

# The effect of Marlin Study Pack Application Towards Students' English for Maritime Ability at Nautical Study Program

\*Aprizawati Aprizawati  
Maritime Study Program  
Departement  
Politeknik Negeri Bengkalis,  
Riau, Indoneisa  
aprizawati@polbeng.ac.id

Zusniati Zusniati  
Maritime Study Program Departement  
Politeknik Negeri Bengkalis, Riau,  
Indoneisa  
zusniati@polbeng.ac.id

Safe'i Safe'i  
Maritime Study Program  
Departement  
Politeknik Negeri Bengkalis,  
Riau, Indoneisa  
safei@polbeng.ac.id

Bobi Satria  
Maritime Study Program Departement  
Politeknik Negeri Bengkalis, Riau, Indoneisa  
Bobisatria50@gmail.com

Romadhoni Romadhoni  
Nacal Architect Program  
Politeknik Negeri Bengkalis, Riau, Indoneisa  
romadhoni@polbeng.ac.id

**Abstract**— this article was expected to investigate the significant differences of using Marlin Study Pack Application toward students' English for Maritime ability at Nautical Study Program. The data was conducting by quasi experimental research, the writer tried to observe whether Marlin Study Pack Application is effective in helping maritime students to learn English for maritime. The sample was taken by purposive sampling. There were 13 students from class A of Nautical Study program and 13 students from class B of Nautical Study program. The results of the study show students' scores after taking a pre- and post-test. The average gained score after doing pre- and post-tests was 29.92. Students that were taught using the Marlin Study Pack Application scored higher on the post-test than on the pre-test. When  $t_{\text{observed}} = 8.22$  was more than  $t_{\text{table}} = 2.160$ , it was proven. It indicates that  $H_a$  has been accepted. Students who are taught using the Marlin Study Pack had better English skills than students who are taught using traditional techniques, according to the findings of this study. In conclusion, Marlin Test is a better teaching technique to be implemented in teaching English for Maritime process.

**Keywords:** *Marlin Study Pack, English for Maritime, ability, Nautical*

## I. INTRODUCTION

The working language of the seas is English, and efficient communication is essential for safe and successful activities at sea. Accidents in the shipping business are caused by a lack of communication. Bengkalis Regency as an island where there are about 50% worked at sea. The sea connects several little islands. The majority of people were forced to work as sailors and fisherman as a result of their circumstances. This Regency was ruled by both traditional and modern mariners. The route of mariner's job is still very low because of their problems in communication. They have limited English skills, particularly in terms of Maritime English vocabulary. As a result, the majority of mariners in Bengkalis continue to work solely in their region. Because of their limited English skills, they rarely work abroad.

There is a section at Politeknik Negeri Bengkalis that offers a program with a marine theme that is ideal for parents who want their children to become seamen. This program assists them in making positive changes in their lives. They will be taught and trained in a variety of

maritime programs. They can also improve their English communication skills. They must be able to communicate effectively. There are two types of English: general English and English for specific purposes.

English for marine is one of the ESPs (English for particular purposes). ESP directs the learner's attention to the language and communication needs of a specific vocation. The purpose of Maritime English is to meet the needs of seafarers. Therefore it has its own characteristics.

1. SMCP (Standard Marine Communication Phrase). It defines the language and idioms used by mariners in a variety of scenarios. It is characterized by concise language.
2. Maritime English written. It contains scientific English, which is found in weather reports, manuals, operations guides, and rules and regulations at seaports, as well as legal English, which is found in accident reports, claims, contracts, and conventions, among other places. (Zhongliang Cui in Aprizawati)
3. Maritime English has its own characteristics, similar to scientific and legal English. Maritime English has its own technology-related jargon or idioms.

The terms are either incomprehensible or wired and do not make sense in maritime English. The phrase "hard a port," for example, has no literal meaning in English, but it has a specific connotation in marine English. (Zhongliang Cui in Aprizawati 2017). To be a professional seafarer, it needs good competence in Maritime English. Beside SMCP (Standard Marine Communication Phrases) they also need to pass the Marlin Study Pack as a competence certificate in Maritime. Marlin Study Pack has their standard score to pass as important as TOEIC test too.

According to preliminary observations, Maritime students' capacity to communicate in English, both in Senior High School and at College, is still at a very low level. It's clear from their materials learning evaluations in English and the National Examination for Mariners' Certification. They were never successful in English for Maritime in the first test. Given the circumstances, it is necessary, especially in the Maritime program, to find an efficient and quick technique to improve their English skills. One of the mediums is Marlin Study Pack application. It can be used as a metric for Maritime English. The Marlin Study Pack will make it simple for users to comprehend the language and terminologies used in the maritime industry.

## II. THEORY

Effective communication is required by the IMO STCW Convention, SOLAS, the ISM Code, and other international rules to ensure the safety of crews and vessels. A communication breakdown can have serious effects for the crew, the marine environment, the cargo, the vessel, and the owner of ship. Although English is widely recognized as the common working language of ships around the world, crews have various levels of Maritime English proficiency. Marlins' new flagship curriculum relies on our years of experience as the world's leading provider for assessment and instruction Maritime English.

The course also meets the standards of IMO Model Course 3.17, Maritime English (General Maritime English) for Maritime Engineers, and is appropriate for seafarers with an elementary (A2) language level. This unique new course seeks to improve seafarers' Maritime English skills, with a particular focus on the communication needs of marine engineer officers and crew. Seafarers will improve their English language and communication abilities in multi-national crews, during inspections, and in ship-to-shore communications by taking this course. The course, which takes place on the "MV Marlin," is broken down into five modules, each with its own nautical theme, and combines grammar, maritime vocabulary, the MARLIN STUDY PACK, and pronunciation into a complete self-study program. Marlins Maritime English professionals have devised a variety of very creative, interesting speaking, listening, and reading tasks to keep the learner engaged and motivated throughout the course. The built-in speech recorder tool allows students to compare their own speech to that of a native speaker, encouraging self-directed practice. Each unit ends with a quick review activity that reinforces the learning and provides feedback.

### 2.1. MARLIN STUDY PACK Application

The Marlins Study Packs are a comprehensive English language training program for sailors of all ranks and from all countries. They can be used in classroom training or for solo study. They both combine detailed language input with extensive practice of language skills within authentic maritime contexts.

According to Nisbet, Kutz and Logie in MARLIN English for Seafarers Study Pack 1 and 2, the Marlins Study Packs features the following training parts:

### 2.1.1 STUDY PACK 1

The course is designed for mariners with a basic command of the English language. It combines detailed language input with extensive practice of language skills within authentic maritime contexts.

Study Pack 1 aims to:

- a. teaching English in a nautical context;
- b. activating and expand learners' present grasp of English;
- c. promoting confidence via regular use of English;
- d. fostering English-language interaction with coworkers; and
- e. encouraging personal responsibility for self-study.

### 2.1.2 STUDY PACK 2

The training is designed for seafarers who speak English at a lower-intermediate to intermediate level. It combines precise language input with significant language skill practice in real-world maritime settings. Study Pack 2 aims to:

- a. satisfying the language learning goals of intermediate level language learners
- b. introducing learners to effective learning strategies
- c. encouraging self-directed study
- d. improving the learner's comprehension and use of English
- e. improving the user's communicative skills through practice activities

The Marlin Study Pack has been produced in response to the need for improved standards of communication at sea. This self-study course is the result of four years of research and teaching involving hundreds of seafarers of all ranks from around the world. It is designed to meet the learning needs of seafarers and to help companies implement effective English language training policies. The marlin Study Pack emphasizes general English in a nautical setting. The marlin Study Pack is a user-friendly tool that empowers seafarers to take charge of their own education through self-study. By providing crews with a reliable approach of English language instruction, the marlin Study Pack allows enterprises to comply with statutory requirements. (Nisbet, Kuts, Logie)

### 2.2 ENGLISH for MARITIME

Aprizawati (2019) said that sailors indispensable English in Indonesia to communicate with others foreign sailors in international work on ships especially in Maritime. As a medium of communication, English is the most widely used international language in the world. The first is English for marine, which is taught and learnt in a maritime field or on a cruise. English marine studies maritime words in which the language learnt is put to use.

Maritime English is a specialized language used by seafarers at sea and at ports, as well as individuals working in the shipping and shipbuilding industries. "The entirety of all those means of the English language which, when utilized as a mechanism for communication within the International maritime community, contribute to the safety navigation and the facilitation of seaborne trade," writes Tenkner in Daniele (2014). The majority of Maritime English research has focused on various aspects of language instruction to date. (Daniele: 2014). Because communication in the maritime sector typically entails exchanges between speakers of various mother tongues who share English as a common language, it's understandable that language instruction receives a lot of attention in order to prepare seafarers and the maritime community as a whole for English proficiency. This requirement has become even more pressing since the International Maritime Organization (IMO) decided in 1995 to make English the official language of the sea, resulting in the publishing of the IMO's Standard Maritime Communication Phrases (SMCP). It's only logical that a wide range of ELT textbooks, course books, and other materials have been developed to meet the demands of maritime students. 2016 (Fauzi et al.)

Marlin tests are software applications that employ a computer to evaluate material in a more realistic and modern manner. By studying English for Maritime, it eases sailors in practicing vocabulary and phrases directly.

## III. METHODOLOGY

Quasi-Experimental research was used in this study. Its goal was to find out if an idea (or practice, or process) could influence an outcome or dependent variable. (Jhon.W.Cresswell, 2008: 299)

Furthermore, an experiment is the quantitative method that gives you the most control over the study process. Gay, L.R., 2000, p. 15 This study used a quasi-experimental approach with a non-equivalent control group, which was a good fit for this study's goal of determining the impact of utilizing the SMCP Application in learning English for Maritime students.

The following is a representation of the research design model:

TABLE I The Research Design

Group	Pre-test	Treatment	Post-test
Experimental group	Test 1	X	Test 2
Control Group	Test 1	—	Test 2

### 3.1 Population and Sample

#### 3.1.1 Population

“Population as a broad word for the wider group from which a sample is picked or the group to whom the researcher would like to generalize the outcomes of the study,” Gay and Arisian (2009) noted. This study was conducted at the Bengkalis State Polytechnic. The participants in this study were students in the Maritime Department who were enrolled in the Nautical Study Program in second semester classes a and b. In that study program, there are 26 students. There were 13 students in class A of the Nautica Study program and 13 students in class B of the Nautica Study program.

#### 3.1.2 Sample

Purposive sampling was used to collect the data. The sampling group consisted of Nautica students as well as port and management students. The classes were chosen based on what they had studied. They were divided into experimental and control groups, as previously mentioned. Marlin Study Pack Application instructed an experimental class. The other group, known as the control group, received traditional instruction. The teacher conveyed the issue to the students by showing them photographs connected to it.

## IV. RESULT

Posttest data was used to determine English ability. The experimental and control groups were given different treatments. Marlin Study Pack Application taught the experimental class, while the control class received conventional

instruction. There were 13 students taught by Marlin Study Pack Application. The lowest pre-test score was 30 and the highest pre-test score was 50, according to the results of the experimental class's pre-test and post-test. Furthermore, the lowest post-test score was 65, while the highest score was 75. The average pre-test score was 38.85, whereas the post-test score was 68.77. The average gained score was 29.92 after the pre- and post-tests were completed. As a result, it can be inferred that students who were taught using the Marlin Study Pack Application scored higher on the post-test than they did on the pre-test.

The lowest and highest pre-test scores were 30 and 50, respectively, according to the results of the experimental class's pre- and post-tests. Furthermore, the lowest post-test score was 65, while the best was 75. Pre-test scores averaged 38.85, and post-test scores averaged 68.77. The average gained score was 29.92 after doing pre-test and post-test. As a result, students who were taught using the Marlin Study Pack Application scored higher on the post-test than they did on the pre-test.

It may be concluded that both the experimental and control classes' learning outputs rise, but the experimental class' learning output increases much more than the control class'.

### 4.1. Data Analysis

#### 4.1.1. Prerequisite Analysis

##### a. Normality Testing

The Lilliefors test was used to determine whether the substantial differences between the experimental class utilizing the SMCP Application and the control class using the traditional approach are normally distributed or not.

$$L_{observed} = 0.230 ; n = 13 ; L_{table} = 0.234 ; \alpha = 0.05$$

So,  $L_{observed} < L_{table}$ , (0.230 < 0.234) it means that  $H_0$  accepted and the experimental class was evenly distributed.

$$L_{observed} = 0.233 ; n = 13 ; L_{table} = 0.234 ; \alpha = 0.05$$

So,  $L_{observed} < L_{table}$ , (0.233 < 0.234) it means that  $H_0$  accepted and control class was normally distributed.

It means that  $H_0$  accepted and control class was normally distributed.

Table II  
The Summary of Normality Testing

Technique	$t_{\text{observed}}$	$t_{\text{table}}$	Note
Marlin Study Pack Application	8.22	2.160	$t_{\text{observed}} > t_{\text{table}}$ Ha: accepted

Because is  $L_{\text{observed}}$  less than  $L_{\text{table}}$  in the table above, both the experimental and control groups are normally distributed.

#### b. Homogeneity Testing

The researchers used homogeneity testing to determine whether the variance of each group was the same or not. In this experiment, the variance formula was utilized. The following is a summary of the homogeneity testing results:

Table III  
The summary of Homogeneity Testing

Class	N	$L_{\text{observed}}$	$L_{\text{table}}$	Note
Experimental	13	0.230	0.234	$L_0 < L_t$ Normal
Control	13	0.233	0.234	$L_0 < L_t$ Normal

According to the table above, the observed F of students' English for Maritime ability was lower than the F table ratio. It means that those groups' deviations were all the same.

#### c. Hypothesis

The hypothesis was tested using a one-tailed t-test based on the results of the normality and homogeneity tests above. Walpole was the source of the formula (1992). The following were their names:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{and}$$

$$s^2 = \frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2} \quad (\text{Walpole, 1992})$$

$$S_1^2 = \frac{n \sum x^2 - (\sum x)^2}{n(n-1)} \quad \text{Experimental class}$$

$$S_1^2 = \frac{13 (57675) - (865)^2}{(13) (12)}$$

$$= 9,93$$

$$S_2^2 = \frac{n \sum x^2 - (\sum x)^2}{n(n-1)} \quad \text{Control Class}$$

$$S_2^2 = \frac{13 (59186) - (876)^2}{(13) (12)}$$

$$= 13,08$$

So:

$$S^2 = \frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{(13-1)9,93 + (13-1)13,08}{13 + 12 - 2}$$

$$= 12,05$$

$$S = 3,47$$

Therefore:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{67,38 - 38,85}{3,47 \sqrt{\frac{1}{13} + \frac{1}{12}}}$$

$$t = 8,22$$

$$dk = n_1 + n_2 - 2 = 13 + 12 - 2 = 23$$

$$t_{\text{table}} \text{ by } dk = 23 \text{ is } t_{0,05} = 2,160$$

Table IV Summary of t-test students' speaking skill of Experimental and Control Class

No	Variable	$F_{\text{observed}}$	$F_{\text{table}}$	Conclusion
1	Students' English for Maritime Ability	1.82	2.60	Homogenous

Based on the result above, it means that:

As a result of the preceding conclusion, it follows:

*Ho:* Students taught using the Marlin Study Pack Application and students taught using traditional techniques have no noticeable differences.

*Ha:* Students who were taught using the Marlin Study Pack Application differed significantly from those who were taught using traditional methods. It can be concluded that  $t_{\text{observed}} > t_{\text{table}}$ . It means that *Ho* is rejected and *Ha* is accepted.

## V. CONCLUSION

Based on the findings of the research done for Maritime Students at Politeknik Negeri Bengkalis, it can be determined that: the experimental class was taught using the SMCP Application, while the control class was taught using traditional methods. Marlin Study Pack Application was used to teach 13 pupils. The lowest pre-test score was 30 and the highest pre-test score was 50, according to the results of the experimental class's pre-test and post-test. Furthermore, the lowest post-test score was 65, while the highest score was 75. The average pre-test score was 38.85, whereas the post-test score was 68.77. The average obtained score was 29.92 when the pre- and post-tests were completed. So, it can be concluded that the students who taught by SMCP Application have higher score in post-test than pre-test. Since  $t_{\text{observed}} = 8.22$  was higher than  $t_{\text{table}} = 2.160$ , it means that  $H_a$  was accepted. It is clear that Marlin Study Pack Application is much recommended to use for students at Maritime program.

## ACKNOWLEDGMENT

The authors would like to express their gratitude to the following individuals; The State Polytechnic of Bengkalis campus, which supported this study and the Department of Maritime Affairs, as well as other involved parties

## REFERENCES

- [1] Aprizawati and Zahraa, Safra Apriani. "The Making Of E-Mar Learning Application With Android Based System". *ICTE 2nd vol.2* 2017
- [2] Aprizawati and Sari, Diah Paramitha. "The Effect of Using SMCP Application toward students' English for Maritime Ability". *ICAESS vol.2*. 2019
- [3] B. Saman, Rachmat and Judy Koesprijanto. *Bahasa Inggris Maritim untuk Program ANT V dan ATT V*. Lembaga Pendidikan Kepelautan (LPK), Antares, Semarang. 2003.
- [4] Blakey, T.N. "English for Maritime Studies Second Edition." Pergamon Press. 1987
- [5] Creswell, John. W. "Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research Ed 3<sup>rd</sup>." Lincoln: Pearson Education International. 2008
- [6] Evens-Dudley Tony dan Maggie Jo st.John . "Developments in ESP: A multi-disciplinary approach." Cambridge: Cambridge University Press. 1998, p.4-5.
- [7] Fauzi, Ahmad, et al. (2016)." The development of Maritime English Learning Model Using Authentic Assessment based Bridge Simulator in Merchant Marine Polythechnic of Makassar". *International Journal of Environmental and Science Education*, Vol. 11 no. 10, 3231-3240.
- [8] Franceshi, Daniele. "The Features of Maritime English Discourse." *International Journal of English Linguistics*. 2014.
- [9] Gay, L.R. *Educational Research Competencies for Analysis and Application*. Six Ed. New Jersey: Prentice-Hall.p.15 . 2000
- [10] IMO&Rijeka College of maritime Studies.2000." IMO Standard Marine Communication Phrases". NAV 46.INF.4
- [11] International Transport workers' federation. *STCW a Guide for Seafarerstaking Into Account The 2010 Manila Amendments*. www.itf.org
- [12] Hoadley- Maidment, 1980 in McDonough. "ESP in Perspectives: A Practical Guide." (London: Collin Educational Publishing,1984).p.38.
- [13] Jo.Mc. Donough. "ESP in Perspective A Practical Guide." (London: Collin ELT, 1984), p.3.
- [14] Logie, Vivers, Nisbet. "Marlin English for Seafarers Study Pack 2." (Marlins.1997, Reprinted 2010)
- [15] Nisbet, Kutz, Logie. "Marlin English for Seafarers Study Pack 1" *English For Specific Purposes* (Oxford: Pergamon Press, Ltd, 1990), p.5.
- [16] Paulina.C. Robinson, "ESP Today: A Practioner's Guide." New York: Prentice Hall.1991. p. 2-3
- [17] Strevens, Kristen Gatehouse. 1988. *Key Issues in English for Specific Purposes (ESP) Curriculum Development in Kristen Gatehouse*/<http://www.khe-service.com/7/26/2009>) p.1.
- [18] <https://marlins.co.uk/maritime-english/>