CREWS' PERCEPTIONS OF MARITIME ENGLISH USAGE AT RORO BENGKALIS

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Abstract: *The objective of the research was to investigate crews' perceptions of Maritime English Usage at RORO Bengkalis. This research was quantitative and qualitative research. The population in this study was crews at Roro Bengkalis. A set of questionnaire was distributed to 28 crews regarding their perceptions on oral communication usage during their voyage and a face to face interview was carried out to 6 crews. In this research, measurement of these statements using the Likert scale ranging from 1 = strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = strongly Agree. The data collected was analyzed using SPSS 22 to know the normality, validity, and reliability of the instrument. The results of this study showed that crews had positive perceptions on English for Maritime usage during their voyage.*

Keywords: Perception, English for Maritime, SMCP.

INTRODUCTION

In maritime information technology, there is a growing demand for the educational development of employees and service personnel. Nowadays a comprehensive knowledge in the technical fields of safety, emergency and risk management is required by the personnel. This knowledge must be supplemented by maritime English language proficiency and practical ship opera ion experience in order to guarantee maximum safety at sea.

The International Safety Management Code signed by the International Maritime Organization (IMO) and the International Convention on Standards of Training, Certification and Watch keeping for Seafarers (STCW) in 1995 outline the most important maritime international standards. Within the framework of the STCW '95 the IMO Working Group has approved obligatory Standard Marine Communication Phrases (SMCP). The SMCP were adopted by 22nd Assembly in November 2001 as

resolution A.918 (22) and replace the former Standard Marine Navigational Vocabulary.

Following the earlier adoption of the International Convention on Standards of Training, Certification and Watch keeping for Seafarers IMO members had suggested to develop model training courses to assist in the implementation of the Convention and in achieving a more rapid transfer of information and skills regarding new developments in maritime technology. This newly developed technology based training system functions in accordance with the International standards and the IMO Model Course 3.17. Maritime English includes the SMCP. Marine Soft's SMCP Training Tools utilizes modern and effective learning methods in a flexible environment, independent of local and temporal limitations. Therefore, it is well suited for assessment, self - study and group training.

There are two components to help crews on board be more understandable about English for Maritime, the components are using the SMCP application program - the assessment and training component. The assessment has been designed to evaluate seafarers' SMCP knowledge at a glance. Besides an overall test of all SMCP content parts several single topic test s are prepared for use.

The purpose of this training application is to assist the trainees to master the maritime language and communication based on the SMCP Phrases in an intensive and effective way in a flexible learning environment.

In globalization era, English is used as an important tool for communication. It becomes a vital skill to be perceived by everyone who wants to be active in international communication. Therefore, the usage of English for Maritime must be spent a lot either in daily conversation or at workplace.

LITERATURE REVIEW
Perception

Perception is a final process of observing object. It means that the stimulus is accepted by receptor processed in brain and finally the individual realize about object she/he refers to. Fazio and Williams (1986) assert perception as: This stimulation is transformed or encoded into neural activity (by specialized receptor mechanism) and is relayed to more central regions of the nervous system where further neural processing occurs."

Meanwhile, Kotler and Keller

(2009) describe the perception as the process of selecting, organizing, and translating the information become meaningful picture of world. In addition, Greenberg and Baron (1999) say perception is "The process through which we select, organize and interpret information gathered by our senses in order to understand the world around us. Perception appears spontaneously if someone sees the world that full of stimulation. It cannot stand alone but influenced by the context and experience. There are two kinds of perceptions; a) External perception in which it occurs because of stimulus comes from outside of individual. b) Self-perception in which the individual can realize and understand his or her surrounding and condition. According to Walgito (1993), perception is influenced by several factors. They are: a) Self individual who is characterized by someone's attitude, interest, hope and experience. b) Perception targets. They can be people, things or event. c) Situation factor which refers to what situation the perception can appear.

Swami said that perception is a process of the consciousness of an object. It is one of the means of valid knowledge in the world and consists in an inseparable relation of the perceptive consciousness with its content. The objects that are seen in the world are considered by the common man to be exist outside his body and the senses, and he feels that the objects are reflected, as it were, in his mind in perception. The object itself does not enter the eye, for example, in the act of seeing, but there is a transmission of vibration from the object, with which his consciousness comes in contact, which becomes a content of his consciousness, and on account of which he is said to know the existence of the external object.

English for Maritime

English for Maritime is a kind of English for Specific Purposes. Maritime English is vital for ensuring safety at sea. A common language enables seafarers of all ranks to deal effectively with emergencies, everyday operations, ship-to-shore communication, and health, safety and security issues in the shipping industry.(www.IMLA-IMEC.com) Blakeys (1987) stated that English for Maritime Studies is an English language course design to help non-native English-speaking cadets and qualified personnel who are studying for professional qualifications at national colleges and naval

establishments throughout the world where the medium of English is used. English for Maritime is used to provide a stepping-stone to enable a student to cross from an intermediate knowledge of general English to a position where he can handle the sort of text books and instructions he will meet at college and on board ship.

The writer compares and offers English for Maritime Purposes courses with a small number of specialist crews in the Bengkalis. It can also arrange for Maritime English trainers to come to the offices wherever crews are. This English Maritime usages focus both on *Standard Marine Communication Phrases* and on the additional language skills required to work with multilingual, multicultural crews in routine and more unpredictable, non-routine scenarios.

SMCP training tools

According to Marine Soft GmbH in SMCP Tools Module he SMCP Training Tools features the following training parts:

a. Basic Drill Part A

Covering the revised SMCP textbook 'Basic Drill Part A' is designed to teach and train the basics, which determine the use of the SMCP.

The training is focused on the drill of maritime vocabulary and phrases' structure. Learning - forms like multiple choice, fill in or drags & drop questions offer a widespread range of interactions for the user. Each phase can be used independently of each other. Two learning modes are included –training and test. The training mode allows to work through an exercise/lesson as often as needed by a trainee. Immediate feedback is given within the training mode. Additionally each text phrase has a sound version using a natural voice in part A and a computer generated voice in part B. A maritime glossary describing and explaining most of the technical terms in English are always usable. Each lesson finishes with a brief test. In compliance with the mandatory part A of the SMCP these courses are available:

a. General Procedures
b. External Communication Phrases
c. A1 Distress Traffic
d. A2 Urgency Traffic
e. A3 Safety Communications
f. A4 Pilotage
g. A5 Specials
h. A6 Vessel Traffic Service
i. A7 Standard GMDSS Messages

j.   A8 On- Board Communication Phrases

b.   *Basic Drill Part B*

In addition to the mandatory part A the following courses are available to:

a.   On- board Communication Phrases

b.   B1 Operative Ship Handling

c.   B2 Safety on Board

d.   B3 Cargo and Cargo Handling

e.   B4 Passenger Care

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c.   *Content Training,*

This training part is dedicated mainly to the training of selected single topics. Basically the underlying principles of the SMCP and their specialties compared with general English should be explored and trained

with the help of these modules. Topics, which can be trained, are:

a.   Principle 1 ; KISS = Keep It Short and Simple,

b.   Principle 2 ; Avoid synonyms and give preference to words with Latin roots,

c.   Principle 3 ; Avoid contracted forms,

d.   Principle 4 ; Fully worded answers,

e.   Message Marker for applying Message Markers in the right way, for building correct instructions,

f.   Vocabulary trainer for maritime nouns, verbs and adjectives

d.   *Application Training,*

The Vessel Traffic Service (VTS) Module is suitable for the training of persons such as VTS operators and navigators in the Standard Marine Communication Phrases (SMCP). Based on standard situations in ship -to- shore, ship -to- ship and on - board communication various situations have been created to train listening and speaking abilities in particular. Aiming to foster the ability to apply the phrases in the right context, real communication behavior is trained. Comparable to the basic training design every application

training scenario covers a listening test to assess trainees' understanding of the situation.

e. *Multimedia Training,*

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f. *SMCP Assessment.*

In SMCP assessment there are some kinds of test such as:

    a. Global Assessment,

    b. Distress Communication,

    c. Routine Communication,

    d. Standard Orders

The SMCP Training Tools are mainly self-study tools, which are user-friendly and motivating. All applications can be used independently from each other. But they are also useful in preparation for a taught course. For an effective use of the SMCP Training Tools it is highly recommended for a taught course. For an effective use of the SMCP Training Tools it is highly recommended to work first through the basic drill followed by working through the single applications to make familiar with the different scenarios and the special vocabulary and then to listen to the communication.

METHODOLOGY

The data was gathered quantitatively and qualitatively. A survey was carried out using the questionnaire consisting of closed ended questions which investigated the respondents' perceptions using English for Maritime during voyage at RORO ship. The qualitative data was collected by face to face interview with 6 respondents who participated in the activity. There were required to give feedback on how the English for Maritime had increased their confidence to speak in their voyage. The participants were crews on RORO ship who are randomly taken. There were 10 male crews on RORO ship.

The questionnaires was made

using the Likert scale ranging from 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree. The data collected was analyzed using SPSS 22 to know normality, validity, and reliability of the instrument.

DISCUSSIONS

A survey was carried out using the questionnaire. It was used to investigate the respondents' perceptions using English for Maritime during their voyage. There were ten items in the form of questionnaire. The items were about respondents' perceptions using English for Maritime for the crews on RORO ship.

After the data was taken, it was analyzed by using SPSS 22 to know the normality, validity, and reliability of the instrument. It was obtained that the data was distributed normally (0.052). The data was also analyzed to see the validity and reliability. It was obtained that all items were 100% valid. Meanwhile, in term of reliability, Cronbach's Alpha based on standardized items showed 0.752. It means that the questionnaire was reliable to measure crews' perceptions on English for Maritime during voyage. Based on the result of questionnaire analysis, for the item

about crew who enjoyed using English for Maritime during voyage, it showed that 60.71% crews agreed that they enjoyed using English for Maritime during voyage, 21.43% crew undecided that they enjoyed while 14.29% crew did not agree.

Then the crews were asked about their confidence in speaking, 42.86% crew agreed and undecided that they were confident in speaking while 14.29% crew did not agree. It indicated that a few crew were not confident in speaking English during voyage.

For the item about using English for Maritime support me during my voyage, the crew responded 60.71% agreed and 21.43% strongly agreed. In line with English for Maritime is important skill, the crew 60.71% agreed that English for Maritime was important skill, and 39.29% crews strongly agreed. These indicated that English for Maritime support them during their voyage and English for Maritime was important skill for them. This was substantiated by their comments "Speaking is important skill; it supports me during the voyage in the foreign company abroad" Others said that English for Maritime skill was important because they could communicate with foreigners they met. Some of the crews

also felt that English for Maritime was important because at their workplace they were expected to use English with other crew who wanted to practice their English.

In addition, for the item about "I change my speaking style depending on the audience being addressed", 50.70% crews undecided and 13.20% crews did not agree. Only 23.33% crews agreed and 12.77% crews strongly agreed. It indicated that the crews had difficulties in changing the speaking style depending on the audience being addressed. The same case with the item "I speak English well; I have a good vocabulary; and I use clear pronunciation and good tone of voice", 57.14% crews undecided, and 32.14% crews did not agree, and only 10.71% crews agreed about it.

The statement about "I understand the difference in delivering messages of fact, inference, opinion, and judgment", 70.71% crews agree, 4.57% crews strongly agreed, and 24.72% undecided on the statement. In line with the item "I can easily and effectively communicate what I mean", 64.29% crews agreed and 35.71% crews undecided. These indicated that majority of the crews which was over 60% showed positive perceptions.

Furthermore, it was about 60.71% crews responded that they agreed and 7.14% crews strongly agreed that they often used English for Maritime during voyage. Only 28.57% crews undecided and 3.57% crews did not agree about that. It indicated that they never used English for Maritime skill during voyage because at their workplace English was not spoken. Then, 60.71% crews agreed and 10.71% crews strongly agreed that they understood easily what people said, and only 28.57% crews undecided. It can be seen that the majority crews (68%) agreed and strongly agreed. It showed that crews had positive perceptions on English for Maritime usage during voyage.

CONCLUSION

English for Maritime can be enhanced through practicing a lot. English exposure can build crews' confidence in speaking. This study showed that crews had positive perceptions on English for Maritime usage during their voyage. It reveals that most crews who had English for Maritime had no difficulties in communicating with people during voyage. Meanwhile, a few crews didn't use their English because English was not spoken at their workplace. From this study, it can be said that English for Maritime is very important to be

mastered. People who have good English speaking skill will succeed in their careers. Therefore, this skill should always become a focus on teaching and learning process. There are some points should be maintained in teaching English; crews should be exposed with English either in classroom or outside as well as the various teaching methods should be regarded as important aspects to build crews' motivation in improving their speaking skill.

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