Evaluation on English Language Proficiency of Maritime Students' At Naval State University

Edgar F. Benaldo

Department of English Language, Naval State University – Main Campus
Email: edgar_benaldo@yahoo.com

ABSTRACT

This paper aimed to investigate the English language proficiency of maritime students' at Naval State University – main campus. Specifically, it sought to answer the following: level of English language proficiency in oral reading, speaking proficiency and significant difference between oral reading and speaking proficiency of maritime students at NSU. Descriptive research design is utilized to assess how proficient in oral reading and speaking to maritime students at NSU. The study is conducted in the college of maritime education of Naval State University, school year 2018 – 2019. There were one hundred (100) randomly selected respondents. The data retrieved, collected, and analyzed using the exact statistical treatment. Results, revealed that majority of the students in the college of maritime education were highly proficient in the English Language Proficiency.

I.   INTRODUCTION

In the Shipping Industry, English language is the main tool so that everyone should understand each other. English has developed over the course of more than 1,400 years ago. The world influence of the British Empire, modern English spread around the world from 17th to mid-20th centuries. Through all means of printed and electronic media, and spurred by the emergence of the United States as a global superpower. It is called superpower due to the fact that this language is used for or in any forms of communications, specifically when seafarers onboard international merchant fleet. Communicating and sending information onboard ship were just some examples that English is important to the seafarers. Cohen & Wickens (2018) mentioned that academically English is the primary venue of instruction and considered the primary pathway to educational success especially when working with different nationalities.

However, the success of maritime students' prevalence to the teaching strategy of the faculty on how they performed the contents of the course in the classroom setting. Perhaps, faculty should evaluate and let the students practice reading and talking in English language inside the classroom for them to become proficient. Reading and speaking using English language has vital role in the maritime sector, since the students are the future seafarers to navigate the ship. Onboard ship, only English language can be used to communicate because crews are coming from different nationalities. The crews that are not native English embark onboard merchant fleet for the first time to work; definitely they would encounter hardship speaking to their crewmates. Eventually, the seafarers could not perform their job well, such as reporting ship in the vicinity, informing company(s) about crews' performance, implementing the laws and regulations, loading & unloading of cargo, and by monitoring the quality management system and other related works pertaining to the ship's operation onboard. These things somehow would lead to maritime accident if the seafarers have poor foundations in English language. The maritime accidents happen according to Varsami, et al. (2010) is due to human error and would occur because of miscommunication between two people talking each other.

The study conducted by the International Maritime Organization (2005), eighty (80%) percent of accidents at sea are caused by human error. One of the main causes is due to poor foundations in maritime English. It was reported that many seafarers have

problems in expressing themselves using English. Ventosa (2005) emphasized that English is a powerful vehicle for conveying feelings and emotions, for expressing hopes, illusions, fears, and wisdom.

Therefore, the researcher believed that there is a need to assess the performance of English language proficiency of the maritime students at Naval State University – Main Campus, school year 2018 - 2019. Findings would be the tool to develop and enhance the teaching and learning process specifically in English language by crafting some interventions to address the needs in the maritime world.

Theoretical Background

This study anchored on Krashen's (1988) theory of second language acquisition. These are acquisition-learning and affective hypothesis. This theoretical hypotheses models have been used because the study investigates the language proficiency of maritime students specifically on their reading and speaking skills.

The acquisition-learning is the most fundamental of all the hypothesis in Krashen's theory and the most widely known among linguists and language practitioners. The acquisition system is the product of a subconscious process very similar to the process on children undergo when they acquire the first language. It requires meaningful interaction in the target language – natural communication – in which speakers are concentrated not in the form of their utterances, but in the communicative act. This previous theory addressing towards the maritime students to become more proficient in English language, they must engage or practice communicating to others so that the message coming from the senders will be internalized. Perhaps, students can get exact and proper delivery of the messages when in two-way communications. In fact, language acquisition (Krashen, 1988) does not require extensive use of conscious grammatical rules, and does not require tedious drill. But this would require meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.

Finally, input hypothesis model explains how the learner acquires a second language – how second language acquisition takes place. The Input hypothesis is only concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner improves and progresses along the 'natural order' when students receives second language 'input' that is one step beyond their current stage of linguistic competence. For example, not all of the learners can be at the same level of linguistic competence at the same time, therefore, Krashen suggests that this model is suited for designing syllabus so that the maritime students would easily receive some inputs appropriate on their current stage of language acquisitions. This is also one way to develop their skills in communication because of the instructional materials.

II.   METHODOLOGY

Objectives of the study

1. Determine the English Language communication proficiency of the maritime students.

2. Is there a significant difference between oral reading and speaking proficiency of the maritime students at NSU?

Research Design

The researcher was used the descriptive research design and quota sampling method because it aimed to determine English proficiency of maritime students at Naval State University.

Research Respondents

There were one hundred (100) respondents involved in this study. The respondents were all maritime students currently enrolled in the college of maritime education, academic year 2018 – 2019.

Research Instrument

This study utilized secondary data for the academic performance in English course of maritime students, while the English language proficiency of the students was used standardized questionnaire with supplemental interview.

Validity and Reliability

The gathered data were valid and reliable because the researcher himself went to the registrar's office to get the student's academic performance. However, English language proficiency, the standardized questionnaire has been used. But before the distribution, the university research office validated on the said questionnaire if it is authentic or reliable.

Statistical Analysis

This study used the exact statistical treatment for data analysis which includes percentage, frequency, mean, and analysis of variance (ANOVA) using SPSS software.

III.   RESULTS AND DISCUSSIONS

Table 1. English language communication proficiency of the maritime students' at NSU
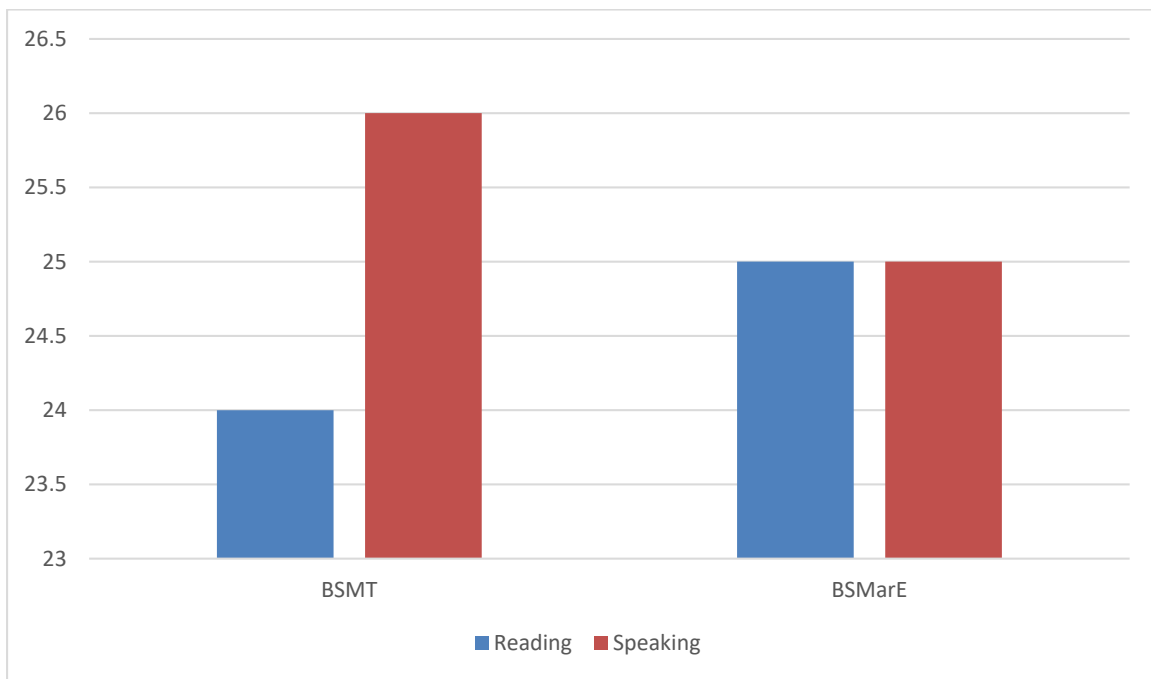
As shown in Table 1, students from BSMT proficiently speak the English language correctly compared to BSMarE students. But, BSMT students were lesser when it comes to oral reading proficiency compared to BSMarE. The BSMT students were higher in speaking skills may be because they were on the deck in which in-charge to communicate other vessels in the vicinity. This would imply that the students were trained in linear or transactional process of communication.

Table 2. Significant difference between oral reading and speaking proficiency of the maritime students at NSU

Program	Mean	C-value	T-value
Oral Reading Proficiency	2.523	4.513	4.352

Speaking Proficiency   2.124

Finally, in Table 2 summarized the significant difference between oral reading and speaking proficiency of the maritime students at NSU. As shown on table 2, computed value is greater than the t-value. It means that *Ho* in which there is no significant difference between oral reading and speaking proficiency of the maritime student is rejected at 0.05 level of significance. Therefore, null hypothesis is accepted that there is a slightly significant difference (0.2) when it comes to oral and speaking proficiency of the maritime students. This would imply that more students can communicate in English proficiently. This would support (Ventosa, 2005) that English becomes a noble tongue when one uses it with affection and respect.

IV.   FINDINGS

- Students' enrolled in BSMT are proficient in English communication compared to BSMarE, however, BSMT is lesser in oral reading proficiency (24%) compared to BSMarE (25%).

- The academic performance in English course and English language proficiency of the maritime students are significantly related.

V.   CONCLUSION

The students in the College of Maritime Education of Naval State University – Main Campus are highly proficient in communication compared to oral reading in English Language both BSMT and BSMarE.

VI. References

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