



## Teaching English at the First Grade of Nautical Study in the Inland Water and Ferries Transport Polytechnic of Palembang

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This research investigated the teaching of English at the first grade of Nautical Study in the Inland Water and Ferries Transport Polytechnic of Palembang. The study aims to explain the implementation of English teaching in a maritime vocational context and to identify the challenges faced by lecturers. A qualitative descriptive method was applied, with data collected through observation, documentation, and interviews involving cadets and lecturers. The findings revealed that the teaching process is guided by the KP.BPSDMP 60/2025 curriculum and the International Maritime Organization (IMO) standards, particularly the Standard Marine Communication Phrases (SMCP). The curriculum emphasizes both General English and Maritime English, with the latter focusing on communication for ship operations and safety. Lecturers employed varied methods such as cooperative learning, peer teaching, and role play, supported by maritime English laboratories and media. However, challenges included students' limited vocabulary, difficulties in understanding technical terms, and the complexity of maritime codes. Despite these obstacles, students demonstrated progress in mastering Maritime English, which is essential for their professional competence as seafarers. The study concluded that English for Specific Purposes (ESP), particularly Maritime English, plays a vital role in preparing cadets for global communication in the shipping industry and recommends the development of more tailored materials and supportive teaching strategies

**Keyword:** Teaching English Maritime, ESP, Nautical Study

### 1. INTRODUCTION

In nations that border the sea, shipping is a convenient alternative to flying since the sea is seen as a route for transportation in addition to land and aircraft. It can also transport a lot of people, goods, and other things. In addition, it is less expensive than an airplane. Because of this, people prefer using ships to travel between nations and islands. As a result, many seafarers need to be able to communicate in various languages when they are in other nations.

It is also due to the fact that today, language has become a social commodity inside communities as a crucial tool in building human connections either written or spoken. Its role as an intimate part of social identity and also forms the basis of how users identify with each other. Without language, we cannot express the ideas, opinions, thought. According to **Oxford Advanced Learner's Dictionary** stated that "Language is a system of sounds and words used by humans to express their thoughts and feelings. People have always been interested in language, in such matters as its origin, its nature, and its various uses for since many years ago. They are as social creatures that have to use a language or symbol to communicate with each other. So, understanding and learning of language are very important for the human being to live in a community. Whereas, English is a language used in the world.

Since English is an International language and has been used for communication all over the world, it is considered an essential language. Therefore, it is crucial and needs to be learned. English plays a significant role in Indonesian scenes and technologies to build relationships in the global area. English is an essential language in the Globalization Era for many individuals, tourists, scholars, and businesspeople who wish to engage with people from different countries. The adoption of the English language has brought about a tremendous change in the educational policies of the country

This chapter explains the background of the importance of mastering English in the maritime field, especially for cadets at the Inland Water and Ferries Transport Polytechnic of Palembang. English serves as an essential medium for global communication in the shipping industry. The study focuses on how English

is taught at the first grade of the Nautical Study Program and the challenges faced by lecturers during the teaching process.

## 2. METHODOLOGY

Qualitative research is the approach used in this study. It is founded on the study's goal of learning more about teaching English to first-graders studying nautical studies at Inland Water and Ferries Transport Polytechnic of Palembang. An approach to the study of social issues is qualitative research. Its genres are interpretative and naturalistic, and it uses a variety of research techniques. Qualitative research has several traits, including being rooted in the natural world, employing a variety of participatory, humanistic techniques, being emergent rather than predetermined, and being essentially interpretative. Among the goals of qualitative research are the development of theories, testing, and the description and reporting of important concepts.

This research is a descriptive study. The descriptive study doesn't purpose to test a certain hypothesis but just describes some variables and conditions naturally. Relating to this, Bogdan and Taylor define qualitative research as a study technique resulting in descriptive data in the form of written or spoken words from the people and object being observed. Thus, the descriptive qualitative approach in this research has a purpose to find out the implementation of Teaching English at the first grade of Nautical study in the Inland Water and Ferries Transport Polytechnic of Palembang systematically and precisely based on the fact.

## 3. DISCUSSION

The findings revealed that English teaching at the Polytechnic follows the KP.BPSDMP 60/2025 curriculum and the International Maritime Organization (IMO) standards, specifically the Standard Marine Communication Phrases (SMCP). Teaching methods include cooperative learning, peer teaching, and role play supported by a Maritime English laboratory. The major challenges identified are students' limited vocabulary, difficulty in understanding technical terminology, and the complexity of maritime codes.

## 4. CONCLUSION

The study concludes that Maritime English plays a crucial role in developing cadets' professional competence and global communication skills. Although the curriculum and materials are aligned with maritime needs, further improvements are needed in instructional materials and teaching strategies. It is recommended that lecturers focus more on students' needs and provide interactive, contextual, and practice-based learning activities.

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