

***The Role of Indonesian Language in Acquisition
of Maritime English Cadets of Shipping Academy***

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Abstract

Maritime English has a large enough role in communication on board because no matter how sophisticated and complete the communication tools on board the ship, its function will not be maximized if the user does not have the skills and ability to communicate in accordance with the standards set out in the IMO SMCP which states that the standard language sailor is Maritime English. Based on this, the formulation of the problem in this research is how is the influence of Indonesian as L2 in the acquisition of Maritime English as L3? And how is the production of Maritime English as L3 by L2 Indonesian speakers? This research method is qualitative and quantitative with the type of research that will be used is associative research (relationships) with quantitative analysis methods. Associative research is research that aims to determine the relationship between two or more variables. Based on data processing with SPSS version 26, a correlation value of 0.759 means that there is an influence of Indonesian as L2 in the acquisition of Maritime English as L3. When studying Maritime English L3, cadets are more likely to choose to transfer the language to Indonesian L2 rather than local language L1. However, the accent that is pronounced when speaking Maritime English is still thick with the L3 regional accent.

Keywords: polyglot, language acquisition, Maritime English

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Introduction

Indonesia which is a maritime country has shaped the Indonesian population not to be separated from the sea. Because to connect with all of the Indonesian archipelago, sea transportation is needed, namely ships. Ships have been used by Indonesians for a long time as a means of transportation. From that time until now, ships are not only a means of transportation to move people from one island to another, but also as a means of transporting goods and fuel between islands throughout Indonesia and around the world. In direct proportion to this, several shipping companies have been established which of course require many ships to be

manned. Of course these manned ships passing throughout Indonesia require special training to navigate so there is no danger of collision or sea accidents. One of them is communication training.

This communication training on board is taught by education and training institutions or by campuses that give birth to merchant ship officers. One of them is the Vocational Shipping Faculty of Hang Tuah University. This communication training has been regulated in the curriculum with SMCP or (Standard Marine Communication Phrases) courses. In this course, cadets are taught IMO SMCP standard communication procedures, learn VTS terms, communicate in danger, and communicate in and out of the ship.

Of course, SMCP learning must be based on Maritime English skills which are also regulated in the curriculum at the Vocational Shipping Faculty. Maritime English which is taught to marine officers is of course different from the general English that has been studied before. Based on a survey conducted by researchers, it turns out that all shipping cadets at the Vocational Vocational Faculty of Vocational Shipping are Indonesian, not English. Which of course is in the mother tongue or L1 regional language. This includes foreign students in the Vocational Shipping Faculty. Foreign students at the Vocational Shipping Faculty are native Indonesian speakers and Malay speakers, they are not speakers of foreign languages or BIPA (Indonesian language foreign speakers).

Previous research that is relevant to this research is Kholiq's research (2017) entitled "The Role of English as a Second Language in the Acquisition of Indonesian as a Third Language" in this study resulted in the conclusion that English affects the sound of language in Indonesian pronunciation. The role of English as a provider of vocabulary in the acquisition of Indonesian as a B3 is as a bridge language in the acquisition of Indonesian. The similarities between previous and future research are that they both use research subjects who are currently studying B3. The difference between the research that will be carried out and previous research is that if the previous research the research subject has a B2 in English and B3 in Indonesian.

The next relevant previous research belongs to Ainiyah (2018) "Negative Transfer in the Acquisition of Indonesian as a Third Language of BIPA Unesa Students Class of 2015" in this study resulted in the conclusion that the factors influencing the occurrence of negative transfer in the acquisition of Indonesian as a third language include psychological factors, ability and the level of input in the learner's environment, mastery of the dimensions of lexical competence, vocabulary size and vocabulary organization develop as learner abilities. The similarity of this research with the previous ones is that they both discuss the problem of using a third language. Meanwhile the difference between this research and previous research is that if the previous research only discussed negative transfers in the acquisition of Indonesian.

This research will discuss first language acquisition (FLA) or commonly referred to as L1, second language or second language acquisition (SLA) or commonly referred to as second L2, and third or third language acquisition (TLA) or commonly referred to as L3. The first discussion will be about L1 or the first language. According to Achmad and Abdullah (2013:107) since birth humans have been gifted by God with what is called language talent because children born who develop normally physically, mentally and socially will be able to master at least one language. obtained. If a person has mastered more than one language, then the first language mastered is called the mother tongue. The mother tongue with the mother's language is of course

something different. If the mother tongue is the first language acquired. While the mother's language is the language that is owned or used by the mother. The first language mastered by Indonesian children in general is the regional language.

Furthermore, if a person is a polyglot or a person who masters 3 or more languages, it is certain that he also masters L2, L2 itself is a second language or language acquired. The second language in general for several tribes in Indonesia is Indonesian, which will only be acquired while attending school or in a heterogeneous environment. Usually a child who lives in a heterogeneous environment will use Indonesian as his second language, but it is also possible if he is born in a family where his mother and father do not come from the same area, in the sense that it is possible if a child's mother tongue is Indonesian. , not the local language.

Meanwhile, according to Hammarberg (in Cenoz, 2001: 21) L3 or third language is the language being studied, the third language is not the language acquired in third order, but the third language is the language being learned by polyglots or bilingual/multilingual people. In general, L3 is the foreign language being studied. However, in the increasingly widespread era of globalization, this theory certainly does not apply to several families in Indonesia. Especially families who were born into families with interethnic or different ethnic marriages. It could be that a foreign language is their first language, and instead the local language will become a third language because they will actually get the local language in the midst of their interactions when they meet and hang out with their friends. In this research, the researcher will choose research subjects who have the same L1, namely the regional language without limiting which regional language. As well as having a L2 in Indonesian and currently studying L3 in Maritime English as a condition for them graduating from a shipping academy.

According to Trenkner (in Amalia 2020: 458) maritime English or maritime English is a language that is used as a means of communication in the international maritime world with the aim of safe navigation on board. Maritime English is related to various matters related to communication on ships, such as vocabulary in navigation, cargo handling, reading and understanding engine manuals. Given the many roles of maritime English, it is hoped that all ship crew, especially ship officers, are able to understand and use maritime English properly to avoid the danger of accidents on board. Maritime English is not only important to learn to communicate on ships.

Rules regarding the use of maritime English have been regulated in the International Safety of Life at Sea convention or abbreviated as SOLAS 1974 consolidated 2009 supplement 2013 in chapter V rule 14 section 3 states that "for effective crew performance in safety onboard, the working language must be using specified held officer on watch should understand this language and possible use it for any order or report onboard" this still states that the language used is the language specified by the company, but in the next section, part 4, it is clarified to "For the ship with international voyagers ,English language should be used for communication between ship and ship with the ground crew including communication between pilots during berthing operations and officers on watch on bridge" which states that for ships with international shipping, English must be used to communicate between ships, crew, port operators , as well as officers on guard the bridge.

Meanwhile, the rules regarding the position of IMO SMCP in the maritime world have also been regulated by IMO in Annex 1 IMO Resolution A.918 (22) which

states that to communicate on board ships, from ship to shore, ship to ship, use English for uniformity. with the aim of avoiding errors in communication. In 1973, the preparation of the Standard Maritime Navigational Vocabulary (SMNV) began, which further emphasized that English is the standard language for navigation. This determination is of course not without reason, this is because almost 90 percent of ships sailing around the world use different languages, so IMO as an organization that regulates shipping feels the need to establish one language as the unifying language of seafarers around the world.

Based on the explanation above, the researcher is interested in conducting research on "The Role of Indonesian as a Second Language in Acquiring Maritime English as a Third Language" with this research, it is hoped that communication skills on board can be continuously improved so that there are no more dangers onboard ships caused by errors in communication.

Based on the background that has been described, the formulation of the research problem is divided into two, namely the general problem formulation and the specific problem formulation. ? Meanwhile, the formulation of the specific problem of this research is how is the influence of Indonesian as L2 in the acquisition of Maritime English as L3? And how is the production of Maritime English as L3 by L2 Indonesian speakers?

In line with the formulation of the problem discussed above, the purpose of this research is divided into two, namely general research objectives and specific research. The general research objective of this research is to describe the role of Indonesian as a second language in the acquisition of Maritime English as the third language of shipping academy cadets. While the specific research objectives of this research are to explain the influence of Indonesian as L2 in the acquisition of Maritime English as L3 and to describe the production of Maritime English as L3 by Indonesian L2 speakers.

Method

In connection with the title that has been put forward by the researcher, the type of research used is combinative research. For the formulation of the first problem using qualitative research methods, namely a study used to examine natural conditions that make researchers the key instrument (Sugiyono, 2017: 9). Meanwhile, to answer the second problem formulation, quantitative methods are used, according to Muhtadi (2017: 211), which is a type of research whose specifications are systematic, planned, and clearly structured from the start to the making of the research design. Quantitative is a research with a descriptive approach, meaning a research method based on positivism philosophy that is used to examine a particular population or sample.

The type of research that will be used is associative research (relationships) with quantitative analysis methods (data in the form of numbers). Associative research is research that aims to determine the relationship between two or more variables. According to Mahsun (2017: 34) the population is all individuals who are members of the language speech community that will be studied and generalizations about the intricacies of language. The population used in this study were active cadets at the Vocational Shipping Faculty of Hang Tuah University. In this study the sampling technique used probability sampling with simple random sampling category. The population sample was taken randomly without regard to the existing strata in the population.

The measurement scale used is the Likert scale. The Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. Where this phenomenon has been specifically determined by researchers, hereinafter referred to as research variables. The research data collection technique used was an observation technique, namely direct research using a questionnaire (questionnaire).

In quantitative research, data analysis activities are divided into two, namely the activities of describing data and conducting statistical tests (inference). The activity of describing data is describing existing data in order to obtain real forms from respondents, so that it is easier for researchers or other people who are interested in the results of the research to be understood. The activity of describing data can be done by measuring descriptive statistics. In this research, the software used is SPSS 26.

The stages of data analysis in the first problem formulation using SPSS in this study are as follows:

1. Validity and Reliability Test. Validity and reliability tests were carried out to test whether the questionnaire was feasible to be used as a research instrument
2. Classic assumption test. The classical assumption test was carried out to determine the feasibility of a regression model. Before carrying out the regression analysis, the classical assumption test was carried out first.
3. Multiple Linear Regression Test. Regression analysis is a useful statistical technique for examining and modeling the relationships between variables.
4. Hypothesis testing. The t test is used to test one of the hypotheses in research that uses multiple linear regression analysis. The t test is used to partially test each variable. The F test is used to test one of the hypotheses in research that uses multiple linear regression analysis. The F test is used to determine the effect of the independent variables jointly (simultaneously) on the dependent variable.

Meanwhile, data collection and qualitative data analysis consisted of three strategic stages, namely the data provision stage, the data analysis stage, and the data results presentation stage. At the data provision stage, (1) the recording technique was used, namely recording all the utterances of the speakers when they recited maritime English vocabulary. (2) Listening technique is listening carefully to every conversation (conversation). And (3) The note-taking technique is to record every conversation in the dialogue. The data collection instrument in this study was a list of questions to induce research subjects to produce maritime English vocabulary. And the third stage provides the data code. After classifying who is speaking then provide the data code. The next stage is data analysis.

Findings And Discussion

The results achieved in this study were that the researcher tabulated the research data obtained from the results of the respondents' questionnaire answers. Respondents to this research were active cadets of the 2020 Ship Operations Engineering Technology Study Program (TROC), totaling 36 cadets. As for the distribution of the spread of data contained in the indicator table L2.1; L2.2; L2.3; L2.4; L3.1; L3.2

Indicator table L2.1

		frequen cy	Perce nt	Valid Percent	Cumulative Percent
Valid	3	2	5.6	5.6	5.6
	4	15	41.7	41.7	47.2
	5	19	52.8	52.8	100.0
	Total	36	100.0	100.0	

In the indicator table L2.1, 52.8% of respondents answered strongly agree, 41.7% of respondents agreed, 5.6% of respondents answered neutral.

Table indicators L2.2					
		frequen cy	Perce nt	Valid Percent	Cumulative Percent
Valid	3	4	11.1	11.1	11.1
	4	21	58.3	58.3	69.4
	5	11	30.6	30.6	100.0
	Total	36	100.0	100.0	

In the indicator table L2.2, 30.6% of respondents answered strongly agree, 58.3% of respondents agreed, 11.1% of respondents answered neutral.

Indicator table L2.3					
		frequen cy	perce nt	Valid Percent	Cumulative Percent
Valid	3	2	5.6	5.6	5.6
	4	26	72.2	72.2	77.8
	5	8	22.2	22.2	100.0
	Total	36	100.0	100.0	

In the indicator table L2.3, 22.2% of respondents answered strongly agree, 72.2% of respondents agreed, 5.6% of respondents answered neutral.

Indicator table L2.4					
		frequen cy	perce nt	Valid Percent	Cumulative Percent
Valid	3	2	5.6	5.6	5.6
	4	20	55.6	55.6	61.1
	5	14	38.9	38.9	100.0
	Total	36	100.0	100.0	

In the indicator table L2.4, 38.9% of respondents answered strongly agree, 55.6% of respondents agreed, 5.6% of respondents answered neutral.

		Indicator table L3.1			
		frequen cy	perce nt	Valid Percent	Cumulative Percent
Valid	3	2	5.6	5.6	5.6
	4	10	27.8	27.8	33.3
	5	24	66.7	66.7	100.0
	Tot al	36	100.0	100.0	

In the indicator table L3.1 there were 66.7% of respondents who answered strongly agreed, 27.8% of respondents answered that they agreed, 5.6% of respondents answered neutral.

		Table of indicators L3.2			
		Frequen cy	perce nt	Valid Percent	Cumulative Percent
Valid	3	2	5.6	5.6	5.6
	4	21	58.3	58.3	63.9
	5	13	36.1	36.1	100.0
	Tot al	36	100.0	100.0	

In the indicator table L3.2, 36.1% of respondents answered strongly agree, 58.3% of respondents agreed, 5.6% of respondents answered neutral.

Validity and Reliability Test

Table of Items-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
L2.1	21.61	4,073	.526	.734
L2.2	21.89	3,987	.545	.729
L2.3	21.92	4,593	.408	.762
L2.4	9:75 p.m	4,364	.420	.761
L3.1	21.47	3,913	.618	.709
L3.2	21.78	4,063	.576	.721

In the total statistics item table, it can be seen that the R count for each statement item in the questionnaire is greater than the R table ($36-2 = 34$, namely with a significance value of $0.05 = 0.2785$). $R \text{ count} > R \text{ table}$ This means that the items in each statement on the questionnaire in this study are valid.

Table of Reliability Statistics	
Cronbach's Alpha	N of Items
.771	6

Then in the statistical reliability table, the CA value is $0.771 > 0.6$, meaning that the questionnaire data is reliable

Regression Test

Table Model Summary				
Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.759a	.576	.563	.639

a. Predictors: (Constant), TL2

The model summary table explains the value of the correlation/relationship R which is equal to 0.759. From this output, the coefficient of determination (R Square) is 0.576, which means that the influence of the L2 variable on the L3 variable is 57.6%.

ANOVAa						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18,853	1	18,853	46,128	.000b
	residual	13,897	34	.409		
	Total	32,750	35			

a. Dependent Variable: TL3

b. Predictors: (Constant), TL2

The ANNOVA table explains that from the output it is known that the calculated F value = 46,128 with a significance level of $0.000 < 0.05$, so the regression model can be used to predict the participation variable or in other words there is an influence of the L2 (X) variable on the L3 (Y) variable.

Table Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	std. Error	Betas	t	Sig.
1	(Constant)	.925	1,181		.783	.439
	TL2	.466	.069	.759	6,792	.000

a. Dependent Variable: TL3

The coefficient table shows that the constant value (a) is 0.925, while the L2 value (b/regression coefficient) is 0.466, so the regression equation can be written:

$$Y = a + bX$$

$$Y = 0.925 + 0.466X$$

The meaning of the equation can be explained that:

1. A constant of 0.925 means that the consistent value of the L3 variable is 0.925.
2. The regression coefficient X of 0.466 states that for every 1% addition of the L2 value, the L3 value increases by 0.466. the regression coefficient is positive, so it can be said that the direction of the influence of the L2 variable on L3 is positive.

From the table Coefficients a decision making in a simple regression test is as follows:

1. Based on the significance value: from the coefficients table, a significance value of $0.000 < 0.05$ is obtained, so it can be concluded that the L2 (X) variable affects the L3 (Y) variable.
2. Based on the t value: it can be seen that the tcount value is $6.792 > t_{table} 0.000735$, so it can be concluded that the L2 (X) variable has an effect on the L3 (Y) variable.

Note: $t_{table} = (a/2 : nk-1)$

$$= (0.05/2 : 36-1-1)$$

$$= (0.025 : 34)$$

$$= 0.000735$$

The results obtained from the questionnaire on the indicator The first language mastered by cadets is the regional language, namely the respondents answered strongly agree, the regional language is their mother tongue. So that respondents answered that they really understand and understand conversations if they have regional similarities. The subject of this study is a polyglot with L1 in the local language, L2 in Indonesian, and L3 in Maritime English. Maritime English is learned by cadets when cadets are in semesters 3 and 4. Maritime English is a mandatory language while on board so it is expected that every sailing cadet must master Maritime English before practicing sailing in semesters 5 and 6. During data collection when cadets learn the language Maritime English, the results of the study found that when studying Maritime English, cadets were more likely to choose to transfer the language to Indonesian rather than local languages or L1. However, the accent that is pronounced is still thick with the regional dialect.

Based on data processing with SPSS version 26, a correlation value of 0.759 means that there is an influence of Indonesian as L2 in the acquisition of Maritime English as L3. The cadets in mastering Maritime English have elements of its application on the Hang Tuah University campus on average answering that they understand good Indonesian discourse. Every Maritime English conversation conducted by cadets both in class and

during practice in the bridge simulator, the pronunciation delivered by cadets can be understood and by cadets when questions arise between the lecturer and cadets. This research is in accordance with the results of research that English has an influence on the sound of language in Indonesian pronunciation (Kholiq, 2017).

Indonesian is very influential in the cadets and learned it can be said to have a very significant role. When cadets are learning Maritime English, the subjects tend to choose Indonesian as the transfer language rather than the regional language. The application of Indonesian is very attached to the pronunciation of every word that is conveyed, meaning that each area of pronunciation of Indonesian is strongly influenced by the region of origin. The local language is the first language used for communication every day, but this habit must be changed because the Vocational Faculty of Sailing graduates can work on foreign merchant ships so that the pronunciation of Maritime English is also very much needed in the world of work. This is the researcher interprets that in order to change the culture of pronouncing local languages into a culture of good Indonesian pronunciation, habits are needed when communicating. If the Indonesian pronunciation has been understood and understood, the application of Maritime English can also be understood by both the informant and the recipient of the information.

Conclusion

Based on data processing with SPSS version 26, a correlation value of 0.759 means that there is an influence of Indonesian as L2 in the acquisition of Maritime English as L3. When studying Maritime English L3, cadets are more likely to choose to transfer the language to Indonesian L2 rather than local language L1. However, the accent that is pronounced when speaking Maritime English is still thick with the L3 regional accent.

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