broader narrative of professional identity and success motivations can foster a more engaged and proficient cadre of maritime professionals.

The anticipation of communication challenges during internships accentuates the urgency of refining linguistic training to meet the demands of the dynamic maritime industry. The cadets' expressed desire for more practical and immersive training signals a proactive approach towards their linguistic development, indicating a readiness to embrace the challenges of real-world communication. The research provides a rich tapestry of insights into the perspectives of Semester 3 cadets at STIP Jakarta regarding the establishment of a standardized maritime language. The findings, drawn from a qualitative descriptive approach, offer a nuanced understanding of the complex dynamics of linguistic proficiency in the maritime context. The identified themes highlight the need for a more integrated, practical, and motivational approach to linguistic training, aligning with the evolving demands of the maritime industry.

This research contributes to the ongoing discourse on maritime education, providing actionable insights for curriculum enhancement and pedagogical refinement. As the maritime landscape continues to evolve, the imperative for linguistic proficiency becomes increasingly central to the success of future maritime professionals. This study serves as a foundational exploration, paving the way for further research and strategic interventions to ensure that maritime education remains responsive to the evolving needs of the industry.

Discussions

The findings of this research illuminate crucial aspects of linguistic training in maritime education and its ramifications on the professional development of Semester 3 cadets at the Maritime Institute Jakarta (STIP Jakarta). The discussion delves into the identified themes, addressing the implications of the perceived gap between academic and practical linguistic challenges, the impact of motivation on linguistic competences, and the anticipation of communication challenges during internships.

Gap between Academic and Practical Linguistic Challenges

The recognition of a perceived gap between academic training and practical linguistic challenges reflects the complexity of preparing cadets for real-world communication in the maritime industry. While the curriculum at STIP Jakarta demonstrates a formal emphasis on English proficiency, the survey responses reveal that cadets yearn for a more dynamic and experiential approach. This raises questions about the current pedagogical methods employed in linguistic training and the need for a curriculum that seamlessly integrates theoretical knowledge with the complexities of maritime communication.

One plausible recommendation is the incorporation of simulated scenarios and immersive training, allowing cadets to navigate practical linguistic challenges in a controlled environment. Such an approach could bridge the gap between theory and practice, enhancing the cadets' preparedness for effective communication during their internships and subsequent professional endeavours.

Motivation Impact on Proficiency

The reciprocal relationship between motivation and linguistic competences underscores the psychological dimensions of linguistic training. Cadets who perceive linguistic proficiency as integral to their success exhibit higher levels of motivation. This finding implies that fostering a sense of purpose and professional identity in cadets can positively influence their commitment to linguistic training.

Implications of this finding extend to the need for a pedagogical shift towards motivational strategies. Recognising linguistic proficiency as a key component of professional success and instilling this perspective in cadets can enhance their engagement with linguistic training. Educators should explore innovative approaches that connect linguistic development to the broader narrative of maritime professionalism, thereby catalysing motivation and proficiency.

Anticipation of Communication Challenges during Internship

The cadets' expressed concerns about communication challenges during internships accentuate the immediacy of refining linguistic training to meet the demands of the dynamic maritime industry. This anticipation aligns with the industry's increasing globalisation and the need for effective communication among diverse stakeholders. The implications of this theme extend to the potential impact on operational efficiency, safety, and compliance during internships.

Recommendations arising from this theme include a closer collaboration between maritime educational institutions and industry stakeholders. Establishing internship programmes that expose cadets to authentic communication challenges and provide constructive feedback can enhance their adaptability and readiness for professional roles. Additionally, incorporating case studies and real-world examples into linguistic training can contextualise theoretical knowledge, preparing cadets for the intricacies of maritime communication.

Implications

The implications of the research findings extend beyond the immediate context of STIP Jakarta to resonate with broader considerations in maritime education. The perceived gap between academic and practical linguistic challenges underscores the necessity for an industry-responsive curriculum. Maritime education institutions globally should reconsider their linguistic training methodologies to ensure that cadets are adequately prepared for the complexities of real-world communication.

Moreover, recognising the motivational impact on linguistic proficiency calls for a paradigm shift in how educators approach linguistic training. Infusing a sense of purpose and professional identity into linguistic development can be instrumental in shaping a cadre of motivated and proficient maritime professionals. This shift aligns with the broader objective of nurturing well-rounded individuals capable of navigating the multifaceted challenges of the maritime industry.

The anticipation of communication challenges during internships emphasises the need for proactive measures to enhance linguistic preparedness. The industry, educational institutions, and regulatory bodies must collaboratively work towards establishing standards and practices that reflect the evolving linguistic demands of the maritime sector. This proactive approach ensures that cadets are not only academically equipped but also operationally ready for their roles in the professional realm.

Recommendations

Based on the identified themes and their implications, the following recommendations emerge:

1. **Curricular Integration of Simulated Scenarios:** Integrate simulated scenarios and immersive training into the linguistic curriculum to bridge the perceived gap between academic training and practical linguistic challenges. This approach ensures that cadets

are exposed to real-world communication scenarios in a controlled environment, enhancing their preparedness for internships.

2. **Motivational Strategies in Linguistic Training:** Develop and implement motivational strategies in linguistic training, emphasising the importance of linguistic proficiency as a key component of professional success. Educators should explore innovative approaches that connect linguistic development to the broader narrative of maritime professionalism, fostering a sense of purpose and commitment among cadets.
3. **Collaboration for Internship Programmes:** Establish closer collaboration between maritime educational institutions and industry stakeholders to enhance internship programmes. Internships should expose cadets to authentic communication challenges and provide constructive feedback, ensuring their adaptability and readiness for professional roles.
4. **Incorporation of Real-World Examples:** Incorporate case studies and real-world examples into linguistic training to contextualise theoretical knowledge. This approach prepares cadets for the intricacies of maritime communication, enhancing their ability to navigate diverse communication scenarios during internships and in their future careers.

The recommendations align with the overarching goal of enhancing linguistic training in maritime education. These suggestions aim to address the identified gaps, foster motivation, and prepare cadets for the communication challenges inherent in the maritime industry, contributing to the development of a proficient and adaptable cadre of maritime professionals.

CONCLUSION

This research has provided a comprehensive exploration into the perspectives of Semester 3 cadets at the Maritime Institute Jakarta (STIP Jakarta) regarding the establishment of a standardized maritime language for effective communication at sea. The qualitative descriptive approach, blending document analysis and self-administered surveys, has unveiled nuanced insights that hold implications for the broader landscape of maritime education and professional development. The identified themes— the perceived gap between academic and practical linguistic challenges, the impact of motivation on linguistic competences, and the anticipation of communication challenges during internships— collectively underscore the dynamic nature of linguistic proficiency in the maritime context. The findings illuminate the

intricate interplay between theoretical training and practical application, motivational factors, and the imminent demands of the professional maritime environment.

The perceived gap between academic training and practical linguistic challenges calls for a recalibration of linguistic training methodologies. Incorporating simulated scenarios and immersive training into the curriculum emerges as a key recommendation to bridge this gap effectively. Such an approach aligns with the cadets' expectations for a more dynamic and experiential learning environment that prepares them for the intricacies of real-world communication. Motivation, identified as a critical influencer of linguistic competences, emphasises the need for a paradigm shift in how maritime education institutions approach linguistic training. Connecting linguistic development to the broader narrative of professional identity and success motivations becomes imperative. This recommendation seeks to foster a sense of purpose among cadets, cultivating a proactive engagement with linguistic training that extends beyond academic requirements.

The anticipation of communication challenges during internships underscores the immediate need for industry-responsive linguistic training. Collaborative efforts between maritime educational institutions and industry stakeholders, as well as the incorporation of real-world examples and case studies, are recommended to enhance the preparedness of cadets for the diverse communication scenarios they will encounter in their professional roles. In essence, this research contributes valuable insights to the ongoing discourse on maritime education and the evolving requirements of the maritime industry. As the sector continues to navigate globalisation, technological advancements, and stringent regulations, the imperative for proficient and adaptable maritime professionals becomes increasingly evident. This study serves as a foundational exploration, paving the way for strategic interventions and refinements in maritime education to ensure its continued relevance and effectiveness in preparing the next generation of maritime leaders.

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