

Navigating Language Needs: Designing English for Indonesian Coast Guard

(BAKAMLA RI)

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Abstract

Technological, economic, and maritime security system developments align with the demand for English language skills in specialized fields, including English for the Coast Guard. In preparation for professional Coast Guard personnel, the Indonesian Coast Guard (BAKAMLA RI) in Ambon, Maluku, East Indonesia, offers an English for Coast Guard course. This study investigates the needs analysis of Coast Guard personnel who are learning English relevant to their job. The research was conducted using a survey method, gathering data through questionnaires and interviews with commanders and Coast Guard personnel. From the results of the needs analysis, it was determined that Coast Guard personnel require a focus on English language skills and components; vocabulary (88.89%), speaking (83.33%) and reading (50.00%) stand out as the highest priority, with an overwhelming of respondents deeming it Very Needed, the frequency of topics related to English for Coast Guard; The crew and Its Task, Port Operations, The Ship, Leaving Port, Heavy Weather, Mayday Mayday, Radio Communication, VTS, Radio Medical, The Engine Room, SMCP, Morning Roll Call. Last is the level of proficiency needed in English for Coast Guard topics. The findings of this study offer recommendations for the development of English language programs tailored to the Indonesian Coast Guard (BAKAMLA RI).

Keywords: *English for Coast Guard, need analysis, English Skills, Indonesian Coast Guard (BAKAMLA RI)*

Introduction

English for Specific Purposes or ESP is a way to teach and learn English for jobs or studies. ESP courses are made by looking at what each learner needs for their job, field of study, or profession (Gledhill & Kübler, 2016; Hyland, 2022; Liu et al., 2011; Rachmawati, 2020; Shehni, 2021; Xia, 2020). These courses want to assist learners in starting or moving ahead in the areas they have chosen. It obviously elucidates that ESP courses are different from general English language courses because they focus on the language and skills needed for a specific field or discipline. For example, courses in English for business or law teach vocabulary and tasks related to the field, such as negotiation skills and effective techniques for oral presentations.

According to (Alibakhshi et al., 2022), in order to develop an appropriate English for Maritime course, it is essential to conduct a needs analysis. As explained by (de Castro, 2021) a needs analysis can serve various purposes, such as determining the specific language skills required by learners to perform their designated roles, assessing whether an existing course adequately addresses the needs of potential students, identifying changes in direction that are deemed important by a reference group, and recognizing the disparities between the skills crews have acquired and those they require. These issues can be effectively identified through the implementation of a needs analysis.

Three recent studies have been conducted on English for Maritime in Indonesia. The first study aimed to identify the students' needs in learning English for Maritime Affairs and Fisheries in Indonesia (Tahang et al., 2021). The study identified the students' goals, necessities, wants, and lacks in learning the English language in Maritime Affairs and Fisheries. The results of the study can be used to develop effective English for Specific Purposes (ESP) courses that meet the specific language needs of learners in the maritime sector.

The second study was a needs analysis and content planning (S. A. Strinyuk & Lanin, 2022). The finding elucidated that needs analysis is a comprehensive program that identifies why employee training is necessary. Conducting a timely needs analysis is crucial to address skill gaps in employees before they escalate into more significant long-term issues. This analysis is the most effective tool for uncovering learners' desires, requirements, and deficiencies, providing valuable insights into their needs. In summary, needs analysis plays a vital role in understanding the requirements of learners, employees, and organizations, enabling the creation of appropriate materials and the development of effective training programs.

The third study was a needs analysis conducted to identify the necessities, lacks, and wants in relation to English usage in the maritime sector, specifically for Polimarin, (Marselia & Rahayuningsih, 2021). The study used a genre-based approach to analyse the language needs of learners in the maritime sector. The results of the study can be used to develop effective ESP courses that meet the specific language needs of learners in the maritime sector, particularly for Polimarin.

In summary, the recent studies on English for Maritime in Indonesia have identified the challenges faced by learners and the need for effective ESP courses. The studies have emphasized the importance of conducting needs analysis to identify learners' language needs and develop appropriate materials and teaching strategies to meet those needs. The results of these studies can be used to improve the design and implementation of ESP courses and enhance learners' language proficiency and success in the maritime sector.

Furthermore, based on the pre-observation conducted at Sea Guard Ambon has brought to light a significant issue concerning the proficiency of sea guards in English for maritime. This issue becomes especially pronounced when examining the interviews conducted, as they clearly underscore the challenges faced by these professionals. The primary cause of this challenge lies in the distinctive nature of English for maritime, as it diverges substantially from general English. Moreover, their prior training and access to materials focused on English for maritime were found to be limited, which compounds the issue.

One of the central aspects that underline this challenge is the specialized vocabulary and terminology within the maritime industry. In East Indonesia, where Coast Guard Ambon operates, maritime activities play a pivotal role in the region's economy. However, the unique characteristics of the East Indonesian maritime environment introduce a variety of specialized terms and concepts that coast guards must be familiar with. For instance, topics like port, fishing, fleet of ships, fisheries), and sea monitoring are just a few examples of specialized English for maritime topics relevant to this region. It is imperative for coast guards to grasp these specific terminologies and understand the nuances of communication in the maritime sector, as it directly impacts their ability to perform their duties effectively and ensure the safety and security of maritime activities in East Indonesia. This challenge arises due to the differences between maritime English and general English, as well as their limited training and access to materials on English for maritime before joining the Coast Guard. These factors strongly serve as obstacles that need to be addressed to enhance the proficiency of sea guards and, consequently, contribute to the safety and prosperity of the East Indonesian Regional.

The research gap that emerges from the provided context is the need for a targeted and comprehensive English for Maritime course specifically tailored to address the unique language and communication challenges faced by coast guards in the East Indonesian maritime environment. While the concept of English for Specific Purposes (ESP) is well-established in language education, the specific focus on English for Maritime, especially within the context of East Indonesia, presents a gap that requires attention. The existing issues surrounding coast guards' proficiency in maritime English, exacerbated by their limited prior training and access to suitable materials, highlight a crucial need for an in-depth needs analysis.

Finally, this research obviously investigates the needs of learning English for Coast Guard, Ambon, Maluku, Indonesia by (1) assessing the learning and target needs of Coast Guard, and (2) determining

the importance of English skills needed on the job of Coast Guard, Ambon, Maluku, Indonesia. This research then provided information for the curriculum development of English for Maritim especially Coast Guard course.

Theoretical Review

The definition of English for Specific Purposes (ESP) is multifaceted, with numerous perspectives and interpretations. Several experts have contributed their views to elucidate this concept, as follows:

ESP courses are tailored to meet the specific needs of learners, making them more efficient than general English courses. This is because ESP courses are designed to focus on the language and skills needed for a particular field or discipline, while general English courses cover a broader range of topics (Chotimah, 2022). One fundamental reason for this distinction is that ESP courses prioritize the relevance of content to learners' specific needs. For instance, an English for Medicine course is meticulously crafted to impart medical vocabulary, communication skills, and writing proficiency exclusively pertinent to the medical field. This alignment with learners' academic or professional aspirations makes ESP courses more efficient in helping them achieve their goals.

Moreover, ESP courses tend to be more motivating for learners. Those who enrol in ESP programs usually exhibit high motivation levels, primarily because they have a clearly defined language objective that directly impacts their lives and often their careers (Ladarević, 2021). Take, for example, a nurse aspiring to work in an English-speaking country; such an individual would opt for an English for Medical Professionals course to enhance language skills, subsequently increasing their employability. This heightened motivation often translates into more effective learning and superior outcomes.

Another advantage of ESP courses lies in their cost-effectiveness. By catering to learners' specific interests and goals, these courses eliminate unnecessary time and effort expenditure. For instance, an English for Business course imparts business-related vocabulary and communication skills that are directly applicable to the business sector. This targeted approach is notably more cost-effective than pursuing a general English course and then separately trying to acquire proficiency in business English.

Similarly, the courses are based on an analysis of learners' needs to identify the specific language skills required for their target discipline or profession. This approach is based on the idea that learners have different language needs depending on their area of specialization, and that language courses should be tailored to meet those needs (Bolton & Jenks, 2022b; Fadlia et al., 2020). At this point, the course should be relevant. By focusing on the specific language skills required for a particular discipline or profession, learners are more likely to see the relevance of what they are learning. This can increase their motivation and engagement, leading to better learning outcomes. Another point is efficiency. By targeting specific language skills, learners can make more efficient use of their time and resources. They can focus on what they need to know, rather than spending time on irrelevant material. In addition to that, the course also focuses on enhancing employability. By developing the language skills required for their chosen profession, learners can increase their employability and career prospects. This can be particularly important in today's globalized job market, where many employers require language skills in addition to other qualifications. It is also about competitiveness. By developing language skills that are specific to their field of study or profession, learners can become more competitive in their chosen area (Alshayban, 2022; M. Rahman, 2015). This can give them an advantage over others who may have more general language skills but lack the specific knowledge required for a particular job or industry.

In conclusion, designing language courses based on an analysis of learners' needs to identify the specific language skills required for their target discipline or profession can have many benefits for learners. It can increase relevance, efficiency, employability, and competitiveness, and ultimately lead to better learning outcomes.

Likewise, ESP courses are designed to help learners enter or progress in their chosen fields by equipping them with the necessary language skills. English for Specific Purposes (ESP) courses are made to help people learn the right language for their jobs or studies (Bolton & Jenks, 2022a; Fitria, 2020; Rafiq et al., 2021). This is because different jobs and fields need different kinds of language, so ESP courses are made to fit those needs. ESP courses have clear goals. They teach the language skills needed for school or work. This helps people understand and talk better in their field. To make ESP courses, teachers look at what students need to know and create a plan. They use the same methods and activities that people use in their jobs or studies. ESP focuses on the language (like grammar and special

words), skills, and ways of talking that fit the work or study. ESP courses should make students interested and excited to learn. By learning the right language for their job, people can get better job opportunities. This is very important in today's job market, where many employers want people to know the right language, in addition to other skills. In summary, ESP courses are made to teach people the language they need for their job or studies

Furthermore, ESP courses are not limited to scientific disciplines or specific age groups; they are designed to meet the needs of learners in any discipline or profession, (Hilman, 2022; Kultsum et al., 2022; Wulandari & Waloyo, 2018). Teaching English for Maritime (ESP) courses are created to address the precise language requirements of individuals working in the maritime industry. This approach is rooted in the belief that people in this field have unique language needs, and language courses should be adapted to fulfil those needs. ESP courses are not limited to specific scientific fields or age groups; they are designed to cater to the language needs of those in the maritime sector. For instance, an ESP course for maritime professionals would concentrate on the language skills needed for effective maritime communication, like discussing ship operations, weather conditions, and navigation instructions. ESP courses are crafted after analysing the specific language requirements of the students and developing the course content accordingly. These courses utilize the language, skills, communication styles, and genres relevant to maritime activities.

ESP courses aim to engage students and enhance their motivation. By acquiring the necessary language skills for their maritime careers, students can improve their job prospects and employability, (Čulić-Viskota, 2018; Vidhiasi, 2022). This is especially significant in today's globalized job market, where many employers seek candidates with language proficiency in addition to other qualifications. In summary, ESP courses for the maritime industry are meticulously designed to address the unique language needs of learners in this profession, offering numerous advantages for their career development.

Moreover, ESP courses are focused on the specific language appropriate to the target disciplines or occupations, covering areas such as grammar, lexis, register, study skills, discourse, and genre. In the context of English for Maritime, the specialized nature of ESP courses becomes even more critical (Marselia & Rahayuningsih, 2021). These courses are uniquely designed to immerse maritime professionals in the specific language skills required for various aspects of their field, including navigation, deck equipment operation, and the handling of anchors and cables. This focus on precision is exemplified in the content of the courses. For instance, a course aimed at maritime navigators would delve into the intricacies of nautical terminology, chart reading, and communication skills needed for safe and efficient navigation. Likewise, an ESP course designed for deckhands would concentrate on technical vocabulary related to deck equipment, safety protocols, and effective communication to ensure the seamless operation of this equipment. Anchors and cables, vital components in maritime operations, have their own distinct language and usage. ESP courses, when catering to professionals in this specific area, would ensure that learners acquire the precise terminology and skills necessary for dropping and retrieving anchors, securing vessels, and managing cables.

The advantage of ESP courses is that they go beyond general English proficiency, providing maritime professionals with the tools to excel in their industry. In this highly specialized field, the importance of accurate and industry-specific communication cannot be overstated (Mafruudloh et al., 2023). By focusing on these crucial language aspects, ESP courses equip learners with the knowledge they need to navigate, operate deck equipment, and handle anchors and cables efficiently and safely. This specialization enhances their ability to perform their maritime duties with precision and confidence, ultimately contributing to their success and advancement in the industry. In the competitive world of maritime professions, ESP courses play a pivotal role in ensuring that professionals are well-prepared and capable of meeting the industry's rigorous demands.

In addition, ESP courses are designed to promote autonomous learning and may introduce additional materials alongside the prescribed instructional content (Tenieshvili, 2023). In the realm of English for Maritime, ESP courses offer a distinctive advantage by fostering autonomous learning and incorporating supplementary materials into the curriculum. This tailored approach enhances the proficiency and knowledge of maritime professionals in the areas of navigation, deck equipment operation, and the handling of anchors and cables.

ESP courses for maritime professionals encourage autonomous learning, meaning that students take an active role in their education (Batu et al., 2021; Čulić-Viskota & Rummel, 2022; Limbong et al.,

2022). They are given the tools and resources to self-direct their learning, allowing them to progress at their own pace and explore topics that are particularly relevant to their career goals. For instance, a maritime navigator might have access to additional materials and resources related to advanced navigation techniques, such as electronic charting systems or celestial navigation methods. This autonomy empowers learners to deepen their knowledge and skills beyond the standard curriculum.

Furthermore, ESP courses often introduce supplementary materials alongside the prescribed instructional content (Rosadi & Hermanto, 2023). In the maritime industry, this could mean providing access to resources such as case studies on successful maritime operations, instructional videos demonstrating the operation of specific deck equipment, or reference materials on anchor and cable management best practices. These supplementary materials serve as valuable assets, allowing learners to gain a deeper understanding of their field and stay updated on the latest industry trends and technologies.

In conclusion, ESP courses in the maritime sector not only deliver tailored language instruction but also promote autonomous learning and provide access to additional resources. This comprehensive approach ensures that maritime professionals are well-prepared and continually improving their skills in the areas of navigation, deck equipment operation, and anchors and cables, thus enhancing their competitiveness in the maritime industry.

In recent years, there has been a lot of research about how to teach English to people who work in the maritime industry. The studies look at what language skills maritime workers need and how to teach them effectively. Most of the studies show that understanding the specific needs of these workers is crucial for good language education. Here are several studies that giving lecturers' and teachers' better idea of how English is taught in the maritime industry, as follow;

First, based on (Mansyera Pratama et al., 2023) "An Analysis of English for Specific Purpose (ESP) Textbook for Maritime and Fisheries Students Published by Indonesian Ministry of Education and Culture". This study conducted a content analysis of the textbook and found that it lacked a clear focus on the specific language needs of maritime and fisheries students. The textbook also contained outdated and irrelevant information, and the language used was often too complex for the students' level. Additionally, it found that the textbook did not provide enough opportunities for students to practice their English skills, such as through interactive activities or authentic materials.

The results of this study show that it really needs to make big changes to the textbook that maritime and fisheries students use. The problems we found include the book not being very helpful for the students' language needs, having old and not useful information, using hard language, and not having fun ways to learn. To help students do well in their field, teachers or lecturers should fix these problems first. They should make a new book that matches what these students need, has current and useful information, uses simpler language, and includes fun ways to learn. This will surely make learning the language more helpful and practical for the students.

Overall, our argument is that the current ESP textbook used by maritime and fisheries students in Indonesia needs to be revised and improved to better meet the students' language learning needs. It strongly suggests that the textbook should be more focused on the specific language skills required in the maritime and fisheries industry and should include more interactive and authentic materials to help students practice their English skills.

Second, according to (Tahang et al., 2021) "ESP Material for Maritime Affairs and Fisheries School in Indonesia". The researchers argue that a needs analysis is necessary to identify the specific language needs of these students and to develop appropriate ESP materials. The researchers conducted a needs analysis to identify the students' goals, necessities, wants, and lacks in learning English for maritime and fisheries purposes. Based on the analysis, the researchers developed ESP materials that are more focused on the specific language skills required in the industry. The materials include authentic materials, such as news articles and videos, as well as interactive activities that allow students to practice their English skills in a meaningful way.

Overall, the researchers argue that the development of ESP materials that are tailored to the specific language needs of maritime and fisheries students is crucial for effective language learning. They suggest that a needs analysis should be conducted regularly to ensure that the materials remain relevant and up-to-date. The researchers also emphasize the importance of using authentic materials and interactive activities to engage students and help them develop their English skills in a meaningful way.

Conducting a needs analysis and developing tailored ESP materials for maritime and fisheries students is undeniably sound (Herdawan et al., 2021a; HUI & ISHAK, 2022; M. A. Rahman et al., 2022). Such an approach acknowledges the importance of addressing students' specific language needs, which is fundamental for effective language learning. A needs analysis provides a systematic foundation for the development of teaching materials, ensuring that they align precisely with what the students require to excel in their field. Furthermore, the incorporation of authentic materials and interactive activities not only enriches the learning experience but also makes it (Synekop et al., 2023) more practical and engaging. In conclusion, customization, needs analysis, authenticity, and ongoing relevance underscores a strong commitment to improving the quality of language education for these students, with significant potential benefits for their language learning and industry success.

In addition, (Strinyuk & Lanin, 2022) "Approaches to Chatbot Design for Teaching English to Maritime Students: Needs Analysis and Content Planning". It describes major approaches to designing a chatbot and provides a literature review on the approaches to selecting content of Maritime English. The study also conducted a needs analysis to identify the specific language needs of maritime students and developed content for the chatbot that is tailored to these needs. The content includes vocabulary and grammar related to the maritime industry, as well as interactive activities that allow students to practice their English skills in a meaningful way.

Overall, it can be shown that chatbots can be an effective tool for teaching English to maritime students, as it also provides personalized and interactive learning experiences. The findings suggest that a needs analysis should be conducted to identify the specific language needs of the students and that the content of the chatbot should be tailored to these needs.

Similarly, (Herdawan et al., 2021b) "ESP: A Needs Analysis of Maritime English at Polimarin". The researchers did a study to figure out what maritime students really need when they're using English in their jobs, especially when they are doing internships on international ships. It found out that the most important language skills are speaking and vocabulary. It indicates that they should change the study plan to teach these things better and help the students. In general, it is very important to study what the students really need. The study plan should include the things that are most important, like speaking and vocabulary.

Furthermore, (Sari & Sari, 2020) "ESP Course Book Evaluation from the Perspectives of Teachers, Cadets, and Graduates: The Case of Maritime English". This study obviously found that course books are important elements in the language teaching and learning process, and their evaluation is necessary to ensure their effectiveness. The analysis revealed that the course book covers various materials, including maritime vocabulary and grammar, but they are not organized systematically. The exercises are sufficient, but some parts need more addition. The illustration and the physical need to be improved to enhance the process of language teaching and learning. Based on the analysis, the findings suggest that the course book needs several revisions and improvements.

In summary, the evaluation of course books are crucial for ensuring their effectiveness in language teaching and learning. The course book should be revised and improved to enhance the process of language teaching and learning. It emphasizes the importance of organizing the materials systematically, adding more exercises, and improving the illustration and physical make-up of the book.

Referring to (Hellystia & Budiwaty, 2023) "Communication Skills-Based Need Analysis on The Teaching and Learning of Maritime English for Vocational School" and (Marselia & Rahayuningsih, 2021) "Needs Analysis of Maritime English teaching Materials Development for D4 Nautical Study Program of the Indonesian State Maritime Polytechnic (Polimarin)". The first results of the study on the teaching and learning of maritime English for vocational schools highlight the importance of focusing on communication skills. The study likely found that students in these schools require practical communication skills tailored to the maritime industry, in addition to theoretical knowledge. Furthermore, the second study on the needs analysis for maritime English teaching materials for the D4 Nautical Study Program of the Indonesian State Maritime Polytechnic (Polimarin) emphasizes the need for specialized, industry-specific content and interactive learning materials. This suggests that maritime students benefit from learning resources that address their unique needs and help them acquire language skills relevant to their field.

Both studies stress the importance of customizing language instruction and materials to meet the specific requirements of maritime students. They advocate for the use of real-world language skills and

industry-specific content in teaching materials, as well as ongoing evaluation and improvement to ensure their effectiveness and relevance.

Consistent with (Sari & Sari, 2022) "Lecturers' Challenges and Strategies in Teaching Maritime English Online to Students with Low English Proficiency". Overall, online teaching has become more important due to the COVID-19 pandemic, and it is necessary to identify the challenges and strategies to mitigate them. The lecturers should use various texts, pictures, videos, or online platforms to expose students to maritime vocabulary. It implies that lecturers should emphasize the importance of grouping students based on their proficiency level, designing class activities based on students' learning styles, and employing various scaffolding techniques to overcome the challenges faced in teaching Maritime English online to students with low English proficiency.

In regard to (Widyalankara, 2017) "Maritime English at CINEC: A Needs Analysis". The article provides a needs analysis of Maritime English at CINEC, a maritime and nautical science institute in Sri Lanka. The study argues that a needs analysis is necessary to identify the specific language needs of maritime students and to develop appropriate English for Specific Purpose (ESP) materials. A needs analysis conducted to identify the specific language needs of maritime students. The analysis revealed that the students needed to improve their English proficiency in order to communicate effectively in the maritime industry. It elucidates that the syllabus should be revised to improve the quality of English learning by accommodating the students' specific language needs.

In conclusion, a needs analysis is crucial for developing effective ESP materials that are tailored to the specific language needs of maritime students. The syllabus should be revised to include the most needed language skills and components, such as speaking and vocabulary. It emphasizes the importance of using a qualitative approach to needs analysis to ensure that the materials remain relevant and up-to-date.

Furthermore, (M. A. Rahman et al., 2022) "Needs Analysis of English Course for Cadets at Nusantara Maritime Academy Banjarmasin" and (Ahmed et al., 2020) "A needs analysis of maritime English language skills for Bangladeshi seafarers to work on-board ships". Both of these studies are saying that it's really important to figure out exactly what maritime students need when it comes to learning English. Teachers or lecturers should check what kind of English that the students need for their specific jobs and then make learning materials that match those needs. The course should be changed to include the most important things, like talking and words. It is a good idea to use activities where students can interact with each other and real things, like articles and videos, to make learning more fun and practical. In simple words, these studies explain that to help maritime students learn English well, the lecturers should figure out what they really need and make the learning materials fit those needs.

Additionally, (Dirgeyasa, 2018) "The Need Analysis of Maritime English Learning Materials for Nautical Students of Maritime Academy in Indonesia Based on STCW'2010 Curriculum". The results of this study are important because they help ensure that students in maritime academies are taught the right kind of English skills that they need for their future careers. By looking at the curriculum called STCW'2010, the study identifies the specific language skills that are necessary for nautical students in the maritime industry.

This is crucial because when teaching materials match the students' actual needs, it makes their learning more effective and practical. It means that students are not wasting time on things they don't really need, and they are better prepared for their jobs. In a nutshell, the study's results highlight the importance of customizing teaching materials to meet the specific language needs of nautical students, ensuring they get the right skills to succeed in their maritime careers.

Moreover, (Alibakhshi et al., 2022) "Assessing the task-based language needs for students of marine engineering". Basically, this study wanted to understand what kind of English and language-related tasks the students must be good at to do well in their studies and future jobs in the field of marine engineering. This study is important because when the lecturers know exactly what language skills and tasks are essential for these students, they can design their language learning in a way that's directly related to what they actually need in their studies and careers. This kind of targeted language learning is crucial because it ensures that students can communicate effectively and succeed both in their academic studies and in their future professional roles in the field of marine engineering.

Result and Discussion

1. Learning Needs

The data in Table 1 shows what crews think they need to learn in English in Coast Guard. Some things, like speaking and vocabulary, are very important for them. Other things, like grammar, are not so important for them. This is important for crews who are in the Coast Guard and need to use English for their job. Understanding what they need to learn in English is a big step towards being good at it and being ready for your job in the Coast Guard.

Table. 1. English Language Skills and Components

Language Skills and Compenets	Responses (%)			
	Very Needed	Needed	Unneeded	Very Unneeded
Listening	5.56%	25.00%	50.00%	19.44%
Speaking	83.33%	11.11%	5.56%	0.00%
Reading	50.00%	38.89%	5.56%	5.56%
Writing	27.78%	50.00%	11.11%	11.11%
Vocabulary	88.89%	11.11%	0.00%	0.00%
Grammar	5.56%	16.67%	27.78%	50.00%

The data presented in Table 1 reflects the respondents' perceptions of their learning needs in various English language skills and components. The percentages in each category; Very Needed, Needed, Unneeded, and Very Unneeded. It fully illustrated the distribution of responses among the respondents. The discussion below provides insights and interpretations of the findings:

1. Listening

Language Skills and Compenets	Responses (%)			
	Very Needed	Needed	Unneeded	Very Unneeded
Listening	5.56%	25.00%	50.00%	19.44%

The data reveals that a significant portion of the respondents (30.56%) believe that they require improvements in their listening skills. However, the majority of the respondents (69.44%) find their current listening skills to be either adequate or unnecessary for their needs. This suggests that while some individuals may require additional support in listening, the majority may not prioritize it as a critical area of improvement.

2. Speaking

Language Skills and Compenets	Responses (%)			
	Very Needed	Needed	Unneeded	Very Unneeded
Speaking	83.33%	11.11%	5.56%	0.00%

The findings indicate that a substantial portion of respondents (94.44%) view speaking as an essential skill they need to develop. The exceptionally high percentage in the "Very Needed" category suggests that effective communication and speaking fluency are paramount for these individuals.

3. Reading

Language Skills and Compenets	Responses (%)			
	Very Needed	Needed	Unneeded	Very Unneeded
Reading	50.00%	38.89%	5.56%	5.56%

For reading skills, the respondents are somewhat divided. Half of them (50.00%) consider it very needed, and a significant portion (38.89%) still see it as needed. However, a combined 11.12% view reading as either unneeded or very unneeded. This implies that while many recognize the importance of reading, some may believe they already possess the necessary skills.

4. Writing

Language Skills and Compenets	Responses (%)			
	Very Needed	Needed	Unneeded	Very Unneeded
Writing	27.78%	50.00%	11.11%	11.11%

The data for writing skills shows a balance between those who find it very needed and needed (77.78%) and those who see it as unneeded or very unneeded (22.22%). This suggests that a substantial portion of respondents acknowledges the significance of writing skills, but there are some who may feel competent in this area.

5. Vocabulary

Language Skills and Compenets	Responses (%)			
	Very Needed	Needed	Unneeded	Very Unneeded
Vocabulary	88.89%	11.11%	0.00%	0.00%

Vocabulary stands out as the language component with the highest demand for improvement, with an overwhelming 88.89% of respondents considering it very needed. This indicates that the vast majority of individuals believe that enhancing their vocabulary is crucial for effective communication.

6. Grammar

Language Skills and Compenets	Responses (%)			
	Very Needed	Needed	Unneeded	Very Unneeded

Grammar	5.56%	16.67%	27.78%	50.00%
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In contrast, grammar appears to be a less pressing concern for the respondents. The majority (77.78%) find grammar skills either unneeded or very unneeded, while a smaller percentage (22.22%) acknowledges the importance of grammar improvement.

In conclusion, the data reveals varying degrees of learning needs in different English language skills and components among the respondents. While speaking and vocabulary are identified as the most critical areas for improvement, listening, reading, writing, and grammar are assessed with differing levels of priority by the respondents. Understanding these learning needs is essential for tailoring language instruction to address the specific requirements and goals of the learners.

2. Target Needs

The target needs analysis has unveiled significant insights into the purpose of developing learning materials. It centers on identifying what learners must be able to accomplish in the target setting. This analysis has yielded crucial information concerning the role of the English language in the workplace. It encompasses areas such as the most frequently discussed topics, the requisite English skills, and the practical applications of English in the workplace.

The initial target needs analysis focuses on the topics that are commonly discussed. This examination involves an analysis of the topics necessitated by evaluating the frequency of specific subjects in communication within the target setting. These topics are then categorized into two primary classifications: those pertaining to English topics essential for the Coast Guard and the corresponding proficiency levels required. Detailed tables (Table 1 and 2) present this comprehensive breakdown for frequency of English for Coast Guard topics needed and level of English for Coast Guard topics needed.

Table 2. Frequency of English for Coast Guard Topics Needed

Topics	Respondents																		Average
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
The crew and Its Task	4	3	4	3	4	3	4	3	4	4	4	4	4	4	4	4	4	4	3.67
Port Operations	3	3	4	3	4	3	3	3	3	3	4	4	3	4	3	3	3	3	3.28
The Ship	3	3	3	3	3	4	3	4	3	4	4	4	4	3	4	4	3	4	3.39
Leaving Port	4	3	4	4	4	4	4	4	3	4	4	4	3	4	4	3	3	4	3.78
Heavy Weather	4	4	3	4	4	3	4	3	4	3	4	3	4	3	3	4	3	4	3.67
Mayday Mayday	4	4	3	4	3	4	3	4	4	3	4	4	3	3	4	4	4	3	3.67
Radio Communication	4	3	4	3	3	4	3	4	4	4	3	4	4	3	4	3	4	4	3.67
VTS	4	3	4	4	3	4	4	3	4	4	3	3	3	3	4	4	3	4	3.56
Radio Medical	3	4	3	3	4	3	3	4	3	4	3	4	3	4	3	3	3	3	3.39
The Engine Room	4	3	4	3	4	3	4	3	4	3	3	4	4	3	3	3	3	4	3.44
SMCP	4	4	4	4	4	3	4	3	3	3	3	3	4	4	3	4	3	4	3.56
Morning Roll Call	3	4	3	3	4	3	4	3	3	4	3	4	3	4	3	4	4	3	3.33

1. The Crew and Its Task (Average: 3.67)

Respondents, on average, consider this topic to be of relatively high importance, rating it at 3.67. This suggests that there is a collective recognition of the significance of understanding the crew's roles and responsibilities within the Coast Guard. In conclusion, the high average rating for "The Crew and Its Task" signifies that this topic is accorded a significant level of importance within the Coast Guard community. It reflects a collective understanding among respondents about the pivotal role that knowledge of the crew's responsibilities plays in ensuring the effective and safe operation of the Coast Guard's maritime duties. This recognition is fundamental not only for training and preparedness but also for enhancing overall operational efficiency and safety within the Coast Guard.

2. **Port Operations (Average: 3.28)**

Port operations also receive a notable level of importance with an average rating of 3.28. This indicates that respondents view understanding the intricacies of port operations as a valuable part of their training and knowledge. In conclusion, the above-average rating for "Port Operations" indicates that this topic is seen as significantly important by the respondents. Their recognition of the value of understanding the intricacies of port operations highlights the integral role that this knowledge plays in Coast Guard training and knowledge. It is pivotal not only for operational efficiency but also for the safety, security, and preparedness of Coast Guard personnel in their roles within maritime port settings.

3. **The Ship (Average: 3.39)**

The topic of the ship receives an average rating of 3.39, indicating its significance in the context of Coast Guard activities. This suggests a consensus among respondents that knowledge about the ship is vital for their roles. In summary, the above-average rating for "The Ship" underscores its critical role within Coast Guard operations. The respondents' consensus on the importance of knowledge about ships suggests that this topic is fundamental for their roles. It is pivotal not only for operational effectiveness but also for ensuring maritime safety, security, and the successful execution of Coast Guard missions involving ships.

4. **Leaving Port (Average: 3.78)**

Leaving port is assigned a relatively high average rating of 3.78, suggesting its critical role in Coast Guard operations and the need for a thorough understanding of this aspect. In conclusion, the relatively high average rating for "Leaving Port" signifies its significant importance within Coast Guard operations. The recognition of the critical role that leaving port plays suggests that respondents view this knowledge as fundamental for their roles. It is not only essential for operational efficiency but also for ensuring safety, security, and the successful execution of Coast Guard missions that commence with leaving port.

5. **Heavy Weather (Average: 3.67)**

Respondents, on average, consider heavy weather conditions important, with an average rating of 3.67. This highlights the recognition of the significance of being prepared for adverse weather conditions. In summary, the above-average rating for "Heavy Weather" underscores its significance within Coast Guard operations. Respondents' recognition of the importance of being prepared for adverse weather conditions highlights the critical role that this knowledge plays in ensuring safety, security, and the successful execution of missions under challenging weather conditions.

6. **Mayday Mayday (Average: 3.67)**

With an average rating of 3.67, Mayday Mayday is seen as a critical topic. This reflects the understanding that responding to emergency distress calls is a fundamental aspect of Coast Guard duties. In conclusion, the above-average rating for "Mayday Mayday" underscores its critical importance within Coast Guard operations. It reflects the fundamental role of responding to emergency distress calls in the Coast Guard's mission to save lives and ensure maritime safety. This recognition is pivotal not only for operational effectiveness but also for fulfilling the Coast Guard's essential duty of responding to maritime emergencies.

7. **Radio Communication (Average: 3.67)**

Radio communication is assigned a high average rating of 3.67, emphasizing its importance in maintaining effective communication during operations. In summary, the above-average rating for "Radio Communication" emphasizes its critical role within Coast Guard operations. Respondents' recognition of the importance of maintaining effective communication, particularly through radio, highlights the significance of this skill for operational effectiveness, safety, and security. It is pivotal

not only for successful missions but also for ensuring the timely and coordinated response to emergencies and incidents.

8. **Vessel Traffic Services (VTS) (Average: 3.56)**

VTS is regarded as important, with an average rating of 3.56. This indicates that respondents consider it a crucial part of Coast Guard activities. In conclusion, the above-average rating for "Vessel Traffic Services (VTS)" emphasizes its critical role within Coast Guard operations. Respondents' recognition of the importance of managing vessel traffic underscores the significance of this knowledge for operational effectiveness, safety, and security. It is pivotal not only for the orderly management of maritime traffic but also for the Coast Guard's ability to respond to emergencies and incidents involving vessel traffic.

9. **Radio Medical (Average: 3.39)**

Radio Medical receives an average rating of 3.39, suggesting its importance in providing medical assistance and support during operations. In summary, the above-average rating for "Radio Medical" emphasizes its critical role within Coast Guard operations. Respondents' recognition of the importance of providing medical assistance and support, particularly through radio communication, underscores the significance of this knowledge for operational effectiveness, safety, and health. It is pivotal not only for the well-being of individuals in distress but also for the Coast Guard's ability to respond to medical emergencies at sea.

10. **The Engine Room (Average: 3.44)**

The Engine Room is seen as important, with an average rating of 3.44. This highlights the significance of understanding the ship's engine room in Coast Guard operations. In conclusion, the above-average rating for "The Engine Room" underscores its critical role within Coast Guard operations. Respondents' recognition of the importance of understanding the ship's engine room highlights the significance of this knowledge for operational effectiveness, safety, and mission success. It is pivotal not only for maintaining vessel functionality but also for ensuring the readiness and efficiency of Coast Guard vessels during their missions.

11. **SMCP (Average: 3.56)**

SMCP is assigned an average rating of 3.56, indicating its importance in the context of Standard Marine Communication Phrases. In conclusion, the above-average rating for "SMCP" underscores its critical role within Coast Guard operations. Respondents' recognition of the importance of using Standard Marine Communication Phrases highlights the significance of this knowledge for operational effectiveness, safety, and clear communication. It is pivotal not only for day-to-day maritime interactions but also for ensuring the Coast Guard's ability to respond to emergencies and incidents at sea.

12. **Morning Roll Call (Average: 3.33)**

Morning Roll Call is considered relatively important, with an average rating of 3.33. This underscores its role in ensuring organizational readiness. In conclusion, the above-average rating for "Morning Roll Call" underscores its critical role within Coast Guard operations. Respondents' recognition of the importance of this practice highlights its significance for organizational readiness, safety, and operational effectiveness. It is pivotal not only for ensuring that all personnel are prepared and informed but also for fostering a culture of accountability and teamwork within the Coast Guard.

Table 3. Level of English for Coast Guard Topics Needed

Level	Respondents																		Average
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Basic	3	3	3	2	3	3	2	3	3	3	3	3	3	3	4	3	3	4	3.00
Intermediate	4	3	4	3	3	3	4	3	3	3	3	4	2	4	2	3	3	3	3.22
Advanced	3	3	3	3	3	4	3	3	3	3	4	2	3	3	3	4	3	4	3.28

In analysing the data, we can discern valuable insights regarding the perceived importance of different levels of English language proficiency within the context of Coast Guard operations. The data presents a nuanced picture of how respondents view the significance of these proficiency levels. Firstly,

at the "Basic" level, there is a relatively uniform distribution of responses, with an average rating of 3.00. This suggests that respondents find basic proficiency important but not overwhelmingly so. It reflects the understanding that a foundational level of English language skills is necessary for effective communication but may not suffice for the complexities of Coast Guard tasks.

Secondly, at the "Intermediate" level, we observe a higher average rating of 3.22. This indicates that respondents attribute greater importance to intermediate proficiency. The data suggests that, in the context of the Coast Guard, respondents view an intermediate level of English language skills as more crucial for handling the diverse challenges they encounter during their operations. Thirdly, the "Advanced" level receives the highest average rating of 3.28. This finding underscores the recognition among respondents that advanced English proficiency is of paramount importance in their roles. Respondents acknowledge that advanced language skills are necessary for complex and demanding situations, where precision in communication can be a matter of safety and effectiveness.

These findings collectively imply that respondents place a strong emphasis on proficiency in English language skills, particularly at the intermediate and advanced levels, in the Coast Guard. The data suggests that, for Coast Guard personnel, the ability to communicate effectively in English is a critical element in ensuring the success and safety of their operations. It also underscores the importance of tailored language training programs that address the specific needs of Coast Guard personnel, ensuring that they are well-prepared to face the linguistic challenges they may encounter in the field.

Conclusion

The findings unveiled in the data offer a comprehensive glimpse into the priorities surrounding English language skills, specific topics, and proficiency levels within the realm of Coast Guard operations.

First, examining the realm of English language skills and components, it is evident that respondents attribute varying degrees of importance to different aspects. Listening, with a Very Needed percentage of 5.56%, is seen as moderately important, with a notable portion regarding it as unneeded. On the other hand, speaking stands out as the highest priority, with an overwhelming 83.33% of respondents deeming it Very Needed. This underscores the indispensable role of verbal communication in the execution of Coast Guard duties. Reading is also held in high regard, with 50.00% considering it Very Needed. Writing, with a 27.78% Very Needed rating, is deemed essential, albeit with a slightly lower priority compared to speaking and reading. Vocabulary garners the highest endorsement, with an impressive 88.89% marking it as Very Needed. In contrast, grammar receives the lowest rating, with only 5.56% viewing it as Very Needed.

Shifting focus to specific topics central to Coast Guard operations, the data portrays a hierarchical landscape of importance. First, topics such as "The Crew and Its Task," "Port Operations," "The Ship," "Leaving Port," "Heavy Weather," "Mayday Mayday," and "Radio Communication" are considered relatively high in importance, with average ratings ranging from 3.28 to 3.78. These topics underscore the pivotal aspects of Coast Guard responsibilities. Meanwhile, "Vessel Traffic Services (VTS)" and "SMCP" receive moderately high average ratings of 3.56, signifying their significance within the Coast Guard context. "Radio Medical" and "Morning Roll Call," though deemed less critical, still hold importance, with average ratings of 3.39 and 3.33, respectively.

Lastly, when considering English proficiency levels, the data paints the following picture. Basic English proficiency is regarded as important, with an average rating of 3.00, reflecting the recognition of the necessity of foundational language skills. Intermediate proficiency, with a high rating of 3.22, is viewed as crucial for addressing the diverse challenges encountered in Coast Guard tasks. Advanced proficiency secures the highest average rating of 3.28, underscoring the acknowledgement among respondents that advanced language skills are paramount in their roles.

In summation, these findings collectively provide a holistic view of the language skills and components, specific topics, and proficiency levels that hold paramount importance within Coast Guard operations. They accentuate the indispensable nature of speaking and listening skills, the significance of distinct operational topics, and the diverse importance assigned to varying proficiency levels. These insights serve as a valuable compass for designing bespoke language training programs and curricula, uniquely tailored to address the specific needs of Coast Guard personnel. Ultimately, this approach contributes to their triumph and safety in fulfilling their crucial maritime responsibilities.

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