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**INVESTIGATING MARITIME CADETS' DIFFICULTIES IN ENGLISH
SPEAKING AT NUSANTARA MARITIME ACADEMY BANJARMASIN**

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Abstract

This study examined the English-speaking barriers faced by marine cadets at Nusantara Maritime Academy in Banjarmasin. This study employed a qualitative, descriptive-analytic approach. In this study, there were 30 participants or cadets; 15 were level 1 cadets in their first semester, and 15 were level 2 cadets in their third semester. Interviews and observation were the tools employed in this study. The statistics showed that the Nusantara Nautical Academy in Banjarmasin's maritime cadets had difficulty speaking English. The issues mentioned were solely the linguistic component of speaking ability, specifically a lack of vocabulary, poor pronunciation, and improper grammar. It was discovered that grammar problems were widespread problem among nautical cadets. Lack of vocabulary was the second challenge maritime cadets encountered. The most recent issue was improper pronunciation.

Abstrak

Studi ini melihat hambatan berbahasa Inggris yang dihadapi taruna marinir di Akademi Maritim Nusantara di Banjarmasin. Penelitian ini menggunakan pendekatan kualitatif deskriptif analitik. Dalam penelitian ini, ada 30 peserta atau taruna; 15 orang taruna tingkat 1 pada semester pertama dan 15 orang taruna tingkat 2 pada semester ketiga. Wawancara dan observasi adalah alat yang digunakan dalam penelitian ini. Statistik menunjukkan taruna-taruna bahari Akademi Kelautan Nusantara di Banjarmasin agak kesulitan berbahasa Inggris. Masalah yang disebutkan hanya pada komponen linguistik dari kemampuan berbicara, khususnya kurangnya kosa kata, pengucapan yang buruk, dan tata bahasa yang tidak tepat. Ditemukan bahwa masalah tata bahasa adalah masalah yang tersebar luas di kalangan kadet bahari. Kurangnya kosa kata adalah tantangan kedua yang dihadapi kadet maritim. Masalah terbaru adalah pengucapan yang tidak tepat.

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INTRODUCTION

The Nusantara Maritime Academy Banjarmasin is one of the maritime institutions in the country, producing cadets with excellent seamanship and fluency in English. One of the most crucial abilities maritime cadets who are EFL learners need to improve is speaking or communicating in English (Tinjaca & Contreras, 2008). This vision and mission align with the aim of maritime education and training in Indonesia, which is to produce cadets who are not only proficient in maritime knowledge but also proficient in speaking or interacting in English, particularly maritime English, in accordance with the needs of the market at the levels of both international and domestic ocean shipping. Based on this, the institution provides cadets learning general English and marine English, particularly in speaking skills, a lot of opportunities and time. The program offered by this institution is supported by Ownie (2010), who claimed that in order to fulfill the objectives of Indonesia's maritime education and training, a significant portion of funding goes toward English classes that prepare cadets to speak English fluently and appropriately in their respective fields.

Between and among speakers over 90% non-native English speakers, communication or speaking in English is conducted intensively in all ports, straits, fairways, waterways, or sea routes worldwide (Pritchard, 2003). Cadets must emphasize that communication in English, particularly maritime English, is the international working language in the maritime industry since it is used in all situations, including ship-to-ship communication, ship-to-shore communication, and among maritime personnel (Zariati et al., 2011). (Sari & Sari, 2020). Additionally, cadets must adhere to International Maritime Organization (IMO) standards outlined in Standard Training, Certification, and Watchkeeping for Seafarers (1995) (STCW), which have since been amended to become STCW 2010 (STCW 2010 Amendments). These standards call for cadets to have adequate communication skills in the English language. The mandate highlights the significance of English language competency in connection to maritime safety.

However, it must be denied that when they learned the language, the cadets had several challenges while using it for communication. When the researchers were conducting spoken tests, it was visible. Only one-half of the cadets were able to communicate effectively in English. Some of them were able to react in English, but only in a limited context or by employing a variety of in-class vocabulary. They frequently use Bahasa or their native tongue when speaking. They were concerned

about making errors. They lacked confidence when speaking English. This result is consistent with Dornyei's (2005) assertion that anxiousness is one of the challenges faced by language learners. Other cadets are also reluctant to talk for various reasons and situations.

In addition, the reality is that most cadets studying English do not use it as a means of communication. Many cadets struggle to communicate in English in class; they most likely cannot understand what others are saying. The majority of them stated that they had difficulty speaking in shipping words. Similar to James et al. (2018) research, they discovered that interactions between persons from various cultural, linguistic, and ethnic backgrounds are complicated by international marine trade. According to this phenomenon, Mr. Budi Karya Sumadi, Indonesia's minister of transportation, indicated in his address that recently graduated cadets from maritime schools, academies, or institutions considered that English was one of their shortcomings because it was a foreign language (Prakoso, 2018).

Berdimurotovna (2021) looked at the issues with listening that interfere with cadets' speaking and how to fix them. She discovered that cadets have a short memory for what they hear, do not recognize words they already know, grasp words but not the intended message, and cannot mentally picture what is being spoken. Their ability to speak English is affected by these issues.

Wahyuningsih and Nanang JS's (2020) other study focused on the speaking challenges cadets at Barombong Marine Polytechnic faced. The findings revealed that many cadets find it challenging to communicate in English due to internal and external causes.

According to the facts above, past studies on cadets' poor performance in English communication have been undertaken, but they have not gone thoroughly into the speaking hurdles or challenges cadets encounter when learning English in a classroom. According to the preliminary study and background from earlier research, the researchers want to examine why maritime cadets at Nusantara Maritime Academy Banjarmasin have trouble speaking English and what influences that.

Review of Related Literature

Speaking is one of the fundamental skills that English foreign learners need to perfect for communication due to its importance and utility. Additionally, knowing English is essential for students or cadets to acquire a better global shipping labor market career as excellent future sailors. The cadets are intended to learn English in

this circumstance, notably communication and speaking abilities relevant to domestic and international shipping job opportunities. It implies that English is viewed as playing a crucial role in their education. Speaking is a major productive skill that is complex and demands regular practice in order to achieve the most effective lever for effective communication, according to Saed et al., 2021. When students travel, they will be able to communicate and engage with people from all over the world without any problems because of their proficiency in speaking and writing English.

Additionally, their jobs will be simpler (Gard & Gautman, 2015). Cadets are additionally trained and equipped to be officers on deck and navigation specialists. A deck officer is in charge of navigation, ensuring the secure loading and unloading of cargo, and operating the English-language communication system (The Maritime Industry Knowledge Center, 2019).

Speaking is a talent that entails creating suitable and fluent communication, according to Richard in Wina (2002). Speaking was identified by Grognet A.G. (1997) as one of the abilities that students have to develop in order to learn English. Speaking well requires both the capacity to comprehend information and language on the spot and awareness of linguistic features, according to Harmer's 2007 analysis.

There are five fundamental forms of speech, according to Brown (2007): imitative, intense, responsive, interactive, and extensive. Along with mechanics (pronunciation, grammar, and vocabulary), functions (transactional interaction, transaction-information exchange, interaction/relationship building), and social and cultural standards and norms, Muhammad Fauzan A. (2007) also highlighted three categories of speaking.

Despite spending years studying English, cadets still struggle with learning the basic skills they need to speak the language. This is consistent with the findings of various experts who looked at EFL students' challenges when speaking English. According to Chens (2009), language barriers include pupils' lack of fluency, vocabulary limitations, and lack of confidence when speaking English. According to Heriansyah (2012), there are two different types of speaking problems in English that students frequently experience: linguistic and nonlinguistic. However, the researchers limit their attention to linguistic issues that marine cadets frequently encounter to simplify and make the research easier. According to Richards in Tasmia (2019), learners can experience several speech difficulties. It is depicted in figure 1.

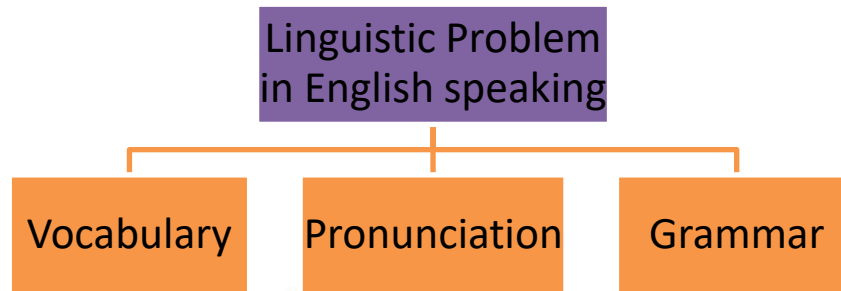


Figure 1. Linguistic Problems in English Speaking

METHODS

This study aimed to determine why the Nusantara Nautical Academy in Banjarmasin maritime cadets have trouble speaking English. Researchers employed a descriptive qualitative approach in this study. Creswell (2012) asserted that qualitative research employs a comprehensive strategy that includes discovery. Additionally, it detailed an unfolding model in a natural environment and allowed the researchers to gain a high level of detail from direct participation in the experiences. Investigating maritime cadets' challenges in speaking English was appropriate for this study's descriptive qualitative approach. Data collection methods included observation and interviews. Purposive sampling was used by researchers to choose the study's subject. Cadets in level 2, or the third semester, and level 1, or the first semester, were the focus of this study. In this instance, just 50 percent of the cadets at Nusantara Maritime Academy in Banjarmasin were included in the study. In the academic year 2022–2023, there were 15 cadets from level 2 or the third semester and 15 from level 1 or the first semester.

RESULTS AND DISCUSSION

According to the data analysis findings through observation and interview, the researchers discovered various issues maritime cadets have with speaking English. The researchers discovered that maritime cadets have two different kinds of language barriers when speaking English. Both linguistic and nonlinguistic factors are present. To focus on the research's topic, the researchers used Ricard's theory and solely examined and reported the linguistic component of students' English-speaking difficulties. Lack of vocabulary, poor grammatical skills, and poor pronunciation were the three issues identified in the cadets' language challenge.

Lack of Vocabulary

According to the findings of the observation and interview, the majority of the cadets had difficulties speaking English, especially when it came to forming the most introductory sentences. The cadets or research participants appeared to have difficulty speaking, generating complete sentences, or simply responding to simple inquiries when the researchers attempted to discuss with them in English. In addition, 23 cadets struggled to understand the question posed to them. 7 out of 30 cadets with prior English skills also struggle to produce complete sentences. When the researchers tried to have a lengthy chat, they appeared to merely keep smiling and remain silent when they were unsure how to react or did not understand what was being discussed. Even when they made an effort to reply, they could only use the restricted language that had been taught to them or provided in class to answer or respond to the dialogue. Only 10 out of the 30 cadets could react and carry on a lengthy discussion in English, despite having a wide vocabulary and being intelligent in the language.

Some of the cadets told the researchers that they genuinely wanted to conduct a lengthy conversation using English as their medium of communication, but they were unable to do so because they lacked vocabulary and memory. The second person claimed they were concerned about making errors when communicating in English. Additionally, they lacked the drive or incentive to improve their English speaking during class.

According to Jonathan Jenkins (2018), nothing can be communicated without vocabulary. Additionally, Dr. Keith Folse, a professor of TESOL and the author of Jonathan Jenkins (2018), noted the importance of language for communication. In addition, Sinatra et al. observed in Victoria State Government, Education and Training (2021) that vocabulary knowledge influences children's capacities to comprehend and utilize words effectively during the language actions of listening, speaking, reading, and writing.

The situation is consistent with Susanto's study from 2021, which examined the students' difficulties in learning English. He discovered that vocabulary was one of the students' issues. In their study on the need analysis of teaching and learning maritime English in the nautical class at STIMART "AMNI" Semarang, Ever Nicolas et al. (2018) discovered that most participants or cadets lacked vocabulary when speaking in English. One of the challenges cadets confront, according to Wahyuningsih et al. (2020), is vocabulary.

Lack of Pronunciation

Eighteen cadets also had issues pronouncing several English words while speaking, according to the findings of observation and interview. They occasionally uttered the researchers' previous words incorrectly and sought to repeat them. Both when speaking and reading English-language literature, this circumstance also happened. Even though some cadets were initially very confident or knew how to pronounce the English word, they occasionally felt uncertain.

When using English as their primary language of communication, 15 out of the 30 cadets were worried about pronouncing the words incorrectly. Their statements support the cadets' assertions that they would get teased by their friends for mispronouncing English terms in this situation.

This scene was consistent with Nurhadiyah Fitri's (2019) research, which stated that when she examined the pupils' problems speaking English at the Islamic senior high school Kotabaru Seberida, the poor pronunciation was one of the issues they frequently encountered. In his research, Tasmia (2019) also found that most pupils still struggled to pronounce English words correctly. In their study, Wahyuningsih et al. (2020) determined that cadets' pronunciation issues contributed to their linguistic difficulties when speaking English.

Lack of Grammar

As is well known, grammar is a crucial component of fluency in speaking English. The ability to speak English successfully also depends on grammar. In actuality, cadets still struggle with structuring an English sentence properly. The observation and interviews revealed that even after the lecturers, who are also the researchers, taught one of the English tenses in class, the cadets still struggled to use the presented tenses. This circumstance demonstrated that some cadets used the incorrect tenses in their responses when lecturers or researchers inquired about what breakfast they had that morning in small talk. They frequently utilize the simple present tense instead of the simple past tense. They stated that when people speak or engage in conversation, English syntax and structure do not matter. 25 of 30 cadets used the incorrect tense pattern when speaking with the lecturers or their partners.

Similar findings were made in Tasmia's research (2019), which showed that some students struggle with grammar even after the teacher has already covered it. Additionally, the students believed that speaking with poor grammar was not a major deal. They said that it would not be a burden as long as the conversational partner or

interlocutor grasped the message they presented. According to a 2020 study by Heni et al., cadets did not comprehend the 12 tenses of the English language. Consequently, they did not consider proper grammar when speaking.

CONCLUSION

This study found that the linguistic component of speaking ability is tough for maritime cadets at Nusantara Maritime Academy Banjarmasin. Findings revealed that poor grammar, a limited vocabulary, and poor pronunciation were frequently present in cadets' speaking issues. The initial issue that most marine cadets at Nusantara Maritime Academy Banjarmasin encountered was a lack of grammar. Grammar is crucial for enhancing language fluency and strengthening language structure, even though it is not the primary purpose. The majority of cadets had weak grammatical skills. Furthermore, they contended that it was unimportant when they employed the erroneous tense pattern or bad syntax when speaking English.

Lack of vocabulary was the second challenge encountered by Nusantara Maritime Academy Banjarmasin cadets. Nearly all cadets appeared to respond to or answer the question barely. They only retained vocabulary from the lecturer that was pertinent to the topics covered in class or in the book they were reading.

The final challenge was improper pronunciation. The cadets thought they had difficulty pronouncing some terms in English. They denied being concerned about pronouncing English words incorrectly. They preferred to repeat what the lecturers said or keep quiet since their buddies would make fun of them.

Based on their findings, the researchers advise the academy, the lecturers, and the maritime cadets. First, the researchers contend that having one or more English-language programs on campus would be preferable for academic institutions. English Day is a prime example where all staff members and cadets speak English when speaking. As long as the campus and its employees communicate with the cadets in English, it is acceptable to use mixed languages. Second, it would be preferable if English lecturers could enhance their teaching methods, particularly speaking. One strategy to address this issue is to increase speaking exercises in the classroom. The maritime cadets would benefit most from private English-language practice outside academic settings or English classes. They can use them to improve their English because there are so many applications and websites for learning the language. Alternatively, they might all engage in a brief English-language discourse during or after class, on or off campus.

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