Vol. x, No. x, 202x, pp. xx-xx ISSN 2721-1703

Jurnal Cakrawala Bahari

Journal homepage: http://jurnal.poltekpelsumbar.ac.id/index.php/jcb

Need Analysis of Maritime English for Cadet on Board at Politeknik Pelayaran Malahayati

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Article Info

Article history:
Received Jun 12th, 2025
Revised Sept 20th, 2025
Accepted Nov 26th, 2025

Keyword:
Maritime English
Cadets
Need analysis
Onboard training
ESP

ABSTRACT

this study is to examine cadets' maritime English demands during onboard training in order to improve English for Specific Purposes (ESP) instruction in maritime higher education. Given the global character of the shipping sector, efficient communication in English is critical to guaranteeing safety, operating efficiency, and compliance with international legislation. Despite past English education, many cadets struggle to use English in real-world shipboard circumstances, particularly technical paperwork, emergency communication, and conversational encounters with multinational personnel. Data were obtained using a qualitative descriptive method, with cadets, lecturers, and ship mentors participating via surveys, interviews, focus group discussions, and document analysis. According to the findings, cadets must improve their listening, speaking, and reading abilities in order to perform well in real-world marine environments. The study also shows a disparity between present classroom training and the genuine linguistic requirements seen at sea. The study advises that Maritime English courses be changed to include task-based learning, simulated techniques, and realistic materials that represent aboard operations. The study helps to establish a needs-based English for Specific Purposes (ESP) framework that better prepares cadets for the communication demands of their future maritime jobs.

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Introduction

In the global maritime industry, effective communication is paramount for ensuring safety, operational efficiency, and international collaboration. English has been designated as the official language of maritime communication by the International Maritime Organization (IMO), particularly through the adoption of the Standard Marine Communication Phrases (SMCP) and the Standards of Training, Certification and Watchkeeping for Seafarers (STCW) Convention. These regulations require seafarers to possess adequate proficiency in English to communicate clearly and precisely

in various shipboard situations, including routine operations and emergencies (International Maritime Organization, 2015).

Maritime English is therefore more than general English; it is a specialized language that includes technical vocabulary, standardized phrases, and situational dialogues specific to maritime contexts. It includes the language of engineering manuals, maintenance procedures, shipboard communication, safety briefings, and international regulations (Dirgeyasa, 2018). For cadets—who are undergoing training both in maritime academies and during their onboard internships—mastery of Maritime English is a critical skill that directly influences their ability to function effectively in a multilingual and high-stakes environment.

However, many cadets struggle with using Maritime English effectively during their internships and onboard assignments. Studies conducted in Indonesia and other countries have indicated that cadets often find it difficult to understand technical manuals, respond to safety commands, participate in drills, and report incidents due to limited English proficiency (Rahman, Rosiana, & Nurdin, 2022; Algofaili, 2024). This language gap poses risks not only to cadets' learning outcomes but also to overall shipboard safety and crew coordination. Additionally, English instruction at many maritime institutions is often limited to classroom settings and focuses on general English skills, rather than contextualized Maritime English based on real-world needs.

Conducting a needs analysis is a critical step toward improving the effectiveness of Maritime English instruction. Needs analysis in English for Specific Purposes (ESP) involves identifying the learners' target tasks, communicative situations, language functions, and the gap between their current proficiency and the desired competence (Hutchinson & Waters, 1987). For maritime cadets, this means examining the language they need to use during onboard training, including interactions with multinational crews, understanding of standard operating procedures, and communication during emergency scenarios.

Previous studies have highlighted the importance of tailored English training in maritime education. Dirgeyasa (2018) stressed the need to align Maritime English materials with the STCW 2010 curriculum. Similarly, Simanjuntak (2024) found that cadets at the Maritime Institute Jakarta required more exposure to real-life communication tasks and simulator-based learning to develop pragmatic competence. The lack of alignment between classroom instruction and actual shipboard communication continues to hinder cadets' performance during sea projects and internships.

In this context, the present research aims to conduct a comprehensive needs analysis of Maritime English for cadets based on their onboard experiences. By identifying the language challenges they encounter and the communicative competencies required, this study seeks to provide insights that can inform curriculum development and improve the relevance of Maritime English instruction. Ultimately, this research contributes to the enhancement of maritime safety, the employability of cadets, and the effectiveness of maritime education programs.

Materials and Methods

This study employs a descriptive qualitative design with a needs analysis framework, drawing from the English for Specific Purposes (ESP) approach. The purpose of this design is to explore the actual Maritime English needs of cadets based on their experiences during onboard training. As supported by Creswell (2012), qualitative research enables in-depth exploration of participant perspectives, particularly suitable for identifying language needs in context-specific environments like the maritime field.

The use of needs analysis is central to the ESP methodology, as described by Hutchinson and Waters (1987), who emphasize the importance of identifying both "target needs" (what learners need to do with the language in real-world settings) and "learning needs" (how learners prefer or are best able to learn). This research design aligns with the goals of understanding cadets' communicative tasks, challenges, and instructional expectations while on board ships.

The Participants will include the cadets from both Marine Engineering (Teknika) and Ship Electrical System (SKK) departments. This research will also involve English lecturers in Maritime

English instruction. Onboard training officers or ship mentors will be included as subjects for additional data.

A purposive sampling technique will be used to ensure the selection of participants who have relevant experiences (Palinkas et al., 2015). Criteria for cadets include: Completion of at least 6 months of onboard training (sea project/praktek laut), Experience in performing communication tasks using English on board, and Willingness to provide insights through questionnaires or interviews.

The estimated number of participants is 20–30 cadets (from both Teknika and SKK), 2–3 English lecturers, and 2–3 shipboard supervisors.

This sample size aligns with recommendations from qualitative research methods where depth of insight is prioritized over generalizability (Merriam & Tisdell, 2016). Furthermore, To collect comprehensive data, this study employed multiple instruments designed to capture both quantitative and qualitative insights. First, structured questionnaires were distributed to cadets, consisting of both closed and open-ended items. The questionnaires were aimed at gathering information about the frequency and type of English communication tasks performed on board, the difficulties cadets encounter in specific communicative contexts, and their perceptions of the effectiveness of prior English training at the institution. A Likert scale was used to measure cadets' perceptions quantitatively, while open-ended questions provided qualitative depth, offering respondents the opportunity to elaborate on their experiences and challenges (Cohen, Manion, & Morrison, 2018).

In addition to questionnaires, semi-structured interviews were conducted with selected cadets, lecturers, and shipboard officers. These interviews allowed the researcher to probe further into specific language challenges and instructional gaps identified in the questionnaire phase. The semi-structured format ensured that while key topics were consistently covered, there was also flexibility for participants to share detailed accounts of their experiences, thus generating richer data for analysis (Kvale & Brinkmann, 2009).

The study also included document analysis of materials such as engine room manuals, watchkeeping records, and safety procedure forms. This method helped identify the common vocabulary, communicative functions, and technical terms cadets are required to understand and use during their training. As Bowen (2009) highlights, document analysis in qualitative research not only contextualizes linguistic demands but also provides a means to verify and triangulate the data collected from other sources, thereby enhancing the validity of the findings.

Finally, focus group discussions (FGDs) were organized with groups of six to eight cadets to provide a collaborative platform for exploring common English language issues encountered during sea time. The FGDs encouraged participants to share and compare their experiences, which revealed collective challenges and common themes that might not emerge in individual interviews. Group interaction also stimulated deeper reflection and allowed participants to build on each other's responses, making this method particularly valuable in the context of needs analysis (Morgan, 1997).

Result and Discussion

Result

a. Use of English Onboard: Frequency and Functions

The questionnaire results indicate that English is deeply embedded in cadets' daily shipboard activities, though its use varies in frequency depending on the task. Nearly all cadets (92%) reported using English to follow operational orders, underscoring its critical role in ensuring safety and efficiency in the engine room. Similarly, a large majority (88%) stated that they relied on English when reading machinery and engine manuals, highlighting the need for strong technical literacy in interpreting complex documentation. Reporting technical faults was also identified as a frequent demand, with 84% of cadets

indicating that they needed English to describe equipment malfunctions clearly to officers or engineers. Beyond these technical tasks, 81% confirmed that English was essential during safety drills, where accurate and timely communication can directly influence emergency preparedness. Documentation also emerged as a key area, with 76% of cadets using English for logbook entries and maintenance records, tasks that require both precision and consistency. Interestingly, while operational functions dominated the responses, 63% of cadets also acknowledged the importance of English in social interactions with multinational crew members, demonstrating that the language functions not only as a tool of operational necessity but also as a bridge for intercultural teamwork.

Despite this widespread use of English, many cadets reported difficulties in adapting to authentic shipboard communication. Interviews revealed that fast-paced exchanges, varied accents, and colloquial expressions posed significant challenges. One cadet explained: *"In the classroom, we practiced standard communication, but onboard, the real conversation is much faster and mixed with slang or local accents. I often had to guess what was meant."* This statement reflects a broader gap between the structured, standardized language exposure provided in classrooms and the unpredictable, context-rich communication encountered at sea. Such struggles are not isolated; they align with the findings of Cole and Trenkner (2011), who argued that linguistic and cultural diversity onboard significantly increases the risk of miscommunication, particularly for non-native English speakers. The cadets' experiences therefore confirm that while Maritime English instruction equips them with technical terminology and basic structures, it often falls short of preparing them for the fluid, accented, and culturally varied forms of communication that dominate life on board.

b. Most Challenging Language Skills

The results of the study reveal that cadets face significant challenges in four core areas of English language proficiency during their onboard training. Listening comprehension emerged as the most difficult skill, particularly in noisy environments such as the engine room or during emergency drills, where background sounds often obscure verbal instructions. This difficulty is compounded by the presence of varied accents among multinational crew members, which further hampers accurate understanding. Speaking clearly and confidently was also reported as a major challenge, especially when cadets were required to address senior officers or respond quickly under pressure. The hierarchical structure of shipboard life and the high-stakes nature of communication in emergencies often caused cadets to hesitate, resulting in reduced clarity and fluency. In terms of reading comprehension, cadets frequently struggled with understanding technical vocabulary, abbreviations, and the complex sentence structures commonly found in machinery manuals and standard operating procedures. This posed difficulties in executing tasks correctly, since misinterpretation could lead to operational errors. Finally, writing skills were highlighted as problematic, particularly in completing maintenance records, logbooks, and technical reports, where accuracy, conciseness, and adherence to professional conventions are essential. Together, these findings underscore the gap between classroom-based English instruction and the authentic communicative demands encountered on board, highlighting the need for targeted language training that integrates listening, speaking, reading, and writing within realistic maritime contexts.Listening was the most frequently cited problem, especially due to unfamiliar accents (e.g., Eastern European, Indian, or Filipino) and background noise. This echoes findings by Algofaili (2024), who found that Saudi cadets experienced high anxiety in listening tasks during on-board operations.

Speaking difficulties often stemmed from low confidence, fear of making mistakes, and hierarchical pressures. One cadet stated:

"It's hard to speak when you're not sure if your grammar is correct. I just stay quiet unless it's really necessary."

Such psychological barriers can be serious in emergency communication, where hesitation or inaccuracy can have operational consequences.

c. Gaps Between English Instruction and Onboard Needs

The core issue emerging from all data sources is the evident disconnect between what is taught in Maritime English classrooms and the communicative demands cadets face onboard. While classroom activities frequently rely on role-plays or scripted dialogues to simulate responses to alarms and safety orders, cadets rated their actual preparedness for such situations as only low to moderate. Similarly, reading instruction in class often emphasizes general English texts, leaving cadets unprepared for the dense technical vocabulary, abbreviations, and machine-specific terminology found in manuals and operational documents. Writing instruction, meanwhile, is commonly grammar-focused, with little attention paid to authentic tasks such as filling out maintenance forms or writing engineering log entries. Social interaction with multinational crews—an important aspect of shipboard life—was reported as rarely practiced in classrooms, leaving cadets only moderately prepared for real-life exchanges. Perhaps most striking is the minimal coverage of engine-specific vocabulary, which cadets consistently identified as a major gap between their training and real shipboard communication. Both cadets and lecturers confirmed that classroom vocabulary often failed to match the abbreviations, idioms, and technical jargon encountered in manuals, leading to frequent confusion. English lecturers acknowledged that their limited access to authentic shipboard documents and simulator-based training materials further restricted their ability to design realistic lessons. These findings echo Dirgeyasa's (2018) argument that Maritime English instruction must be more tightly aligned with the Standards of Training, Certification and Watchkeeping (STCW) framework and actual job functions at sea, ensuring that cadets are not only linguistically competent but also operationally prepared.

d. Document Analysis

To gain a clearer understanding of the linguistic environment encountered by cadets on board, an analysis of various ship documents—such as engine logbooks, operational checklists, and safety procedure manuals—was conducted. The results of this analysis highlight the significant textual and linguistic challenges that cadets must navigate in their daily tasks. One of the most prominent features identified was the high lexical density of these documents, characterized by the frequent use of highly specialized technical vocabulary, such as *backflush*, *lubrication system anomaly*, and *coolant leak inspection*. These terms, which are rarely encountered in general English instruction, require both technical knowledge and linguistic familiarity to interpret accurately. Another notable feature was the prevalence of abbreviations and the use of passive voice, as exemplified in entries like, *"Pump No. 2 activated manually due to sensor failure."* The condensed style of such sentences, combined with technical shorthand, demands a high level of precision in reading comprehension, as any misunderstanding may result in incorrect actions during operations. Additionally, the documents frequently included conditional instructions, such as *"If temperature exceeds 85°C, shut down immediately and report to duty engineer."* These conditional structures require cadets to process complex syntactic patterns while simultaneously applying them to real-world operational contexts, often under time pressure. Taken together, these textual characteristics reveal the complexity of reading comprehension tasks faced by cadets on board and reinforce the need for Maritime English instruction to be more contextualized, integrating authentic technical texts into the curriculum. Without such exposure, cadets remain underprepared to engage effectively with the linguistic demands of shipboard documentation, thereby increasing the risk of miscommunication and operational errors.

e. Perspectives from Instructors and Officers

Interviews with three English lecturers and two onboard training officers provided important insights into the gap between classroom teaching and onboard communication needs. A common

concern among the lecturers was the inadequacy of current teaching materials. As one lecturer stated, “We are mostly using outdated materials. We try to adapt, but there is limited access to updated manuals or recordings from real ships” (Lecturer A). This reveals the disconnect between theoretical instruction and the practical realities cadets encounter during training. Instructors are often limited to textbooks and generic language exercises, which may improve grammar and vocabulary but do not reflect the authentic contexts of shipboard communication. Without materials based on real ship operations—such as updated safety procedures, logbook entries, or genuine audio of multinational crew interactions—students are left underprepared for the linguistic and operational complexities of maritime work. This aligns with Hutchinson and Waters (1987), who argue that ESP must be grounded in a thorough analysis of learners’ target situations to develop meaningful materials.

The perspectives of shipboard training officers offer additional insight into the effects of this disconnect. Officers highlighted that cadets often have difficulty articulating technical problems clearly and efficiently, a skill vital for maintaining safety and operational efficiency at sea. One chief engineer recalled, “One cadet couldn’t explain a basic valve issue. He just said, ‘Problem here,’ and pointed. That’s not enough. Communication must be precise” (Chief Engineer). This example shows how poor language skills can lead to vague, incomplete reports, which not only hinder teamwork but also create safety risks if officers cannot quickly identify and address the problem. In maritime operations, where every second counts, such communication failures can escalate into serious incidents. This finding aligns with those of Trenkner and Cole (2014), who stress that Maritime English is not only a professional requirement but also a crucial safety tool in preventing accidents at sea.

These findings align with Basturkmen (2010), who emphasizes that English for Specific Purposes (ESP) instruction must be closely integrated with content knowledge and authentic tasks. For Maritime English, this means moving beyond rote memorization of vocabulary or simplified dialogues and instead focusing on communicative tasks that cadets are expected to perform onboard. Strevens (1998) also highlights that the success of ESP depends on its ability to adapt language instruction to the immediate professional needs of learners. In practice, this could involve designing exercises where cadets simulate reporting a machinery fault, such as a pressure drop in the lubrication system, using precise terminology and structured reporting formats. Another example would be practicing emergency drill communication, where cadets must quickly and clearly confirm instructions or provide situational updates. Such task-based approaches align language learning with operational demands, ensuring that cadets not only acquire technical vocabulary but also develop the communicative competence needed to use it under real-world pressures.

Moreover, the interviews revealed that both lecturers and officers recognized the importance of training cadets to communicate across cultural and hierarchical boundaries. Ship crews are often multinational, and communication may involve interacting with senior officers who expect concise, respectful, and technically accurate reports. A cadet who hesitates, uses vague language, or struggles with terminology may be perceived as unprepared or unreliable, potentially undermining trust within the chain of command. Therefore, instructors and officers alike suggested the need for role-play scenarios, authentic listening exercises featuring varied accents, and simulator-based communication tasks to replicate onboard challenges more realistically. These recommendations are consistent with IMO Model Course 3.17 (2015), which stresses the need for functional communication practice within operational contexts.

In sum, the insights gained from lecturers and training officers reinforce the argument that Maritime English education must be directly grounded in the authentic communicative practices of seafaring. Outdated materials and decontextualized instruction fail to prepare cadets for the urgent, precise, and technical communication required at sea. As Basturkmen (2010) and Hutchinson and Waters (1987) assert, effective ESP teaching must bridge the gap between language instruction and professional practice, ensuring that learners acquire not only the linguistic forms but also the communicative functions their future roles demand. When aligned with international standards

such as IMO Model Course 3.17 and the STCW Convention, Maritime English instruction can be transformed into a more relevant, practice-oriented discipline that truly equips cadets for their professional responsibilities.

Discussion

The findings of this study validate the fundamental principles of English for Specific Purposes (ESP), which emphasize that language teaching must be aligned with learners' specific needs and target communication tasks. As Hutchinson and Waters (1987) argue, ESP is not simply about teaching specialized vocabulary but rather about analyzing the learners' target situation and tailoring instruction to equip them with the skills they require in real-life contexts. In the maritime domain, cadets are not expected to use English for abstract academic purposes but rather to engage in practical communication tasks such as responding to orders, reading technical manuals, reporting malfunctions, and participating in safety drills.

The present study highlights that cadets' communicative needs revolve around four core tasks: (1) communicating technical problems, (2) following safety procedures, (3) reading and interpreting machinery manuals, and (4) participating in briefings and handovers. These tasks are not isolated but interconnected within the professional environment of a ship. For example, a cadet who notices an irregularity in engine performance must be able to interpret the technical manual, report the problem clearly to an officer, and later record the issue in the maintenance logbook. Thus, linguistic competence is not only about knowledge of maritime vocabulary but also about the ability to perform complex communicative functions under authentic working conditions.

a. Mismatch Between Classroom and Onboard Realities

Despite the clear communicative needs identified, the findings show that cadets' current learning environment does not adequately prepare them for shipboard communication. The Maritime English curriculum is often dominated by general English exercises or decontextualized drills with Standard Marine Communication Phrases (SMCP). While these exercises have value in establishing basic competence, they do not fully simulate the real communicative challenges cadets face on board. This mismatch mirrors previous studies. For instance, Rahman et al. (2022) reported that Indonesian cadets entering their first shipboard internships struggled to use English effectively for operational tasks, even though they had completed several semesters of Maritime English courses. The lack of authentic exposure in classrooms leaves cadets underprepared for the speed, complexity, and multicultural dynamics of communication at sea.

One particularly striking finding of this study is cadets' difficulty in understanding technical manuals. Manuals used in engine simulators or onboard ships often employ highly condensed technical English with passive constructions, nominalizations, and technical jargon. Without explicit training in reading strategies for technical documents, cadets resort to guessing meanings or relying on peers for translation. This aligns with Chostelidou (2011), who emphasized that ESP learners frequently struggle with written genres when their instruction does not explicitly target authentic texts.

b. Communicative Competence and Cadet Performance

The challenges experienced by cadets in using English on board can be effectively analyzed through the framework of communicative competence theory developed by Canale and Swain (1980). According to this model, language ability is not confined to grammatical accuracy but involves four interrelated dimensions: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Each of these dimensions sheds light on the specific areas where cadets demonstrate strengths and, more importantly, where they encounter significant difficulties in authentic shipboard communication.

In terms of grammatical competence, findings suggest that cadets have acquired only partial mastery through classroom instruction. Within controlled exercises, they can construct basic

sentences, apply verb tenses appropriately, and utilize maritime-specific vocabulary. However, when these skills are transferred to real-life operational contexts, such as reporting engine malfunctions or describing maintenance issues, grammatical accuracy frequently breaks down. Factors such as time pressure, background noise, and performance anxiety contribute to fragmented or incomplete utterances. This weakness illustrates a gap between theoretical knowledge gained in class and the ability to mobilize that knowledge under stressful, high-stakes circumstances at sea (Canale & Swain, 1980).

The greatest gap, however, lies in sociolinguistic competence, where cadets appear significantly underprepared. The ship is a hierarchical environment in which language is deeply shaped by considerations of rank, culture, and context. A cadet must know how to communicate respectfully with a chief engineer, yet comfortably with a peer, and such distinctions are not intuitive. Cadets interviewed for this study admitted to uncertainty when phrasing polite requests or when adjusting their speech in interactions with senior officers. Missteps in register are often perceived as disrespectful, potentially damaging professional relationships. Unfortunately, sociolinguistic competence is rarely emphasized in Maritime English classrooms, which tend to focus on grammar and vocabulary. This finding supports Basturkmen's (2010) observation that ESP instruction often neglects pragmatic aspects of language use, despite their crucial role in workplace communication.

A further area of concern is discourse competence, or the ability to maintain cohesion and coherence in extended communication. While cadets manage to produce isolated phrases or brief sentences, they struggle to link ideas logically when required to deliver a full safety briefing, provide a situational update, or complete detailed logbook entries. The fragmented nature of their discourse reduces overall clarity and can lead to misunderstandings. In maritime contexts, where precision is essential for safety and efficiency, weak discourse competence can have direct operational consequences. For example, an unclear handover report between cadets and officers might result in overlooked maintenance issues, potentially endangering the vessel's performance (Canale, 1983).

Equally critical is the issue of strategic competence, which refers to the ability to overcome communication breakdowns. At sea, breakdowns are inevitable—caused by noisy environments in the engine room, unfamiliar accents among multinational officers, or the cadets' limited vocabulary. Experienced seafarers draw on strategies such as paraphrasing, asking for repetition, or confirming instructions to ensure understanding. Yet, cadets in this study admitted that when they did not comprehend a message, they often remained silent or simply responded "yes" to avoid embarrassment. This avoidance strategy carries serious risks, as it can lead to accidents or procedural errors if officers assume that instructions were understood and carried out. Strategic competence, therefore, is not merely a linguistic skill but a safety-critical requirement in maritime communication (Canale & Swain, 1980; Mauranen, 2018).

Finally, cadets must also contend with cross-cultural communication challenges, as ships are inherently multicultural workplaces where crews often represent more than ten nationalities. Beyond linguistic barriers, cadets face diverse expectations regarding politeness, hierarchy, and communication style. For instance, in some cultures, requests are expressed indirectly, while in others, directness is expected and valued. Without intercultural training, cadets may misinterpret intentions or fail to adjust their communication to match the cultural norms of their interlocutors. This finding aligns with Trenkner and Cole (2010), who emphasized that intercultural competence is an essential component of Maritime English, given the globalized nature of seafaring.

The implications of these findings for curriculum development are significant. Maritime English instruction must move beyond grammar and vocabulary drills to focus on authentic, operationally relevant tasks. Task-based learning, as outlined by Ellis (2003), provides a suitable framework for integrating realistic scenarios into classroom practice, enabling cadets to rehearse communicative events such as safety briefings, reporting technical failures, or conducting watch handovers. Additionally, materials should incorporate authentic shipboard texts—engine manuals, safety posters, logbook entries—to familiarize cadets with the high lexical density and technical register of maritime communication. Classroom simulations and role-plays should explicitly address sociolinguistic and strategic competence, equipping cadets with strategies for politeness, clarification, and cultural adaptation. By embedding communicative competence theory into the

design of Maritime English courses, institutions can better prepare cadets to navigate the complex, high-stakes linguistic demands of their profession (Basturkmen, 2010; Ellis, 2003; Trenkner & Cole, 2010).

Ultimately, the study reinforces the notion that Maritime English is not a monolithic subject but a dynamic set of communicative practices situated within the operational and safety demands of the maritime industry. Tailoring instruction to these realities is essential not only for cadets' academic success but also for ensuring maritime safety and efficiency on a global scale.

Conclusion

This study was conducted to analyze the Maritime English needs of cadets during their onboard training and to identify the gap between their classroom instruction and the practical language demands they encounter at sea. The findings from questionnaires, interviews, FGDs, and document analysis reveal that cadets frequently use English in operational, technical, and interpersonal communication settings onboard, particularly in the engine room and bridge operations.

However, the study identifies a significant mismatch between the Maritime English curriculum and the actual onboard language needs. The most challenging language skills for cadets are listening comprehension—especially to non-native English speakers with diverse accents—and speaking under pressure in technical or hierarchical contexts. Reading technical manuals and writing maintenance reports also pose difficulties due to unfamiliar vocabulary and lack of contextual exposure.

The research concludes that current Maritime English instruction tends to focus more on general English or controlled SMCP usage, while real-life tasks require broader communicative competence, contextualized technical vocabulary, and fluency in spontaneous interactions. There is a critical need for curriculum reform, authentic material integration, and simulation-based language practice to equip cadets with the necessary skills for safe and efficient communication on board.

Acknowledgement

The researcher gratefully acknowledges the support of the Politeknik Pelayaran Malahayati, for facilitating this study. Special thanks are extended to the cadets, lecturers, and shipboard officers who participated and provided valuable insights. Their contributions were essential to the completion of this research.

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