

COMMUNICATION SKILLS-BASED NEED ANALYSIS ON THE TEACHING AND LEARNING OF MARITIME ENGLISH FOR VOCATIONAL SCHOOL

ANALISIS KEBUTUHAN BERBASIS KETERAMPILAN KOMUNIKASI PADA PEMBELAJARAN BAHASA INGGRIS MARITIM UNTUK SEKOLAH MENENGAH KEJURUAN

Devi Hellystia¹, Suci Budiwaty²

^{1,2} Universitas Gunadarma

Jl. Margonda Raya 100, Depok, 16424, Jawa Barat, Indonesia

Email: ¹Devi_hellystia@staff.gunadarma.ac.id, ²Suci_budiwaty@staff.gunadarma.ac.id

Abstract

This research attempts to find out the students' perception regarding communication skills in English for Maritime. The research was carried out at a vocational school in SMK 04 Pandeglang, West Java. The data were taken from questionnaires, interviews, and observed exams. It was qualitative research where the data are communicated and described narratively. According to the findings, students' communication skills in Maritime English were categorized as poor. The main reason for their poor performance was the current book did not take into account the students' EFL communication skills in the field of Maritime. A comprehensive material that focused on communication skills in the field of Maritime was considered essential. The students generally agreed that the four language skills in Maritime English which comprise listening, speaking, reading, and writing were essential for their work in the future. However, they prioritized writing and speaking skills as the most crucial ones. The conclusion showed that it should be considered teaching improvement and learning materials development which encourage students to improve their English communication skills in the field of Maritime.

Keywords: *Teaching and learning, communication skills, maritime English, comprehensive materials, students' perceptions*

Abstrak

Penelitian ini bertujuan mengetahui persepsi siswa tentang keterampilan komunikasi dalam Bahasa Inggris untuk Maritim. Penelitian dilakukan di sebuah SMK di SMK 04 Pandeglang, Jawa Barat. Data diambil dari kuesioner, wawancara, dan ujian observasi. Itu adalah penelitian kualitatif di mana data dikomunikasikan dan dijelaskan secara naratif. Menurut temuan, keterampilan komunikasi siswa dalam Bahasa Inggris Maritim dikategorikan buruk. Alasan utama kinerja mereka yang buruk adalah buku saat ini tidak memperhitungkan keterampilan komunikasi EFL siswa di bidang Maritim. Materi komprehensif yang berfokus pada keterampilan komunikasi di bidang Maritim dianggap penting. Para siswa umumnya setuju bahwa empat keterampilan bahasa dalam Bahasa Inggris Maritim yang terdiri dari mendengarkan, berbicara, membaca, dan menulis sangat penting untuk pekerjaan mereka di masa depan. Namun, mereka memprioritaskan keterampilan menulis dan berbicara sebagai yang paling penting. Kesimpulan menunjukkan bahwa perlu dipertimbangkan perbaikan pengajaran dan pengembangan materi pembelajaran yang mendorong siswa untuk meningkatkan keterampilan komunikasi bahasa Inggris mereka di bidang Maritim.

Kata kunci: *Pengajaran dan pembelajaran, keterampilan komunikasi, Bahasa Inggris maritim, materi komprehensif, persepsi siswa*

Introduction

Indonesia has expressed its commitment to strengthen its national sea highway and position itself as a global maritime hub. Based on this knowledge, substantial planning is required. The period of the fourth industrial revolution, if properly prepared and implemented, would open up new opportunities and even ease the process of building Indonesia's marine sector. Indonesia has to be able to implement the program for the development of the marine industry since it is a maritime country. The country's marine industry has to be strengthened. The Fourth Industrial Revolution, undoubtedly, generates both challenges and opportunities. One method for dealing with the Fourth Industrial Revolution is to enhance the collaboration between seafarers, the education sector, and the maritime sector.

In order for graduates to be incorporated into the marine sector, the development of competencies in schools depends on a curriculum that has been linked with those demands. The suitability of the relationship between the vocational graduate competencies and the competency requirements of the marine

sector, as well as the relevance of the curriculum, are indications of the effectiveness of curriculum alignment. The establishment of a learning process that stresses higher-order thinking skills (HOTS), the application of literacy skill development, and enhances character education is aimed toward 21st-century learning capabilities in vocational high schools.

It is expected that vocational schools would create graduates with strong job competitiveness as a result of this procedure. To create intended graduates, the school must actively participate in the process of developing ideal competencies. As significant process components, schools must evaluate the fulfillment and equitable distribution of vocational high school facilities, productive instructors, education personnel, school administration, and industry cooperation linkages.

The Education Program in Vocational Schools is implemented as part of the measures taken in response to Presidential Instruction No. 9 of 2016, which focuses on revitalizing vocational schools to enhance the quality and competitiveness of the Indonesian workforce. This initiative emphasizes the importance of aligning vocational high schools, among other objectives. The curriculum is designed to

meet the demands of the corporate and industrial worlds. The government initiative prioritizes preparing young people with skills for the requirements of the times. The marine school is a formal institution that serves as a driving force in the production of nautical expertise. This fact is both a potential opportunity and a challenge to generate competent sailors with strong communication abilities.

Proficiency in the English language holds significant importance within maritime education, contributing to the competence of individuals working in the maritime sector. English for Maritime Purposes is a specific area of English language learning that falls under the broader category of English for Specific Purposes (ESP). Given the global nature of the industry, seafarers are required to compete with their counterparts from various countries. On board, Maritime English serves as the primary means of communication for interactions between ships, ship-to-shore, and among crew members, establishing a specialized linguistic community encompassing multiple languages, nationalities, and cultures. However, in the context of vocational schools in Indonesia, the realization of the intended curriculum goals and objectives has not been effectively achieved. Furthermore, students' proficiency in Maritime English is often low.

Because of their low written and vocal English skills, they have difficulty joining multinational shipping enterprises. To achieve this objective, a supply of seafarers with professional competence and communication competency (English) is required (Dirgeyasa, 2018).

Given the restricted frequency of English classes and the continuous progress in the maritime industry, it is necessary to develop maritime English instructional resources that harness digital technology. This approach should prioritize adaptability in the learning journey, allowing learners to transcend the limitations of time and place. That is why potential seafarers are required to have strong English communication skills, as well as proficiency in each skill of English utilized in the marine industry.

A plethora of marine English types of research have been conducted at various educational levels (Choi & Kwon, 2016; Dirgeyasa, 2018; Qin et al., 2011), but little research has been conducted on building English for Maritime teaching materials in vocational schools. A communicative strategy needs to be taken into account the current learning patterns of students in the millennial age and is seen to help assist teachers in meeting learning objectives. Weiler (2015) describes the millennial generation as individuals who exhibit a preference for visual and kinesthetic

learning, a deficiency in interpersonal skills, a reluctance to engage in reading, and a strong inclination towards content that is visually stimulating and interactive. This generation has various learning tools that are conveniently accessible through their device (Williams & Dixon, 2013).

Introducing new techniques that support the conventional ones is essential when taking into consideration of the students' characteristics who frequently rely on technology and highlighting stresses learning flexibility by accounting for individual variances in students' learning styles. A communicative learning strategy emphasizes communication, social engagement, and the development of linguistic competence and language skills. Littlewood (as cited in Ghazali, 2006:9) states that it is essential to think of appropriate class activities that are set up in such a manner as to include both pre-communication activities and communication activities if you want your students to improve their communicative abilities in second language classes. Pre-communication activities discuss the meaning and structure of language forms. Communication activities provide an answer to the difficulties of learning growth that responds to individual requirements. This is a strategy to include the study's textbooks that were created to fit the

requirements. Functional language use is referred to as communication activities. The material is methodically organized according to the degree of difficulty, the importance of the usage, and the quantity used of the materials in communication. Particularly, the atmosphere should provide people the flexibility to be who they are to strengthen marine English communication skills that are well-conditioned in the way they work.

Numerous research in the various ESP fields have been conducted (Chia et al., 1999; Kaimuddin, 1999; Aliyah, 2014; Jackson, 2005; Kaur & Khan, 2010; Pranckevičiūtė & Zajankauskaitė, 2012; Jiajing, 2007; Papadima-Sophocleous & Hadjiconstantinou, 2013). Unfortunately, there are relatively few research types that have been specifically conducted in English for marine at vocational schools that emphasize communicative competence. This research aims at discovering how the students' perceptions of teaching and learning English at a maritime vocational school by using the communicative approach.

English is now widely used for communication in all areas of the maritime sector. English is learned not only for enjoyment, but also because English is an international language, and relationships between nations will grow in harmony while

using an understandable language. The use of English in the marine industry has a significant impact on the growth of the workforce in Indonesia. They are required to be fluent in English to support the success of their work. English is the Lingua Franca language in the workplace (Holliday, 1995). In this situation, the field of work needs strong communication skills in the English language.

In the era of globalization, both formal and non-formal educational institutions have the responsibility to produce graduates who are well-prepared for the demands of the industry. As a result, there is a need for an English language teaching program that specifically focuses on the skills required in the workplace. This educational program should be designed in accordance with an approved syllabus that aligns with the existing curriculum. The program should include targeted English language instruction tailored to the specific requirements of various professional fields. This specialized area of language learning, known as English for Occupational Purposes, falls under the broader category of English for Specific Purposes (ESP). By implementing such a program, educational institutions can better equip students with the necessary language skills to succeed in their chosen careers.

According to Evans and St. John (1998),

English for Specific Purposes (ESP) is a specialized domain within English language instruction that can be classified into two main categories: English for Occupational Purposes (EOP) and English for Academic Purposes (EAP). EOP encompasses areas such as English for vocational purposes, English for professional purposes, and vocational English as a second language, all of which are focused on equipping learners with the necessary language skills for their specific work contexts. On the other hand, EAP, which stands for English for Academic Purposes, is designed to support individuals in their academic endeavors by providing language instruction tailored to academic activities and requirements. This classification helps to recognize the distinct language needs and objectives within the realm of ESP, catering to both professional and academic contexts.

Proficient English language skills among vocational graduates are crucial in demonstrating their competence and suitability for employment. These skills enable them to effectively communicate processes, procedures, and solutions to both customers and colleagues, particularly in group settings. Notably, it is worth mentioning that companies in Indonesia, whether local or foreign, often assess applicants through English proficiency interviews. Therefore, it becomes

imperative for vocational education to address the gap between the expectations of companies and the inadequate language skills of graduates by implementing suitable English language learning programs. By doing so, vocational education can effectively bridge this discrepancy and better equip graduates with the necessary English language proficiency demanded by companies in the workforce.

Dudley-Evans and St. John (1987) concurred with Robinson's classification and further divided English for Specific Purposes (ESP) into two distinct categories: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Within EOP, they identified two subtypes: English for Professional Purposes (EPP) and English for Vocational Purposes (EVP). Subsequently, EPP encompasses specialized areas such as English for Medical Purposes (EMP) and English for Business Purposes (EBP), while EVP encompasses Pre-vocational English and Vocational English Purposes. Additionally, the field of EAP has further developed into English for Science and Technology (ELT) and English for Management, Finance, and Economics (EMFE). These scholars draw a distinction between EAP and EOP, highlighting that EOP instruction is specifically tailored to equip learners with the English language skills necessary for their respective

professional domains. For instance, individuals studying in the maritime industry would engage in EOP to acquire the requisite English proficiency for effective workplace communication.

Language is a vital medium for communicating information, ideas, or thoughts to another, whether to an individual or a group of people, in a systematic, cohesive, logical, courteous, and conversational manner. The goal of communicative language instruction is to help students improve their communication skills. Chomsky (1991) developed the concept of communicative competence, which is the capacity to utilize target languages in the context of real communicative exchanges. Communicative competence is measured not only by the capacity to develop genuine grammatical forms of language but also by the ability to use these language forms for communication or to communicate the purposes of the language to be transmitted.

Effective communication proficiency goes beyond linguistic skills and encompasses a range of other abilities that enable individuals to select appropriate language forms according to the given context. This aptitude is commonly known as communicative competence, enabling individuals to engage in effective and meaningful communication. Ellis (1994)

emphasizes that communicative competence involves the speaker-listener's understanding and application of knowledge that contributes to successful language usage and behavior. In essence, it encompasses the holistic understanding of how language functions in real-world communication scenarios.

Method

The data in this research were examined descriptively using a qualitative technique. The needs of the students were evaluated using a survey approach. Interviews were conducted, and students and instructors were given a questionnaire. The questionnaire data came from different sources, including students and teachers at a marine vocational school namely SMKN 4 located in Pandeglang, West Java. The method used is purposive sampling. Thirty students in first grade participated to collect data regarding the current situation (the students' degree of oral communication anxieties), the student's needs, the existing Maritime English resources that they utilized they used to learn, and their expectations of the course.

Result and Discussion

School Profile

One of the public vocational high schools

in Pandeglang is Pandeglang Vocational School 4. This school was established to meet the problems posed by the workforce's projected need for education. Pandeglang Vocational School 4, established on October 8, 2003, upholds a quality policy that guides its operations. The school is dedicated to delivering exceptional education by offering PRIMA (Proactive, Responsive, Innovative, Independent, Ahlaqul Karimah) services. In pursuit of excellence, the institution prioritizes professionalism, effectiveness, and efficiency in its work. Moreover, the school is committed to continually enhancing its performance, with a strong focus on meeting and exceeding customer satisfaction. By adhering to these principles, Pandeglang Vocational School 4 aims to provide the highest quality education to its students.

Pandeglang Vocational School 4 operates with a clear vision, mission, and set of goals. The school aspires to become an outstanding vocational institution, fostering global partnerships centered on science, technology, and emotional intelligence. To achieve this vision, Pandeglang Vocational School 4 has outlined three strategic missions. Firstly, the school consistently prioritizes character development among its students. Secondly, it ensures the delivery of high-quality

education aligned with the latest standards. Thirdly, the school implements effective quality management in its administrative and operational processes. Additionally, the institution actively seeks productive partnerships with national and international industries. In order to realize its vision and mission, Pandeglang Vocational School 4 recognizes the need for evaluation and improvement of English teaching materials, particularly in the field of English for Maritime. This initiative aims to enhance the skills of its students, creating a pool of competitive graduates capable of excelling in the industry both nationally and globally.

The research yielded two key findings that address the research question regarding student needs in the development of English for Maritime teaching materials. These findings were

derived from the analysis of data collected through two distinct techniques: semi-structured interviews conducted with teachers and open questionnaires distributed to 30 students in grade X at Pandeglang Vocational School 4. By utilizing semi-structured interviews with teachers and administering open questionnaires to students, valuable insights were obtained regarding the students' learning requirements in relation to English for Maritime instruction.

Semi-Structured Interview

The result of the semi-structured interview demonstrates that English for Maritime teaching materials is required. Following is an analysis of semi-structured interviews:

Table 1. The results of The Interview regarding the needs of the maritime students

No	Items	Analysis
1	The process of teaching and learning.	well planned. Lesson plans are used to guide the teaching and learning process. The opening, main activities, and conclusion make up the lesson plan.
2	The Importance of Teaching Materials.	English for Maritime teaching materials can support the process of teaching and learning effectively. Further, the students that are learning English will understand easier.
3	Media used in the teaching and learning process.	English textbooks, Pictures and PowerPoint

4	The source material used in teaching English.	Textbooks.
5	The positive impact of Teaching Materials on the teaching and learning process.	Learning material has a very positive impact.
6	Student responses related to teaching material through communicative approaches used.	The students are more responsive.
7	Criteria for good teaching materials.	The materials being taught and the teaching materials must be relevant.
8	A source for learning narrative texts	Books and internet resources.
9	Difficulties in teaching English.	The students encountered certain challenges during their learning process. One significant difficulty was their limited vocabulary, hindering their ability to express themselves effectively. Additionally, the students faced challenges in comprehending grammar concepts, particularly in specific lessons.
10	The significance of English for Maritime teaching materials through communicative approach in teaching and learning.	Students can learn the lessons that have been taught.

According to the analysis of question number one about English teaching and learning processes in the classroom, the English teacher prepares every activity that will take place in the class before he begins to teach. Based on the analysis of question number two, which focused on the significance of English language materials presented through a communicative approach, it was observed that the utilization of media in teaching and learning plays a crucial role. The adoption of a communicative approach facilitates the teaching process for both teachers and

students, enabling students to enhance their English communication skills. This finding highlights the importance of incorporating media tools in the classroom to create an interactive and engaging learning environment.

The analysis of question number three regarding the media employed in the teaching and learning process reveals that the teacher utilizes various resources, including English textbooks, visual aids such as pictures, and multimedia presentations using power points. Furthermore, the analysis of question number four regarding

the teaching materials employed in English language instruction indicates that textbooks play a prominent role. Drawing from the insights gathered through interview questions three and four, it can be deduced that the English teacher incorporates a range of media and educational materials as part of their instructional approach in daily classroom activities. This comprehensive use of resources aims to foster an environment where students can enhance their English communication skills effectively.

The analysis of question number five, which explored the impact of teaching materials on the teaching and learning process, revealed that the teacher expressed a highly positive perception of the influence of teaching materials in the classroom. According to the teacher, these materials have a significant positive impact on both teaching and learning. This positive effect stems from the flexibility offered by the materials, enabling teachers to effectively manage the English teaching process. By utilizing appropriate teaching materials, teachers can enhance their instructional methods and create a conducive learning environment for students.

The analysis of question number six focused on student responses regarding the use of English materials presented through

a communicative approach. The teacher discovered that students exhibited a higher level of responsiveness when engaging with these materials. The inclusion of visual images as a medium in the teaching process captured students' interest and facilitated their completion of assignments. These findings highlight the positive impact of incorporating visual media in English instruction, as it not only enhances student engagement but also aids in their comprehension and task completion.

The analysis of question number seven focused on identifying the key criteria for effective teaching materials. The teacher expressed a strong agreement that teaching materials should be directly relevant to the content being taught. It is crucial to ensure that the developed materials align with the syllabus and curriculum. Furthermore, the selection of appropriate media is of utmost importance, taking into consideration the students' proficiency level. By adhering to these criteria, educators can create teaching materials that effectively support the learning objectives and provide meaningful engagement for students.

The analysis of question number eight examined the sources of texts utilized in the English for Maritime material. The teacher disclosed that the primary sources included English textbooks and online resources. English textbooks were favored due to their

widespread availability among students, enabling ease of access and facilitating their study of the material. In addition to textbooks, the teacher also relied on texts obtained from the Internet, recognizing its accessibility as a valuable source accessible to individuals at any time and from anywhere. By incorporating a combination of these sources, the teacher ensured a diverse range of materials that catered to the students' needs and supported their learning process effectively.

The analysis of question number nine focused on identifying the challenges faced by the teacher in teaching English. The primary difficulty identified was related to reading comprehension, as many students struggled to both read and comprehend texts effectively. This issue stemmed from a lack of vocabulary knowledge, resulting in students encountering difficulties in understanding the meaning of words within the texts. Additionally, another significant challenge highlighted by the teacher was students' understanding of grammar, particularly in relation to tenses. Teaching students to grasp the concept and usage of different tenses posed a notable obstacle in the instructional process. These difficulties emphasize the importance of addressing vocabulary development and grammar comprehension to enhance students' overall English proficiency.

The analysis of question number ten explored the significance of English language materials presented through communicative approaches in the teaching and learning process. According to the teacher, worksheets played a crucial role in conveying learning materials effectively. Through the use of a communicative approach, students were able to comprehend and assimilate the learning materials shared by the teacher more easily. Furthermore, students could apply the acquired knowledge by actively engaging in worksheet exercises, thereby reinforcing their understanding of the subject matter. The teacher emphasized the importance of utilizing worksheets as a valuable tool in facilitating learning, fostering students' comprehension, and promoting their practical application of the taught materials.

The results of the questionnaire show that 42.8% of respondents or 8 students agree that they enjoy English for Maritime. 26.3% of students or 5 students said they slightly disagree and enjoy English for Maritime. 5 students, or 26.3%, moderately disagree that they like English for Maritime. 5.3% of students, or 1 student, strongly disagree that he enjoys the English for Maritime course.

The result shows that 57.8% or 11 students strongly agree that they are

interested to be reliable seafarers. 31.6% or 6 students agree that they feel interested to be reliable seafarers. 5.3% or 1 student strongly disagrees that he wants to be a reliable seafarer. And there are 5.3% of students who slightly disagree that he wants to be a reliable seafarer.

Out of the 8 students surveyed, 42.1% expressed their agreement on the significance of English communication. Furthermore, 36.8% of the students, totaling 7 individuals, strongly agreed on the importance of English communication. Conversely, a small portion of the students, accounting for 10.5% or 2 individuals, held a moderate disagreement towards the notion of English communication being highly important. Moreover, a single student (5.3%) expressed a strong disagreement, while another student (5.3%) held a slight disagreement regarding the significance of English communication for them. These findings highlight varying perspectives among the students regarding the importance of English communication, with a majority acknowledging its significance while a minority expressing differing levels of disagreement.

Out of the 19 students surveyed, 36.8% or 7 students expressed their agreement towards the idea of sharing experiences and opinions in English related to maritime affairs. On the other hand, 31.6% or 6

students held a slight disagreement regarding this matter. Additionally, 21.1% or 4 students expressed a moderate level of disagreement in sharing their experiences and opinions in English concerning maritime affairs. Interestingly, 10.5% or 2 students strongly agreed that they enjoyed sharing their experiences and opinions specifically through English communication within the field of maritime affairs. These findings indicate a range of perspectives among the students regarding their inclination towards sharing experiences and opinions in English, particularly in relation to maritime matters.

52.5% or 10 students agree that communication skill in Maritime English is very important for future work. 21.1% or 4 students strongly agree that communication skill in Maritime English is very important for future work. Then 15.8% or 3 students moderately disagree that communication skill in Maritime English is very important for future work. 5.3% or 1 student strongly disagree and 5.3% or 1 student slightly disagree that communication skill in Maritime English is very important for future work.

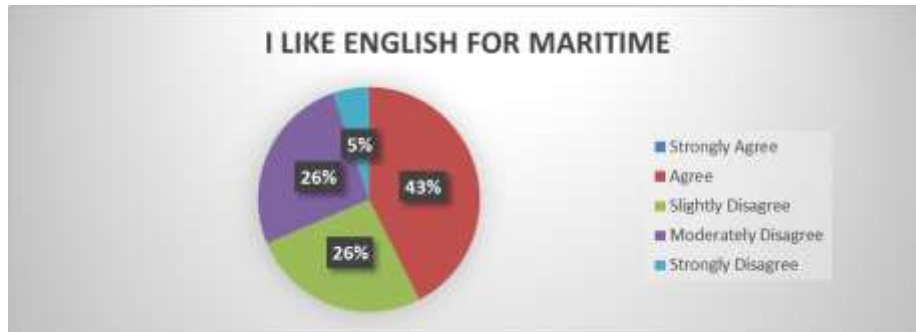
Out of the 19 students surveyed, 31.6% or 6 students expressed their agreement with the idea of seeking additional resources beyond Maritime English books provided by the school to comprehend simple materials, utilizing modules or the

internet. Furthermore, 26.2% or 5 students strongly agreed with this notion. On the other hand, 21.1% or 4 students held a moderate level of disagreement regarding the search for alternative materials outside of Maritime English books to understand simple materials through modules or the internet. Additionally, an equal proportion of students, accounting for 21.1% or 4 individuals, slightly disagreed with the idea of seeking materials other than Maritime English books from school to comprehend simple materials via modules or the internet. These findings highlight a range of perspectives among the students regarding their preference for accessing additional resources beyond the designated Maritime English books to enhance their understanding of simple materials through the use of modules or online sources.

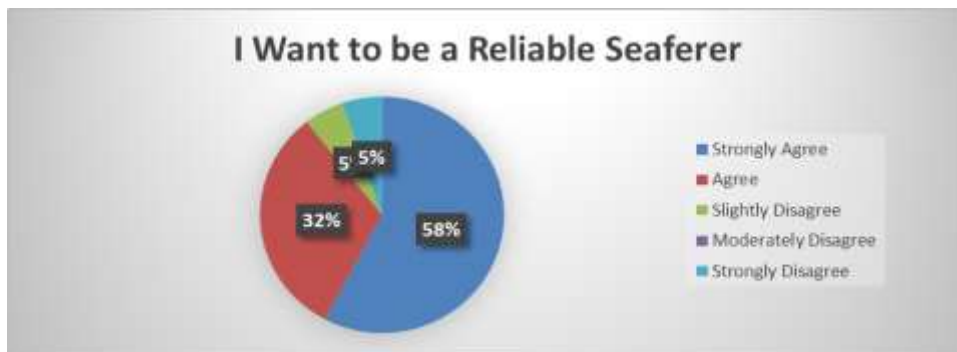
The difficulty in understanding the learning goals involves the students' inability in regulating their learning and completing the task. The result of the questionnaire indicated that 47.4% or 9 students agree that they have trouble understanding the learning goals in Maritime English. As many as 26.2% or 5 students slightly disagree that they have trouble understanding the learning goals in Maritime English. 21.1% or 4 students strongly agree that they have difficulty

understanding the learning goals in Maritime English. 5.3% or 1 student who moderately disagree that they find it difficult in understanding the learning goals in Maritime English.

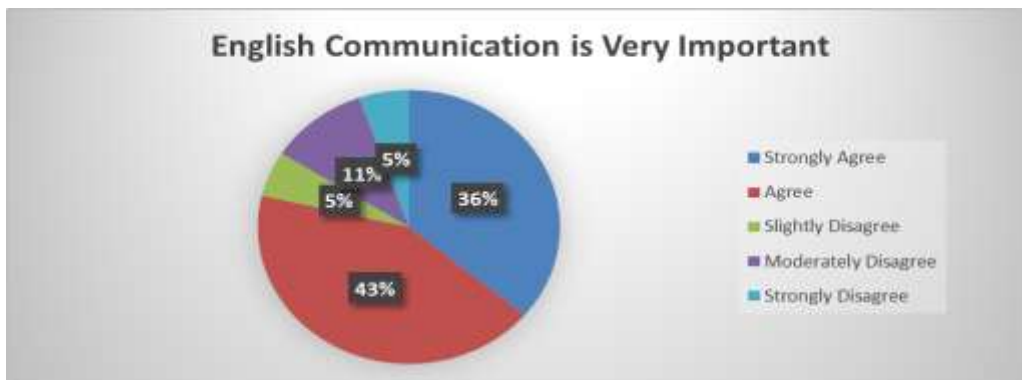
Being enthusiastic about attending Maritime English lessons affected students' performance in English communication. The findings of the questionnaire regarding students' enthusiasm towards Maritime English lessons indicate varying levels of agreement among the participants. Out of the total 19 students surveyed, 36.8% or 7 students expressed their agreement, stating that they were very enthusiastic when engaging in English learning specifically tailored to the maritime field. Conversely, 31.6% or 6 students held a moderate level of disagreement, indicating that they did not feel very enthusiastic during Maritime English lessons. Additionally, 21.1% or 4 students slightly disagreed with the statement, suggesting a lower level of enthusiasm. Notably, 5.3% or 1 student strongly disagreed, expressing a lack of enthusiasm, while another 5.2% or 1 student strongly agreed, indicating a high level of enthusiasm when participating in learning English for Maritime. These results showcase diverse perspectives among the students regarding their level of enthusiasm in the context of Maritime English lessons.



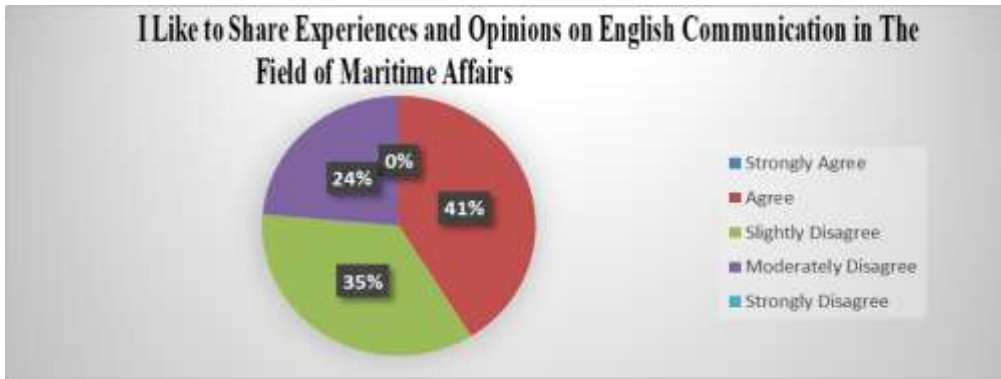
Picture 1: Indicating whether or not the students of Maritime Vocational School Like English



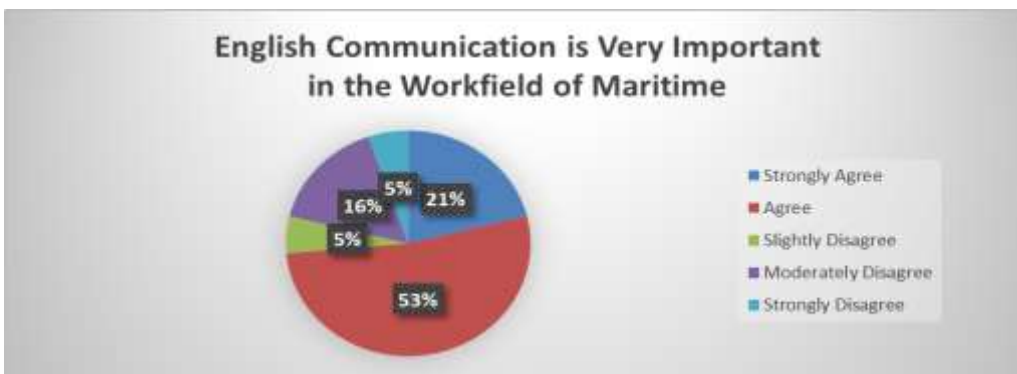
Picture 2. Indicating whether or not the students want to be a reliable Seafarers



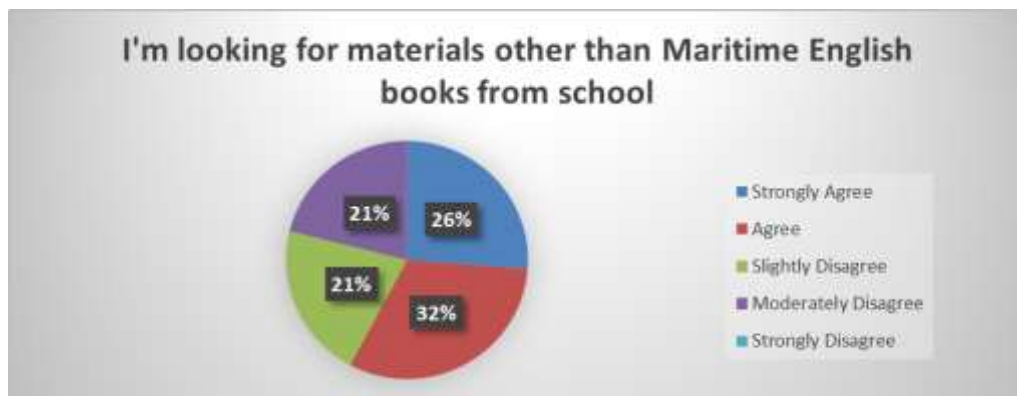
Picture 3. The student's opinion regarding the importance of English in communication.



Picture 4. Students' perception regarding their experience concerning English communication in the field of Maritime Affairs.



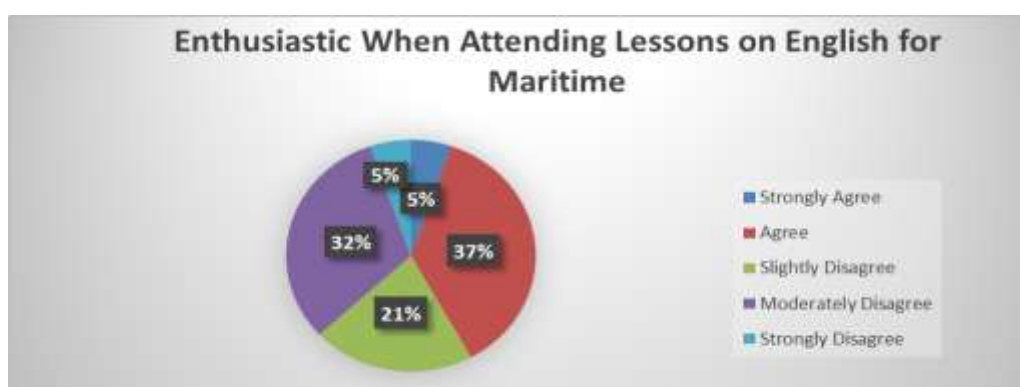
Picture 5. Students' perception of the importance of English communication skills in the work field of maritime



Picture 6. Students' perception regarding the frequency of searching other materials besides Maritime English books provided by the school.



Picture 7. Students' perception of some difficulties in understanding the learning goals in Maritime English



Picture 8. Students' perception of their Enthusiasm in attending Maritime English lessons.

Conclusion

After analyzing the data, it can be inferred that the availability of English for Maritime teaching materials using the communicative approach at a vocational school, SMK 04 Pandeglang is connected to the learning goals of class ten. The research finding suggests that comprehensive material emphasizing communication skills in the maritime field was deemed necessary. The students generally agreed that the four Maritime English language skills of listening, speaking, reading, and writing were critical for their future work.

However, they emphasized writing and speaking abilities as the most important. The conclusion demonstrated that it should be considered teaching improvement and the development of learning materials that encourage students to improve their English communication skills in the field of Maritime.

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