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(CONEST 6)

Jakarta, 30 November – 1 December 2009

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UNIVERSITAS KATOLIK ATMA JAYA
JALAN JENDERAL SUDIRMAN 51
JAKARTA 12930

SIXTH CONFERENCE ON ENGLISH STUDIES

Day I: Monday, November 30, 2009

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07.00 - 08.05	*Registration, Welcome Drink, and Book Exhibition*					
08.05 - 08.15	*Opening*				*###*	*###*
08.15 - 08.40	Y. M. Harsono	DEVELOPING TEACHING & LEARNING MATERIALS FOR ENGLISH STUDIES	English Department, Faculty of Education Atma Jaya Catholic University Jakarta	ym.harsono@atmajaya.ac.id	1	CH
08.40 - 09.05	Anna Marietta da Silva, M. Hum. and Franklin G. Talaue, M.A.	DEVELOPING A PRE-UNIVERSITY ENGLISH ACADEMIC WRITING TEXTBOOK FOR INDONESIAN STUDENTS - A PRELIMINARY STUDY	Independent Researcher Bina Nusantara International	namariva@yahoo.com fgtalaue@binus.edu franklintalaue@yahoo.com	7	CH
09.05 - 09.30	Julia Eka Rini	CHOOSING LEARNER'S DICTIONARIES: WHAT TO CONSIDER	Petra Christian University and Doctoral Degree Program of LTBI Atma Jaya Jakarta	jerini@peter.petra.ac.id	13	CH
09.30 - 09.55	Udi Samanhudi and Ari Arifin D.	THE ART OF ARGUMENTATION (A PATH TO DYNAMIC ATMOSPHERES IN THE EFL CLASS)	English Education Department Sultan Ageng Tirtayasa State University, Banten; Balai Bahasa UPI Bandung	hudi_samanhudi@yahoo.com ivndanoe@yahoo.com	17	AMS
09.55 - 10.20	R. Arief Nugroho	CULTURE SPECIFIC CONCEPTION USING COMMUNICATION STRATEGIES BY NON-NATIVE ENGLISH SPEAKER IN EXPATRIATE ENVIRONMENT A Case Study: Expatriate Environment in Semarang	Universitas Dian Nuswantoro Semarang	raden.arief.nugroho@gmail.com	25	AMS
10.20 - 10.45	Clara Herlina	ANALYZING LEXICAL AND SYNTACTIC AMBIGUITIES WHICH LEADS TO HUMOR	Fakultas Ekonomi Unika Atma Jaya - Universitas Bina Nusantara	claraherlina@yahoo.com	29	AMS
10.45 - 11.10	Henny Putri Saking Wijaya	DIALOGUE JOURNAL ENTRIES: TOUCHING THE COGNITIVE AND AFFECTIVE SKILLS	Petra Christian University, Surabaya	hennyputri_t10@yahoo.com	35	IID
11.10 - 11.35	Titi Rokhayati	CULTURAL VALUES (DIFFERENCES BETWEEN WESTERN AND INDONESIAN)	Muhammadiyah University of Purworejo	rokhayatititi@yahoo.com nuhim@ymail.com	39	IID
11.35 - 12.00	Dra. Budiati Lindu M.Pd.	THE USE OF MOTHER TONGUE IN EFL CLASSROOM	Universitas Dr. Soetomo	fs_budiati@yahoo.com	45	IID
12.00 - 13.05	*Lunch*					
13.05 - 13.30	Like Raskova Octaberlina	ARABIC OR HEBREW PRONUNCIATION AS AN ALTERNATIVE IN ACQUIRING ENGLISH PRONUNCIATION	Islamic State University (UIN) Malang	Like_Raskova@yahoo.com	49	YH
13.30 - 13.55	I Wayan Dirgayasa	THE NATURE OF MARITIME ENGLISH AND ITS CURRENT ISSUE	English Department of Faculty Languages and Arts State University of Medan	wayandirgayasa@yahoo.com	51	YH
13.55 - 14.20	Made Frida Yulia	A SOCIOLINGUISTIC ANALYSIS ON POLITENESS FEATURES IN ENGLISH TEXT MESSAGES	English Education Study Program, Sanata Dharma University, Yogyakarta	frida_yulia@yahoo.com	59	YH
14.20 - 14.45	Endang Soemartono	FLUENCY IN ENGLISH FROM THE RESULT OF BEING TAUGHT OR FROM ACQUISITION?: CASE STUDIES	Universitas PGRI Indraprasta	endasay@yahoo.co.uk	63	JER
14.45 - 15.10	Ienneke Indra Dewi	THE ANALYSIS OF THE USE OF METAPHORS IN "THE SOUND OF CHANGE. CAN MUSIC CHANGE CUBA?"	Universitas Bina Nusantara	ienneke@binus.edu iennekeindradewi@yahoo.com	67	JER
15.10 - 15.35	Riani	PAID REVIEW AS AN ADVERTISEMENT DISCOURSE IN INTERNET	Balai Bahasa Yogyakarta	riani_bby@yahoo.com	71	JER
15.35 - 16.00	Yudi Juniardi and Ina Rohiyatussakinah	CODE SWITCHING AMONG TEACHER AND STUDENTS IN BILINGUAL CLASS AT TENTH GRADE OF SMAN 1 KOTA SERANG	English Department of Sultan Ageng Tirtayasa University	yjuniardi@yahoo.com	77	JER

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Clara Herlina	CH
Anna Maria da Silva	AMS
Ienneke Indra Dewi	IID
Yohannes Hartadi	YH
Julia Eka Rini	JER

SIXTH CONFERENCE ON ENGLISH STUDIES

Day II: Tuesday, December 1, 2009

Time	Name	Title	Institution	Contact Information	Page	Chair
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08.40 - 09.05	Clara Herlina	PHONOLOGICAL ANALYSIS OF WILLIAM WORDSWORTH'S POEM "I WANDERED LONELY AS A CLOUD"	Fakultas Ekonomi Unika Atma Jaya - Universitas Bina Nusantara	claraherlina@yahoo.com	87	FS
09.05 - 09.30	Francis Borgias Alip	WHEN IS {IN} 'NOT'?	Sanata Dharma University, Yogyakarta	alip@staff.usd.ac.id	91	FS
09.30 - 09.55	Sri Endah Tabiati	REVITALIZING STUDENTS' INDIVIDUAL INDEPENDENT STUDY	Brawijaya University	stabiati@yahoo.co.uk	95	FBA
09.55 - 10.20	Sukardi Weda	SONGS ENHANCE YOUNG LEARNERS' INVOLVEMENT IN LEARNING ENGLISH	English Language and Literature Department, Faculty of Language and Literature, State University of Makassar	sukardiweda@yahoo.com	101	FBA
10.20 - 10.45	Faizah Sari	A PRACTICAL APPROACH TO IMPROVE L2 PHONOLOGY	Atma Jaya Catholic University, The Graduate School Applied English Linguistics Program	faizah.sari@atmajaya.ac.id	105	FBA
10.45 - 11.10	Slamet Abdullah	DEVELOPING THE JUNIOR HIGH SCHOLL STUDENTS' SENTENCE-WRITING ABILITY BY USING SENTENCE PROCESSING MANUAL (SPM)	FKIP/Language Institute, Sriwijaya University	slametabdullah@yahoo.com	111	BG
11.10 - 11.35	Prisca Barbarra	COVERT AND OVERT ERRORS: A CASE STUDY OF BUSINESS E MAILS	Atma Jaya Catholic University, The Graduate School Applied English Linguistics Program	pbarbarra@gmail.com	125	BG
11.35 - 12.00	Yohanes Hartadi	XENOPHOBIC ACT: A CRITICAL DISCOURSE ANALYSIS OF AN EDITORIAL ON CORBY'S CONVICTION IN BALI	The English Department, Atma Jaya Catholic University in Jakarta	yohaneshartadi@yahoo.com	131	BG
12.00 - 13.05	*Lunch*					
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13.30 - 13.55	Indra Charismiadji	WHAT DO WE KNOW ABOUT BLENDED LEARNING?	Higher Learning	indra.charismiadji@higher-learning.co.id	147	SW
13.55 - 14.20	Archangela Yenny Satriawan and K.M. Widi Hadiyanti	INDONESIA IN FICTION: CORPUS-BASED ANALYSES	Atma Jaya Catholic University, Jakarta	archangela_yenny@yahoo.com widi.hadiyanti@atmajaya.ac.id	149	SW
14.20 - 14.45	Besin Gaspar	END-LINKING AS A COHESIVE AND RHETORICAL DEVICE IN HENRY JAMES'S NOVELS THE PORTRAIT OF A LADY AND THE AMBASSADORS	University of Surabaya	gasparbesin@ubaya.ac.id	153	AM
14.45 - 15.10	Lukas and I Nengah August Mahendra	INDONESIAN CONCORDANCE WEB APPLICATION	Faculty of Engineering, Electrical Engineering Department Atma Jaya Indonesia Catholic University, Indonesia	lukas@atmajaya.ac.id	161	AM
15.10 - 15.35	Masnidar Tanjung	THE DEVELOPMENT OF KTSP CURRICULUM IN THE TEACHING OF ENGLISH GRAMMATICAL STRUCTURE (A CASE STUDY OF TEACHING METHODOLOGY)	UHAMKA & Doctor candidate of UNPAD	nitanvirgo54@yahoo.com	165	AM
15.35 - 16.30	Marsue Ferguson	VOCABULARY STRATEGIES THAT WORK	University of Indonesia	marsueferguson@hotmail.com	167	YNS
*******	Mashadi Said dan Ni Luh Putu Setiarini	GRAMMATICAL COLLOCATION ERRORS IN ENGLISH WRITING BY INDONESIAN STUDENTS	Universitas Gunadarma	mashadi@staff.gunadarma.ic.id niluhputu_s@staff.gunadarma.ac.id	*175*	***
16.30 - 17.00	*Closing*					

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Faizah Sari	FS
Francis Borgias Alip	FBA
Besin Gaspar	BG
Sukardi Weda	SW
Ade Mulyanah	AM
Yassir Nasanius	YNS

THE NATURE OF MARITIME ENGLISH AND ITS CURRENT ISSUE

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Abstract

Recently Maritime English (ME) has seriously attained the status of a "hot issue" in the maritime world. This much greater attention from the Maritime English teachers, practitioners, students of Maritime Academy, researchers in maritime English, maritime institutions, test organizer, maritime industries-shipping companies and company training center as well happens due to some reasons such as the status Maritime English, lack of Maritime English competences of maritime students and alumni, lack of existing learning resources in maritime academy and training center, and the intensive accidents at sea. In particular, it is a fact that the accidents cause a lot of losses of lives, properties, and environmental pollution because of the lack of the crews' competencies technical, managerial, or communicative aspect-Maritime English.

A good communication in Maritime English is essential for creation and maintenance of effective working environments and safety of the crew and ships, and generally safety at sea and at ports. So, the crew's ability in Maritime English communication contributes significantly in the sense of safety at the sea.

This paper is an attempt to highlight two important points of Maritime English that is the nature of maritime English in term of subjects learned and practiced by learners, the ship crews, teachers and linguists, and others who are interested in and its current issues in the maritime world.

Key words: Maritime English, Maritime Industry, and Maritime World, and Current Issues

INTRODUCTION

IMO as an international organization of maritime under the United Nation, has proclaimed and declared the STCW'95 as standard rule and regulation that must be adopted and implemented by the maritime school and training center, in particular to English subject. In addition, since the emergence of SMCPs, the real position and existence of Maritime English is widely recognized but the real implementation of convention is questioned. However, this condition leads the Maritime English to gain its hot issue in the maritime world.

In *Standard Training Certification Watchkeeping for Seafarers* '95 (STCW'95) or STCW'95 curriculum or STCW'95 code and convention, the Maritime Academy graduates must have a good standard of English competences (*International Maritime Organization*-IMO,1995).Then, the STCW'95 curriculum requires the students to have knowledge of written and spoken English that is adequate to understand chart, nautical publication, meteorological information, message concerning the ship's safety and operation, and adequate skill to communicate with other ship and coast station. The communications within the bridge team need to be understood properly. Communication among multilingual-cultural team members, should be either in a language that is common to all relevant bridge team members-English (Blakey,1978).

This means that English is truthfully necessary for them. By this regulation and code, the English subject is not regarded as a general and secondary or complementary subject anymore, but it is officially declared as a professional subject like other maritime subjects such as ship handling, celestial astronomy, meteorology, maneuvering, international maritime law, maintenance subjects and so forth. It then, consequently leads to a typical position Maritime English in the maritime world. It truly plays important role for the students, graduates of Maritime Academy, and the officers as well.

To enhance and provide standardized competence of English, all maritime academies all over the world must adopt and implement the international curriculum issued and legalized by the

IMO. This curriculum requires a minimum-standard of English for all maritime school students and graduates throughout the world.

In addition, it also provides the graduates an international wide job vacancy and career. Then, to support and complete the document, the diploma is written in two languages-the language of the native speaker where academy is settled and founded and the language of English. By this document, the graduates can apply and work wherever they will, for example Indonesian graduates can apply and work in Philippines, Malaysians can apply and work in Australia, or European graduates can apply and work in USA, and so forth.

However, it seems that the Maritime English, is so far not popular and have good position in the eyes of maritime students, the academy, and officers in particular and public in general. That's why, this paper is intended to highlight the nature of Maritime English and how it is viewed today in the maritime world.

DISCUSSION

Section-1

It is generally thought that Maritime English is not so well-known as other branches of ESP like English for Medical, English for Banking, or even English for Economics. Maritime English still needs introducing, espousing, and exploring intensively so that it has its own significant position and role in the maritime world.

If it is traced back to ELT tree diagram as proposed by Hutchinson and Water (1987), the Maritime English (ME) is a part of ESP. The Maritime English is a branch or variety of ESP which can be categorized into EOP and ESP as well. In term of definition, it is relatively hard to define the term of ME in which everyone can accept it.

But simply, Maritime English is defined as a product of life on the ocean (http://www.britishcouncil.org/professional-specialism-maritime,22/10/2009. In line with the definition, (Pritchard, 1999) states that Maritime English is defined as a sub-set of English for the exchange information and transfer of knowledge to be used as a working language in the marine world. Then, Trenker (1999) states that Maritime English is a restricted variety of Maritime as the recommended or in some instances, mandatory communication idiom primarily intended for ensuring safety of the navigation. A slight definition is also proposed by (Cole, 1999 and Logie, 1999). They argue that Maritime English is a standard or more or less widely accepted textbook or other types of material for the learning and teaching of Maritime English. http://www.iamu-edu.org/report/pritchard/php/2009).

Then, Loginovsky, an admiral proposes that Maritime English is a working language of the international shipping industry http://www.iamu-edu.org/journal/4/loginovsky.php/2009. In a similar definition, in Wikepedia free encyclopedia/7/26/2009 states that Maritime English is the language of the sea.

As it is explained before, the Maritime English is categorized unique and distinctive one among other the ESP branches, at least there are five main features of Maritime English showing its own world. They truly reflect the nature of Maritime English by its own ways.

First, spelling-spelling is one of the distinctive features of Maritime English. The spelling system in Maritime English is not spelled as it is commonly used in other ESP branches or general English. /A/, for example is not spelled [ei] but it is spelled [alpha], or /s/ is not spelled [es] but it is spelled [seirra], or [yankee] is the spelling of /y/. This convention is adopted and implemented in communication in order to avoid and diminish misunderstanding and miscommunication. It is assumed that the normal spelling of the English potentially causes misunderstanding when communicating at sea.

For example, the motor vessel named SRIWIJAYA and its call sign PKNV. So SRIWIJAYA is spelled Sierra, Romeo, India, Whisky, India, Juliet, Alpha, Yankee, Alpha with Call sign: Papa, Kilo, November, Victor. Here are the standard spelling system used in the Maritime English and maritime world as shown by table 1.

Table 1 shows spelling system used for internal and external communication among the crew and the shore crew.

Letter	Code	Letter	Code
A	Alpha	N	November
B	Bravo	O	Oscar
C	Charlie	P	Papa
D	Delta	Q	Quebec
E	Echo	R	Romeo
F	Foxtrot	S	Sierra
G	Golf	T	Tango
H	Hotel	U	Uniform
I	India	V	Victor
J	Juliet	W	Whisky
K	Kilo	X	X-ray
L	Lima	Y	Yankee
M	Mike	Z	Zulu

Second, like spelling, number in Maritime English is also spoken or stated differently from other ESP branches or general English. For example, /*one*/ is, not stated or spelled [*wan*] but it is spoken [*unaone]* or [*sosix]* is for /six/ and it is not [*siks*]. A complete number system is shown by table 2 below.

Table 2 shows the complete number expressed in maritime English.

FIGURE	CODE WORD
0	Nadazero
1	Unaone
2	Bissotwo
3	Terrathree
4	Kartefour
5	Pantafive
6	Soxisix
7	Setteseven
8	Oktoeight
9	Novenine

In another case, numbers in Maritime English and maritime world are to be spoken in separate digits. For example 150 is spoken "one-five-zero and it is not spoken as "one hundred and fifty." Or the expression "starboard steer 182°" is spoken " starboard steer one eight two." Another uniqueness of how number is expressed is decimal system.. In Maritime English, for example, the '2.5' is spoken "two decimal five" but it is not spoken as "two point five."

Third, time-time in Maritime English is expressed differently. On land, for example time is usually expressed by using a,m (ante meridien) and pm (post meridien). Ante meridien means from 12 at night up to 12 at noon whereas post meridien means from 12 at noon up to 12 at night. On the other hand, time at sea is expressed in a 24-hour notation. The use of the term the 24 hour is to avoid misunderstanding, misinforming, and mishearing among the ship crew. Look at table 3 below how time at sea (Maritime English) is expressed and how it is expressed on land.

Tabel 3 shows how time at sea and at land are differently expressed.

On land	7.00 a.m	6.25 p.m	Midnight	2.30 p.m
At sea	0700	18.25	0000	1430

The actual implementation of the time expression model can be seen how watch at sea is managed. In term of watch, time at sea is divided into 4-hour period called watches. There are six watches that is:

Tabel 4 Watch and time are expressed at sea

Time	Name of watches
Midnight – 0400	Middle watch
0400 – 0800	Morning watch
0800 – noon	Forenoon watch
Noon – 1600	Afternoon watch
1600 – 2000	Evening watch
2000- Midnight	First watch

Fourth, lexico-grammar-to some extent, the lexico-grammar of maritime English has its own way and its typical rules and convention. They are sometime unique and not regarded 'correct' in accordance to received lexico-grammar. However they 'correct' in the context of Maritime English and world. The typical lexico-grammar of Maritime English for examples, are the usages of the words "may" "might", "should" or "could", These are not extremely recommended to use when communicating in the maritime world. They are assumed to potentially lead misunderstanding and doubt among the them. Then, it is generally known that some words in English have meanings depending on the context in which they appear. That's why misunderstanding frequently occurs, especially in Vessel Traffic Service (VTS), and have produced accidents.

So in order to replace the usage of "may" "might", "should" or "could", the Maritime English has its own ways and solution. The lexico-grammar used are as follows:

Do not say	Say
"*May I enter fairway?*"	"*Question. Is it permitted to enter fairway?*"
"*You may enter fairway.*"	"*Answer. It is permitted to enter fairway.*"
"I might enter a fairway."	"Intention. I will enter fairway."
"*You could running into danger.*"	"*WARNING. You are running into danger.*"

The fifth, is typical and distinctive features of its vocabularies and terminologies. In the world of maritime and Maritime English as well, this set of vocabularies and terminologies is called Standard Marine Communication Phrases (SMCPs). The SMCPs in terms of forms is very restricted patterns and idiomatic expressions, in some instances, and is intended for ensuring safety of navigation and marine communication (Trenkner, 1997).

In line with the usefulness of SMCPs, IMO (1995) states that the purposes of the SMCPs are a) to assist in the greater safety of navigation and the conduct of ship and b) to standardize the language used in communication for navigation at sea, in port-approaches, in waterways, harbors, and on board vessels. This is done in order to meet the requirements of the STCW 78 convention as revised and amended in 1995 (STCW'95). Then, the phrases cover the communication relevant safety aspects laid down in the conventions. In reality, the use of SMCPs should be used as often as possible in preference to other wording of similar meaning, and they should be part of in Maritime education and training.

In this way, the SMCPs is intended in becoming an acceptable safety language, using the English language. It is then hoped widely as a standard system either for teaching and learning or practicing and communication at sea. The SMCPs are simplified version of Maritime English in terms of grammar, lexical and idiomatic varieties to a tolerable minimum and standardized structures for the shake of the functions of SMCPs-diminishing misunderstanding in the safety related verbal communication in particular.

For example to state '*man falls in the sea during the voyage*" it is stated by '*man over board*" or " *turn left*" is replaced by "*star port*" or "*star board*" is for "*turn right*," *pan*" is used to express urgent message, or "*mayday*" is used to express and announce a distress message, and so forth.

Historically, actually the attempt to bring standardization into the terms and phrases at sea initially come from two directions; from those taught English to mariners and wrote books on the subject, and from the International Maritime Organization (IMO) http://www.britishcouncil.org/professional-specialism-maritime,22/10/2009

The last is the Martel-it stands for Maritime Test of English Language.This is one of the following uniqueness of the Maritime English. Martel is standardized test of Maritime English

language proficiency. The Martel, with the key aim develops a series of Maritime English language standards incorporating the International Maritime Organization (IMO) under the Standard Marine Communication Phrases (SMCPs) at different standards (http//www.maritime-tests.org/index.htm/2009.). Another term of Martel is TOMEP-Test of Maritime English Proficiency standard. Both types of test refers to one standard of Maritime English in a world wide context of maritime world (Aloysius and Edward, 1987).

Section-2

The nature of maritime English has been highlighted in section 1, but in section 2, this paper highlights and elaborates some the current issue and trend of the Maritime English in the world of maritime.

Hundreds of discussion, debates, seminars, conferences and training, investigation as well have been done in order to develop, enhance, and improve the effective use of Maritime English by the academic staff and professional of maritime institution and training center since the establishment of the Standard Marine Communication Phrases (SMCPs) few years ago. As a result, most of the outcomes obtained deal with the improvement of course syllabi, materials, and teaching method in deal with relationship between the SMCP and the regulation of the STCW convention and codes (International Chamber of Shipping, 1997). However, those are not optimally implemented in teaching and learning yet.

It is a fact that shipping company is a global based company. This statement also means that the workers or professionals who work in the shipping industry are multi-national cultural crew. In reality, in the world of international shipping, with multi-crews and global trade, effective communication between ships and shore is essential. As a consequence, global standard governing communication competences is ruled by the International Maritime Organization (IMO) through its legal instruments. More generally recognized that globalization of maritime services, including the supply of the seafarers, has led Maritime English to a means as a career tool, permitting mobility and competitiveness. Consequently national authorities and institutions have found it necessary to develop training strategies which meet these new demands.

It could not be denied that, now many maritime institutions and training centers deliver English courses in order to provide and equip the mariners English competences with global standard. To develop this ability, it is necessary to involve teaching assessment process both the professional teachers and professional seafarers.

In order to portray the existence, position, and issue and trend of Maritime English in the maritime world, as recommended by the International Maritime Conference, its current issues can be viewed and analyzed through SWOT analysis- the strengths, the weaknesses, the opportunities and the threats and challenges.

In terms of its strengths, to mention few, there are some crucial and significant issues in terms of strengths belonging to the Maritime English. They are as follows 1) English is lingua franca of the shipping industry, 2) English enables seafarers to work globally, 3) its aim as the means of communication for professional purposes is crystal clear, 4) Maritime English is compulsory and is required by STCW'95 convention, 5) the correlation between English competency and safety is now widely recognized, 6) management now realizes the importance of Maritime English, 7) Maritime English promotes co-cooperation between subjects and English teacher-'twinning.', 8) as a branch of ESP, Maritime English has a certain and limited vocabulary, grammar, and literature, 9) Teachers of English are often eager to gather maritime knowledge and experience, and 10) state funding for education is allowing technology to spread quickly.

Even though, Maritime English has its own strength and power in the Maritime world, in reality, it also has its own weaknesses. Some of the existing prominent weaknesses concerning to Maritime English as follows 1) the valuable information is only administrated at workshops, there is olny little or no communication in between. 2) Maritime English is often mistaken as only being the SMCP, 3) many students are anxious not to 'lose face' often lack confidence to speak and resist oral participation, 4) students are having low motivation and spirit to learn Maritime English, 5) teachers are too teachers-centered and do not allow the students to speak (Dirgayasa, et al, 2006), 6) even qualified officers are often afraid to speak. 7) English teachers often have no enough knowledge of Maritime English or maritime subjects/industry delivered by English. 8) so

far, the students learn only to pass test, 9) there are a limited numbers of standard textbooks and other related learning materials, and 10) low entry behavior either English and logic-mathematic.

Maritime English as the professional subject actually has its own way to improve. Big size class is also one of the main obstacles for teaching and learning Maritime English. Still students can improve their Maritime English and enhance their competencies too due some reasons such as 1) English is a compulsory subject within national school system, 2) it is a big chance for them to meet experts from the maritime industry, 3) maritime companies are aware to support Maritime English as an aspect of improved safety by encouraging them to fund course and training, and visit on board, 4) English proficiency provides the opportunities for both students and Maritime English staff to seek employment outside own county, 5) multinational crewing now provides job opportunities for Maritime English teachers, 6) The atmosphere shows initiative and take students on visits to the local port, on board a vessel or training ship, to bridge, and engine simulators, 7) There is an international standardized approach to Maritime English teaching and learning, and 8) computer-internet based instruction and assessment often motivates students learns more.

However, in many cases, the teaching and learning Maritime English is still recognized unsuccessful. Students still are having lack of Maritime English proficiencies. This conditions are caused by some indicator such as 1) many maritime English teachers are not professionally qualified, 2) teachers have no 'real' on board experiences, 3) Maritime Academy is regarded as the low status academy or training center, so are the students, 4) the decreasing number of the students in many countries seems a new phenomenon, 5) some administrations fail to connect a sound knowledge of English with safety standard, 6) seafaring is regarded as a low job, 7) in reality, lack of resources and authentic materials of Maritime English is serious problem, and 8) to some extents, the seafarers are stereotyped to having negative sense.

CONCLUSION

As a matter of fact, Maritime English as its emergence from ESP, has common characteristics and features among other ESP branches like English for Law, English for Engineering, or Business English and the like. How ever, to some extent, Maritime English theoretically and practically used in the maritime world has its own distinctive and unique features. Those may cover spelling, numbering, time expression, lexico-grammar and SMCPs, test type known as Maritime English Language Test (MARTEL). It is a standard test provided for both the students and officers.

The other side of Maritime English is it striking issues. The key issues surroundings the way we understand and practice Maritime English is that of current position and existence in the international shipping and maritime world as well. The rapid growth of international shipping industry with multi-cultural crew leads the Maritime English to have its significant bargaining power but still the outcome of teaching and learning is not satisfactorily.

However, the practical current issues of Maritime English can be classified into some main issues. Those main current issues are classified into 10 categories. First, curriculum-the international curriculum known as STCW'95 mandates that all maritime academies in the world must adopt and implement it in order to require a minimum international standard. Second, even the STCW'95 have been proclaimed and implemented since years, still there are no standard in syllabi and material and test as well. Third, still Maritime Academy is viewed as low status academy among others. I myself, in my previous paper call Maritime academy is the "*neglected school*" particularly in Indonesia context in fact, and then, as a matter of fact, I can say that it is actually promising one because "*learning by rupiah but working by dollar*." Fourth, students-due to perception of low status of Maritime academy, mostly students of Maritime academy have low entry behavior and low motivation, and are economically disadvantageous students, from rural-remote areas. Fifth, the teachers of Maritime English are still regarded to have lack of competency and experience in maritime world. Sixth, teaching method and its variables are not innovative, challenging, and inspiring. Seventh, the government national or local, still views maritime school and training as a minor one among other education institutions. Eighth, networking-maritime schools are not having consistent and enough networking, co-cooperation with stakeholders. Ninth, working as seafarers are still regarded as low status and have negative perception in the society. Finally, the unplug development of science and technology in terms of teaching and learning always go forward.

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