
Phenomenon of Contrast in Speaking and Writing Skills of Indonesian Seafarers

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ABSTRACT

This research explores the phenomenon of contrast between speaking and writing skills in English among Indonesian seafarers, focusing on their professional experiences and the challenges they face. The study aimed to examine the frequency of use of the English language, the difficulties experienced in speaking and writing, and the strategies used to improve these skills. With a qualitative approach, data was collected through video call interviews with 10 Indonesian seafarers working on various ships abroad. Thematic analysis is used to identify patterns and themes that emerge from the data. The results of the study showed that most sailors felt more confident in speaking English. Because Speaking skills are more commonly practiced and are considered less challenging, although difficulties still arise, especially when communicating with native speakers due to accent and speed of speech. In contrast, writing in English is considered more complex, requiring careful attention to correct writing. The study concludes that special training support is needed for Indonesian seafarers to be able to develop their English skills, both speaking and writing. The study also highlights the importance of upskilling-based training to address this gap, such as English language courses and writing training focused on the needs of the maritime sector. This study suggests that Indonesian seafarers be given more structured training to improve these two skills to improve the quality of communication in the international work environment and also this program can improve their communication competence, thereby supporting efficiency and effectiveness in the global maritime environment.

INTRODUCTION

Language is a very important communication tool in daily life, both orally and written. David Crystal in his book *"English as a Global Language"* (2003) explains how English has become a lingua franca in various fields such as science, technology, business, and international communication. Statistics show that English is one of the most studied languages as the second most studied language in the world. In addition, according to Kirkpatrick (2020), English proficiency is not only important for careers but also for international academic collaboration. It is a key tool for bridging cross-cultural communication and enabling closer global partnerships. English has an important role in career development, especially in the increasingly global world of work both among the general public and among seafarers. In the context of certain professions, such as seafarers, language skills are one of the main aspects that support smooth operations and interactions between individuals in the maritime environment. Seafarers are not only required to have good communication skills, but must also master the right language in a variety of situations both in everyday conversation and in writing reports, letters, or other documentation. The difference between speaking and writing skills in language often creates an interesting contrast phenomenon to research, especially in the context of the seafaring profession.

The phenomenon of contrast in the speaking and writing skills of Indonesian seafarer shows significant differences in the way they use spoken and written language in certain situations. Weissberg (2014) underlines that speaking and writing are interrelated but different in their cognitive nature and demands. Speaking tends to be spontaneous, while writing requires more complex planning, revision, and structure. This relationship can be used to improve the ability of one skill through the development of another skill. Choi & Park (2016) English is used as a lingua franca in the maritime industry, but many seafarers do not have high competence in this language. This leads to misunderstandings in communication, especially in critical situations such as navigation or emergencies. Differences in pronunciation and intonation often exacerbate the problem. In speaking, sailors are often more accustomed to using simple and direct language, which reflects the need for quick and efficient communication, especially in emergency situations or when coordinating with other crew members. In contrast, in writing, they are faced with the challenge of disclosing information in a more formal, clear, and documented way to meet regulatory standards or procedures applicable in the shipping industry.

Speaking and writing skills are often considered productive skills in language learning that complement each other, but have different processes and challenges. According to Ellis (2015), speaking involves an interactive process that requires quick reactions to the interlocutor, while writing is more structured and requires time to think and revise. Ratheeswar's (2018) research highlights the important role of technology in language learning, especially in bridging the gap between speaking and writing skills. This statement shows that technology helps speaking skills through conversation simulations that mimic real interactions, thereby accelerating speaking proficiency. On the other hand, writing skills require a more intensive approach through tools such as grammar software which helps ensure accuracy and structure. This indicates that while technology supports both skills, the approaches and tools used must be tailored to the unique needs of each skill.

The view of Nation (2015) illustrates the difference between speaking and writing in language learning. Speaking is more intuitive and accessible to learners because it involves direct interaction and instant feedback, making it more flexible and tolerant of errors. In contrast, writing demands a deeper understanding of the language, including grammar, syntax, and coherence, in order to achieve a higher level of accuracy. This explanation confirms that speaking tends to focus on fluency and spontaneity, while writing prioritizes precision and planned language construction.

Nadeem et al. (2020) emphasized the importance of effective intercultural communication in a multicultural environment, such as on board a ship where sailors work in culturally diverse teams. This statement highlights the practical need for clear communication to guarantee operational safety and efficiency. The author explains that English serves as a lingua franca in this context, allowing sailors from different cultural backgrounds to work together effectively. This is in line with Dearsdorff (2006)'s definition of intercultural communication competencies, which includes knowledge (about cultural differences), skills (to navigate and bridge those differences), and attitudes (openness and adaptability) necessary for successful cross-cultural interactions. These competencies foster mutual understanding and reduce miscommunication, especially in high-risk environments such as maritime operations.

Several studies related to this research are the first, Al-Ahdal et al (2014) This research focuses on the disparity between speaking and writing skills in learning English as a foreign language (EFL) in Saudi Arabia. This focus is taken because there is an urgent need to identify the root causes of this gap, which has an impact on students' communication competencies in academic and professional contexts. Although English language proficiency in general has been extensively researched, particularly in the Middle East region, studies that explicitly address and analyse differences in speaking and writing skills in EFL learners are still very limited. Second Quvanch & Na (2020) This study focuses on the application of blended learning in teaching writing skills to second- and third-year students at a conventional university in Palestine. This research aims to explore the integration of blended learning with traditional methods in improving students' writing skills. In addition, this study also assesses the extent to which students can achieve the desired results from the learning carried out, as well as the processes involved in achieving these achievements. And third, based on researcher Rausch (2015), the focus of this study is to examine the relationship between speaking and writing skills in English learners and how speaking teaching can affect writing skills, especially

argumentative writing. This study aims to identify whether structured speaking instruction and using techniques such as scaffolding and example analysis can transfer speaking skills into writing skills, particularly in terms of critical analysis, organization, and good planning.

Various studies have explored speaking and writing skills in English, but most have focused on EFL learners in formal educational settings, with little attention paid to specific contexts such as the seafaring profession. The writing skills in English for seafarers have not been widely researched, even though they face unique challenges, such as international communication that prioritizes speaking skills and limited access to educational resources while serving on the ship. This study fills in the gap by analyzing the phenomenon of differences in speaking and writing skills among Indonesian seafarers, as well as how factors such as work environment and professional communication patterns affect both skills. Thus, this article offers a new perspective that connects the context of the seafarer's work with the development of English writing skills, which has not been widely discussed in previous studies.

METHOD

This study uses a qualitative approach with a descriptive design to describe the gap between English speaking and writing skills among Indonesian seafarer. According to Ismail Suardi Wekke and his colleagues (2019), qualitative research is a type of research that is descriptive with a tendency to use analysis. The main emphasis in this study lies in the process and meaning. Theory is used as a guide to ensure that the focus of the research remains relevant to the facts found in the field. In addition, qualitative research has the characteristic of discovery, where the results emphasize more exploration and in-depth understanding. This approach was chosen to explore the subjective experiences and in-depth views of 10 Indonesian seafarers who work on foreign ship regarding their communication challenges (Creswell & Poth, 2018).

The main data in this study are 10 seafarers who work on foreign ships with various work experiences and written documents, such as book logs and report documents that are usually written by Indonesian seafarers to identify writing errors. Thematic analysis techniques are used to identify key themes in the data obtained, which allows for a thorough understanding of the phenomenon being studied (Braun & Clarke, 2019). Data was collected through in-depth interviews conducted by the author through Video Call with 10 respondents to overcome distance and time limitations that provided direct insights related to their experiences and views on speaking and writing skills (Patton, 2015). The interview was conducted with the help of a recording device to become evidence and assist the author in compiling the results of the research conducted by the author.

Interviews are used as a data collection technique to find problems that must be researched and also if the researcher wants to know more in-depth things from the respondents. According to Susilarini (2022), an interview is a communication process that involves two parties with a specific goal and is based on the principle of reciprocity, is dynamic, and involves active interaction. Meanwhile, Slamet et al. (2011) explained that interviews are a method of gathering information through social interaction carried out between researchers and the party who is the object of research. In addition, participatory observation is also carried out to study their interactions in the work environment, as well as the analysis of written documents to identify patterns in their writing.

To analyze writing errors, especially related to spelling, the author uses the Error analysis method. Corder (2018) introduced Error Analysis to identify language errors made by language learners, including spelling errors, by classifying them into specific categories: Collecting text, Fault identification, Error classification and Cause of error. This approach provides a more holistic picture of the factors that affect the English skills of the Indonesian seafarer. The interview consists of 13 questions divided into 5 aspects: 1. Preliminary Questions (Background); 2. Speaking Experience in English; 3. Writing Experience in English; 4. Factors Affecting Communication Skills; and 5. Closing Questions

The basis for the development of these interview questions is rooted in a theoretical framework and empirical research that addresses language acquisition, communication skills, as well as their application in a professional context. The questions are divided into five main aspects to gain a comprehensive understanding of the experience and the factors that affect a sailor's communication skills, particularly in English.

1. The first aspect is *Preliminary Questions*, which aim to understand the demographic profile and professional experience of the participants. This approach is based on research by Fareed et al. (2016), which demonstrate the importance of considering learners' backgrounds to identify the language challenges faced, as well as A Ragab - 2024), which underscores the influence of professional context on the need for cross-cultural communication.
2. The second aspect discusses *the Speaking Experience in English* to explore participants' experiences related to speaking in English, including fluency, confidence, and the context of using oral communication. Al-Qahtani (2020) provides insight into the challenges and development of learners in speaking skills, while A Ragab - 2024) highlights the importance of speaking competence in a cross-cultural environment such as the maritime world.
3. The third aspect includes *the Writing Experience in English*, which is designed to understand the participants' writing experience, particularly in formal and professional contexts. Fareed et al. (2016) noted that writing is a skill that requires an intensive process because it relates to grammatical accuracy and text structure. In addition, Al-Qahtani (2020) also discusses the challenges that are often faced by language learners in writing, including in developing ideas coherently and consistently.
4. The fourth aspect explores *Factors Affecting Communication Skills* to identify environmental, personal, and systemic factors that affect participants' language skills. A Ragab (2024) emphasizes the importance of cross-cultural communication in the professional world of work, especially for sailors who have to interact with crews from different countries. These competencies require cultural knowledge and the ability to adapt quickly in diverse situations.
5. The fifth aspect, *Closing Questions*, is designed to get participants' reflections on their language learning experience and suggestions. Deardorff (2016) emphasizes the importance of reflection in building effective cross-cultural communication competencies. This approach is also relevant to evaluate the language learning experience thoroughly and in-depth.

Here are the names of the Indonesian seafarers who participated in this study and each respondent provided valuable insights regarding their challenges and experiences in using English in a professional context.

Tabel 1. Seafarer's Data

| No | Name | Position | Type of vessel | Company | Location |
|----|------|-----------------|----------------|----------------------------|----------------------|
| 1 | VL | Chief Engineer | Tug Boat | Winstar Shipping Singapore | Singapore |
| 2 | BT | Chief Engineer | General cargo | Shintoku Marine | South Korea |
| 3 | DS | Second Engineer | Crane Barge | Leighton of shore | Dubai |
| 4 | AL | Captain | Tug Boat | Low kim chuan | Malaysia |
| 5 | DS | Captain | Crew Boat | Albahar | Dubai |
| 6 | RA | Third Officer | Tug Boat | Low kim chuan | Malaysia |
| 7 | RS | Captain | Diving Boat | Atlantis marine service | United Arab Emirates |
| 8 | HP | Captain | Tug boat | Selat Marine | United Arab Emirates |
| 9 | FD | Chief Engineer | General cargo | PT.KSM Indonesia | Japan |
| 10 | DK | Captain | Service Boat | Whales Shipping line | United Arab Emirates |

FINDINGS

The Result of Interview

Based on the results of an analysis of interviews with 10 Indonesian seafarers working on international ships, there are several important findings related to the phenomenon of contrast between speaking and writing skills in English. These findings reveal the challenges, patterns, and factors that affect seafarers' English communication skills, as well as their impact on their work. This analysis aims to explore the challenges that Indonesian seafarers face in communicating in English in their professional environment, as well as the strategies they use to improve their language skills. Four main themes have been identified based on patterns that emerge during interviews: Frequency of use English, writing skills VS speaking skills, work environment and its influence and priority upskilling. And based on the following grouping of themes, there are answers from respondents that I got during interviews via WhatsApp video with 10 Indonesian seafarers.

Frequency of use English

Frequency of Use English refers to how often a person uses English in their daily activities or in a professional context. This can include the use of English in oral communication (speaking), written, listening, and reading. This frequency is important for measuring a person's level of exposure to the English language, which in turn can affect the level of proficiency in the language. In professional contexts, such as in seafarers, the frequency of use of English plays an important role in their communication skills, both in interactions with international crews and in the creation of documents and reports. Jones and Johnson (2017) explain, the frequency with which professionals engage in English communication, both written and spoken, directly correlates to their language competence and their ability to perform in global contexts.

The following are the results of the author's interviews with the Respondents regarding the frequency of using English, the author asked how often they use English in their work environment, and this is an answer based on their experience as a sailor.

"When I work on the Singapore ship, every day I use English to communicate with the crew because I am from a different country." (VL)

"If I am, ma'am, I like to use English both when I work on ships that operate in Indonesia and Foreign ship." (BT)

"If I am, every day and every time. because I work on a ship where all the crew come from foreign countries such as America and Australia, so I have to communicate in English." (DS)

"Often, it because I work in a foreign company so every day I have to communicate with mixed crew, to traffic control and to office man that almost every day give me an order." (AL)

"Very often like always, cause in the past few years i always had ships that operate overseas and the crew is mixed from several country. Just like my ship now I'm the only one from Indonesia," (DS)

"Often, when communicating on the ship." (RA)

"Often, Because I am currently working in a foreign company and the crew of my ship is from the Philippines and India, and every day, every time we use English to communicate." (RS)

"Because, I work at foreign company, we must speak English. So. step by step, because my job requires me to communicate in English with crew in another country, so slowly i can understand to speak in English." (HP)

"Very often, because I work on ships that operate in Japan and with crew members from other countries." (FD)

"Often, because Currently I work in a foreign company and my crew is from India, and We communicate using English." (DK)

Based on the interviews conducted, most Indonesian seafarers stated that they use English with high frequency, especially in daily communication in the work environment. This is due to the presence of a mixed crew on the ship, where crew members come from different countries with different cultural and linguistic backgrounds. As a result, English became the primary language of instruction in interactions between crew members. The frequency of use of English among Indonesian seafarers is quite high, especially in professional contexts involving international crews.

Writing Skills vs Speaking skills

Writing skills are the ability to convey ideas, information, or messages clearly and effectively through writing. In the context of language learning, this ability includes mastery of grammar, spelling, vocabulary, and writing structure in accordance with communication goals. According to Hyland (2019), writing skills are a complex process that involves organizing ideas, mastering language techniques, and the ability to consider the audience and the context of communication. Writing skills also require practice and feedback to improve accuracy and fluency, while Speaking skills refer to the ability to convey ideas or messages orally clearly and effectively. In language learning, speaking skills include aspects of fluency, accuracy, pronunciation, intonation, and mastery of relevant vocabulary. Kürüm, E. Y. (2016) explains that speaking skills require repeated practice in real situations to improve fluency and confidence. Speaking skills also involve the ability to listen and respond interactively in a conversation

The theme "Writing Skills vs Speaking Skills" refers to the comparison between writing skills and speaking skills, two main aspects of language skills. In this context, the theme addresses the differences, challenges, and relationships between the two skills, as well as how they affect a person's communication effectiveness, especially in a professional or international setting. On this theme, the author wants to know to what extent Indonesian seafarers have writing and speaking skills in English? Is one of these skills more predominantly used in their daily work? And the author also wants to know what are the biggest challenges faced by Indonesian seafarers in developing writing and speaking skills? Do they feel more comfortable using one skill than the other? The following are the results of the author's interviews with the participants related to writing skills and speaking skills, based on the following questions. The first question that the author asks related to this theme is How do you learn to improve your speaking skills in English? And here are the answers from respondents.

"I learned English when talking to friends or crew members from other countries, sometimes with my wife, because my wife is an English teacher." (VL)

"I improved my English skills by learning a lot, ma'am." (BT)

"I improved my English skills from the experience of working on foreign ships." (DS)

"I just learn in my daily routine when I communicate with mixed crew on my ship...and also sometimes I like to learn by social media, YouTube or TikTok." (AL)

"The way i learns English is just from watching movies, I mean English movies, cause from this movie i can learn how to read, write and listening plus i knew how the accent when they talk." (DS)

"I improve my ability to speak English is to go to the bitter melon village." (RA)

"I just learn in my daily routine when I communicate with mixed crew on my ship and also sometimes, I like to learn by social media, YouTube or TikTok and I always listen to and understand the meaning of English songs and movies." (RS)

"I improve my speaking English by communicating with crew members from other countries, because every day I communicate so slowly I can." (HP)

"I learned from my work environment which required me to communicate in English." (FD)

"I developed my speaking at my workplace which required me to use English and I was self-taught." (DK)

Respondents said that their English-speaking skills generally developed through practical experience in a multinational work environment, especially through daily communication with mixed crews from different countries. In addition, entertainment media such as movies, songs, social media, and work experience on foreign ships are also the main sources of learning. This learning tends to occur in an informal and contextual manner, reflecting the importance of the work environment and the need for communication in encouraging the improvement of their English language skills.

The second question is how about your experience writing in English? And here are the answers from all respondents based on their experiences.

"My writing experience, studying through an English course at one of the course places in Manado." (VL)

"Same ma'am, I also learned a lot of writing in English, including in writing documents on board such as log books and monthly reports." (BT)

"If my writing experience is from often making daily reports on ship." (DS)

"I have to send several reports to my office every morning." (AL)

"My experience in writing, every day and at all the times, it happens on my current ship right now, which is I'm the only one single master onboard, so all the job is into me, report, communication to the owner, authority etc." (DS)

"I still feel that I lack understanding in writing." (RA)

"My experience in writing, i have to send some reports to my office every morning, every day, every week and monthly report." (RS)

"My experience of writing English is often done when making reports on the ship." (HP)

"As the chief engineer, I have to write ship documents such as daily and monthly reports every day and also logbooks or request reports." (FD)

"I write in English when making reports such as logbooks and ship report documents sent to the office." (DK)

Based on the answers above, the writing experience of Indonesian seafarers is generally related to administrative tasks such as daily and monthly reports, logbooks, and official documents sent to the head office or related parties. Most sailors mention that writing in English is an important part of their job, although some still feel less confident due to a lack of vocabulary. This shows that their writing skills have evolved from practical needs in the work environment, but still require more structured training.

The third question is what is the biggest challenge you face when speaking in English? And here are their answers.

"The biggest challenge in speaking English, as far as I remember 20 years ago, was due to a lack of learning, so I still didn't understand how to speak in English." (VL)

"The biggest challenge I face in speaking English, probably because I am still not fluent." (BT)

"The biggest challenge for me was to face the native speakers or crew of ships from America and Australia." (DS)

"Sometimes I have difficulty when I'm talking to native speaker because they speak so fast and I don't get the point." (AL)

"My biggest challenge in speaking is when i met people from London and Perth because they are very difficult to hear, they accent are just too fast." (DS)

"The biggest challenge is embarrassment because most of I don't understand English." (RA)

"Sometimes I have difficulty when I'm talking to native speaker because they speak so fast and I don't get the point and i talking random speaking with my crew sometimes I forgot what English I was going to tell." (RS)

"The challenge is, sometimes I still find it difficult to understand if my friend is very fast in speaking." (HP)

"The challenges I face in speaking English, sometimes I doubt what I say, afraid that the interlocutor does not understand what I mean." (FD)

"The biggest challenge when i speaking with my crew from India is the clarity of speaking because Indians speak very fast, so I had to ask to repeat it again." (DK)

There was a variety of answers from respondents, but the main challenges they faced in speaking English revolved around difficulty understanding the accent and speed of speech of native speakers, especially from countries such as America, Australia, London, and India. Some sailors admit that they have difficulty catching the heart of the conversation because the accent is too fast and difficult to understand. In addition, lack of confidence, fear of mistakes in speaking, and inability to structure words correctly are also obstacles that they often experience.

The four question is what is the biggest challenge you face when writing in English? And here are their answers related to the challenges they faced when writing English.

"In my opinion, there is no challenge when in writing English, I can write quite well." (VL)

"The challenge is due to the lack of vocabulary." (BT)

"The challenges I face are sometimes I still don't know the spelling form of the word I want to write." (Denny)

"As we know writing in English is not same when we writing in language, In English what we want to write or read is different with how we pronounce it and how we listen it...that's why when I wrote something I have to make it sure they are correct or not and it takes time." (AL)

"Well....actually a lot, cause in English we have to pay attention how the grammar is placed." (DS)

"Lack of vocabulary So I have to use Google Translate to write in English." (RA)

"The biggest challenges, Because I don't many forms of vocabulary because there is writing that is very different from the pronoun and I use Google Translate in writing English." (RS)

"The challenge is, sometimes there are words that I don't know what the form of writing is, I'm afraid that I can change the meaning of the wrong writing." (HP)

"My biggest challenge is that sometimes there are still a lot of mistakes in writing, so I have to use Google Translate to make sure the writing is correct." (FD)

"For me, I don't understand the vocabulary form of writing, because I am used to speaking directly, but for the writing is still wrong." (DK)

The respondents had varied answers but saw the main challenges faced by Indonesian sailors in writing English revolved around a lack of vocabulary, difficulties in grammar, and differences between pronunciation and writing. Some sailors also mention problems with the spelling of certain words and uncertainty in structuring sentences correctly, which makes them take longer to write and sometimes rely on tools like Google Translate. However, it is different for Mr. Viki who feels that there are no difficulties when writing in English because he feels that he has learned a lot using English, both speaking and writing.

The last question on this theme is do you think there is a big difference between your speaking and writing skills? And here are their answers.

"I don't think there is any difference, because I have been trying to learn English from 9 years ago by taking courses." (VL)

"Yes, of course there is a difference, because we often just listen and answer questions spontaneously, that's why the writing ability is lacking." (BT)

"Yes, of course there is a difference, when speaking, other people can usually understand what I mean or the other person is talking to even though the pronunciation is not perfect. But writing requires more time to think, because if you write it wrong, the meaning will also be different." (DS)

"Yes, because I hear and speak more often than I read an English sentence." (AL)

"I guess...i don't think so, because if i could speak English, I automatically know how to write as well, but these all depends on each person I bet!" (DS)

"Yes, because most of us practice in the field." (RA)

"Yes, very different, because we think we can easily speak or pronounce words in English even though there may be mistakes or different meanings, usually the interlocutor I understand. In contrast to writing, which must be thought out correctly or not, the shape of the word or the order of the letters." (RSI)

"Yes, sure. Because I can speak spontaneously even slowly, because the point is that I know what I mean, but when I write I am afraid that I am wrong in the form of writing." (HP)

"Yes, because I personally think I am faster at speaking than writing. Because in writing, if you make a mistake in writing, the meaning will also be different." (FD)

"Yes, I think there is a difference. Because for me it's easy to speak than to write." (DK)

Based on interviews, most Indonesian seafarers admit that there is a difference between the ability to speak and write in English. They find that speaking is easier because it is often used in everyday communication, and the interlocutor is usually able to understand their point even if there is a mispronunciation. On the other hand, writing is considered more difficult because it requires more precision in arranging words and grammar so that the meaning conveyed is not wrong. However, Mr.

Viki argues that speaking and writing are interrelated and do not have significant differences, depending on the individual and their experience in learning English. Likewise, with Mr. David he said that because he can speak English, he automatically also knows how to write.

Work environment and its influence

The work environment is the physical, social, and psychological conditions in which individuals work, which includes relationships between colleagues, company culture, and facilities available to support productivity. The work environment has a significant influence on the development of employees' skills, behaviors, and motivation. According to Parker et al. (2017), a supportive work environment can improve individual abilities through informal learning, interaction with colleagues, and hands-on experience. In the context of communication and language skills, a multilingual work environment can accelerate language learning naturally through active use in everyday situations.

The work environment has a significant influence on a person's ability and habits in using English, especially for seafarers who work in a multinational environment. On board, the interaction between crew members from different countries creates the need for effective communication, where English is the primary means. This not only increases the frequency of English use, but also strengthens their communication skills. As stated by BUNGA, A. S. (2017), "The environment also has an important role in the ability of crew members to master English communication on board This situation encourages seafarers to continue to use English in daily conversations and administrative tasks, so that the work environment can be a determining factor in the development of their communication skills.

The following are the answers from the respondents based on the theme of work environment and its influence with the question Does your work environment affect your English skills? If so, how?

"Yes, because i often communicates using English." (VL)

"Yes, because I work with crews from various countries so it has become a habit to use English both speaking and writing report documents in English." (BT)

"Yes, of course, because the crew on my ship is from various countries, therefore it really helps me in developing my speaking and writing" (DS)

"Yes, at my environment, I'm required to speak English all the time and it helps me to get used to speaking English." (AL)

"Yes, cause my job is filled with foreign from several countries." (DS)

"Yes, because every activity on our ship requires English." (RA)

"Yes, at my environment, I'm required to speak English all the time and it helps me to get used to speaking English." (RS)

"Yes, of course. Because my crew is from other countries as well, so inevitably I have to communicate in English, that way I can also speak." (HP)

"Very influential, because to communicate with crew members from other countries, such as from Korea, the Philippines and Japan, we must use English." (FD)

"It was very impactful, because by itself I learned a lot of speaking and writing in English." (DK)

Based on their answers, the multinational seafarer's work environment has a great influence on the development of their english skills. The majority of seafarers mentioned that the presence of crews from different countries forced them to use english both in daily communication and in writing documents such as reports.

Priority upskilling

Upskilling is the process of improving or developing skills that a person has to adapt to the ever-evolving needs or demands of the job. In a professional context, upskilling aims to equip the workforce with new abilities or improve existing ones, so that they can remain relevant and competent in the face of changes in technology, industry standards, or the work environment. Li, L. (2022) explained that upskilling focuses on enhancing existing skills or learning new ones to improve job performance and career prospects in a changing work environment.

For seafarers, upskilling includes the development of technical, operational, and communication skills, such as understanding modern equipment on board, implementing new safety procedures, and improving English language skills for international communication. This program is important to ensure seafarers can work effectively in an ever-evolving and multinational work environment.

The following are the opinions of the Respondents related to the theme of upskilling, how to improve the ability to communicate in English for Indonesian seafarers and what improvement training is suitable to improve English skills, both speaking and writing. And here are the answers of each respondent related to the improvement of English skills in Indonesian seafarers and what training is suitable to improve their English skills.

"In my opinion, it is very important to improve communication skills, especially as a sailor, communication is very important and maybe you need special training like I used to do, namely taking English tutoring or courses or learn independently on the Duolingo application." (VL)

"I think it is better to deepen the English Aspect with a lot of learning to write and speak in English and it is good to take an English course like the one in the English village of Kediri." (BT)

"I think, For Indonesian seafarer must memorizing many of vocabulary as a model for speaking and writing and it would be great to take a course to understand faster." (DS)

"Increase your English learning and practice whenever and wherever you are and it's a good idea to take an English course." (AL)

"My advice to all my friends' Indonesian seafarers is that they should to increase their intention of English, also skill to want to speak English, cause with this one everyone can do it. Speaking English is a window to the world for all of us, cause being able to speak English, we can and able to work in any country we want." (DS)

"In my opinion, Indonesian seafarers must take part in training in the Pare village." (RA)

"Increase your English learning and practice whenever and wherever you are and never be satisfied with learning in language or in work and it's also a good idea to take courses such as being able to participate in English Pare, Kediri or can be trained through online media such as watching movies on YouTube." (RS)

"In my opinion, to improve English skills in seafarers by focusing and learning a lot, the point is to try and be able to take an English course in Pare village, Kediri." (HP)

"In my opinion, it is even better to be able to speak good English both by taking online and offline courses." (FD)

"I think the more you learn English, the better, because it can improve our skills as Indonesian seafarers and in my opinion, it is better to take English training or courses in Pare, Kediri." (DK)

Based on the opinions of seafarers, to develop English skills, Indonesian seafarers need independent learning and formal training. They emphasized the importance of increasing speaking and writing practice in English, as well as improving vocabulary as the main capital of communication. And many of them agreed to take offline English courses, such as those available in Kampung Pare, Kediri. In addition, Ronal they also suggested practical learning methods such as watching movies, using social media, and utilizing technology to improve English skills consistently. Also, Viki suggests learning independently using the Duolingo application. This shows that Indonesian seafarers are aware of the importance of focused training to support their English language skills, which is key in a multinational work environment.

Identify writing error

Identify writing errors is the process of finding and analyzing errors that occur in writing, whether it is related to spelling, sentence structure, or improper use of vocabulary. The purpose of identifying this error is to correct the writing so that it becomes clearer, more precise, and more effective in conveying messages or information. This approach is based on the theory of Error Analysis by Corder, S. P. (2018) which is still relevant and continues to be used in language error analysis. According to Corder, mistakes made by writers or language learners indicate their developmental stage in mastering a language and provide useful information for language teaching.

Brown (2014) asserts that spelling errors are part of mechanical errors in writing, which are often caused by a lack of attention to detail or limited knowledge of spelling rules. In addition, Richards and Schmidt (2013) explained that spelling mistakes can affect the readability of the text as well as the credibility of the author, especially in professional and academic contexts. Therefore, there must be an error identification process. This process is very important in improving the quality of writing, both for academic, professional, and personal writing. Hinkel, (2022) highlights that error identification not only helps in improving writing but also supports language learning by increasing writers' awareness of grammar and spelling rules.

Below are the mistakes in writing vocabulary that are carried out repeatedly on daily report documents and logbooks have passed the stages of spelling identification and the author gets some spelling errors in both documents daily report and logbook.

1. *Reqest* → should *Request*.
2. *sparepart* → should *spare parts*.
3. *writting* → should *writing*.
4. *approv* → should *approve*.
5. *requistion* → should *requisition*.
6. *posible* → should *possible*.
7. *Compresor* → should *Compressor*
8. *Anchourage* → should *Anchorage*
9. *Wether* → should *weather*.
10. *Clouds* → should *clouds*

Based on the documents that have been identified in the form of Daily Reports and Logbooks, this error was identified in the form of incorrect writing of words with the addition and deletion of letters. Mistakes in adding and subtracting letters may seem trivial, but they can have a big impact on the quality of your writing. Brown (2014) explains that addition and omission errors usually occur in second language learners who are still adapting to the spelling rules of the target language, especially if the rules are very different from the mother tongue and Ellis & Barkhuizen (2005) add that these errors often appear in learners who are still in the early stages of language mastery and tend to rely on intuition rather than formal rules.

DISCUSSIONS

After describing the background of the research, the theoretical foundations that support it, and the research methods applied, the results obtained from the research are presented in this section. The author will analyze and evaluate the results of research that have been obtained from interviews and observations on the English language skills of Indonesian seafarers, especially in the aspects of speaking and writing. The analysis covers four main themes that have been identified: frequency of English use, writing versus speaking skills, the influence of the work environment, and upskilling efforts. The findings revealed in the interviews are combined with relevant literature to provide in-depth insights and connect field data with existing theories (Creswell, 2014). This process helps to explain the relationship between the experiences, challenges, and strategies that sailors face in developing their English language skills.

Each aspect will be discussed in depth to identify the factors that affect English proficiency in their professional context. This discussion is supported by related literature that explains the relationship between individual experiences, work environments, and language learning strategies (Brown, 2000). So as to obtain findings that answer the purpose of this research. Based on the results of interviews based on the theme of Frequency of English Use, most respondents indicated that the use of English became routine because they worked with a mixed crew from various countries. This is in line with the findings of Ellis (2015), which states that exposure to foreign languages in real contexts significantly improves language skills.

Based on the theme of Writing vs Speaking skills, respondents generally feel more confident in speaking than writing, because speaking provides room for improvisation in the sense that a person has the flexibility to adjust words, tones, and expressions directly based on the context and response

of the interlocutor. Meanwhile, writing is considered more difficult because it requires more precision in arranging words so that the meaning conveyed is not wrong. This is supported by Myles, J. (2002), who states that formal writing requires more time and attention compared to oral communication. Based on the experience of Indonesian seafarers answering questions related to the theme of Work environment and its influence, most of them said that the multinational work environment is the main driving factor for them in improving their English skills. This supports the findings of Rozkwitalska (2017), which highlights that interaction in a work environment where foreign languages are used actively promotes natural language learning.

Because English language skills are one of the main qualifications that must be possessed by the workforce in the maritime sector, especially for Indonesian seafarers who work in an international environment. The need to improve English skills through upskilling is not just an option, but a necessity. Therefore, the Respondents suggested that Indonesian seafarers should take part in English language skills improvement training such as English courses, self-study through applications or online media and even most of them suggested visiting Kediri, Pare Kampung Anh to take an English course. Because, according to Chakma and Chaijinda (2020), upskilling in language skills is essential to prepare individuals to meet global demands, improve cross-cultural communication skills, and support career success in an increasingly competitive work environment.

Likewise, the results of the identification of errors in writing show that it is true that Indonesian seafarers still experience difficulties in writing English, especially in the aspect of spelling, and the use of improper vocabulary. Errors were found in the writing of documents such as logbooks and reports, such as the use of misspelled words, such as "reque" which should be "request", "sparepart" should be "spare parts", "writting" should be "writing", "approv" should "approve", "requisition" should be "requisition", "posible" should be "possible", "Compresor" should be "Compressor", "Anchorage" should be "Anchorage", "Wether" should be "wheather" and "Clowds" should be "clouds". And this error is in the form of writing the wrong word with the addition and deletion of letters. These errors indicate a clear gap between the speaking and writing skills of the sailors, which can affect the quality of technical communication in the work environment. So special training is needed for Indonesian seafarers who improve their English skills, both speaking and writing.

CONCLUSION

This study reveals that there is a significant gap between speaking and writing skills in English among Indonesian seafarers. The findings show that although many sailors feel more confident in communicating orally with international crew, they face various challenges in writing, such as mistakes in vocabulary and spelling. Their writing skills are still limited, especially in report making and formal communication in English. Based on these findings, it is important to provide training that focuses on the development of both skills. To address this gap, upskilling in English proficiency is a crucial step. The training in question is training that can develop English skills not only in speaking skills but also improve sailors' writing skills. The recommended training includes English language courses that are integrated with the maritime context. For example, work situation-based training that emphasizes the creation of reports, logbooks, and official communications in English can be very effective. In addition, practice-based training in speaking and writing, such as conversation simulations and report writing in English, is also required to improve their confidence and communication skills. Continuous, technology-based upskilling training, such as an app or online platform that allows self-training with relevant material, will help sailors improve their English language skills outside of working hours. With proper and ongoing training, Indonesian seafarers can address their English skills gap, which in turn will improve effective communication, safety, and work efficiency in an international maritime environment.

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COMPETING INTERESTS

The authors declare that they have no competing interests.

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