

KEBUTUHAN ANALISA KOSAKATA BAHASA INGGRIS DIANTARA SISWA MARITIM (STUDI KASUS: POLITEKNIK PELAYARAN SORONG)

NEED ANALYSIS OF ENGLISH VOCABULARY AMONG MARITIME STUDENTS (A CASE STUDY OF POLITEKNIK PELAYARAN SORONG)

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ABSTRACT

Penelitian ini telah dilakukan dengan fokus terhadap kesulitan yang ditemui oleh siswa pelayaran dalam menguasai kosa kata bahasa Inggris. Peneliti telah menerapkan metode penelitian deskriptif kualitatif di dalam penelitian ini, yakni mendeskripsikan hasil analisa secara sistematis dan akurat berdasarkan fakta yang ditemukan. Ada pun teknik analisa data dilakukan dengan cara mereduksi data temuan (data reduction), menampilkan data temuan (data display), lalu menyimpulkan data temuan tersebut (data concluding). Melalui hasil dari pengumpulan data yang telah menggunakan dua cara yakni dokumentasi dan interview secara mendalam, maka peneliti telah menemukan bahwa para siswa pelayaran mengalami kesulitan dalam penguasaan kosa kata bahasa Inggris pada konteks maritim berdasarkan empat aspek yang termasuk dalam penguasaan kosa kata, yakni pengucapan (pronunciation), pengejaan (spelling), tata bahasa (grammar), dan makna kata (meaning). Kemudian, peneliti menyimpulkan bahwa kebanyakan siswa mengalami kesulitan paling besar di dalam aspek makna kata (meaning).

Keywords: *Need Analysis, Difficulties of English Vocabulary Mastery, Maritime Students.*

1. INTRODUCTION

In this 4.0 era, the ability to use English is highly encouraged in any field. Crystal^[1] stated that English is an international language that is used for various communication purposes by people globally. This use of English as a global language also applies to human resources in the maritime world, especially workers who directly act as inter-island bridges on ships. Besides, the seafarers need to master English because there are so many terms or instructions onboard vessels are in English. Therefore, learning English for these seafarers is a must especially maritime English. Moreover, mastering four basics English skills, such as listening, speaking, reading, and writing, will be challenging to apply in the world of work if the seafarer does not master English vocabulary.

The seafarers will get benefits from doing their job onboard by mastering English vocabulary, especially on foreign vessels. Mastering good English vocabulary would also help the seafarers read the directions or instructions printed on the ship's wall because most instruction uses English. The seafarers also should master English vocabulary to write the daily report quickly in English to the captain as their job desk onboard. Therefore, the seafarers need to master English vocabulary in order to master English overall, from listening, speaking, reading, and writing.

In the maritime world, good vocabulary mastery in English will assist the seafarers in applying their English skills in the world of work, as it is known that many terms use English on board. In mastering the four basics English skills correctly, the crews should master the vocabulary relates to the world of work onboard. By mastering good vocabulary based on their job in the maritime world, the seafarers will communicate in English easily. This means that learners need to master English vocabulary to improve their English skills.

Richards & Willy^[2] said that vocabulary is an essential part of language skills that provide learners with listening, speaking, reading, and writing skills. This means that learners need to master English vocabulary to improve their English skills. If they have good English vocabulary, they will have good English skills. The reason also affects the maritime students when they take maritime program education because they need to acquire good vocabulary in maritime English. Besides, the marine and education program students should master English vocabulary correctly because they learn maritime English subjects in the classroom and many subjects they will learn. Even they will get the learning subject about the shipping on maritime education that the learning has many terms in English. Therefore, if the students master English vocabulary in the maritime world rightly, they will learn the other subjects quickly, although it uses many terms in English.

International Maritime Organization (IMO) 3. 17 is the rule organized by the IMO as the English maritime education guidance in teaching and learning English in the maritime world. Furthermore, all of the learning activities relate to English maritime must have a base to IMO 3. 17. The students should know the basics English because, in the English class of maritime training and education program, the teachers do not concentrate on teaching basics English such as the types of tenses, the prepositional deeply, or the other basics English. Thus, the students need to master English vocabulary suite on their field in maritime to more accessible the communication among the crews that come from many different countries

Then, the researcher found the answer to the following research question: What difficulties are encountered by the maritime students in mastering the vocabulary of English for maritime purposes at the maritime zone in Politeknik Pelayaran Sorong?. It purposed to determine the analysis of the difficulty faced by the maritime students in mastering the English vocabulary at the maritime zone of the formation level three (ANT-III) in Politeknik Pelayaran Sorong. Therefore, the researcher focused on examining the maritime students' difficulties the maritime students had in mastering English vocabulary.

2. LITERATURE REVIEW

Vocabulary in English Language Learning

According to Zhihong^[3], people cannot communicate effectively and express their ideas without sufficient vocabulary. Then, in learning vocabulary, learners should develop their word lists and know every meaning of the word list. It is in line with Barbera^[4] that stated the significant difference between dictionary and vocabulary lies in the existing objectives in all words of a language. The latter was simply a word choice.

Behlol^[5] asserted that vocabulary is divided into passive and active vocabulary, which is the passive vocabulary. The users understand the words but have difficulty using them correctly in some situations or contexts. In contrast, active vocabulary means that the users understand the words and know how to use them correctly in various contexts, such as writing the spelling correctly, pronouncing the words exactly, or even using the words in speaking or writing structurally.

Cameron^[6] stated that four aspects of vocabulary mastery are; pronunciation, spelling, grammar, and meaning.

1. Pronunciation

One of the factors that had a significant impact on vocabulary is pronunciation. Pronunciation refers to how a specific person pronounces a word in a language^[7].

2. Spelling

The maritime students also had to be familiar with the letters and syllables that make up the word known as spelling. Wehmeier^[7] asserted that spelling is the act of accurately shaping words from a person's letter or how a word is spelled.

3. Grammar

Cameron^[6] showed that if we offer a tall want to the lexicon, we are not on this way leaving behind grammar. The manner that the linguistic records are tied into phrases can take knowledge alongside the manner into linguistic use.

4. Meaning

According to Ur^[8], a learner's local language phrase whose means corresponds to maybe executed by translations and objects that continues to discover which means.

English Vocabulary in the Maritime Field

Hutchinson & Waters^[9] define that English for Specific Purposes (ESP) as a language teaching approach implemented based on syllabus, method, and activities in the classroom suite on students' needs for their basics English for professional purposes.

Dudley-Evans & St John^[10] explained that ESP is divided into "Absolute" and "Variable" Characteristics.

Absolute characteristics

1. The definition of ESP is to meet the specific needs of learners
2. The basic methods and activities of the disciplines in which ESP operates
3. ESP focuses on the language related to these activities corresponding to grammar, vocabulary, register, study skills, discourse, and genre.

Variable characteristics

1. ESP may be related to a specific subject or designed for a specific subject.
2. In some teaching situations, ESP may use a different methodology from general English.
3. ESP may be designed for adult learners, whether in a university or a professional working environment. However, it may be for middle school students.
4. ESP is usually designed for intermediate or advanced students.
5. Most ESP courses require some basic knowledge of the language system.

According to Pejaković^[11], maritime English is a term used to communicate on the sea. The language is limited to use or called "restricted language". It is in line with Hemming^[12], who defines that Maritime English comes from "lingua franca", which implies a common language for use at sea instead of multilingual. Basically, maritime English is a specific language used for a specific purpose^[13]. Therefore, the students use ESP as the English language learning approach by using a teaching method based on the students' reason to learn.^[9]

According to Perea^[14], the use of terms related to the sea would be understood in the vocabulary of English maritime. It indicates that maritime English vocabulary is vocabulary based on the contextual scope of work that is closely related to the sea or the world of shipping. Thus, Maritime English vocabulary can be adjusted to the standards and regulations applicable in the Maritime field.

Students' Difficulties in English Vocabulary Mastery

Harmer^[15] explained that the difficulty in English mastery is to make the connection accurately between words, understand the language between the structure and the meaning of words, and comprehend the meanings of very closely related words. Meanwhile, Salam & Nurnisa^[16] found that the students' difficulty in mastering English vocabulary based on their experience are pronouncing unique English sounds, spelling, memorizing long syllable words, and understanding the meaning of unfamiliar words. It shows that the students got challenges in mastering English from many aspects based on their experience. It means that that the students' difficulties in mastering English vocabulary are different from each other.

Need Analysis

Douglas^[17] defines Needs Analysis in language teaching began in the 1970s. Then, Needs Analysis confirms that the process contains relevant, helpful learning content^[18]. It is relevant to Iwai et al.^[19] that states need analysis formally was generally new assessing in language teaching.

According to^[20], the need analysis comprehending is needed to ascertain the necessity of students' learning in their field. The statement is supported by Kaimuddin.^[21] He said that teachers should know "what students need, what students want, what students can do, what they have learned in real life." Teachers generally need to have clear ideas for the target learning situation and the skills and knowledge required by the student in the learning situation.

According to Dirgeyasa^[22], some needs analysis studies in maritime English have provided some literature in this perspective. A need analysis study relates in Indonesia identified maritime English skill areas and maritime topics.

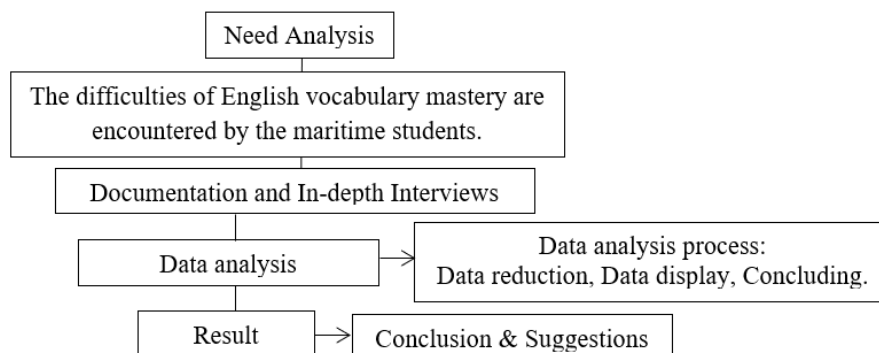
Then, the researcher identified five steps of need analysis based on McKillip's^[23] explanation: Identify users and uses of the need analysis, describe the target population and the service environment, identify needs, and assess the importance of needs and communicate the result.

Previous Studies in the Area of Vocabularies

In her Research, Ismayanti^[24] reported that ANT-V students at the Surabaya Polytechnic could master English vocabulary using a cognitive strategy focused on machinery onboard in learning vocabulary. From these conclusions, it can be seen that her research focuses on the way ship crews master English vocabulary. Rambe^[25] focused on her research on increasing English vocabulary mastery by using the cooperative learning method. She said that the students could increase their ability to master the English vocabulary with a happy feeling of learning cooperatively. Her research only focuses on how students' motivation in increasing their English vocabulary at the Elementary level. Irawati^[26] concluded that sailors who understood and mastered three types of vocabulary in English, namely the technical type, semi-technical type, and core vocabulary types, were found to be better at using maritime English. The research data were obtained from students in the ANT-V class improvement as the research sample.

Therefore, this research has a similar focus with the previous study, which is the study's outline also discusses English vocabulary mastery in the education world. However, the researcher also gave the significant differences between this study and the previous studies. This study focused on finding out the maritime students' needs in English vocabulary mastery and their difficulty in mastering it. In contrast, the previous studies discuss the method, strategy, and motivation in mastering English vocabulary. In addition, the research sample of this study was different from the previous studies, and it would be effect in data research and the result of this study.

Theoretical Framework



3. METHOD

Design

This research used a descriptive qualitative method. Suryana^[27] stated, the descriptive qualitative research highlighted the description of the result analysis systematically and accurately based on the specific object to the facts. Additionally, some characteristics in the descriptive qualitative research followed by the researcher in this study such as; should be considered as a categorical alternative, as restricted to a non-categorical, to the investigation; less interpretative than the "describe interpretive" approach because it does not force the researcher to be stray or wander from the data; and, do not require highly abstract or conceptual rendering of data compared to other qualitative designs.^[28]

Participants

According to Sugiyono^[29], purposive sampling is a technique for determining samples with specific considerations. Finally, the researcher took thirteen students from class A at nautical department formation-level three (ANT-III) who had sailed practice study in Politeknik Pelayaran Sorong for a year as the research participants, giving the data as the researcher expected.

Data and Source of Data

The researcher asked the thirteen participants to write some vocabularies they had already memorized to be the references data in the following data collection in the depth-interview section. The participants' writing had primarily limited to only two pages. Then, this study also presented the transcript data from the result interview of the participants.

Data Collections

In this qualitative research, the researcher used documentation and depth interviews in data collection to ensure the result data was accurate.

1. Documentation

The researcher used documentation. Sugiyono^[30] argued that the documentation was a record of the phenomenon that had passed the form of writing, pictures, or even monumental from someone. Thus, the researcher asked the participants to write some vocabularies they had already memorized to be the references in the following data collection in the depth-interview section.

2. In-depth Interviews

The researcher interviewed the participants by using open-ended questions based on their background as the research sample^[31]. The researcher used open-ended questions to get more available data from the participants in spoken. The researcher gave freedom to the participants who answered the questions in in-depth interviews to know their problems in mastering English vocabulary at the maritime zone. In this section, the researcher also used Indonesian to make the participant more comfortable in the conversation of the interviewing process. Furthermore, in presenting the results of research data by participants, the researcher only used initials to maintain the confidentiality of the participant's identity.

The following questions lists to do in-depth interview toward the participants in answering the third research question are:

1. *Menurut pengalaman anda, aspek mana kah yang paling sulit untuk dipelajari dalam penguasaan kosa kata bahasa Inggris maritim? Mengapa?*
 - *Pengucapan kata*
 - *Pengejaan kata*
 - *Tata bahasa*
 - *Makna kata*

(In your opinion, which aspect do you think that very hard to study in mastering maritime English vocabulary? Why?)

- Pronunciation
- Spelling
- Grammar
- Meaning)

2. *Di antara kosa kata bahasa Inggris maritim yang telah anda kuasai, kosa kata yang mana saja kah yang hingga saat ini masih sulit untuk diucapkan secara lancar? Mengapa?*

(Among maritime English vocabularies you have mastered, which vocabularies do you think that very hard to be uttered? Why?)

3. *Berdasarkan kosa kata yang telah kamu tulis, kosa kata mana yang menurut kamu paling sulit untuk dieja dalam pengejaan bahasa Inggris maritim? Mengapa?*

(Based on the vocabularies you have written, which vocabularies do you think to be spelled in the maritime English spelling? Why?)

4. *Menurut pengalaman anda, diantara kata kerja, kata benda, dan kata sifat, jenis kosa kata mana kah yang paling sulit untuk kamu kuasai pada pembelajaran bahasa Inggris maritim? Mengapa?*

(In your experience, between verb, noun, and adjective, which types of vocabularies do you think to be mastered in maritime English learning?)

5. *Berdasarkan kosa kata yang telah kamu tulis sebelumnya, kosa kata mana kah yang menurut kamu termasuk dalam kategori kata kerja, kata benda, dan kata sifat? "Peneliti akan meminta participant untuk menyebutkan masing-masing minimal 1 kata dari tiap kategori"*

(Based on the vocabularies you have written, which vocabularies do you think that included in the category of verb, noun, and adjective? "the researcher only asks the participants to write at least one vocabulary each category")

6. *Kesulitan apa yang kamu dapatkan untuk mengartikan instruksi dan atau istilah-istilah bahasa Inggris di atas kapal?*

(What difficulties did you often get to construe the instructions or the English terms on ship?)

Furthermore, in presenting the results of research data by participants, the researcher only used initials to maintain the confidentiality of the participant's identity.

Data Analysis

The researcher described the data based on the finding result suggested by Miles & Huberman^[32], such as data reduction, data display, and data concluding. The data such as maritime English vocabulary mastery was taken from the research sample by using documentation and in-depth interviews. Then, the data analyzed by the three steps of Miles & Huberman suggested.

4. RESULT AND DISCUSSION

Result

The researcher decided the extracts as the finding based on the statement of Cameron^[6] that said the aspects of English vocabulary mastery included pronunciation, spelling, grammar, and meaning. It aimed that the findings are composed more structurally and to make the researcher easier in data analyzing. Then, the researcher took the data from the interview result of maritime students that have decided as the participants in this research. The researcher recorded the interview by phone, transcript the result to his appendixes, and then considered some data to find the result.

Table1. The result findings of in-depth interviews section from the participants.

Extract 1 (Pronunciation)	
Participants	Participants' Responses
JLB	<ul style="list-style-type: none"> - In my opinion, pronunciation is complicated in learning English because pronunciation is the way to say something, which is if we make a mistake in pronunciation, our speaking partner will misunderstand the meaning of our pronunciation. (Question 1) - For example, "Compartment", this word is pretty hard because very often to use on the ship. (Question 2)
Extract 2 (Spelling)	
Participants	Participants' Responses
RP	"Breathing apparatus" is a complicated word to spell because the word is too long and has many letters. (Question 3)
EARS	"Auxiliary engine" is complicated to spell in maritime English because the word is too long. (Question 3)
Extract 3 (Grammar)	
Participants	Participants' Responses
BE	<ul style="list-style-type: none"> - In my opinion, grammar is a complex aspect because the speaking partner will be confused if we make a mistake in the structure of words. (Question 1) - In my opinion, all of the vocabulary types are difficult because I don't know to use of the types such as adjective or noun, maybe because I forgot about it, and I do not master about the types of vocabulary. (Question 4) - In my opinion, the noun is "Ship, cargo ship," but there is no verb and adjective phrases in my documentation. (Question 5)
Extract 4 (Meaning)	
Participants	Participants' Responses
AK	<ul style="list-style-type: none"> - The most difficult is meaning because based on my experience, the meaning of general English is different to English on the ship, which means there are some English vocabularies have a different meaning. (Question 1) - Based on my experience, for example in "HRU: Hydrostatic Release Unit" is included "life raft" or what is the name, I forgot, which means that written the procedure to use it, I was getting difficult to translate it. (Question 6)
AJ	<ul style="list-style-type: none"> - In my opinion, meaning is a complex aspect to master because sometimes maritime English and general English have a different meaning as known that we always use general English in Indonesia. (Question 1) - Sometimes we still unfamiliar with the new vocabulary we find. (Question 6)
GP	<ul style="list-style-type: none"> - Meaning is a complex aspect because sometimes if we compare to general English, the vocabulary has a different meaning. (Question 1) - If I find the new vocabulary, I will get confused. (Question 6)

Discussion.

The students' difficulty in mastering English vocabulary for maritime purposes; related to four aspects of English vocabulary mastery: pronunciation, spelling, grammar, and meaning.

Harmer^[15] stated the difficulty in English mastery is to make the connection accurately between words, understand the language between structure and the meaning words, and comprehend the

meanings of very closely related words. Thus, the researcher presented some direct questions in interviews to collect data in this section. Then, some questions referenced to documentation by the participants related to their English vocabulary mastery based on four aspects: pronunciation, spelling, grammar, and meaning, such as asserted by Cameron.^[6] Therefore, the researcher would analyze the closest responses to the theories.

- ***The maritime students' difficulty of mastering vocabulary to pronunciation aspect.***

Wehmeier^[7] explained that one factor that significantly impacts vocabulary is pronunciation. Pronunciation refers to how a specific person pronounces a word in a language. It related to **JLB's** response at **extract 1** that pronunciation was more complex than mastering English vocabulary in the maritime zone. He said that pronunciation was the way to say something. He was anxious that his speaking partner would not understand his goal if he made a mistake in his pronunciation when he spoke. His anxiety about his lack of pronunciation was expected because he was a beginner as a language user.

Then, he should learn more about maritime English which is the English for Specific Purposes (ESP). He needs more adaptation to pronounce his vocabulary. Such as Dudley-Evans & St John^[10] said that most ESP courses assume some basic knowledge of the language system but can be used for beginners. It means that as beginners, the maritime students only learn about primary English related to ESP in their field, and maritime English course is included in their purpose in learning English. It is in line with maritime English is a specific language used for a specific purpose.^[13]

The participant said a word that he considered difficult to pronounce in this part. **JLB** mentioned in **extract 1** that "Compartment" was a difficult word to pronounce. In his opinion, the word was difficult to say because he was unfamiliar to them. He said he was rare to use the words in their job activity. The word related to his job, but he was rare to find it in sailing practice. It made him hard to pronounce the word. He should realize that his English course was included in ESP. In that case, he should learn more new vocabulary related to his job. Hutchinson & Waters^[9] defined that the students learn ESP as an English language learning approach by using a teaching method based on the students' reason to learn. Thus, if the word was included in maritime English vocabulary, it should be a reason for him to understand the word's pronunciation.

The analysis above showed that the maritime students needed to learn and understand more English vocabulary to make it familiar in their daily activity on the ship. Then, they do not need to categorize the types of English vocabulary in a maritime context, such as technical, semi-technical, or core vocabulary, as Irawati^[26] said. By mastering more vocabulary related to their job, the students would also learn to pronounce it.

- ***The maritime students' difficulty of mastering vocabulary to spelling aspect.***

Barbera^[4] stated that the significant difference between dictionary and vocabulary lies in the existing objectives in all words of a language. So, the students need to comprehend their necessity in mastering English vocabulary of spelling aspects. Although there was a dictionary about the spelling syllable of every word, the spelling in the maritime context was somewhat different in general spelling in English. Besides, Wehmeier^[7] stated that spelling is the act of accurately shaping words from a person's letter or how a word is spelt. Thus, before arranging a word, the maritime students should understand how the word is shaped by learning each syllable of the word in a maritime context. In this research, spelling was not considered the most challenging aspect of learning English vocabulary mastery by the participants. However, some participants still were getting difficult to spell the words in the maritime context because they are too long or have many alphabets in words.

RP extract

2

by **RP** "breathing

apparatus", **EARS** "auxiliaryengine", **AJ** "simulationroom", **DW** "embarkation" and debarkation", **MT** "deadweight tonnage." They said it was difficult to spell the words because many letters shaped the word.

Moreover, the students should understand to spell them in the maritime alphabet. They would get confused to spell every long syllable if they did not master the spelling words correctly. This situation related to Salam & Nursia^[16] that the students got difficulty mastering English vocabulary based on their experience spelling the word. Therefore, the students should learn more vocabulary to make them accessible in spelling the word in the maritime context. Their ability in spelling words in maritime context is related to the ESP of fundamental characteristic, which explained that ESP is to meet the specific needs of learners.^[10] It showed that maritime students needed to master the maritime alphabet correctly because it was basic to spell each word related to the shipping job. The case was experienced by the participants above showed that the students should not have happy feelings in learning cooperatively. It means to increase their ability to master English vocabulary, as concluded by Rambe.^[25]

- ***The maritime students' difficulty of mastering vocabulary to grammar aspect.***

Cameron^[6] asserted that we could not ignore grammar to master most lexicons. The manner that linguistics records are tied into phrases can take knowledge alongside the manner into linguistics used. Therefore some participants chose grammar as the most challenging aspect to learn in mastering English vocabulary. In *extract 3*, **BE** considered that grammar is a complex aspect to learn in mastering English vocabulary because he related grammar for implementing his vocabulary in speaking. He said that if he made a mistake in using grammar. While communicating with his speaking partner, he worried that he would be confused about what he spoke.

Moreover, he realized that nouns, verbs, and adjectives are challenging to master because he forgot to apply these vocabulary types in sentences. It proved that he had difficulty learning the grammar aspect of mastering English vocabulary. He has a problem memorizing the formula in grammar, especially about mastering nouns, verbs, and adjectives. It showed by his documentation that he only wrote all nouns without verbs and adjectives. However, there is one verb in his documentation, and he thought it was included in noun phrases. By **BE's** response, it can be concluded that every person needs to master vocabulary as much as possible to do good communication. Zhihong^[3] stated that people could not communicate effectively and express their idea without sufficient vocabulary. Therefore, the maritime students should learn more vocabulary and use it with good grammar to communicate effectively in the maritime zone.

The participant's responses above proved that as the deck crew, the maritime students have concerned about their grammar in communication, even in writing or speaking skills onboard vessels. Therefore, they considered mastering grammar in communication difficult at the ANT-III level. However, they should be focused on learning it because they know it is necessary for English vocabulary mastery. In other words, the maritime students at the ANT-III level were not only using cognitive strategy focused on machinery onboard in learning vocabulary, as Ismayanti^[24] has concluded. They also should master good grammar aspects to many focusing on English vocabulary mastery on the ships to have good communication on working zone. Knowing their lack in grammar aspects of learning vocabulary in maritime zone, they probably increase their ability in mastering maritime English vocabulary.

- ***The maritime students' difficulty of mastering vocabulary to meaning aspect.***

Behlol^[5] divided vocabularies passive and active. The passive vocabulary means that the language users understand the words. However, they get difficulty using them correctly in some contexts. In contrast, active vocabulary means that the language users know the words and understand how to use them correctly in various contexts. Such as, writing the spelling correctly, pronouncing the words precisely, or even using the words in speaking or writing structurally.

It means that the learners should comprehend every word's meaning in English language activity. Ur^[8] explained that a learner's local language phrase whose means corresponds to might be executed by translations and objects that continue to discover which means. Therefore, in this case, some participants present their difficulty in mastering English vocabulary toward the meaning aspect. Some maritime students considered that they get difficult in meaning aspects.

As presented in *extract 4*, **AK** showed his experience during a sailing practice study. That means aspect is the most difficult to master because some vocabularies have different meanings to general English on the ship. It proved that although he already has joined a sailing during a year, he often gets difficult to distinguish some meaning between English generally and English in the maritime zone. As he also explained in his experience of *extract 4*, he had difficulty translating the procedure to use Hydrostatic Release Unit (HRU) written in maritime English. If he said the case based on his experience, he always got the same problem sailing.

Additionally, in *extract 4*, **AJ** presented that the meaning aspect included in most challenging aspect to master in learning English vocabulary. He said, "In my opinion, meaning is a complex aspect to master because sometimes maritime English and general English have a different meaning as known that we always use general English in Indonesia." Similarly, as said by **GP** in *extract 4*, "Meaning is a complex aspect because sometimes if we compare to general English, the vocabulary has a different meaning. It means that because he already has accustomed to using general English. Then he should adapt to use maritime English on the ship. This statement means that when he used general words in his daily activity to communicate before going onboard vessels, he should use maritime vocabulary to communicate on the ship. He gave an example, "in the right and left positions, and we should say "starboard" and "port" if we onboard a vessel."

The example above was very closely related to Dudley-Evans & St John's^[10] explanation about ESP: English language learning that emphasizes language accuracy. Language's lexical or syntactic meaning is not primary in semantic and morphological meaning. The meaning of the English vocabulary of this case had followed the context of the maritime zone. Besides, **AJ**'s statements also conducted to Pejaković^[11] that said maritime English is a term used to communicate on the sea. The language is limited to use or called "restricted language". It is in line with Hemming^[12], who defines that Maritime English comes from "lingua franca", which implies a common language for use at sea instead of multilingual. Besides, **AJ** also said, "Sometimes we are still unfamiliar with the new vocabulary we find." Even so, as **GP** said, "If I find the new vocabulary, I will get confused." It proved that he often got difficulty translating new words or phrases on the ship. This assertion means they considered the words unfamiliar for him when he found them on the ship based on his experience in sailing practice study.

Finally, the participants' assertion related to Salam & Nursia^[16] that students' difficulty mastering vocabulary based on their experience, like understanding the meaning of unfamiliar words. In other words, the students should learn more vocabulary related to the terms on the sea in the maritime context. It means to make them more accessible in communication on the ship. Such as Perea^[14] asserted that the use of terms related to the sea will be understood in the vocabulary of English maritime.

CONCLUSION

The researcher found that most maritime students learned and mastered English vocabulary in the maritime context by the direct method. The participants showed that they always got difficulty communicating directly on the ship because they did not know the meaning of the words they found. In other words, they would be learning by doing about mastering maritime English vocabulary. Although a participant and English teacher said, they should start to master many terms or maritime English

vocabularies since studying the classroom before sailing practice study. However, most maritime students need to master English vocabulary while onboard vessels.

The maritime students need to master many vocabularies related to maritime context, especially in the meaning aspect. Finally, the other aspects of English vocabulary mastery, such as pronunciation, spelling, and grammar, were essential to master. However, the maritime students in Politeknik Pelayaran Sorong should memorize and understand more meaning of maritime English vocabulary. It means their communication skills in implementing their English can be better on their job in the maritime zone. All these may indicate that the meaning aspect was essential to the first aspect to learn in maritime English vocabulary mastery.

ACKNOWLEDGEMENT

Praise and deep gratitude to Allah SWT for the abundance of grace, and guidance of Him given to the writer that made this article can be completed properly. Greetings and salawat may always be devoted to the Prophet Muhammad SAW. The writer would like to say thank you profusely for institute of Politeknik Pelayaran Sorong for allowing the writer took the maritime students in class A of nautical department level III formation as the sample of this study in taking the data.

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