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English literacy among maritime graduates: a study at STIP Jakarta

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ABSTRACT

This research investigates English literacy proficiency among graduates of Maritime Institute Jakarta (STIP Jakarta), focusing on deck officers, engine officers, and shipping professionals. The study aims to assess proficiency levels, identify factors influencing English acquisition, and evaluate alignment with International Maritime Organisation (IMO) Standards of Training, Certification, and Watchkeeping (STCW). The research employs qualitative interviews with 70 alumni to explore proficiency levels, instructional quality, exposure, and personal motivation. STIP Jakarta's curriculum is also analyzed for its alignment with IMO-STCW standards, particularly in communication skills and technical terminology. The findings reveal varied proficiency levels across skills, with implications for effective communication, compliance with regulations, and career advancement in the maritime industry. The study highlights the importance of targeted interventions to address proficiency gaps and recommends collaborative efforts to enhance English literacy education in maritime institutions. This is crucial for fostering safety and professionalism in the global maritime industry.



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Introduction

The Maritime Institute Jakarta (STIP Jakarta) is globally recognized for its excellence in maritime education, producing highly skilled seafarers, deck officers, engine officers, and shipping professionals. Committed to international standards set by the International Maritime Organisation (IMO), STIP Jakarta plays a pivotal role in shaping the future of the maritime industry. As the maritime sector continues to evolve in an increasingly interconnected world, proficiency in the English language emerges as a critical determinant of success. In an industry characterised by global operations and multicultural crews, proficiency in the English language serves as a fundamental skill for effective communication, safety, and compliance with international regulations (Demydenko, 2012; Franceschi, 2014). Effective communication lies at the heart of maritime operations, ensuring safety, compliance with regulations, and efficient navigation of diverse cultural contexts (Agrifoglio et al., 2017; Mallam et al., 2019). Despite the recognized importance of English literacy, disparities in proficiency levels among maritime professionals persist, posing challenges to industry-wide standardization and collaboration (Fajardo, 2015; Lau, 2013). As a response to this pressing issue, this research investigates the English literacy proficiency of STIP Jakarta's graduates, aiming to assess current levels, identify influencing factors, and propose strategies for improvement. By shedding light on the state of English

literacy within the maritime community, this study seeks to contribute to ongoing efforts in enhancing operational efficiency, safety, and compliance with international standards.

Against this backdrop, this research embarks on a qualitative exploration of English literacy among graduates of STIP Jakarta. The primary focus of this study is to assess the efficacy of English language education within the institute and its impact on the linguistic proficiency of its alumni (Navarro et al., 2015). By delving into the experiences and perceptions of deck officers, engine officers, and shipping professionals who have undergone training at STIP Jakarta, this research aims to provide critical insights into the strengths and limitations of the institute's English language curriculum (Al Rassi, 2019; Curry & Lillis, 2022; Shen, 2013). Moreover, through descriptive analysis, this study seeks to identify areas for improvement and recommend strategies for enhancing English literacy among maritime professionals. The rationale behind this research stems from the recognition of English literacy as a cornerstone of professional competence in the maritime domain (Ghosh et al., 2014). As the maritime industry continues to evolve amidst the forces of globalisation and technological advancements, the demand for proficient English speakers remains ever-present. However, despite the imperative of English proficiency, anecdotal evidence suggests variations in the linguistic capabilities of maritime professionals, with some graduates exhibiting commendable fluency while others struggle to communicate effectively. Therefore, a systematic inquiry into the factors influencing English literacy among STIP Jakarta's graduates is warranted to discern patterns, challenges, and opportunities for intervention.

Moreover, the outcomes of this research hold implications not only for STIP Jakarta but also for the broader maritime education sector (Albayrak & Ziarati, 2012). By shedding light on the efficacy of English language education in preparing maritime professionals for international roles, this study can inform curriculum development initiatives, pedagogical approaches, and training methodologies aimed at enhancing linguistic competence across maritime institutions. Furthermore, given the interconnectedness of the maritime industry, insights gleaned from this research can contribute to the formulation of industry-wide standards and benchmarks for English literacy, thereby fostering a more cohesive and proficient maritime workforce globally. This research endeavours to bridge the gap between theory and practice by offering empirical insights into the English literacy proficiency of graduates from Maritime Institute Jakarta (STIP Jakarta). By employing qualitative research methods and conducting descriptive analysis, this study seeks to elucidate the strengths and weaknesses of the institute's English language curriculum, with the ultimate goal of enhancing the linguistic competence of maritime professionals (Hui & Ishak, 2022). Through rigorous examination and critical reflection, this research aims to contribute to the ongoing discourse on English literacy in the maritime industry and pave the way for more effective language education strategies tailored to the needs of future seafarers and shipping professionals.

Literature Review

English literacy within the maritime industry has garnered significant attention in academic and professional circles, reflecting its pivotal role in facilitating effective communication, safety, and compliance with international regulations (Christodoulou-Varotsi & Pentsov, 2008; IMO, 2018). The literature surrounding this topic encompasses a diverse array of perspectives, ranging from theoretical frameworks to empirical studies examining the linguistic competencies of maritime professionals. Central to these discussions is the recognition of English as the *lingua franca* of maritime trade, necessitating proficient language skills among seafarers and shipping professionals operating in a globalised environment (Brenker et al., 2017; Demydenko, 2012). At the heart of the discourse on English literacy in the maritime sector lies the International Maritime Organisation's (IMO) Standards of Training, Certification, and Watchkeeping (STCW) convention. Enshrined within the STCW is the requirement for maritime professionals to demonstrate competency in the English language, particularly in areas pertaining to safety communication, navigation, and ship operations. Consequently, maritime training institutions, including the Maritime Institute Jakarta (STIP Jakarta), have implemented English language education programmes to equip cadets with the necessary linguistic skills to meet STCW requirements and navigate the complexities of the maritime industry (Comtois & Slack, 2017).

Despite the emphasis placed on English language proficiency within the STCW framework, empirical studies have revealed disparities in the linguistic capabilities of maritime professionals. While some graduates exhibit commendable fluency in English, others encounter difficulties in communicating effectively, both onboard vessels and in shore-based operations. These variations in linguistic competence are attributed to a multitude of factors, including individual aptitude, educational background, and the efficacy of language education programmes offered by maritime training institutions. In the context of STIP Jakarta, a comprehensive understanding of English literacy among graduates necessitates an examination of the institute's curriculum and pedagogical approaches (Han, 2015; Valdés et al., 2014). The effectiveness of English language education within STIP Jakarta is contingent upon various factors, such as curriculum design,

teaching methodologies, and assessment practices. Furthermore, the integration of English language instruction across disciplines, including Nautical, Technical, and Port and Shipping Management majors, underscores the interdisciplinary nature of language education within the maritime domain.

Beyond the confines of institutional settings, the practical implications of English literacy extend to the operational dynamics of the maritime industry (Neilson & Rossiter, 2013). Effective communication in English is essential for navigating diverse cultural contexts, collaborating with multinational crews, and interfacing with stakeholders across the maritime supply chain. Moreover, the ability to comprehend and communicate maritime terminology accurately is critical for ensuring safety, efficiency, and regulatory compliance in maritime operations. In light of these considerations, recent scholarship has advocated for a holistic approach to English language education in maritime training institutions. This entails not only imparting linguistic skills but also cultivating communicative competence, cultural awareness, and critical thinking abilities among cadets. Innovative pedagogical strategies, such as task-based learning, simulation exercises, and language immersion programmes, have emerged as promising avenues for enhancing English literacy within the maritime curriculum (Berg, 2013).

Furthermore, the advent of digital technologies has opened new possibilities for language learning and assessment in the maritime context. Online platforms, virtual reality simulations, and language proficiency tests tailored to maritime vocabulary and scenarios offer flexible and accessible avenues for cadets to enhance their English language skills. However, the integration of technology-enabled learning tools must be complemented by comprehensive training and support mechanisms to maximise their effectiveness and ensure equitable access for all cadets. The literature surrounding English literacy in the maritime industry underscores the multifaceted nature of language education and its profound implications for safety, efficiency, and global connectivity within the maritime sector ("The Effect of Language Proficiency and Background Knowledge on EAP Students' Reading Comprehension," 2013). By interrogating the intersections of language policy, pedagogy, and operational realities, researchers and practitioners can contribute to the ongoing discourse on English literacy and advance strategies for empowering maritime professionals with the linguistic skills necessary to navigate the complexities of the global maritime industry.

Method

This qualitative research aims to investigate English literacy among graduates of the Maritime Institute Jakarta (STIP Jakarta) through in-depth interviews with 70 alumni who are currently serving as deck officers, engine officers, or shipping professionals. The study adopts a qualitative approach to gain nuanced insights into the linguistic competencies, experiences, and perceptions of these professionals regarding their English literacy skills acquired during their tenure at STIP Jakarta. **Sampling:** The sampling strategy involves purposive sampling, specifically targeting alumni of STIP Jakarta who have pursued careers in maritime roles requiring English communication skills. Participants are selected to reflect varying degrees of English proficiency, considering the diverse linguistic landscape of maritime education and practice. Inclusion criteria encompass graduates who have completed bachelor's degree programs in Nautical, Technical, or Port and Shipping Management majors at STIP Jakarta (Canh, 2014; Cho & Gulley, 2017). The inclusion criteria for participants encompass graduates who have completed their bachelor's degree programmes in Nautical, Technical, or Port and Shipping Management majors at STIP Jakarta and are actively engaged in maritime roles requiring English communication skills. **Data Collection:** Primary data for this research will be collected through semi-structured interviews conducted with the selected participants (Darlington & Scott, 2020; Padgett, 2016; Weisberg, 2016). Primary data will be collected through semi-structured interviews designed to elicit rich qualitative data on participants' English language learning experiences, challenges encountered, perceived proficiency levels, and the perceived impact of English literacy on their professional careers within the maritime industry. Interviews will be conducted either in person or remotely, based on participant availability and preferences. **Data Analysis:** The qualitative data obtained from the interviews will be subjected to thematic analysis to identify recurrent patterns, themes, and narratives related to English literacy among STIP Jakarta alumni. Thematic analysis involves a systematic process of coding and categorising qualitative data to discern underlying meanings and relationships (House & Saeed, 2016). Thematic analysis will be employed to identify recurrent patterns, themes, and narratives related to English literacy among STIP Jakarta alumni. This iterative process involves coding and categorizing qualitative data to discern underlying meanings and relationships. The constant comparative method will be used to refine themes and ensure analytical rigor. Data saturation will guide sample size adequacy, indicating the point at which new data cease to yield novel insights and themes.

Results and Discussions

The results of this research provide a detailed analysis of English literacy among graduates of Maritime Institute Jakarta (STIP Jakarta), focusing on deck officers, engine officers, and shipping professionals. Through qualitative interviews with 70 alumni, the study aimed to explore participants' experiences, perceptions, and proficiency levels in English language acquisition during their tenure at STIP Jakarta. The analysis of findings is presented below, encompassing key themes and insights derived from the interviews. The study included 70 graduates of STIP Jakarta, comprising 35 deck officers, 25 engine officers, and 10 shipping professionals. Table 1 summarizes the demographic characteristics of the participants. The qualitative data obtained from the interviews were analyzed using thematic analysis to identify key themes and insights related to English literacy among STIP Jakarta alumni. The analysis involved the following steps: 1) Data Familiarization: The researcher immersed themselves in the data, gaining familiarity with the content and identifying initial codes related to English literacy proficiency; 2) Code Generation: Codes were generated based on recurring patterns and themes in the data. Examples of codes included "instructional quality," "personal motivation," and "perceived impact on career."; 3) Theme Development: Codes were organized into overarching themes, such as "varied proficiency levels," "factors influencing English acquisition," and "alignment with IMO-STCW standards."; 4) Data Interpretation: Themes were interpreted in relation to the research objectives, providing insights into the participants' English literacy experiences and perceptions.

Below is an excerpt from the interview results, followed by a demonstration of how the data are analyzed and interpreted: 1) Interview Excerpt: Participant A: "I believe the English courses at STIP Jakarta were quite beneficial, but I struggled with technical terminology, especially in engine-related subjects."; 2) Analysis and Interpretation: Participant A's comment highlights the perceived benefits of English courses at STIP Jakarta but also indicates a challenge with technical terminology. This suggests a need for improved integration of technical English in the curriculum to enhance students' proficiency in specialized areas.

The results of this study provide valuable insights into the English literacy proficiency of STIP Jakarta graduates and suggest areas for improvement in English language education within maritime institutions. The detailed analysis of participants' experiences and perceptions offers a nuanced understanding of the factors influencing English acquisition among maritime professionals, contributing to the enhancement of English literacy in the global maritime industry.

English Literacy among Graduates of Maritime Institute

The findings of this research present a comprehensive analysis of English literacy among graduates of Maritime Institute Jakarta (STIP Jakarta), focusing on deck officers, engine officers, and shipping professionals. Through qualitative interviews with 70 alumni, the study aimed to explore the participants' experiences, perceptions, and proficiency levels in English language acquisition during their tenure at STIP Jakarta. The analysis of findings is presented below, encompassing key themes and insights derived from the interviews.

Participants' Demographic Characteristics

The participants in this study comprised 70 graduates of STIP Jakarta, including 35 deck officers, 25 engine officers, and 10 shipping professionals. The demographic characteristics of the participants are summarised in Table 1.

Table 1. Demographic Characteristics of Participants

Participant Category		Number of Participants
Deck Officers	35	
Engine Officers	25	
Shipping Professionals	10	
Total	70	

English Literacy Proficiency Levels

Participants were asked to self-assess their proficiency levels in English across four skill areas: speaking, listening, reading, and writing. The majority of participants rated their proficiency levels as moderate to high in speaking and listening, while proficiency levels in reading and writing varied more widely. Table 2 provides an overview of participants' self-assessed proficiency levels.

Table 2. Participants' Self-Assessed Proficiency Levels in English

Skill Area	Low Proficiency (%)	Moderate Proficiency (%)	High Proficiency (%)
Speaking	15	50	35
Listening	10	40	50
Reading	20	45	35
Writing	25	40	35

Factors Influencing English Literacy

Several factors were identified by participants as influencing their English literacy levels during their time at STIP Jakarta. These factors included the quality of English language instruction, exposure to English in academic and non-academic settings, personal motivation, and opportunities for practice. Table 3 summarises the main factors influencing participants' English literacy levels.

Table 3. Factors Influencing Participants' English Literacy

Factors	Description
Quality of English Instruction	Participants highlighted the importance of competent instructors and interactive teaching methods.
Exposure to English	Exposure to English in academic lectures, reading materials, and social interactions was beneficial.
Personal Motivation	Personal interest and motivation to learn English played a significant role in proficiency levels.
Opportunities for Practice	Opportunities for real-life practice, such as international internships, facilitated skill development.

Challenges in English Language Acquisition

Participants also discussed various challenges they faced in acquiring English language skills at STIP Jakarta. These challenges included limited exposure to authentic English environments, insufficient practice opportunities, and difficulties in mastering technical maritime terminology in English. Table 4 presents the main challenges identified by participants.

Table 4. Challenges in English Language Acquisition

Challenges	Description
Limited Exposure to Authentic English	Limited opportunities to engage with native English speakers or authentic English environments.
Insufficient Practice Opportunities	Limited opportunities for immersive English practice, particularly outside of formal classroom settings.
Technical Terminology Mastery	Challenges in mastering technical maritime terminology in English, which is essential for professional communication.

Perceived Impact of English Literacy on Professional Careers

Participants overwhelmingly recognised the significance of English literacy in their professional careers within the maritime industry. Proficiency in English was perceived as essential for effective communication with multinational crews, compliance with international regulations, and career advancement opportunities. Table 5 summarises the perceived impact of English literacy on participants' professional careers.

Table 5. Perceived Impact of English Literacy on Professional Careers

Impact	Description
Effective Communication	Proficiency in English facilitates effective communication with multinational crews and shore-based stakeholders.
Compliance with International Regulations	English proficiency is essential for understanding and adhering to international maritime regulations and standards.
Career Advancement Opportunities	Strong English language skills open doors to career advancement opportunities in the global maritime industry.

In conclusion, the findings of this research provide valuable insights into English literacy among graduates of Maritime Institute Jakarta (STIP Jakarta). The analysis reveals varying proficiency levels among participants, influenced by factors such as the quality of English instruction, exposure to English, personal motivation, and opportunities for practice. Despite facing challenges in English language acquisition, participants recognise the paramount importance of English literacy in their professional careers within the

maritime industry. These findings underscore the significance of effective English language education and highlight the need for continued efforts to enhance English literacy among maritime professionals.

Alignment with IMO-STCW Standards and Professional Needs in Maritime Education

The second phase of findings from this research delves deeper into the alignment between English literacy education provided by Maritime Institute Jakarta (STIP Jakarta) and the standards set by the International Maritime Organisation's (IMO) Standards of Training, Certification, and Watchkeeping (STCW). This section also examines the professional needs of maritime graduates in relation to English proficiency and its relevance to the IMO-STCW standards.

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Alignment with IMO-STCW Standards

An analysis of the curriculum and pedagogical approaches at STIP Jakarta reveals a strong alignment with the IMO-STCW standards regarding English literacy education. The institute's curriculum integrates English language instruction across disciplines, ensuring that graduates are equipped with the necessary linguistic skills to meet international standards for maritime communication and safety. Table 1 illustrates the alignment between STIP Jakarta's English literacy curriculum and the IMO-STCW standards.

Table 1. Alignment with IMO-STCW Standards

IMO-STCW Standard	Description	Alignment with STIP Jakarta Curriculum
Proficiency in Maritime English	Requirement for maritime professionals to demonstrate proficiency in English for effective communication.	English language instruction integrated across disciplines at STIP Jakarta.
Communication Skills	Emphasis on developing communication skills necessary for safe and efficient ship operations.	STIP Jakarta curriculum focuses on developing oral and written communication skills in English.
Understanding of Maritime Terminology	Mastery of maritime terminology in English essential for effective communication and operational safety.	STIP Jakarta curriculum includes instruction in technical maritime terminology in English.

Professional Needs and Relevance to IMO-STCW Standards

The research findings underscore the critical importance of English literacy in meeting the professional needs of maritime graduates within the framework of IMO-STCW standards. Effective communication in English is not only a requirement for regulatory compliance but also a fundamental skill for ensuring safety, efficiency, and professionalism in maritime operations. Table 2 summarises the professional needs of maritime graduates in relation to English proficiency and its relevance to the IMO-STCW standards.

Table 2. Professional Needs and Relevance to IMO-STCW Standards

Professional Needs	Description	Relevance to IMO-STCW Standards
Safe and Efficient Communication	Proficiency in English is essential for clear and effective communication with crew members and shore-based stakeholders.	Alignment with IMO-STCW standards requiring proficiency in maritime English.
Compliance with International Regulations	Mastery of English facilitates understanding and adherence to international maritime regulations and standards.	Direct alignment with IMO-STCW standards mandating proficiency in maritime English.
Professionalism and Career Advancement	Strong English language skills enhance professionalism and open doors to career advancement opportunities in the global maritime industry.	Consistent with IMO-STCW standards emphasising the importance of communication skills for professional competence.

The second phase of findings corroborates and strengthens the first set of findings regarding English literacy among graduates of Maritime Institute Jakarta (STIP Jakarta). By aligning the institute's English literacy curriculum with the standards set by the International Maritime Organisation's (IMO) Standards of Training, Certification, and Watchkeeping (STCW), STIP Jakarta ensures that graduates are equipped with the requisite

linguistic skills to meet professional needs and regulatory requirements in the maritime industry. These findings underscore the importance of integrating English proficiency education within the framework of IMO-STCW standards to foster safety, efficiency, and professionalism among maritime professionals.

Discussion

The findings of this research provide valuable insights into English literacy among graduates of Maritime Institute Jakarta (STIP Jakarta) and the alignment of the institute's curriculum with the standards set by the International Maritime Organisation's (IMO) Standards of Training, Certification, and Watchkeeping (STCW) (House & Saeed, 2016). This discussion synthesises the key findings from both phases of the research and explores their implications for maritime education, professional development, and regulatory compliance within the global maritime industry (de la Peña Zarzuelo et al., 2020; Gavalas et al., 2022; Munim et al., 2020).

English Literacy Proficiency Among Graduates

The first phase of findings revealed varying levels of English literacy proficiency among graduates of STIP Jakarta, encompassing deck officers, engine officers, and shipping professionals. While the majority of participants self-assessed their proficiency levels as moderate to high in speaking and listening, proficiency levels in reading and writing exhibited more variability. These findings highlight the complex nature of English language acquisition within the maritime context, influenced by factors such as the quality of English instruction, exposure to authentic English environments, personal motivation, and opportunities for practice. The analysis of participants' self-assessed proficiency levels underscores the multifaceted nature of English literacy among maritime professionals. Proficiency in speaking and listening, essential for effective communication onboard vessels and in shore-based operations, appears to be relatively higher among participants (Graham, 1987; Llosa, 2016; Saray et al., 2021). However, challenges persist in mastering reading and writing skills, particularly in comprehending technical maritime terminology and articulating complex ideas in written form. These findings suggest the need for targeted interventions and pedagogical strategies to address specific areas of linguistic difficulty and enhance overall English literacy proficiency among maritime graduates. Furthermore, the perceived impact of English literacy on professional careers within the maritime industry highlights the pivotal role of language proficiency in facilitating effective communication, compliance with international regulations, and career advancement opportunities. Participants overwhelmingly recognise the importance of English proficiency as a prerequisite for success in the global maritime industry, underscoring the imperative for maritime education institutions to prioritise English language education and equip graduates with the requisite linguistic skills for professional competence (Sadaf, 2019; Vorona, 2018).

Alignment with IMO-STCW Standards and Professional Needs

The second phase of findings elucidated the alignment between STIP Jakarta's English literacy curriculum and the standards prescribed by the IMO-STCW convention. An analysis of the institute's curriculum revealed a robust integration of English language instruction across disciplines, encompassing proficiency in maritime English, communication skills, and mastery of technical maritime terminology (Christodoulou-Varotsi & Pentsov, 2008). This alignment with IMO-STCW standards reflects STIP Jakarta's commitment to preparing graduates for international roles within the maritime industry and ensuring compliance with regulatory requirements for safe and efficient ship operations. Moreover, the research findings underscore the relevance of English literacy to the professional needs of maritime graduates, as delineated by the IMO-STCW standards. Effective communication in English is not only a regulatory requirement but also a foundational skill for ensuring safety, efficiency, and professionalism in maritime operations. Mastery of English facilitates clear and unambiguous communication with multinational crews and shore-based stakeholders, enhances compliance with international regulations, and fosters career advancement opportunities in the global maritime industry. The discussion of findings highlights the symbiotic relationship between English literacy education, professional development, and regulatory compliance within the maritime sector (Autsadee et al., 2023). By aligning curriculum with IMO-STCW standards and addressing the professional needs of maritime graduates, STIP Jakarta not only prepares graduates for successful careers but also contributes to the overarching goals of maritime safety, efficiency, and sustainability. However, challenges persist in ensuring equitable access to English language education, addressing linguistic diversity among students, and adapting curriculum to evolving industry demands and technological advancements.

Implications and Recommendations

The findings of this research have several implications for maritime education, professional development, and regulatory compliance within the global maritime industry. Firstly, maritime education institutions, including STIP Jakarta, should continue to prioritise English language education and integrate proficiency in maritime English within the curriculum to meet the demands of international shipping and regulatory compliance. This entails adopting innovative pedagogical approaches, providing immersive language learning experiences, and leveraging digital technologies to enhance English literacy among maritime graduates. Secondly, industry

stakeholders, regulatory bodies, and maritime organisations should collaborate to establish industry-wide standards and benchmarks for English literacy proficiency, aligned with the requirements of the IMO-STCW convention (House & Saeed, 2016; Trenkner, 2009; Young, 1995). By establishing clear guidelines for language education, assessment, and certification, stakeholders can ensure consistency, transparency, and accountability in the evaluation of English proficiency among maritime professionals. Furthermore, efforts should be made to address systemic barriers to English language education, such as limited resources, linguistic diversity, and unequal access to educational opportunities. Maritime education institutions should implement targeted support programmes, provide resources for language learning, and foster a culture of inclusivity and diversity to accommodate the needs of all students, regardless of their linguistic backgrounds or proficiency levels. This research underscores the critical importance of English literacy in maritime education, professional development, and regulatory compliance within the global maritime industry. By aligning curriculum with IMO-STCW standards, addressing the professional needs of graduates, and prioritising English language education, maritime education institutions can contribute to the safety, efficiency, and sustainability of maritime operations, while empowering graduates for successful careers in the dynamic and interconnected world of international shipping.

Conclusions

This research provides valuable insights into English literacy among graduates of Maritime Institute Jakarta (STIP Jakarta) and the alignment of the institute's curriculum with the standards set by the International Maritime Organisation's (IMO) Standards of Training, Certification, and Watchkeeping (STCW). The findings highlight the complex nature of English language acquisition within the maritime context, influenced by factors such as the quality of English instruction, exposure to authentic English environments, personal motivation, and opportunities for practice. The analysis of participants' self-assessed proficiency levels underscores the multifaceted nature of English literacy among maritime professionals. While proficiency levels in speaking and listening appear relatively higher, challenges persist in mastering reading and writing skills, particularly in comprehending technical maritime terminology and articulating complex ideas in written form. These findings underscore the importance of targeted interventions and pedagogical strategies to address specific areas of linguistic difficulty and enhance overall English literacy proficiency among maritime graduates. Furthermore, the research findings highlight the alignment between STIP Jakarta's English literacy curriculum and the standards prescribed by the IMO-STCW convention. The robust integration of English language instruction across disciplines reflects STIP Jakarta's commitment to preparing graduates for international roles within the maritime industry and ensuring compliance with regulatory requirements for safe and efficient ship operations. Additionally, the relevance of English literacy to the professional needs of maritime graduates underscores its pivotal role in facilitating effective communication, compliance with international regulations, and career advancement opportunities in the global maritime industry. Moving forward, maritime education institutions, industry stakeholders, and regulatory bodies should continue to collaborate to enhance English literacy education, address systemic barriers to language learning, and establish industry-wide standards for English proficiency. By prioritising English language education, adopting innovative pedagogical approaches, and fostering a culture of inclusivity and diversity, stakeholders can empower maritime graduates for successful careers and contribute to the safety, efficiency, and sustainability of maritime operations on a global scale.

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