

Developing Maritime English Learning Material for English Department Students at Medan State University

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ABSTRACT:

This research is to aim 1) at investigating the current existing conditions of Maritime English learning materials at English Department Students at Medan State University, 2) finding out the Maritime English learning materials needed by English Department Students at Medan State University, and c) finding out intercultural communication learning materials needed by English Department Students at Medan State University. This study is conducted by qualitative method. The respondents of the research include students of English Department, teaching staff, shipping company, port authorities, active and retired seafarers. They are taken by purposive random sampling. The data are collected by questionnaire, documentary sheet, and in depth interview. The data are analyzed by descriptive qualitative. The results of the study show that 1) generally the existing Maritime English Materials mostly are not in line with the market need in maritime industry, 2) Maritime English material needed by students can be classified into two domains-linguistic features based (15 various topics) and content based learning material (14 various topic) with diverse level of need, and 3) there are 17 intercultural communications various topic which rests in two domains-topic related to linguistic features (10 topics) and topic related to manners, norms, and values based (7 topics) with diverse level of need.

Keywords: Learning material, Maritime English, intercultural communication, English Department students

1. Introduction

In the world context, in the last few years, maritime industry develops rapidly and massively across the globe. Beyond transportation, the maritime sector plays a vital role in global economic sector. It is a fact that the maritime routes and transportation are the arteries of the global economic growth connecting even the world's most remote regions across time.

By nations perspective, the maritime industry also known as maritime transportation, plays an indispensable role in the global economy and the socioeconomic development of many nations, particularly those with export-import oriented economies. It serves as a critical conduit for the transportation of passengers and goods, underpinning the global trade system and connecting remote and isolated communities to the rest of the world. The significance of maritime transportation is underscored by its contribution to the movement of approximately

80% of the world's trade by volume (UNCTAD, 2022) in Dirgayasa (2025). Similarly, other study even suggest that this figure is even higher, with estimates approaching 90% of global trade by volume <https://www.marsh.com/en-gb/industries/marine/insights/workforce-of-the-future-in-the-maritime-industry.html/4/5/2025>.

To reach and realize this reality, the maritime industry and maritime world, as multi-facet industry should be supported by some essential factors such as Maritime Education and Training (MET, ship building company, shipping company etc. Each of them has its own roles and contribution in the maritime industry as a whole. For example, the Maritime Education and Training (MET) is to produce human resources both who can work at land and at sea. Then, ship building company provides the ships and vessels for transportation. Last but not least, shipping and shipment are conducted and organized by shipping company.

In terms of producing human resources who can work at shipping company on land in particular, the common education institutions such as university, college and other relevant of academic institution also can do this task. Their graduates can work in shipping company on land with a certain qualification competence such as economic, legal and English language. In this case, it is clear that the English graduates have big chance to work and shipping industry.

In Indonesian context, the need of work force in maritime industry, particularly on land such as shipping companies is assumed to increase significantly in the last the next five years. This happens due to government regulation of to build and develop sea toll in the last five years. This regulation, then popularly is known maritime axis and as one of the national strategic long term industries as well. Due to this regulation, the number of shipping companies both national and international wide increase 24.3% (Tempo, 2020). This of course, consequently demands many work forces in the maritime industry.

In a narrow context, English Department, particularly English Study Program, of Faculty of

Languages and Art, State University of Medan, addresses this trend and reality both national and international positively. The English Study Program has developed and adjusted the curriculum known as Outcome Base Curriculum (OBE curriculum) lately. By this curriculum, the Maritime English becomes one the subject matters that must be studied by the students. This subject offers the students the knowledge and competence of the Maritime English, particularly in shipping business English. By this curriculum, the alumni may be able to work in any various maritime industry such as shipping company, sea department of sea transportation, port and harbor, sea expedition company, etc.

To provide them knowledge and competence, the availability of learning material is crucial. It is an essential element within the curriculum, and do more than simply lubricate the wheels of learning. It presents and informs about information and knowledge about the subject matter being learned (Nunan 1988; Tomlinson, 1998; Pritchard, 2004).

2. The Theoretical Review

2.1 Maritime English

By its name, the Maritime English (ME) has its own various terms such as English for maritime, language of the sea, and or sea speak (Stevens, 1984). Then the term of sea speak, was official declared, for another term of Maritime English in International Maritime Lecturers Association (IMLA) Workshop on Maritime English in (1985).

Actually the definition is also relatively diverse and various among. As its name implies, simply Maritime English can be defined as the English for maritime industry and maritime world. Blakey (1978); Pritcard (2009) states that Maritime English is the language used as a navigational and safety communications from ship to shore and vice versa, ship to ship, and on board ships. It must be precise, simple and unambiguous, so as to avoid confusion and error, there is a need to standardize the language used.

Then, Normaizura (2018) add that Maritime English is as a navigational and safety

communications from ship to shore and vice versa, ship to ship, and on board ships. It must be precise, simple, and unambiguous, so as to avoid confusion and error. In line with Nomaizura, the Maritime English is also defined in the following terms such as 1) it is the language used to communicate in all maritime-specific situations, on-board, ship to ship, and ship to shore, 2) it includes maritime-specific terminology – navigation, on-board operations, roles and responsibilities, health and safety, emergencies, and 3) English which has been simplified for use by seafarers of all nationalities.

Then, International Maritime Organization (IMO), 1995 defines that a) Maritime English is the language used to communicate in all maritime-specific situations, on-board, ship to ship, and ship to shore, ship to aircraft, b) it includes maritime-specific terminology–navigation, on-board operations, roles and responsibilities, health and safety, emergencies, c) English which has been simplified for use by seafarers of all nationalities, and d) English has been codified by the International Maritime Organization (IMO) known as Standard Marine Communication Phrases (SMCP).

2.2 Intercultural Communication

It is a fact that language exists in the life of community and they are used by people to communicate, whether they are in sign form, written, or oral. There is a strong relationship between language and culture. In terms of the relationship between language and culture, (Kramsch, 2001) states that there are points in which language and culture are closely connected (Purba et al., 2024; Sutikno et al., 2025). For examples, people express facts, ideas or events that are communicable because they refer to a stock of knowledge about the world that other people share. Then, people not only express experience by language but they also create experience through language. Also, it is a fact that language is a system of signs that are seen as having itself cultural values, norms, and manners.

In context of maritime world and industry, the data shows that today, 80% of ship's crews are from any different countries with different

cultural background who do not speak English as a first language for their communication and interaction in order to carry out their job and work in maritime world <https://www.joc.com/seaspeak-it-could-make-sea-lanes-safer-19861111/2/2021>.

In such diverse condition, in order to communicate effectively and efficiently and meaningful as well, they must not only understand and master the language of English proficiently but they also understand and master and be aware with the intercultural communication domains including values, manner, attitudes, etc (Sitepu et al., 2026). That is why, it is clear that understanding and mastering intercultural communication is essential in the modern workplace, particularly in maritime world and industry.

Concerning to intercultural communication Lane (2021) states that it is the ability to communicate and work well with people from different cultural backgrounds. One needs to learn to interact and work efficiently with people who have different values, beliefs, religions and experiences. Then, Leung and Tan (2014) states that in general, intercultural communication can be explained as the ability to operate efficacious across different cultures, to behave and think appropriately, and to communicate and work with people from different cultural backgrounds at home or abroad. Similarly, Allwood, (2005) defines that intercultural communication is a form of communication that aims to share information across different cultures and social groups. In similar nature, (Deardorff, (2006) states that the intercultural communication is also defined as the ability to develop targeted knowledge, skills, and attitudes that lead to visible behavior (Herman et al., 2026).

3. Research Methodology

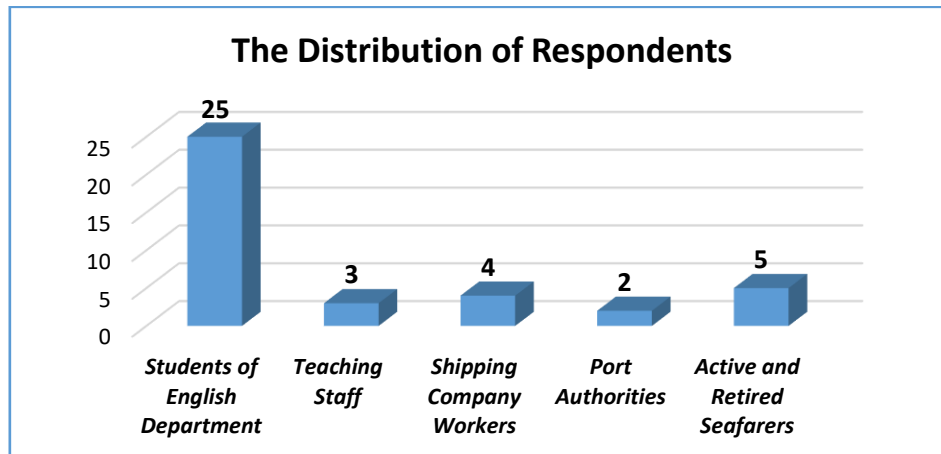
3.1 Method

This research is conducted in English Department of Language and Arts Faculty of Medan State University Medan-Indonesia. The method used is descriptive qualitative method.

3.2 Participants

The participants of the research include the students of English Department of Faculty of Languages and Arts who already have taken the subject of Maritime English, the teaching staff of English Department of Faculty of Languages and Arts who teach Maritime English regularly in the

semester. In addition, the other participants also include other related parties such as persons working in shipping company, port authorities and active and retired seafarers. They are taken randomly consisting of 25 students of English Department, 3 teaching staff, 4 shipping company workers, 2 port authorities, 5 active and retired seafarers.



3.3 Instrument

To conduct the research, there are three types of instruments of this research for collecting data are used namely (1) questionnaire, (2) documentary sheet, and (3) in depth interview. The questionnaire in particular, is divided into two kinds that is one questionnaire is used to

evaluate the existing condition of shipping business learning material and the other one questionnaire is used to do need analysis for shipping business learning material. The need analysis questionnaire is administrated into five levels of need ranging from (0-4). The details of scores and the levels of need are shown in table 1 below.

Table 1. The indicators of level of need

Range of scores	Categories
0-0.5	not needed
0.6-1.5	less needed
1.6-2.5	fairly needed
2.6-3.5	Needed
3.6-4.0	strongly needed

Hatim (2000) in Dirgeyasa (2014)

3.4 Technique Analysis Data

The descriptive qualitative technique is used to analyze the data of the research. This technique is generally relevant and reliable technique in order to portrait the phenomena of current condition.

4. The Results and Discussions

Referring to problems of the study and the data collection, the data of research include 1) the current existing objective of shipping business English learning materials in English Department of Faculty of Language and Arts of State

University of Medan, 2) the Maritime English learning materials needed by the English Department students of Faculty of Language and Arts of State University of Medan, and 3) intercultural communication learning material needed by English Department students of Faculty of Language and Arts of State University of Medan.

4.1 The current existing objective of Maritime English learning material

Generally, the results of the research show that the existing Maritime English learning material in English Department of Faculty of Language and Arts of State University of Medan still needs improving and adjusting in accordance to market needs.

Then, availability and adequacy of the existing Maritime English learning material are still rare and limited. They are still just in the form handout, simple module, copied document, and other forms in similar nature. In addition, the access to have and provide the existing learning materials is also limited. As a result, the students mostly depend on the lecturers.

The results of the research also show that the breadth and the depth of the analysis and presentation of the learning material also need to be improved in order to meet the standard of Maritime English learning material as amended in market need and curriculum as outlined in table 2 below.

Table 2 percentage of existing learning Maritime English material

No	Indicators	Likert scale		
		5-4	3	2-1
1	<i>Relevance</i>	30.76	48.71	20.51
2	<i>Breadth</i>	25.64	51.28	23.07
3	<i>Depth</i>	33.33	46.15	20.51

A such real world situation is relevant to what Pritchard, B. (2003; 2004); (Dirgeyasa, 2018) state that learning materials of Maritime English are relatively scarce and lack of adequacy across the world.

Then, Pritchard (2003, 2009) in particular claims that there seem to be a number of reasons for such a real-world situation such as (a) non-existence of standards on Maritime English syllabus, (b) lack of standards on Maritime English course books, (c) poor supply of textbooks for international use, d) unarticulated demand and, in turn, lack of interest on the publishers' side, e) slow adjustment of conventional textbooks to the developments in foreign language teaching and modern teaching technologies and (d) lack of related learning resources, and e) restrictive national legislation and language policies.

This, also happens in Indonesian context because in the last few years, maritime world and industry seems to be neglected and become a "second class" sector. As results the learning materials for Maritime English are not available adequately (Dirgayasa, 2014).

4.2 Maritime English learning material needed by the students of English Department

In accordance to the data collected, there are a large numbers of various topics of Maritime English needed by the students of English Department of Language and Arts Faculty of Medan State University Medan-Indonesia. The data show that there are various diverse topics/themes ranging from simple topics such as maritime alphabet system, call sign up to the complex and more complex one such as message markers, distress and emergency communication, understanding engine order, etc. In terms of level of need, they are not proportionally distributed

among them. The level of needed are ranging from a) strongly needed, b) needed, c) fairly

needed, d) less needed, and e) not needed as shown in table 3 below.

Table 3 level of need of suggested content learning material by topic/theme

NO	Contents	Scores	Grade
1	Avoid Ambiguous Words	2.9	Needed
2	Call sign and IMO number	2.9	Needed
3	Digits and number	2.7	Needed
4	Distress and emergency communication	3.8	strongly needed
5	Maritime alphabet	2.8	Needed
6	Message markers	3.7	strongly needed
7	Message Markers' replies	3.7	strongly needed
8	Nautical direction	3,5	Strongly needed
9	Maritime applied terminologies	2.8	Needed
10	Proword expressions	2.8	Needed
11	The measurement language in maritime world	2.4	fairly needed
12	Time notation and watch keeping	2.2	fairly needed
13	Understanding engine	3.7	strongly needed
14	Understanding helms orders	3.6	strongly needed
15	Related applied terminologies in maritime world	2.8	Needed
16	Crew job description on board	2.8	Needed
17	Different types on ropes on board	2.1	fairly needed
18	Fire extinguisher on board	3.2	Needed
19	How main engine work	2.8	Needed
20	Auxiliary engines	2.7	Needed
21	Maintenance on board ship	2.8	Needed
22	Part of vessels	1.0	Less needed
23	Procedural work on board ship	2.6	Needed
24	Ship organization	2.8	Needed
25	Shipping company	2.1	fairly needed
26	Ship stability and maneuvering	3.6	Strongly needed
27	Type of life-saving apparatus	3.7	strongly needed

28	Type of merchant ship	3.0	Needed
29	Weather	3.7	strongly needed

Referring to table 3 above it shows that there are 29 of suggested topics or themes needed by the students. Nevertheless, the level of need of each item is not proportionally distributed among them. They are about nine (9) or (31.03%) topics that are strongly needed by the students. Those topics include *distress and emergency communication, message markers, nautical direction, understanding helms orders, types of life-saving apparatus*, etc. As matter of fact, those topics becomes important topics to be mastered by the students of English Department because those topics are frequently used on board Pritchard (2003, 2009) (Sheppard, Evans, &

Dooley, 2013); (Dirgeyasa, 2014). In addition, those topics hose are relevant with need of market and the curriculum (IMO, 1995).

Then, other topics such as *avoiding ambiguous words, proword expressions or words, Maintenance on board ship* are categorized “needed” with total number fifteen (15) or (51.72%) topics/themes. While the rests are about only four (4) or (13.79%) is categorized “fairly needed.”). The complete distribution percentage of level of need is drawn Figure 1 below.

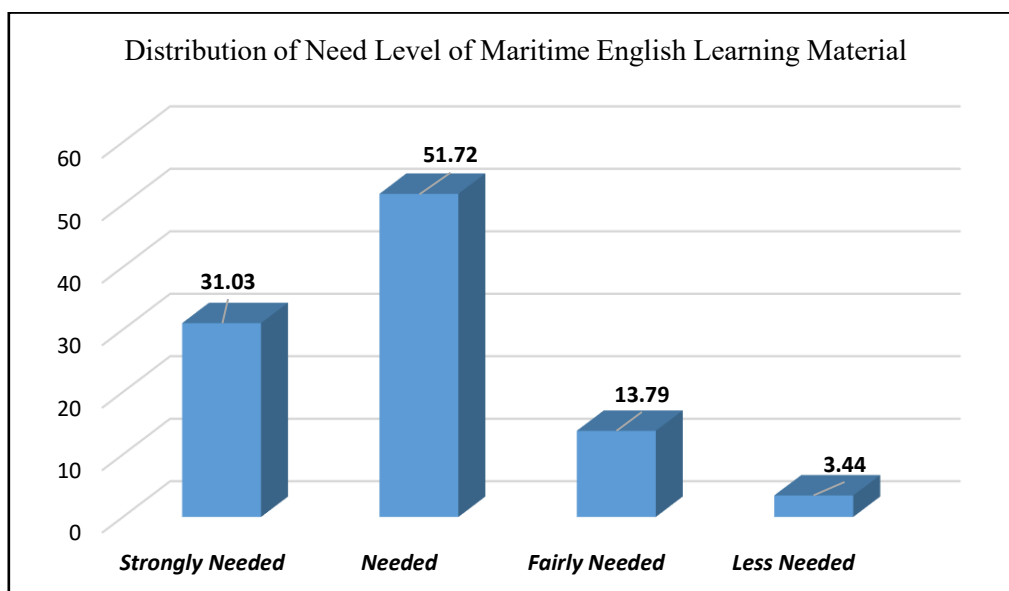


Figure 1. Distribution of Need level of Maritime English learning material

Again, based on table 3, actually the topics/themes of Maritime English learning materials can be clearly classified into two main domains a) maritime English linguistic features and characteristics and b) content based topics/themes about maritime work domain. Based on these indicators, the distribution of need in terms of Maritime English linguistic features and characteristics is about fifteen (15) or (51.72%) topics/themes as drawn from no 1 until no 15 as shown in table 3 above. On the

other hand, the topics/themes about content based topics/themes about maritime work domain almost similar to Maritime English linguistic features and characteristics reaching about fourteen (14) or (48.72%) topics/themes. These topics/themes are rowed from no 16 until no 29 as shown in table 3 above. A clear distribution of the topics/themes of Maritime English learning material is shown in figure 2 below.

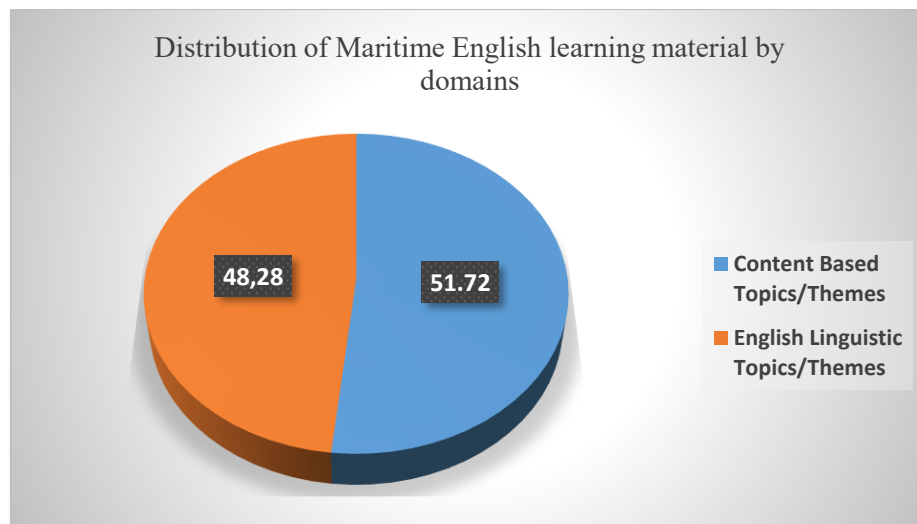


Figure 2. Distribution of Maritime English learning material by domains

4.3 The cultural content learning material needed by the students of English Department

Based on to the data collected, in general there are seventeen (17) various topics/themes or domains of intercultural communication which are needed by students as outline in table 4 below.

Table 4 level of need of suggested intercultural communication learning material by topics/themes

NO	Contents	Scores	Grade
1	<i>Addressing</i>	3.2	Needed
2	<i>Building communication</i>	2.8	Needed
3	<i>Compliment and appreciation</i>	3.7	strongly needed
4	<i>Communication style</i>	2.8	Needed
5	<i>High and low context communication</i>	2.2	fairly needed
6	<i>Greeting</i>	3.2	Needed
7	<i>Gender communication style</i>	2.2	fairly needed
8	<i>Language of telephone</i>	3.3	Needed
9	<i>Small talks</i>	3.6	strongly needed
10	<i>Non-verbal communication</i>	3.6	strongly needed
11	<i>Concept of time across culture</i>	2.8	Needed
12	<i>Expressing emotion</i>	1.9	Less needed
13	<i>Intercultural communication</i>	2.7	Needed
14	<i>Proxemics</i>	2.7	Needed
15	<i>Telephone manner</i>	3.1	Needed
16	<i>Table manner</i>	3.2	Needed

Referring to table 4 above, the seventeen (17) various topics/themes or domains of intercultural communication which are needed by students actually are not distributed proportionally among the topics/themes in terms of level of need. For example, there are only three (3) or (18.75%) topics/themes such as compliment and appreciation and small talk are

categorized strongly needed. Then, the topics/themes such as building communication, telephone manner, etc., reaches (62.50%) or ten (10) of the total topics/themes are categorized needed. The rests respectively are fairly needed (12.50%) and less needed (6.25%). The complete distribution of topic/themes and percentage of level of need is drawn in figure 3 below.

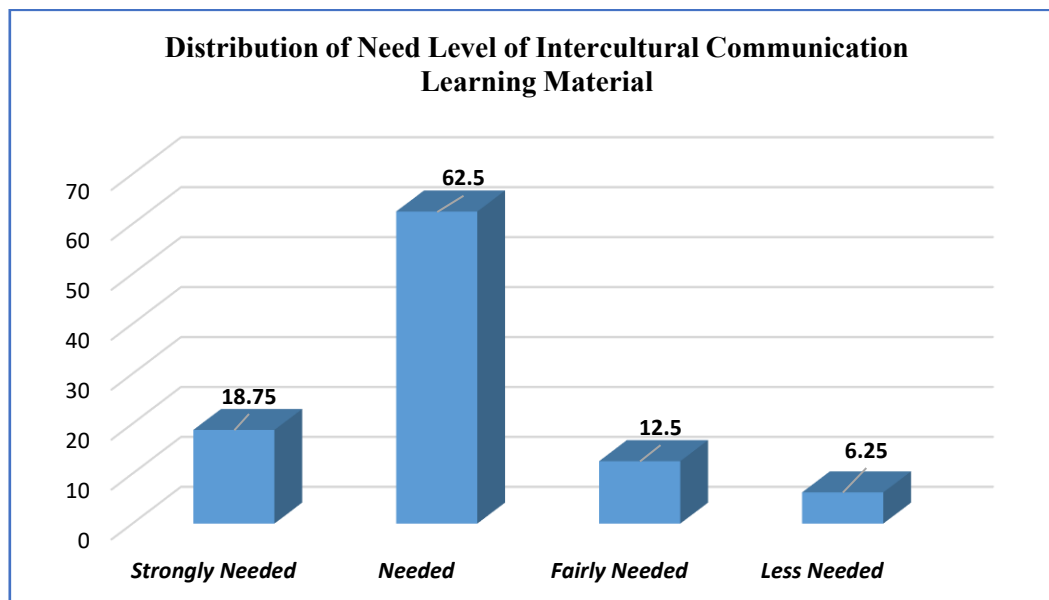


Figure 3. Distribution of Need level of Intercultural communication learning material

The themes/topics of intercultural communication imply that becomes a kind of 'menu' in international communication setting. This is relevant what Mary Liu (2017) state that cultural awareness, culture values are important and helpful to success the intercultural communication. Similarly, Meei-ling Liaw (2006) state that knowledge of the culturally connotative meaning of words is important for effective intercultural communication, and non-native learners need to acquire this sort of knowledge to avoid potential misunderstanding and social awkwardness.

Dirgayasa, (2022) in his study then reports that understanding intercultural communication domains lead to effective communication among people from different cultural background. He

further argues that intercultural communication domain is a matter of 'lubricant' that smoothen the process of communication in order to convey the message of communication itself.

Again, based on table 4, actually the topics/themes of intercultural communication domains materials can be clearly classified into three main domains a) language or linguistic domain and its relation and connection is nine (9) or (52.94%) topic/themes, b) non-verbal domain reaches one (1) or (17.64%) topic/theme, and c) manners, norms or values and their similar natures reaches six (6) or (35.29%) topics/themes.

A complete distribution of intercultural communication domains is clearly shown in figure 4 below.

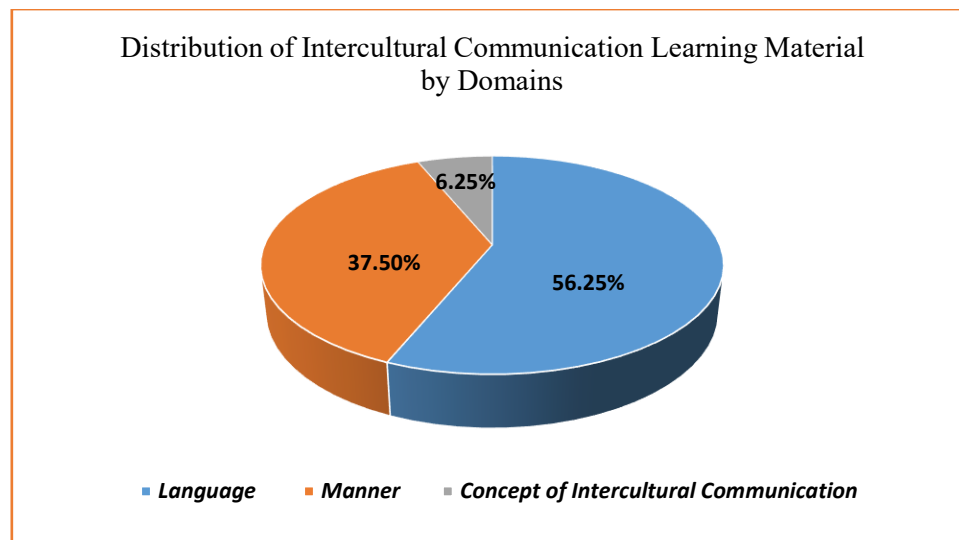


Figure 4. Distribution of intercultural communication learning material by domains

5. Conclusion

As the final points, there are three important key points to conclude. First, the existing Maritime English materials need developing and improving in order to meet the realm of need of the students. Second, the level of needs and contents of the Maritime English learning

materials vary among the linguistic, maritime contents, and intercultural domains. Third, in order to enable to communicate effectively and meaningfully, the Maritime English learning materials which are developed and designed inclusively and in an integrated nature including the Maritime Linguistic features, maritime contents, and intercultural domains.

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