

**ENGLISH FOR SPECIFIC PURPOSES MATERIAL ENRICHMENT:
APPLICATION OF STANDARD TRAINING OF CERTIFICATION OF
WATCHKEEPING (STCW) YOUTUBE VIDEOS ON CADET'S LISTENING
COMPETENCY**

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Abstract

Maritime world and industry across the globe employ people from different countries which have a multicultural background. English as the most common second language in the world is really used and important as a language to communicate in the ship. So, English language proficiencies and skills are a must. In order to have common general standards in language (English) for maritime there must be regulation regarding the standardization itself. The requirements for communicative competence of seafarers in STCW present a great challenge to Indonesian seafarers who will struggle to improve their linguistic competences, since in Indonesia English is still known as a foreign language. The research taken place at Merchant Marine Polytechnic of Sulawesi Utara with population of the sample is cadets in Ship Engineering study program. The research aims to evaluate the current Maritime English course curriculum in Indonesian shipping or maritime vocational colleges-universities by analysing communication skills required by seafarers on fishing vessels. Data was gathered from documents and interviews with industry participants. The results indicate that the current exam is inadequate in preparing students for global seafarer standards. The study suggests a genre-based approach for English language courses, including Maritime English (ESP), to enhance cross-cultural knowledge and improve work skills. This approach can help university graduates gain a competitive edge in the labor market by improving communication and work performance.

Keywords: esp, stcw, youtube videos, listening skill

INTRODUCTION

English is the most common second language globally and is crucial for maritime communication. To achieve the highest standardization of English language requirements for maritime, there is a need for global standards. The International Standard for Training, Certification and Watch-Keeping (STCW) is a fundamental global competency that provides a minimum general for education and certification of seafarers within ships. It offers not only basic language skills but also the conversation language used within the vessel, known as Standard Maritime Common Phrases (SMCP).

Indonesian seafarers face challenges in maritime learning due to the status of English as an overseas language in Indonesia. Many students are not familiar with English as a daily conversation and maritime English specifically. Listening mastery is essential for learning English, as it involves understanding the meanings of words and how to listen them. Purchasing a wide range of vocabulary can help students read, speak, listen, and write in English. A suitable listening and ability to apply phrases successfully can help students talk and recognize all deliver terminology used within the deliver.

Language now includes four fundamental skills: listening, speaking,

analysis, and writing. However, listening skills have not been prioritized in language teaching for many years. Research by Dirgeyasa (2018) concluded that listening-speaking ability is the best need for maritime English. As English remains a foreign language in Indonesia, additional language acquisition from the learning process will help Indonesian people learn English.

Teaching listening can be done through appropriate materials and media for learning exercises and creating a good lesson plan. With the development of technology, online resources, such as videos, have become an excellent tool in language learning. General English is an English language used for everyday communication. From year to year, it is still developed by the researcher who has an interest in exploring listening skills, especially in the English language. (2021) titled *The Effect of YouTube Video on Students' Listening Comprehension Performance*. The research concluded that the application of YouTube videos has had a positive and significant effect on students' listening comprehension performance. Marselia and Hartono (2017) conducted research about *The Implementation of Standard Training, Certification, and Watchkeeping 2010 to Redesign the Maritime English Syllabus to Fulfilling Students Need* concluded that listening skill is needed by the students of nautical study program since they are prepared to be the prospective seafarer who has a good competency in their work field, in this case is the competence in English communication.

Dirgeyasa (2018) conducted research about *The Need Analysis of Maritime English Learning Materials for Nautical Students of Maritime Academy in Indonesia Based on the STCW 2010 Curriculum*. The research concluded that listening skill is still the most needed skill to be explored in maritime English. Zhang and Cole (2018) examined the curriculum

revision of the IMO Model Course of Maritime English (IMC 3.17). They focused on the ability of an ESP-based framework to connect Maritime English to a communicative language teaching approach. The simulation-based curriculum study stresses the importance of including digital training methods (Schwab, 2015) in an ESP course. From a different aspect, Noble (2017) examined the need for global standard English testing for seafarers around the world.

Mostly the effectiveness of video and listening research was conducted in the secondary level especially in English classes using video from YouTube. However, in this research, the sample that will be used is cadets from university level in maritime English class which means the topic and material will be specific about maritime English. On the other side in this research, the researcher wants to use STCW video as a learning tool for maritime English skills, especially in listening skills.

METHOD

The study focuses on the application of Standard Training Certification of Watchkeeping (STCW) YouTube videos on cadets' listening competency. The research is a qualitative experiment using a descriptive method to investigate the effectiveness of STCW training videos and maritime English listening mastery on cadets' listening skills. The dependent variable is STCW YouTube video training, while the independent variable is listening skill. The research will involve dividing the sample into two groups, an experiment and a control group, and using a pre-test and post-test design. The pre-test will be conducted before the experimental group receives the STCW training video, and the post-test will be administered to both groups to measure the treatment effect. The study aims to develop and enrich maritime English material for cadets' listening skills. The research aims to provide valuable insights into the effectiveness of STCW

training videos in enhancing cadets' listening skills. In order to get valid and reliable data, the research was obtained from two main sources, they are library research and field research.

The sample will be chosen from the cadets of the ship engineering study program. They are group A and group B. Ship engineering class A consists of 25 cadets were chosen randomly and ship engineering class B consists of 25 cadets were chosen. All of the cadets in both of the groups will be the sample in this research. Sample of the research is really important to get a valid conclusion. Fraenkel et al. (2012) said that a sample should be as large as the writer can obtain with a reasonable expenditure of time and energy.

This research uses an objective test to collect data on students' understanding of maritime English. The test is a written question given during a maritime English class and a listening test related to the Standards of Training Certification and Watch-Keeping (SCTW) video. The test consists of four options and consists of fifteen numbers. Each question is scored 1 (true) or 0 (wrong). The researcher uses quantitative techniques, including a pre-test and post-test, to analyze the data and determine the effectiveness of the variables. The test is scored using the absolute standard (Sudjiono, 2003). The study aims to provide valuable insights into the students' understanding of maritime English.

Standard Score =

$$\frac{\text{Raw Score}}{\text{Ideal Score Maximum}} \times 100$$

Letter	Value	Description
A	90 - 100	Excellent
B	75 - 89	Good
C	60 - 74	Fair
D	45 - 59	Almost Satisfactory
E	0 - 44	Extremely Low

This qualitative study investigates the use of learning materials in the form of videos for the Maritime English course. The research involves questioning, surveying, and benchmarking from related sources and collaborates with a professional data analyst expert. Three videos from YouTube, labelled Videos A, B, and C, were selected for the study. Multimodal Analysis (MMA) was used for data analysis, a video data analysis software with a multiple-choice system. The software provides a transcription window to detail language elements in a video, allowing for the determination of language use elements. The study aims to analyze cadets' perceptions of the positive aspects of studying English through online and downloaded videos.

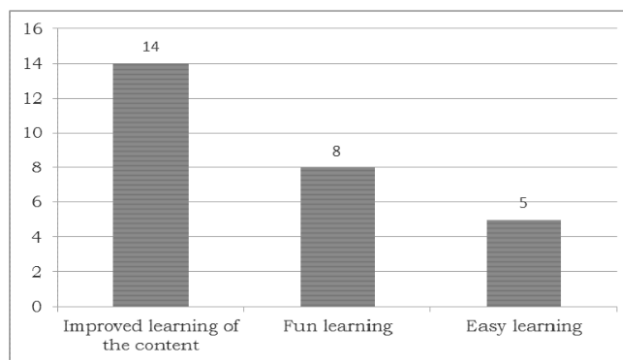


Figure 1. Cadets perception about positive aspects of practice and study English

RESULTS AND DISCUSSION

The development of speaking material for maritime cadets involves several steps, including evaluating the KKNi curriculum, students' needs, and stakeholder needs. The process involves evaluating the material, revising it, and evaluating it by three judges. The English lecturer's evaluation was deemed appropriate, with a mean score of 4.65, indicating that the material is suitable for nursing students. The use of games, pictures, and illustrations in the material helped students practice speaking. The expert judgement's evaluation was also strong, with a mean score of 4.39, indicating that the materials are interesting and suitable for their field needs. The

speaking material's goal aligns with the learning goals, and its content is appropriate for students' proficiency. The material is effective in engaging students, providing quizzes and assessment corners to monitor progress. The use of pictures and illustrations helps students grasp concepts and practice speaking. Overall, the process ensures that the material is effective and relevant to the needs of maritime cadets.

RESULTS

Enrichment of The Standards of Training Certification and Watch-Keeping (STCW)

Material development refers to the use of various materials to facilitate language learning, including linguistic, visual, auditory, and kinesthetic aspects. These materials can be presented in various formats such as print, live performances, CDs, DVDs, or the internet. They can be instructional, experiential, elucidative, or exploratory, helping learners learn about the language, provide experience, stimulate language use, or help them discover it for themselves. Material development is both a field of study and a practical undertaking, involving the design, implementation, and evaluation of language teaching materials. Theoretical studies inform and are informed by the development and use of classroom materials. The researcher analyzed materials in YouTube videos about Safe on Keep Watching Duty, focusing on ship crews' information about situations during maneuver, checking buoy and tracker signal tools, and observing fishing tools.

Table 1. The Result of the Evaluation in the Effectiveness You Tube Materials English for Cadet

Video Scene	Category			Conclusion
	Low	Middle	High	
A	1%	20%	79%	Effective

B	7%	31%	62%	Effective
C	5%	30%	65%	Effective

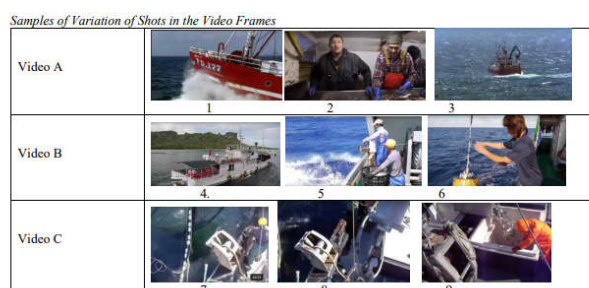


Figure 2. Samples of shots in the videos frames

The use of sound in videos establishes relationships between participants, as seen in video C where a loud exclamation from one participant commands the ship crew to collect yield from fishing. The video consists of two parts: voice and background music, with background sounds like sea waves and the ship's engine occasionally featured. The sound elements are set in careful volume settings, allowing for easy distinction between speech and background sounds, making it easier to distinguish between them. Overall, the use of sound in videos helps to create a cohesive and engaging experience.

The Guidelines for Learning Material Selection From YouTube Resources For A Maritime English Listening Course.

The project focuses on the construction of language, images, and sound elements in videos to aid students in learning and information. The language is simple, using active and passive voices, and spoken slowly, with clear pronunciation and intonation. Animated images are used instead of video recording, providing clear descriptions of concepts and reducing the risk of unrealistic views on animal treatment. The monotony of sound elements leads students to focus on content language and image rather than sound. A deliberate matching of language and image

elements in the video enhances meaning creation and supports students' understanding.

In an ELT context, authentic text may not be the top priority in determining materials used in the classroom. Videos with good image and sound quality are preferred, requiring practical detachment of language, image, and sound to make the video visible to the classroom. The selection of video for Maritime English teaching and learning activities can be based on technical measurements of meta functional potentials. In summary, the video selection for Maritime English teaching and learning activities should be based on technical measurements of meta functional potentials.

The Technical Measurements of the Meta-Functional Potentials for Selecting Videos

The research suggests that using videos as ELT learning materials can be effective. For example, the selection of specialist lexis should be appropriate for the topic of Maritime English, and speech functions should be presented in simple clauses for clarity. Images should represent the identification of objects as listed in the specialist lexis and match the descriptions presented in the language. The selection of neutral pronouns in the language and various shots of images should be considered to allow students to relate to the content. The sound setting should also establish neutrality and clarity. The duration of the video should be considered, and well-sequenced videos should be used to gradually use each part. The main references of the teaching plan should align with the SMCP and STCW, and amendments should be made.

Limited ME means Limited ESP

The study highlights several key issues in the Maritime English examination, which does not fully address the needs of global industries. The examination focuses on reading, but it does not include specific

vocabulary for the Marine and Fisheries sector. Vocabulary learning is crucial for developing reading skills, which are tested at the Maritime English Certificate of Competency examination. The assessment strategy should include occupational-related texts encompassing vocabulary and grammar, such as sentence dialogues between officers and captains. This will improve learners' English language communication skills and enhance their labor competitiveness.

The research also recommends reviewing the current arrangement of ESP courses in institutions. Seafarers need to practice English language skills to exploit future relevant opportunities. Improving the current method of assessment in Maritime English can address this problem. Setting procedural texts within the course syllabus is not useful, as cadets mostly require listening and speaking on specific types of messages. The curriculum offers insufficient time and content in learning General English (GE), affecting learners' capability to master the language.

The implementation of English as a Foreign Language (EAP) should be included in the GE course to cater to students' learning needs and equip them for learning ESP. The study suggests that the GE course be reviewed to cater to students' learning needs and equip them for learning ESP. Lack of reliable features in current local regulations may be attributed to limitations of the ESP courses curriculum and the lack of comprehensiveness of the English language assessment. These findings explain the low English proficiency of Indonesian graduates worldwide. Therefore, it is prudent to immediately rearrange the language's curriculum in vocational higher education in Indonesia to meet the needs of the global market.

Genre-Based Approach For An ESP Course Development

The study suggests that a genre-based approach for English Language Teaching (ELT) courses, including English for Seafarers (ESP), can help achieve learning objectives. The seafarers' community has a specific discourse with different types of communication purposes at sea, such as 'question' and 'instruction'. The syllabus should be redirected to include a topic 'Types of Messages' to guide the entire syllabus and improve oral language skills relevant to the industry and students' needs. The use of simulators can provide learners with a similar context to their future work setting and help them match the features of the digital era. The study also suggests that a genre-based approach can be implemented even in the General Education (GE) course.

The academic settings provide a generic discourse for students to practice language skills, such as listening and speaking, which are valuable in the broader context of social life. Cross-cultural understanding is crucial in the language assessment platform and ESP course design, as many crews work in diverse environments with seafarers from various backgrounds and languages. Adopting a genre-based approach in the ESP course design would make it easier to relate learning goals to the needs of a specific discourse community, equipping graduates with communication skills for both occupational and social purposes.

CONCLUSION

The research aims to evaluate the current Maritime English course curriculum in Indonesian shipping or maritime vocational colleges-universities by analyzing communication skills required by seafarers on fishing vessels. Data was gathered from documents and interviews with industry participants. The results indicate that the current exam is inadequate

in preparing students for global seafarer standards. The study suggests a genre-based approach for English language courses, including Maritime English (ESP), to enhance cross-cultural knowledge and improve work skills. This approach can help university graduates gain a competitive edge in the labor market by improving communication and work performance.

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