

Maritime English Learning Materials Based on Standard Training Certification and Watchkeeping for Seafarers (STCW) Curriculum and Intercultural Competence (IC)

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Abstract

The objectives of this study is to investigate 1) the current existing conditions of Maritime English learning materials of Deck Department of Maritime Education and Training (MET), 2) the Maritime English learning materials needed by the students of Deck Department of Maritime Education and Training (MET), and 3) the intercultural competences needed by the students. This study is conducted by qualitative method. The respondents of the research are the active students, lecturers, active and retired seafarers, cadets, port authority, and administration staff. They are taken by purposive random sampling. The data are collected by questionnaire, documentary sheet, and in depth interview. The data are analyzed by descriptive qualitative. The results of the study show that 1) generally the existing Maritime English Materials mostly are not in line with the STCW'10 and need to be developed in order to meet the minimum standard of Standard Training Certifications and Watchkeeping for Seafarers (STCW'2010), 2) there are various topics of Maritime English learning materials needed by the students in terms of both English language and content or professional subjects, 3) and the various contents of intercultural competences are also needed by the students before they go to work at sea in order to effectively communicate with other crew of different cultural background.

Keywords: maritime English, learning materials, STCW, and intercultural competences

1. Introduction

As a matter of fact, the world of maritime or maritime industry has developed rapidly in the last few years. Year by year the numbers of maritime companies grow significantly. Consequently, they need a large number of seafarers as well. Risuandi, the Head of Indonesia state of Maritime Education and Training (MET) Jakarta in (Indopos, 20 Agustus 2009) and (Dirgayasa, 2014) notes that the world maritime industry still needs approximately 93.900 professional seafarers in the few years ahead. Nowadays, according to Baylon, M and Adam M.R.S., 2011) still, despite the recent global economic crises, the demand for highly competent officers and ratings for vessels around the world is going strong.

In Indonesia context, the maritime industry has become one of the national strategic industries. It became a vocal point by the last few years known as sea toll. Sea toll is designed and developed in order to create connectivity among regions across the country. However, it is not only oriented to national importance but it also responds the global fast-moving maritime industry as well (Kompas, 21 Oktober, 2014); (Tempo, 27 Agustus-2 November, 2014).

In this case, to prepare and to produce the competent and professional seafarers which have the adequate knowledge and skills in terms of professional subjects and communication competence, Maritime Education and Training (MET) is the answer. MET, across the world must implements the Standard Training Certification and Watchkeeping for Seafarers (STCW-STCW'78; STCW'95; and last amandement 2010 known as STCW'2010). This regulation is under International Maritime Organization (IMO), a part of organization under United Nation. The amendment puts forward higher requirements for the English proficiency for ocean-going seafarers and intercultural skill as well. The STWC is designed and developed in such a typical way so that graduates of MET have standard English competences and proficiency among the MET graduates across the world so that they can compete to work and to be employed in the world maritime industry

In Maritime Education and Training (MET), the students are hope to provide the good qualification both the professional domain and communicative competence (IMO, 1995); (Pritcard. 2009); (Dirgeyasa, 2018). In communication domain, in particular, maritime students are expected to master and to use the International Maritime Organization (IMO) Standard Marine Communication Phrases (SMCP) and English in general both in oral and in written form by the time they graduate and become officers or even during the time of their shipboard training. Since the communicative setting is multi-cultural and multilingual, the use of a common language-English is very important and crucial for them.

It is obviously clear that English plays important role in shipping industry especially for worldwide seafarers. They use English for communication in multi-crew and multi-cultural people is not only smoothen the existence of shipping business, but also it is for the safety of ships, lives, property, and marine environment such as to avoid pollution, etc., (Jonas, 2006), (Jinbiao, Xin, Derong, Shijun, and Yongxing, 2019). Then, it is also important to note that to be able to communicate effectively across cultures, to think and act appropriately, and to communicate and work with people from different cultural backgrounds, the mastery of Intercultural competence is a valuable and vital asset possessed by the one or whoever communicating across culture (Leung. and Tan, 2014).

However, again, the graduates and the students as well of MET particularly the Maritime Education and Training (MET) Polytechnic Adiguna Medan do not have qualified English proficiencies and skills. In order words, their English do not meet the standard as amended in the STCW'2010 curriculum. It is also in line with what Risuandi, the Head of Indonesia state of Maritime Education and Training (MET) Jakarta Indoneisa states that the students and the alumni of MET Indonesia generally do not have qualified English proficiencies and skills. It can be concluded that their English competences are far way left and lower than the almuni and students of MET from other countries such as Philippines, Vietnam, China, India and so forth (ED-Poltek Adiguna Medan, 2010); (Dirgeyasa, 2014); (Dirgeyasa and Naibaho, 2021).

2. The Theoretical Review

2.1 The Maritime English

By its name, the Maritime English (ME) has its own various terms such as English for maritime, language of the sea, and or sea speak. It is the most typical one among other branches of English for Specific Purposes (ESP) such as English for Tourism (ET) or English for Journalism (EJ) or English for Business (EB), or English Law., etc.

Like its name, its definition is also relatively diverse and various among other experts. By is name, it seems that simply Maritime English can be defined as the English for maritime industry and maritime world. It is the language of the seafarers which has its own standards, rules and conventions.

In more contextual and comprehensive definition, It is stated that Maritime English is as a navigational and safety communications from ship to shore and vice versa, ship to ship, and on board ships. It must be precise, simple and unambiguous, so as to avoid confusion and error, there is a need to standardize the language used Blakey (1978); Pritcard (2009). In addition, (IMO, 1995), declares that Maritime English is the language used to communicate in all maritime-specific situations, on-board, ship to ship, and ship to shore. It is also stated that it includes maritime-specific terminology – navigation, on-board operations, roles and responsibilities, health and safety, emergencies so that it must be simplified, modified and codified. It is done in order to minimize and avoid misunderstanding and miscommunication among seafarers who have different language and cultural background. As a result, they can communicate effectively optimally among them. It is a fact that it is generally known that the accident of sea will cause the loss of human beings, properties, and the sea environment as well.

In addition, (IMO, 1995) in terms of function, declares that the Maritime English the language which is used to 1) to assist in the greater safety navigation and of the conduct of the ship, 2) to assist maritime training institutions in meeting the objectives mentioned, and 3) to standardize the language used in communication for navigation at sea and in port and 3) to standardize the language used in communication for navigation at sea, in port approaches, waterways and harbors, and on board vessel with multilingual crews from different countries and cultural backgrounds.

In short it can be said that the Maritime English is typically unique ones in terms of grammatical pattern, terminologies and registers, spelling system, move in communication, and functions as well. It is the language of English which has been simplified, modified, and codified for the sake of effective, efficient, precise and fast communication in order to meet the standards at sea communication.

2.2 Standard Training Certification and Watchkeeping for Seafarers (STCW)

It is a matter of fact that the Maritime world and industry across the globe employ the people from different countries having discrepancies cultural background and English language proficiencies and skills as well. In order to have common general standards in language (English) there must be regulation regarding to the standardization itself.

To enhance and achieve the goals, IMO (1995) definitely declare the Standard Training Certification and Watchkeeping for Seafarers (STCW). Historically, the STCW have been changed and revised over time. It was originally implemented in 1978, known as STCW'78, and then it was known as STCW'95. The last amendment and revision of STCW was done in 2010 and it is now called STCW'2010. Of course, the changes and revisions are done in order to meet the existing conditions and situation at certain time. One of the standardization, certification, and qualification for seafarers is English (hereafter Maritime English), is a must for the seafarers worldwide (IMO, 1995).

This could happen because the crew of the ship and people working maritime industry general come from different and numerous countries and cultural background having distinctive English competences and skill as well. So that the standardization, certification and qualification as well are must for them (IMO, 1995); (The Nautical Institute, 1997); (International Chamber of Shipping, 1998). It is assumed that without standardization and training in terms of English, the maritime industry will not run effectively and optimally. And in more extreme context, consequently the sea accident may not be avoided. It is generally known that the accident of sea will cause the loss of human beings, properties, and the sea environment as well.

In short, Education and Training (MET) in the world must implement the STCW curriculum so that the graduates produced by the MET provide a minimum standard of English proficiencies and competences worldwide. And it is also important to note that English subject is a complementary subject but it is classified as content and or professional subject similar to other subjects such as navigation, maneuvering, ship handling etc., (IMO, 1995); (International Chamber of Shipping, 1998); (Directorate General of Sea Transportation of Department of Transportation. (2008).

2.3 Intercultural Competence

In the last few years, the world of business, particularly the maritime industry is becoming increasingly globalized. Historically, the United States and the United Kingdom dominated ocean traffic and or maritime industry. It was proved that 80% of ships' crews were native English speakers. However, the last few years, the situation has changed significantly. The data shows that today, 80% of ship's crews are from any different countries with different cultural background who do not use English as a first language for their communication and interaction either in written or spoken form in order to carry out their job and work in maritime world https://www.joc.com/seaspeak-it-could-make-sea-lanes-safer_19861111/2/2021.

In such diverse condition, in order to communicate effectively, the crew must not only understand and master the language of English proficiently but they also understand and master and be aware with the intercultural competence as well. This clearly shows that the understanding and the mastery of intercultural competences plays important role in multi-cultural communication and interaction.

So what is the intercultural competence? By its name, it can be said that the phrase of 'intercultural competence' similarly to a set of skills or competences relating to cultural domain and its similar nature in communication. In terms of definition, Lane (2021) defines intercultural competence is an essential set of skills needed in the modern workplace. She then further states that intercultural competence is the ability owned by the one to communicate and work well with people from different cultural backgrounds and experiences in order to make the communication and interaction meaningful and effective.

In line with the what Lane (2021) explains about the intercultural competence, then, Leung and Tan (2014) states that in general, intercultural competence can be explained as the ability to operate efficacious across different cultures, to behave and think appropriately, and to communicate and work with people from different cultural backgrounds at home or abroad. In similar nature, (Deardorff, (2006) then states that the intercultural competence is also defined as the ability to develop targeted knowledge, skills, and attitudes that lead to visible behavior.

In short, it can be concluded that the mastery of intercultural communication can provide and clearly facilitate one to communicate and interact better and more effectively and meaningfully with people from diverse cultural background and experiences. Furthermore, by understanding and the mastery of the intercultural competence, ineffective management, misunderstanding, conflict management and team work could be avoided and minimized.

3. Research Methodology

3.1 Method

This research is conducted in Maritime Education and Training (MET) Polytechnic Adiguna Medan, North Sumatera Indonesia. The method used is descriptive qualitative method.

3.2 Participants

The participants or respondents of the research consists of the active students, cadets (students who just finished doing sea practice at sea a certain period of time-a 12 month sailing), lecturers, active and retired seafarers, the port authorities, and administration staff. They are totally about forty two (42) respondent. The random purposive random sampling is conducted in order to have the respondents themselves. Of the forty two respondents, they are classified as follows- twenty five (25) students, seven (7) cadets, three (3) lecturers, five (5) active and retired seafarers, one (1) the port authorities, and one (1) administration staff. The distribution of the respondents is shown in the following figure 1 below.

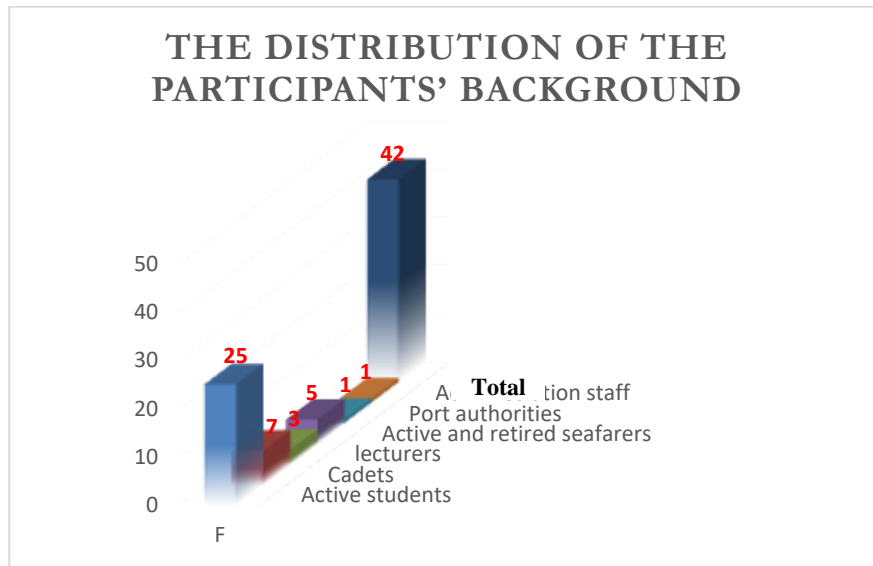


Figure 1. the distribution of the respondents

3.3 Instrument

There are three (3) instruments of this research for collecting data namely (1) questionnaire, (2) documentary sheet, and (3) in depth interview. In term of questionnaire, there are two types of questionnaires. The first questionnaire is used to evaluate the existing condition of Maritime English learning material by using Likert scale model and the second questionnaire is used to do need analysis for maritime English learning material. It is administrated into five levels of need ranging from (0-4). The details of scores and the levels of need are shown in table 1 below.

Table 1. The indicators of level of need

No	Range of Scores	Categories
1	0-0.5	not needed
2	0.6-1.5	less needed
3	1.6-2.5	fairly needed
4	2.6-3.5	needed
5	3.6-4.0	strongly needed

Hatim (2000) in Dirgeyasa (2014)

3.4 Technique Analysis Data

In order to analyze the data, the descriptive qualitative technique is used. This technique is relevant and reliable in order to portrait the phenomena of current condition.

4. The Results and Discussions

Referring to problems of the study and the data collection, the data of research covers 1) The current existing conditions of Maritime English learning materials of Deck Department in Maritime Education and Training (MET), 2) the Maritime English learning materials needed by the students of Deck Department of Maritime Education and

Training (MET), and the intercultural competences needed by the students.

4.1 The Current Existing Conditions of Maritime English Learning Materials of Deck Department

In general, the existing materials of Maritime English Maritime Education and Training (MET) Polytechnic Adiguna Medan, North Sumatera Indonesia still needs improving and adjusting in accordance to STCW'2010 curriculum. The materials need improving and adjusting cover the language skills, language components, and translation. In addition, the content subjects also needs developing and improving in order to meet the standard competence of the deck department students.

Besides, the availability and adequacy of the existing learning material of Maritime English are still rare and limited. In terms of form of existing learning materials are still just in the form handout, simple module, copy, and others. Moreover, the access to have and provide the existing learning materials is also limited. The students mostly depend on the lecturers. This situation is relevant to what Pritchard (2003; 2004); (Dirgeyasa, 2018) state that learning materials of Maritime English are relatively scare and lack of adequacy across the world. In addition, they also state that learning materials of Maritime English are not properly developed in line with the STCW curriculum as amended by the IMO yet. As a matter of fact, the lack and the scarcity of Maritime English materials or book becomes is not a matter of local national condition but it is also an international issue and reality.

Then, this conditions is also relevant to what Kluijven, (2003); Pritchard (2003 and 2009) says. They in particular claims that there are some possible and tentative number of reasons for such a problematic situation such as (a) non-existence of standards on Maritime English syllabus and Maritime English course books, (b) lack of supply and availability of textbooks for international use, c) unarticulated demand and, in turn, it leads to lack of interest on the publishers' interest and will, d) the limited human resources (teaching staff and related experts) writing the learning materials for Maritime English, e) slow adjustment of conventional textbooks to the developments in foreign language teaching and modern teaching technologies and (f) lack of related learning resources, and g) restrictive national legislation and language policies.

4.2 The Maritime English Learning Materials Needed by the Students of Deck Department

Based on the data provided and collected, the Maritime English materials needed by the students of Deck Department (nautical department) are classified into three substances such as a) language skills, b) linguistic features, and c) intercultural competences.

a) Language skills

Based on the data collected, both listening-speaking skills are strongly essential and vital for the students. On the other hand, the reading and writing skills are respectively categorized as needed and fairly needed as shown by table 2 below.

Table 2. Language skills needed by the students

No	Language skills	Scores	Categories
1	Listening	3.6	strongly needed
2	Speaking	3.7	strongly needed
3	Reading	3.0	needed
4	Writing	2.5	fairly needed

Referring to table 2 above, it is clear that listening and speaking are really essential vital for students. This condition is also relevant to what is amended and emphasized in the STCW'2010, generally the deck department students when they work in the ship they use English for interacting and communicating on board. The importance of these skill is also claimed by Norton and Knutsen (1978); Adeliya (2019) in which they state that the students who work on deck department will most frequently and intensively use English orally to communicate and interact in order to carry out their jobs. In short, it is clear that both listening and speaking skill is strongly needed by them. The reading and writing skills are less frequently and intensively needed when they work on board. Then, the need of listening and speaking skill are also in line with what is amended in International Chamber of Shipping (1998). In line with the necessity of those skill, similarly, Pritchard (2003) also emphasizes that that speaking is necessary for the seafarers when they work on board because they often meet and communicate orally with the people not only on board but also with other board and a shore as well.

b) Linguistics Features

To specify, to focus, and to the terms of linguistics features, here the terms of language linguistic features refer to grammar, vocabulary, spelling, translation, registers of maritime English terminologies, and Standard Marine Communication Phrase (SMCPs). In accordance to data which have been gathered, the registers of Maritime English

terminology and SMCPs are strongly needed. While general vocabulary and translation are also important. Finally, the grammar and spelling are fairly needed. The complete distribution of level of need of the linguistics features is shown in table 3 below.

Table 3. the linguistics features needed by the students

No	Descriptions	Scores	Categories
1	Grammar	2.0	fairly needed
2	Vocabulary	2.7	needed
3	Spelling	2.5	fairly needed
4	Translation	3.6	needed
5	Registers of Maritime English terminology	3.6	strongly needed
6	SMCPs	3.7	strongly needed

In accordance to table 3 above, actually the registers of Maritime English terminology and the mastery and SMCPs are strongly important needed for them. As a matter of fact, it is not really surprising because registers of Maritime English terminology and SMCPs are quite intensive and frequent used when they communicate and interact with others either on board ship or with other ship, and or a shore. They are also in line with what the STCW'2010 model course (IMO, 1995); (The Nautical Institute, 1997); (Pritcard, 2003) amended and complied. Then, the translation mastery and general vocabulary are also needed by the deck department students. It is similarly to what Pritcard (2009) states that the deck department students seems to be more frequent to understand and well informed with the written text such as manual book, chart, deck log book, etc.

c) The content learning materials for Deck department

To avoid misunderstanding and interpretation, the terms of 'content learning materials' refers to the content subjects regarding to deck department domains. They are also classified as professional subjects pertaining to deck domains. In accordance to the data provided, there are many various and typical topics of deck which are in line with the STCW'2010 curriculum. The total number of suggested topics reaches 28 topics. However, those topics are not proportionally distributed among them as shown in table 4 below.

Table 4. Level of need of suggested content learning material for deck department by topics/themes

No	Descriptions	Scores	Level of Need
1	Maritime English spelling system	3.6	strongly needed
2	Describing deck crew routine	3.6	strongly needed
3	Naming and type of vessel	1.5	fairly needed
4	Ship construction	1.5	less needed
5	Ship department	2.7	needed
6	Navigation and geographical location	3.7	fairly needed
7	Proword	3.7	strongly needed
8	Maintenance on board	3.0	needed
9	Weather at sea	3.7	strongly needed
10	Type of rope	3.0	needed
11	Standard helm order	3.8	strongly needed
12	Ship stability and maneuvering	3.6	strongly needed
13	Communication at sea	3.6	strongly needed
14	Cargo handling and stowage	2.6	needed
15	Radio communication	3.8	strongly needed
16	Code working practice	2.3	fairly needed
17	Canvas and painting	1.4	less needed
18	Deck log book	3.6	strongly needed
19	Nautical measurement	3.7	strongly needed
20	Fire fighting	3.6	strongly needed
21	Life-saving apparatus	3.6	strongly needed
22	Marlinespike	2.0	fairly needed
23	Nautical measurement	2.8	needed
24	Time system at sea	2.7	needed
25	Distress communication	3.6	strongly needed
26	Ship organization	1.5	less needed
27	Maritime law	2.3	fairly needed
28	SOLAS	2.7	needed

In line with table 4 above it shows that there are 28 topics of suggested contents and their importance. Nevertheless, the level of need of each item is not proportionally distributed among them. They are about thirteen (13) or (46.42%) topics or themes that are strongly essential vital for them. They include navigation and geographical location, ship maneuvering, fire on board, distress communication, weather at sea, life-saving apparatus, etc. Those becomes

important and essential ones to be mastered by the deck department students because they are frequently used and implement when the work in maritime world and industry (IMO, 1995); (Sheppard, E., & Dooley, 2013); (Dirgeyasa, 2018). In addition, those topics hose are relevant with need of market and the curriculum of STCW'2010 (Blakey, 1978); (Seunghhee and Hyunwook, 2017); (Galal, 2019).

Then, other topics such as ship department, type of rope, nautical measurement, cargo handling, etc., are also quite important. It is about seven (7) or (25%) of the total suggested topics provided. Then, the rests topics/themes respectively (17.85%) and (10.17%) are regarded fairly needed and less needed. The complete distribution of level of need of deck department suggested content is shown in figure 2 below.

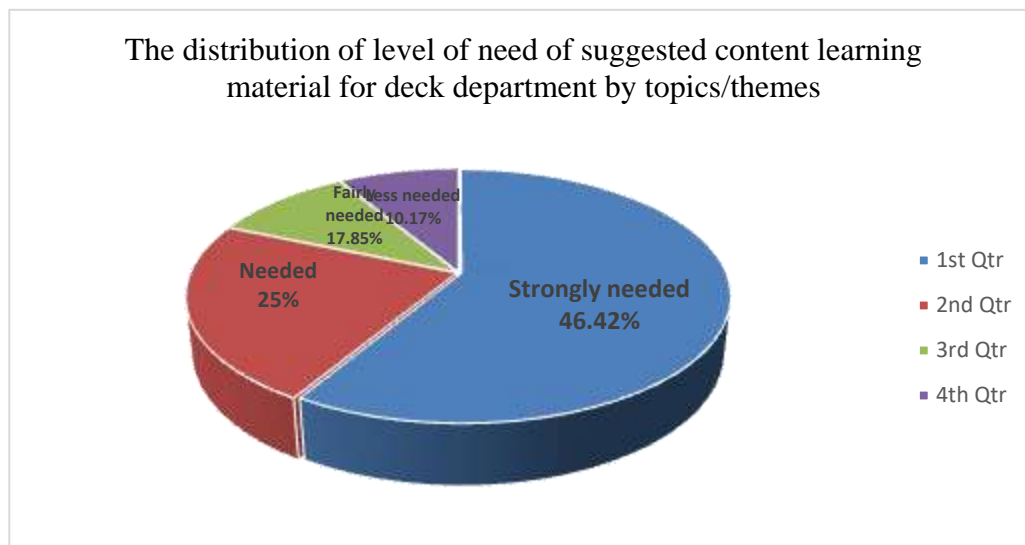


Figure 2. The distribution of level of need of the deck department content

4.2 The Intercultural Competences Needed by the Students

Based on to the data collected, in general the three domains of intercultural competences such as knowledge, skills, and attitudes are needed by students. Nevertheless, the sub-components of each domain are not equally distributed in terms as they are shown by table 5 below.

Table 5. The distribution of level of need of sub-components of intercultural competences

Domains	Descriptions	Scores	Level of Need
Knowledge	Culture awareness	2.7	needed
	Culture values	3.6	strongly needed
	Communication style	2.7	needed
	Nonverbal communication	3.0	needed
	Understanding global issue and trends (dynamic)	2.4	fairly needed
	Relating local issue to global force	2.3	fairly needed
Skills	Listening	2.4	needed
	Observing	2.2	fairly needed
	evaluating	1.6	needed
	Analyzing and interpreting	2.0	fairly needed
Attitudes	Behavior and attitudes		
	Respect	2.5	needed
	Openness	2.5	needed
	Tolerance	2.8	needed
	Curiosity	2.0	fairly needed

As shown by table 6 above, there are about fourteen (14) sub components of intercultural competences which are not proportionally and equally needed by the students. Mostly about eight (8) or (57.14%) of the sub-components such as cultural awareness, culture values, non-verbal communication, listening skill, evaluation, openness, tolerance, etc. are categorized needed. It relevant what Mary Liu (2017) state that cultural awareness, culture values are important and helpful to success the intercultural communication. Similarly Liaw (2006) state that knowledge of the culturally connotative meaning of words is important for effective intercultural communication, and non-native learners need to acquire this sort of knowledge to avoid potential misunderstanding and social awkwardness.

Then, the about five (5) or (35.71%) of the sub-components such as understanding global issues and trends, relating local issues to global force, analyzing and interpreting are fairly needed. But only (7.14%) of the sub-component of intercultural competence i.e. cultural values is strongly needed by students. Then, Lane (2021) emphasizes that the mastery and acquisition of the intercultural competences particularly in terms of cultural values in general is a must for those working across the world in terms of communication. Then, Choi (2016) similarly adds that the importance of clear, precise, effective, and quick communication at sea has been greatly emphasized vital and important due to the multicultural crew in maritime industry or maritime world. He further argues that to be able to communicate clearly and effectively, the mastery of intercultural competences for the seafarers become a part of communication and interaction itself.

By having intercultural competences, for instance, he or she will gain essential skills for modern workplace, or it prepare the worker for international companies, and it also show you are pro-active. It seems that it is clear that by having intercultural competence such as knowledge, skills and attitudes lead to internal outcomes which refer to an individual who learns to be flexible, adaptable, and empathetic and adopts an ethno-relative perspective. The complete distribution of level of need of sub-component intercultural competence is shown in figure 3 below.

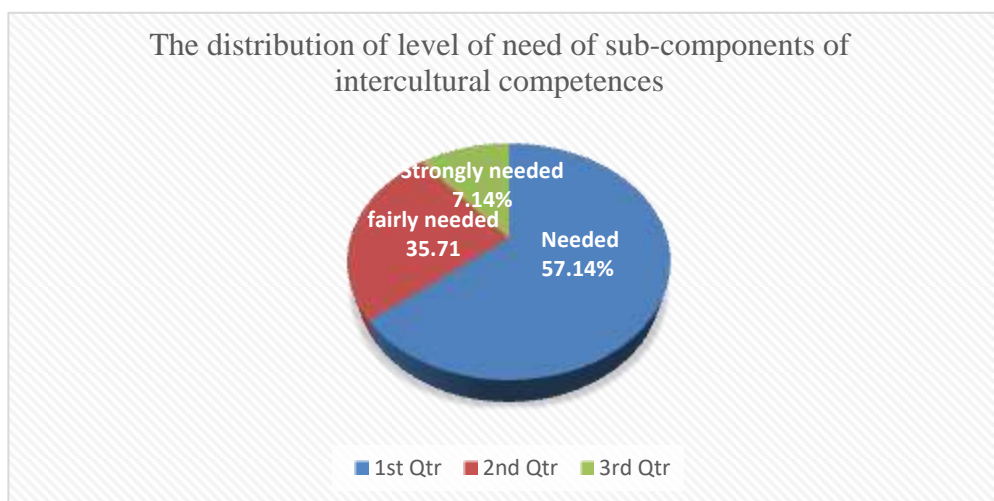


Figure 3. The distribution of level of need of sub-components of intercultural competences

5. Conclusion

In conclusion, generally the existing Maritime English Materials both in terms of English language and content subjects about deck department are less relevant and adequate in line with the current needs of maritime industry and the materials are also far from the expectation as amended in the STCW'2010 curriculum as well. Regarding to the current needs of Maritime English material including both the English language and content subjects regarding to deck department, actually there are various topics or theme or features of Maritime English learning materials needed by the students with the different level and different percentage of need ranging from strongly needed to less needed. Finally in term of intercultural competences, there are various sub-components of intercultural competences are also needed by the students ranging from strongly needed to fairly needed. The sub-component-cultural values of intercultural competence is regarded strongly needed by the students.

In short, in today's multilingual and multicultural crews of maritime industry and maritime business, the students of engine department are not only prepared to master the English language well but also they are given the adequate and relevant intercultural competences. By having adequate intercultural competence, they will be able to communicate and interact well and optimal with people from different cultural backgrounds. As a result misunderstanding and miscommunication can be avoided as a results the jobs can run effectively and maximally and sea accident can be potentially minimized and avoided as well.

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