



NEEDS ANALYSIS OF ENGLISH COURSE FOR CADETS AT NUSANTARA MARITIME ACADEMY BANJARMASIN

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Abstract

Cadets at Nusantara Maritime Academy Banjarmasin are expected to have a strong command of the English language. They will be in a better position to succeed professionally in the future if they can speak clearly and fluently in English. This research aimed to explore the educational content that ought to be taught based on a needs analysis. This research used a mixed-method approach, consisting of a questionnaire and an interview. Cadets and lecturers from the Language Center at Nusantara Maritime Academy in Banjarmasin participated in this research. According to the study's conclusions, the course's instructional materials must be written in English and include sections on administrative abilities, communication skills, and the processes for using tools aboard ships. More opportunities for the cadets to improve their speaking and pronunciation are required. To make the English lesson more enjoyable, genuine materials and forms of media entertainment, such as songs, videos, and images, should be provided as part of the course.

Abstrak

Taruna di Akademi Maritim Nusantara Banjarmasin diharapkan memiliki penguasaan bahasa Inggris yang kuat. Mereka akan berada dalam posisi yang lebih baik untuk sukses secara profesional di masa depan jika mereka dapat berbicara dengan jelas dan lancar dalam bahasa Inggris. Penelitian ini bertujuan untuk menggali konten pendidikan yang seharusnya diajarkan berdasarkan analisis kebutuhan. Penelitian ini menggunakan pendekatan metode campuran yang terdiri dari kuesioner dan wawancara. Taruna dan dosen dari Pusat Bahasa di Akademi Maritim Nusantara Banjarmasin berpartisipasi dalam penelitian ini. Menurut kesimpulan penelitian, materi instruksional kursus perlu ditulis dalam bahasa Inggris dan mencakup bagian tentang kemampuan administrasi, keterampilan komunikasi, dan proses penggunaan alat di atas kapal. Diperlukan lebih banyak kesempatan bagi taruna untuk meningkatkan kemampuan berbicara dan pengucapan mereka. Untuk membuat pelajaran bahasa Inggris lebih menyenangkan, materi asli dan bentuk media hiburan, seperti lagu, video, dan gambar, harus disediakan sebagai bagian dari kursus.

INTRODUCTION

Other than English, universities in Indonesia, particularly those at the tertiary level, offer ESP courses in fields like economics, law, medicine, and marine studies (Axmedovna et al., 2019). There is no shortage of information, but it seems that English is merely an essential topic for new cadets or a General Basic Subject in non-English regions. It is ideal if the English resources in non-English fields concentrate on a certain sort of English. Teaching English in law and nursing, for example, has its own specialized English language classes. This fact, as previously noted, is in direct conflict with the theory positing ESP's origins.

Cadets' capacity to anticipate and respond to contemporary globalization concerns should also be considered (Batu & Cahyaningrum, 2020). Due to the growing demand for competitiveness in the workplace, where Indonesian and foreign labor is competing, graduates of academies or universities now govern an employee. After college, success in the job market requires fluency in spoken and written English (Clement & Murugavel, 2018).

Even on the maritime, English has become the global language of communication. According to Pritchard, non-native English speakers are all ports, rivers, fairways, and straits across the globe (Svanberg et al., 2019). To converse when sailing, they will need to know some maritime terms. "Maritime English" is what it is called. They will need to speak English if they work in the marine business. It is seen as a peculiar and complex topic in the marine world because of its distinct territory and words, both linguistic units. Demydenko considers maritime English a universal language (Sherman et al., 2018). At sea, at ports, and in the shipping business, seamen and other maritime employees alike utilize Maritime English. Maritime English is the language of choice between ships and land and between the crew and the captain. It is also used by the crew and passengers to communicate.

Miscommunication or a catastrophe reluctant to help examine the mishaps or report their consequences may lead to a mishap (Francis, 2022). Communication failures between ships and the land are prevalent because of differing English abilities among crew members. It may pose a risk to the safety of boaters in certain situations (Haryani et al., 2022).

According to Wróbel (2022), 80% of marine deaths result from human errors. It turns out that a review of accident data shows that 85% of all accidents are the consequence of a human error caused by insufficient human replies (Ward & Nathan-Roberts, 2021). For Størkersen and Thorvaldsen (2021), the most prevalent

stumbling block in international marine transport is a lack of communication between crew members. Regarding cross-cultural knowledge and communication skills, seafarers need to be well-versed. It might have an effect if they are at sea. There is a link between marine safety and English language competency as a consequence.

A high level of English proficiency is required for maritime academy graduates. According to the Level Training Certification of International Maritime Organization (IMO) and Watchkeeping for Seafarer 1995, working knowledge of English is required by all crews to communicate efficiently with other ships and coast stations and understand nautical publications, weather information, and safety alerts (Leary, 2022).

Government ministries, maritime educational institutes, diplomatic embassies, and port administrations hire recent maritime academy graduates (Ahmmed, 2018). Consequently, individuals must be fluent in English to work in this field. As a rule, marine English is a dialect of everyday English. Consequently, maritime and non-maritime communication may benefit from English-language communication. Developing a standard curriculum requires evaluating cadets' English learning and teaching methods. The English for Specific Purposes and English for Academic Purposes programs provide general and maritime English classes. This includes both oral presentations and written reports. Cadets must learn how to communicate successfully with their lecturers and other cadets. Because of this, it is expected that the cadets will have a solid command of the English language.

Industrialized countries such as the United States, Canada, Europe, and Australia have seen a considerable rise in the demand for marine English in the previous several years (Trottet et al., 2022). The need for marine English is expected to expand in all of these wealthy countries. Although cadets abroad are in great demand, many find it difficult to acquire a new language like English. Many international job applications were denied because cadets could not speak English. It is common for graduates and cadets of MET to be unable to communicate well in English. According to Ahmmed (2021), current and former cadets and graduates of the Maritime English Test (MET) still have inadequate language skills. In many cases, the English competence of MET's international cadets and graduates was inferior to that of MET's cadets and alumni.

Both conceptually and empirically, the quality of cadets' learning materials has a significant impact on their success. Maulidar et al. (2019) pointed out that learning depends mainly on resources. A clear picture of what cadets need to study and

master is painted in the educational materials made available to them. STCW'2010 curriculum-compliant Maritime English study materials are still hard to come by and difficult to obtain, a fact that should be acknowledged (Dirgeyasa, 2018). The scarcity of materials in maritime English is becoming a significant issue around the globe. A lack of standards for the syllabus; (b) a lack of standards for the Maritime English course books; (c) a lack of textbooks available for international use; (d) a shortage of related learning resources; and (e) restrictive national legislation and language policies are some of the current issues in maritime academies' materials.

Few resources are available to help cadets learn Maritime English, and those that exist are woefully inadequate for today's generation of seafarers. To address these issues, this research will conduct a need analysis of Maritime English resources that comply with STCW'2010. Doing a needs assessment to give cadets the necessary resources (Sartini, 2017).

To demonstrate the need for ESP English education for cadets, consider this: ESP English instruction should focus on what occurs when cadets need to use the language as a skill. Cadets' interests should always come first when putting out a course or curriculum. Before commencing any work on these topics, do a needs analysis to understand what cadets desire (Park, 2015).

A requirements analysis demonstrates that cadets' preferences, needs, and interests cannot be ignored while building a language program. It will be impossible to achieve education and learning goals unless these concerns are addressed. Another consideration is the target audience and whether or not they can provide us with meaningful data for our need study. We must also consider that "Targets" are the people who will be the focus of the data collection. Cadets, lecturers, parents, businesses, and community groups may all be part. There may be a need for different perspectives on target group needs from subcategories within the target group. This article explores the perspectives of English lecturers and cadets at Akademi Maritim Nusantara Banjarmasin on the significance of the language.

Conceptual Framework

Perform a requirements analysis before constructing a course syllabus. There is agreement across all ESP schools. However, that needs analysis must be emphasized in the design of an ESP program. The cadets' educational requirements, wants, desires, and so on were the source of information. Everyone whom the program will

influence — employers or users — has expectations and criteria that must be met as part of the design and development phase of the project.

Hutchinson and Waters (1987) used two criteria and a variety of other qualities to define ESP. Goal-oriented ESP is first and foremost. In other words, cadets are not studying English because they are curious about the English-speaking world or their own culture but because they need it for something particular, like a job. The first step in any ESP course should be a thorough needs analysis of the cadets enrolled.

In addition, one of the most distinctive features of ESP courses is cadets' adherence to stringent deadlines to achieve their objectives. Children are less likely than adults to sign up for an ESP course. No one can deny that ESP cadets have been exposed to the subject for quite some time. Cadets just starting to learn a new language may develop ESP, on the other hand. Cadets are also participating in the project.

Johns (1991) defines the nature of ESP using absolute and variable features. Aside from the special requirements of the cadets, ESP varies from general English in that it concentrates on language suited to the cadets' activities. It may be confined to one of the language skills to be mastered.

They claimed that ESP is tailored to match the individual demands of the cadet and the field in which they are studying. Because of this, it may make use of a unique instructional scenario. They also suggested that ESP is most suited for cadets at the middle and advanced stages of their educational careers. Adult learners are more likely to take an ESP course than children, ESP courses are usually focused on a specific discipline, and ESP cadets are more likely to be homogeneous. Needs analysis is essential to any ESP course, distinct from General English, and ESP courses are usually goal-oriented.

Learners' professions or job descriptions influenced the emergence of the ESP teaching movement. To put it another way, each class has certain language requirements. As a result, ESP is primarily concerned with the idea of "needs." Studying the requirements of cadets is the first step in developing curriculums, courses, and resources (Benyelles, 2009).

It is important to remember that needs are not an objective fact but rather a subjective interpretation of information from the target population, in this case, cadets; in other words, the target population (cadets) that are analyzed has their idea or interpretation about something, such as a language course. Richard's conclusion from

a requirements analysis should be suitable and relevant, which is why he urged extensive collaboration with numerous stakeholders (Widdowson, 1990).

Cadets, graduates, English lecturers, and users at Nusantara Maritime Academy Banjarmasin are all included in conducting a needs analysis of English for Nusantara Maritime Academy Banjarmasin cadets. The content is pertinent to the reader's particular expertise and interest. The material is useful in establishing the syllabus for the English course as a blueprint for what the teaching and learning process will accomplish (West, 1993). The following flow chart illustrates the philosophical underpinnings of this piece.

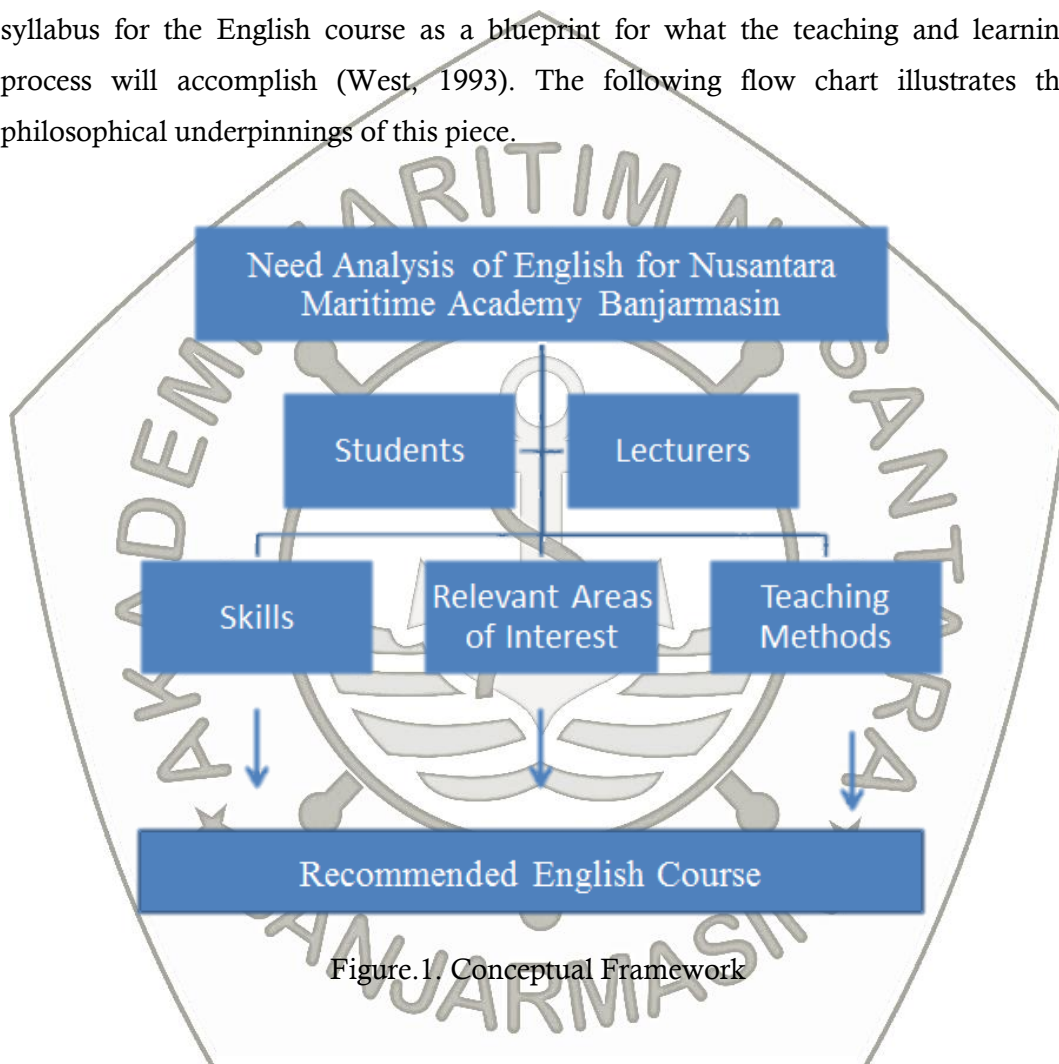


Figure.1. Conceptual Framework

METHODS

This study used mixed-method research to evaluate the cadets needs at Nusantara Maritime Academy Banjarmasin, which comprised techniques for describing, evaluating, and interpreting quantitative and qualitative data (Ghasempour et al., 2014). Questionnaires and in-depth interviews were used to acquire the data for this investigation. Cadets and English lecturers at Nusantara

Maritime Academy Banjarmasin were interviewed to confirm and cross-check the data collected from the questionnaire.

For this study, the researchers interviewed 30 cadets from Nusantara Maritime Academy Banjarmasin's fourth semester of the academic year 2021/2022. This study also included English lecturers Nusantara Maritime Academy Banjarmasin, who provided further insight into developing course materials for a higher-quality English course. Cadets and English lecturers were given questionnaires to fill out by researchers. A follow-up round of interviews with two English lecturers and 11 cadets was then undertaken, allowing the researchers to verify and confirm what they had learned from the surveys. Research interpretation included taking into account the thoughts and feelings of study subjects (Trent & Cho, 2020).

RESULTS AND DISCUSSION

The cadets' Perception of the Role of Studying English in Nusantara Maritime Academy Banjarmasin

In the questionnaire, there are two key questions. A total of 10 inquiries are posed. Five pertain to English in the Maritime Program, and seven are aimed at maritime academy cadets. In the first five outcomes of the Needs Analysis, the cadets in the Maritime Program at Nusantara Maritime Academy Banjarmasin urgently require English for various reasons. Because English is an international language, cadets of the Academy Maritime Program will likely have to communicate in it with each other (Clement & Murugavel, 2018); (2) English is a language that is widely spoken not only in English-speaking maritime countries but also in tourist destinations (Sherman et al., 2018); (3) English will allow cadets to work in a maritime-related career (Svanberg et al., 2019); and (4) cadets' poor English is an issue (Wróbel, 2021).

Nusantara Maritime Academy cadets generally feel that the English-based Maritime Program helps them learn how to communicate in an international setting. As a result, cadets at the Maritime Academy must master a wide range of language skills to succeed in the program. Cadets at the Nusantara Maritime Academy Banjarmasin must participate in a course called Guiding for New cadets, which is required of all new cadets. Cadets at the Nusantara Maritime Academy Banjarmasin execute a finished activity aboard a ship called 'Guiding' to inform and depict the locations they visit. Maritime Academy cadets must develop additional language resources to suit their requirements, aspirations, and expectations for the Maritime Program (Maulidar et al., 2019). The findings are in line with the English Specific

Purposes Theories, according to which considerable disparities in learning need separate specialized resources. A lecturer in the Maritime Program must also supply appropriate media and literature for cadets to use in their studies.

According to the answers to the last seven questions, the English curriculum at the Maritime Academy should focus on helping cadets enhance their language abilities. Speaking is the most acceptable way to increase one's knowledge (Dirgeyasa, 2018). Pronunciation, in addition to speaking, was the most often selected language component. Other than that, cadets at Nusantara Maritime Academy Banjarmasin mastered instructional methods for requesting information. To support this strategy, it is necessary to use media in teaching and learning. To better comprehend the nautical-related jargon, cadets in maritime degree programs must have access to a video player. Cadets may use the video to improve their oral communication skills (Park, 2015).

According to the answers to the last seven questions, the English curriculum at the Maritime Academy should focus on helping cadets enhance their language abilities. Public speaking is the most effective way to expand one's knowledge base. Pronunciation, in addition to speaking, was the most often selected language component. They also learned instructional methods for dealing with demands from faculty and cadets at the Nusantara Maritime Academy Banjarmasin. It is necessary to include media in teaching and learning to support this strategy. They need a video player to assist them in grasping Maritime-related discussions and terms. This is required for cadets in maritime programs (Axmedovna et al., 2019). Use the movie as a guide for cadets who want to improve their speaking and listening skills.

Nusantara Maritime Academy Banjarmasin cadets in the maritime program said that speaking is their most difficult ability to master. When conducting interviews, researchers asked cadets about their methods to improve their speaking skills. Watching movies in English, listening to non-classy music, and rehearsing in class are some of the most common ways cadets build their speaking abilities (Batu & Cahyaningrum, 2020). However, as cadets have said, practicing English in the classroom is ineffective since only a small percentage of cadets are fluent. The Guidance Program demands speaking abilities, English is essential when dealing with foreigners, and English is extremely demanding in the global period. Therefore there are many reasons to select speaking as their most difficult talent.

Speaking skill is a necessary but sometimes overlooked component of the nautical curriculum by most Maritime Academy cadets. Listening to music and conversing with lecturers are two common methods cadets demonstrate their

proficiency in pronunciation exercises (Clement & Murugavel, 2018). The stranger can follow along if the Maritime programs accurately enunciate each word.

Cadets at the Maritime Academy must utilize various English language resources, and those in the Maritime Program will have access to a comparable selection. Nevertheless, the results of the interviews suggest that English is less descriptive and mostly derived from textbooks. The content must be tailored to the needs and tastes of the cadets. However, some judged it was powerful enough to be put out there. As long as the material presented to the cadets is clear, they should be able to participate in the learning process (Svanberg et al., 2019).

Nusantara cadets at the Maritime Academy Banjarmasin remark that although English material is centered more on the Guides, it is still popular, and the Maritime Program barely meets their demands. Alternative to required texts, lecturers can look for other resources encouraging cadets to participate more actively in a class by offering them several opportunities to talk. When learning a new language, cadets need to understand how to communicate in English as soon as possible (Sherman et al., 2018). As a result, every effort should be made to meet the goal's requirements to the fullest extent feasible.

The material in English for the Maritime Program at Nusantara Maritime Academy Banjarmasin includes extra speech and pronunciation drills (Francis, 2022). Not only are ticket sales and planning cadets in the maritime program expected to perform, but they also need to communicate well.

For this reason, cadets at the Nusantara Maritime Academy Banjarmasin expect English-language resources to help them succeed in their future careers. Moreover, some claimed that English material would assist cadets in enhancing their capacity to communicate with strangers through speaking. There should be enough practice in speaking and pronunciation and activities that encourage cadets to become more active and creative in their learning (Haryani et al., 2022). According to Nusantara Maritime Academy Banjarmasin's lecturers, there is a strong connection between English and the maritime program. On the other hand, Lecturers will resort to alternative sources to meet Maritime curriculum demands if any subject is unrelated to the maritime curriculum.

Lecturers, for example, need to gather background data on particular areas where activities are taking place so cadets may identify and describe cultural and historical landmarks and architecture. Banjarmasin is the primary location for these activities, followed by Guiding. *Trisakti* Harbor is where most tours begin and end

since that is where clients first meet. The vast majority of the ship's crew will get the opportunity to travel across the globe. Personnel aboard ships must be able to speak with and do administrative tasks in English to work with other foreign nationals. In addition, cadets must be able to read and understand the English-language instructions on board the ships for the many tools they will be using. To be prepared for this situation, cadets in Indonesian and English must complete their homework since marine work may be done on a national and worldwide scale. The lecturer further reveals that he often refreshes the curriculum by altering lecture plans rather than making new ones (Wróbel, 2021).

The English Specific Purposes Theories (ESP) state that cadets at the Maritime Academy must be exposed to just one kind of English material. Lecturers also advised cadets at the Maritime Academy to work according to their school department. That is why kids require English-specific resources to help and support their abilities in their future careers. Proper English content is required for apprentices. However, owing to the diverse requirements of cadets, the items mentioned in the syllabus may not always be appropriate. The lecturers advise cadets to purchase the necessary textbooks and resources and adhere to what they discover throughout their language education. Cadets benefit from maritime-related activities, such as (1) Communication Guidance, (2) Administration Work, and (3) How to operate equipment in the ships.

English language training for administrators, processes for utilizing English tools, and more comprehensive resources and information are needed by lecturers. Both lecturers and cadets should put in more practice time. English content should include speaking, listening, writing, and reading abilities and other language components essential to developing human resources via education.

The reaction of the Lecturer to English Language content

The lecturers commented on the job most of them had been considering. Several oral presentations and the Scientific Approach, in which cadets pick pictures to be debated, obtain additional information, return information effectively, and communicate the findings of their conversations, are believed to encourage cadets to speak more gradually. In general, the personnel is excellent. However, they suggested that the assignments be changed from simplest to most difficult so cadets can study the content progressively. As stated in the course outline, he noted that the meeting's material should be modified accordingly.

Regarding the second point, lecturers are certain that developing Descriptive and Speaking resources for English language cadets fits their requirements, wants, and requests. According to them, both materials were comprehensive and intriguing. Even the photos shown throughout the material manufacturing process are captivating.

In the last question, the lecturers acknowledged that the Material Definition and Record addressed the demands of cadets in the Maritime Program at Nusantara Maritime Academy Banjarmasin. The material production for each chapter is directly tied to the Maritime Program. Cadets must be aware that product creation often occurs in Indonesia. In addition, they said that the films satisfied the requirements for all chapters.

Researchers developed a resource based on the Needs Assessment by English Purposes (ESP) idea that Maritime Academy cadets demand basic and restricted knowledge (Hutchinson & Waters, 1987). Cadets from the Maritime Program at Nusantara Maritime Academy Banjarmasin opted to take English as a required course to improve their English abilities. Indeed, they are considering the exceptional skills they want. Cadets of English must access individualized English materials that meet their specific needs, aspirations, and requirements. To aid the learning process, lecturers must give cadets media, textbooks, and more sophisticated learning tools.

As cadets assert that English should be able to assist them in obtaining employment in the future, more speaking and pronunciation exercises are necessary to improve their English abilities. In addition, there are several methods by which cadets must ask and submit more questions throughout the learning process. The cadet-teacher interaction should encourage cadets to speak more. The lecturers may display images or videos and respond to queries.

Cadets want this content since they often access English materials from lecturers less suitable for Maritime Academy cadets. They have studied several tenses, including Descriptive, Recount, and Process. Despite its continued popularity, the book does not satisfy the demands of Maritime Academy and high school Maritime cadets. Because there will be Maritime events involving Communication, Administration, and Procedure in utilizing tools, cadets must have opportunities to interact with others. Communication, administration, and tool use processes demand practical discourse skills. Therefore, lecturers must support their activities by assisting cadets with media, textbooks, and other resources.

In contrast, most cadets at Nusantara Maritime Academy Banjarmasin learned General English at their prior institutions, which is less applicable to their specialties.

Lecturers depend mainly on government-approved mandatory texts. In addition, Maritime Academy cadets may utilize the same English textbook. In actuality, it cannot match the English-learning requirements, aspirations, and wishes of Maritime Academy cadets. Therefore, if the materials developed for the Maritime Program have satisfied the cadets' criteria, expectations, and wants, they should satisfy the intended requirements (Ward & Nathan-Roberts, 2021). Goal needs are situations where cadets meet their learning requirements and achieve what they want (Hutchinson & Waters, 1987). The purpose of learning English in the Maritime Program is to get employment related to their majors, such as at a travel agency or overseas. Different sources emphasize the creation of English-language content. Initially, mentoring is emphasized in Surabaya, but educating cadets with marine information from other Indonesian and international locations is also essential.

The English material category for the Nusantara Maritime Academy Banjarmasin Maritime Program includes grammar and interpretation components and skills, as well as media films and photographs. Researchers are creating English language materials with several speaking exercises to encourage cadets to speak more. In addition, answers were provided for the tactics that cadets and questions would have used. The cadets will be driven to talk by providing more comments and questions. The job of presenting and answering questions is performed vocally and semi-written throughout content development. (Størkersen & Thorvaldsen, 2021). In addition, the videos are tailored to the requirements of Maritime cadets. One of his films describes the Indonesian archipelago in a tour-guide fashion. Cadets must pay attention and comprehend how the storyteller describes the instructional setting.

According to the Language Center's curriculum, each topic presented should be introduced to the cadets. Each chapter of material production has an overview of the terms. The language created by the researcher is Descriptive Language and Text. This section also contains text samples, structure, and language characteristics needed to compose text. Using English language material to develop speaking abilities complements the pronunciation tasks accompanying each vocabulary's interpretation. To learn how to pronounce and comprehend the meaning of vocabulary spoken in the video and written in the text, video and conversation are used to practice vocabulary. In addition, when cadets see a video in Recount Text, they are required to fill in any missing dialogues. Videos serve as examples for speech practice and assess cadets' comprehension as they listen—visual exercises for planning and finishing True-Wrong (Leary, 2022).

While writing the dialogue, the researchers do not modify or adopt any source. Alternately, he compiles field-specific observations, notions, and evidence. In generating the content, the researcher used the Packaging Knowledge Theory, which enables writers to integrate their ideas and existing resources by simplifying and adapting them to the requirements of the cadets (Ahmmed, 2018).

Descriptive Text and Greeting include a part for reading and answering questions. For cadets to write as their final assignment for each book, understanding the text must serve as an example. The reading comprehension examination is tailored to the 10th-grade level of comprehension. In addition, grammatical perspectives must illustrate the tense patterns employed in each text, such as Present Tense and Past Tense, and be accompanied by questions so cadets may immediately apply tense use. In addition, researchers have included a crossroads culture to deliver new knowledge to the cadets. According to the recommendation, the researcher included the Indonesian and American Manner Table within the Descriptive Text. Similarly, researchers included a Crossing Culture, Anglo-American Anglo, in the Recount Paper since the prior job had a video of two individuals with distinct English accents. Therefore, this better illustrates the accent.

According to the findings of the Nusantara Maritime Academy's Needs Analysis, cadets from Banjarmasin also requested a photo. There are certain pictures inside the Descriptive Text that they want to describe. The photographs depict locations, people, and things. Cadets are expected to guess by providing visuals, clearly describe the image, and articulate it so that they may satisfy the learning objectives.

The cadet will complete a final writing project for the last session of each chapter, as outlined in the Language Center Curriculum, as well as a reading exam to assess their reading abilities. Researchers must simplify the content of the quiz since it initially contains unfamiliar terminology that must be translated and condensed into information for the cadets. However, researchers also preserve the manuscript's principal objective. There are indeed multiple-choice quizzes. Multiple-choice questions based on the International Maritime Organization include identifying the intent of the text, applying the use of texts, concluding texts, defining key concepts, identifying synonyms/antonyms in texts, defining concepts in specific paragraphs, and interpreting sentences listed in the text.

There are several reasons why the researchers at Nusantara Maritime Academy Banjarmasin design and integrate English material into the maritime curriculum.

Current English textbooks look less suitable for Maritime System cadets. According to the conclusions of the Needs Analysis, maritime cadets require several speaking exercises that will help them engage effectively. Videos and pictures may be used as sources of practice speaking. Thus, researchers included many talk behavior in various English-language tasks. As predicted by the findings of the Requirements Analysis, the English language resources produced for the Maritime Program fulfill the cadets' needs, desires, and expectations.

The Lecturer's reaction to the overall progression of the content is crucial. After examining the course material, the Lecturer comments on biases, assignments, reading comprehension, videos, dialogues, drawings, grammar perspectives, and quizzes. He added that it is a good idea to start pushing cadets to discover and sample conversations with these pictures since speaking is the most in-demand ability. Then, cadets are introduced to the material they have already mastered by identifying the picture and reading the conversation. By drawing on the next page, cadets evaluate the text and its meanings, objectives, structure, and linguistic characteristics. The position is ideal for stimulating deep thought in the learner. Text comprehension is intriguing and may serve as a model for cadets' final projects. The Lecturer acknowledges that displaying the movie is beneficial. The argument is not difficult to comprehend and is basic (Ahmmed, 2021). Lecturers are aware that dialogue is not drawn from the source but rather from the experiences and ideas of the researchers. As the language is familiar, cadets will not struggle to interpret and comprehend the meaning of the dialogue. The photographs in both chapters are captivating from the outset to draw cadets. Grammatical angles aid cadets in comprehending how each text employs tenses. The lecturer concludes that the book is appropriate for reading but too lengthy for the quiz (Maulidar et al., 2019).

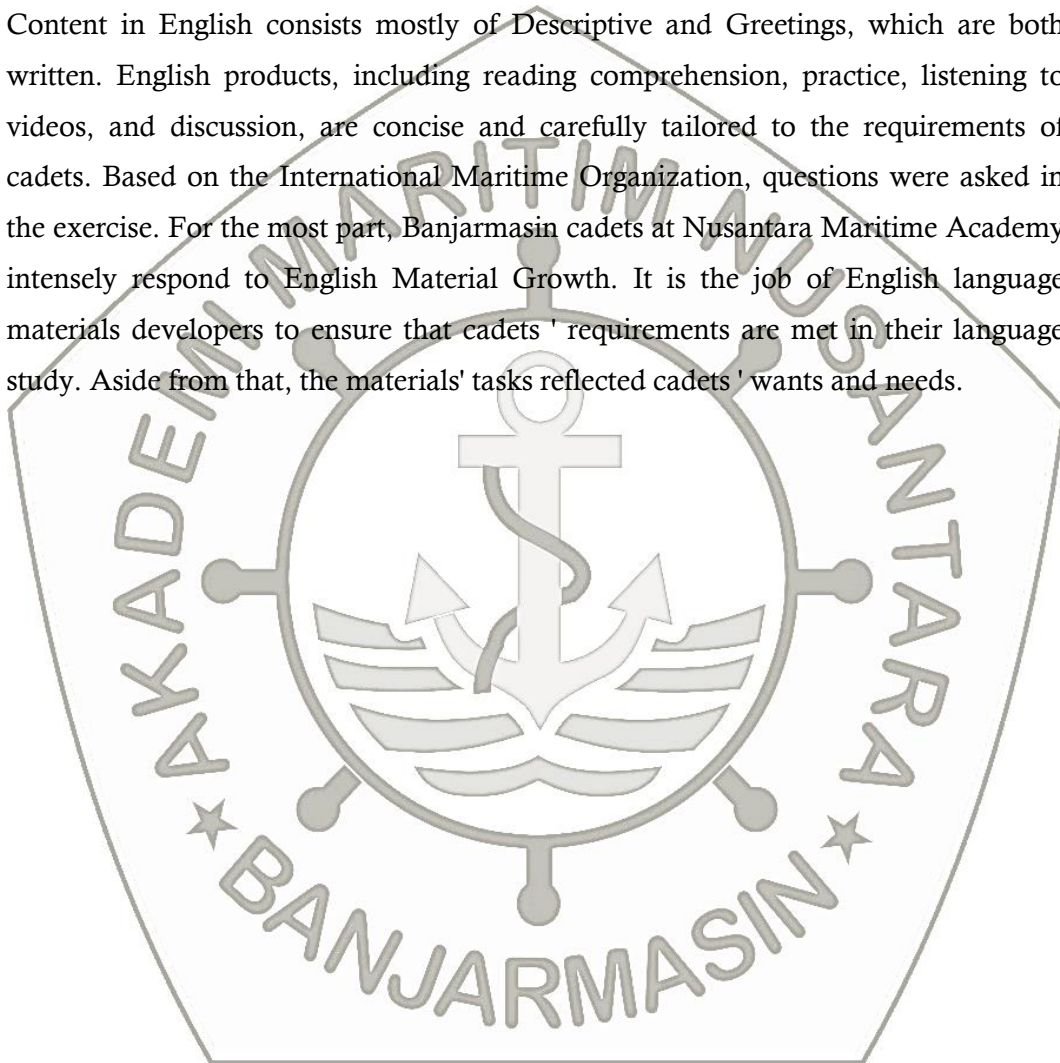
According to the lecturers, the descriptive and Recount Text content generation is complete. The material satisfies the needs, desires, and expectations of the cadet. In addition, all Maritime curricular materials are tightly aligned with the requirements of the cadets. However, reordering tasks from simplest to most difficult is simpler. In addition, the information has satisfied cadets' Maritime needs, aspirations, and requirements.

CONCLUSION

To help cadets at the Nusantara Maritime Academy Banjarmasin develop their ability and desire to communicate with people from other cultures, the Requirement

Review determined that the maritime program's English curriculum should contain various speaking exercises. Speech classes are paired with pronunciation exercises to help cadets learn to communicate and pronounce the words correctly. Cadets should watch videos to enhance their speaking abilities since they may practice pronunciation and improve their speaking skills.

The results of the Needs Analysis are used to construct the English materials. Content in English consists mostly of Descriptive and Greetings, which are both written. English products, including reading comprehension, practice, listening to videos, and discussion, are concise and carefully tailored to the requirements of cadets. Based on the International Maritime Organization, questions were asked in the exercise. For the most part, Banjarmasin cadets at Nusantara Maritime Academy intensely respond to English Material Growth. It is the job of English language materials developers to ensure that cadets' requirements are met in their language study. Aside from that, the materials' tasks reflected cadets' wants and needs.



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