



## Community Service: Role Play Maritime English Training for Ampari Maritime Vocational School Students in Sorong

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### Abstract

Maritime English is an essential competency for students in maritime vocational schools to prepare for global workforce challenges. However, students of Ampari Maritime Vocational School still faced difficulties in mastering technical terminology and practical communication skills required in maritime contexts. To address this issue, a community service program was conducted in the form of Maritime English training using the role play technique, which emphasized practical simulations of real-life situations such as emergency communication, work orders, weather reports, and radio conversations. The program involved 38 students from the Nautical and Engineering departments and was carried out through three stages: pretest, role-play training, and posttest. The results indicated a significant improvement in students' communication skills, particularly in pronunciation, expression, intonation, and communicative attitude, with an average increase of 36.3%. Beyond linguistic gains, the program also enhanced students' active participation, self-confidence, and readiness to engage in professional maritime communication. This community service activity demonstrates that role play is an effective contextual learning method for maritime vocational schools and has the potential to be replicated in other maritime education institutions.

**Keywords:** Ampari Maritime, community service, maritime english, role-play, student

### Abstrak

*Bahasa Inggris Maritim merupakan kompetensi penting yang harus dimiliki siswa sekolah pelayaran untuk mempersiapkan diri menghadapi tantangan dunia kerja global. Siswa SMK Pelayaran Ampari Sorong masih mengalami kendala dalam penguasaan terminologi teknis serta keterampilan komunikasi praktis yang sesuai dengan konteks maritim. Untuk menjawab permasalahan tersebut, tim pengabdian melaksanakan kegiatan pelatihan Bahasa Inggris Maritim menggunakan teknik role play yang menekankan pada praktik simulasi situasi nyata, seperti komunikasi darurat, perintah kerja, laporan cuaca, dan percakapan radio. Kegiatan diikuti oleh 38 siswa dari jurusan Nautika dan Teknik, dilaksanakan melalui tahapan pretest, pelatihan role play, dan posttest. Hasil kegiatan menunjukkan adanya peningkatan signifikan pada kemampuan siswa dalam aspek pelafalan, ekspresi, intonasi, dan sikap komunikasi, dengan rata-rata peningkatan 36,3%. Selain peningkatan kemampuan linguistik, kegiatan ini juga mendorong partisipasi aktif, rasa percaya diri, serta kesiapan siswa dalam menghadapi komunikasi di dunia kerja maritim. Kegiatan pengabdian ini membuktikan bahwa metode role play efektif diterapkan sebagai solusi pembelajaran kontekstual di SMK pelayaran, dan berpotensi untuk direplikasi di sekolah maritim lainnya.*

**Kata Kunci:** Bahasa Inggris maritim, bermain peran, pengabdian kepada masyarakat, SMK Ampari, Pelajar

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## Introduction

English plays a crucial role in the maritime industry as the primary language used among seafarers, port authorities, cargo agents, and shipping companies (Aprillina & Abimanto, 2023; Bojović, 2024; James et al., 2018; Simanjuntak et al., 2024; Tishchenko, 2021). In the era of maritime globalization, English proficiency has become an essential competency for students in maritime education institutions because it supports safety, operational efficiency, and professional interaction in international shipping activities.

The maritime sector involves multicultural crews and international working environments that require standardized and accurate language use. For this reason, the International Maritime Organization (IMO) designates English as the official working language through the Standards of Training, Certification and Watchkeeping for Seafarers (STCW). Following the 2010 Manila Amendments, the STCW Convention requires seafarers, including marine engineers, to use English effectively in spoken and written forms, particularly during emergency situations (Martes, 2015; Sirbu & Alibec, 2023). Previous studies also highlight that English proficiency contributes significantly to maritime safety, career opportunities, and professional development (Dirgayasa, 2022; Hrnić, 2022; Simanjuntak et al., 2024; Tishchenko, 2021).

Despite its importance, many maritime vocational students still experience difficulties in using English appropriately in practical situations. Problems commonly include limited mastery of technical terminology, weak pronunciation, and inadequate understanding of Standard Marine Communication Phrases (SMCP) required in shipboard operations (Bojović, 2024; Frolova, 2020; Hafita et al., 2024). In addition, learning activities are often dominated by theory with limited contextual practice opportunities, causing students to struggle in real-life interactions and emergency scenarios (Hafita et al., 2024; Hellystia & Budiwaty, 2023). Many maritime cadets are unable to use English effectively in critical onboard situations, which may hinder their readiness for international employment (Ahmmed, 2021).

At Ampari Sorong Maritime Vocational School, similar problems were identified through initial observations and informal interviews with teachers and instructors. Most students still lacked confidence in using maritime terms during simulations and practical speaking activities. Although English lessons had been provided regularly, students rarely practiced realistic shipboard or port-related scenarios. The training involved 38 students from the Nautical and Engineering departments, and preliminary observations showed that many students still struggled with pronunciation, expression, and the use of SMCP in simulated conversations.

Previous community service activities using role-play techniques at Putra Samudra Maritime Vocational School in Sorong demonstrated positive outcomes in improving students' pronunciation, intonation, expressions, and speaking confidence (Hafita et al., 2023). However, similar training has not yet been implemented at Ampari Sorong Maritime Vocational School. Therefore, a contextual learning approach emphasizing simulation and active participation was considered necessary to help students apply language skills in realistic maritime situations.

Based on these conditions, this community service program implemented role-play-based English training to improve students' practical speaking ability in maritime contexts. The activity focused on realistic simulations such as emergency calls, radio conversations, weather reports, and work instructions. This study aims to examine the effectiveness of role-play techniques in improving students' pronunciation, expression, intonation, and communicative confidence at Ampari Sorong Maritime Vocational School.

## Method

This community service activity (PKM) was carried out based on collaboration between Politeknik Pelayaran Sorong and Ampari Maritime Vocational School, Sorong. The implementation began with coordination and agreement between both parties to conduct a Maritime English training program focused on role-play technique.

The stages of the activity included:

1. Preparation Stage

At this stage, coordination meetings were held with English teachers and maritime instructors at Ampari to identify students' learning needs. Training materials were then designed, covering the maritime alphabet, numbers and digits, message markers, and simple expressions from the Standard Marine Communication Phrases (SMCP).

2. Implementation Stage

The training was conducted for 38 students from the Nautical and Technical departments who were selected in collaboration with the school. Activities were carried out in the form of role-play simulations such as radio communication, emergency calls, and message delivery using the maritime alphabet. Facilitators guided the students through interactive sessions, encouraging active participation, and providing immediate feedback to strengthen learning outcomes.

3. Evaluation Stage

Evaluation was conducted through pretest and posttest speaking activities focusing on four indicators: pronunciation, expression, intonation, and communication attitude. The evaluation instruments consisted of speaking performance rubrics used by facilitators during role-play simulations. Each indicator was assessed using a scoring scale to measure students' ability before and after the training. In addition, observations and documentation in the form of photos and field notes were collected to support qualitative findings regarding students' participation and confidence during the activities. The collected data were analyzed quantitatively using descriptive statistics to compare the average pretest and posttest scores. A paired sample t-test was also conducted to determine the significance of students' improvement after participating in the role-play-based training program.

Through these stages, the PKM program was designed not only to enhance the linguistic competence of students but also to foster confidence and readiness in using Maritime English for real-life shipboard and port communication.

## Results and Discussion

The community service activity was implemented in three main stages: preparation, implementation, and evaluation.

1. Preparation Stage

Coordination meetings with English teachers and maritime instructors at Ampari Maritime Vocational School resulted in the identification of students' main learning needs. Most students were faced with difficulties in pronunciation, expression, and the use of Standard Marine Communication Phrases (SMCP). This is in line with findings from previous studies which show that maritime students often face challenges in

applying Maritime English in practical contexts (Bojović, 2024; Frolova, 2020; Hafita et al., 2024).

## 2. Implementation Stage

A total of 38 students from Nautical and Technical departments participated in two days of training. The activities were carried out using role-play simulations such as radio communication, emergency calls, and spelling using the maritime alphabet. During the sessions, students were actively engaged and showed enthusiasm, especially in scenarios like “Emergency on Board.” This confirms earlier research indicating that role-play is an effective technique for developing confidence and communication skills in realistic contexts (Ahmad & Utami, 2024; Hafita et al., 2023).

Field observations also indicated a shift in student behavior. Some students who were passive in regular classes became more confident and even volunteered to lead communication tasks. Similar outcomes reported that role-play increases student confidence and participation at different levels of education (Adam et al., 2025; Lestari et al., 2019; Mazlan & Wangid, 2023).

## 3. Evaluation Stage

This community service program aimed to examine the effectiveness of role-play-based training in improving students’ maritime speaking skills, particularly pronunciation, expression, intonation, and communication attitude. Communication attitude in this study refers to students’ confidence, responsiveness, active participation, and willingness to interact during role-play simulations.

The evaluation results showed significant improvement in four key indicators: pronunciation, expression, intonation, and communication attitude. Table 1 presents the comparison of pretest and posttest scores.

*Table 1. Pretest and posttest results of Maritime english proficiency*

Indicator	Average Pretest Score	Average Posttest Score	Improvement (%)
Pronunciation	58.2	78.4	34.7%
Expression	60.5	82.1	35.7%
Intonation	56.9	79.3	39.4%
Communication Attitude	62.7	85.0	35.6%
Average	59.6	81.2	36.3%

On average, students demonstrated more than 30% improvement compared to their initial performance. The most notable progress was in intonation (39.4%) and communication attitude (35.6%), indicating that role-play not only improved technical skills but also strengthened the prosodic and affective aspects of communication.

To test the statistical significance of these improvements, a paired sample t-test was performed. The results are displayed in Table 2.

*Table 2. Paired sample t-test results*

Variable	Mean Pretest	Mean Posttest	Mean Difference	t-value	df	Sig. (2-tailed)
Maritime English Proficiency	59.6	81.2	21.6	12.845	37	0.0 *

The analysis shows a mean difference of 21.6 points, with a t-value of 12.845 and a significance level of  $p = 0.000$  ( $p < 0.05$ ). These results indicate a highly significant improvement in Maritime English proficiency after the intervention. The findings confirm that the role-play technique provided a substantial impact on students' communication skills.

These findings are consistent with previous studies showing that realistic simulations enable learners to practice natural pronunciation and intonation in professional contexts (Shamsudin et al., 2023; Şihmantepe et al., 2021). Furthermore, the integration of Standard Marine Communication Phrases (SMCP) into role-play ensured that students practiced language relevant to maritime industry requirements, bridging classroom learning with workplace communication demands.

Overall, the PKM program successfully achieved its objectives by improving students' Maritime English proficiency while also fostering confidence, motivation, and readiness for international maritime communication. This activity demonstrates the importance of contextual and interactive learning methods, especially in vocational education where students are expected to apply language skills directly in their future workplaces (Dirgayasa, 2022; Rahayu, 2022; Ridayani & Purwanto, 2024).

## Conclusion

This community service program proved that the role-play technique is highly effective in improving Maritime English proficiency at Ampari Maritime Vocational School. The structured implementation-covering preparation, training, and evaluation-successfully addressed students' challenges in pronunciation, expression, intonation, and communication attitude. The results showed a significant average improvement of 36.3%, supported by statistical analysis ( $t = 12.845$ ;  $p < 0.05$ ), confirming that role-play had a substantial impact on students' communication performance. Beyond language skills, the program also enhanced students' confidence, motivation, and readiness to engage in real maritime communication, particularly through the integration of Standard Marine Communication Phrases (SMCP) in realistic simulations. To sustain the impact, it is recommended that teachers continue to integrate role-play into Maritime English lessons, schools develop structured training modules aligned with SMCP and shipboard communication needs, and future PKM programs expand training into advanced maritime contexts such as cargo operations and bridge team management. Students are also encouraged to actively practice Maritime English beyond the classroom through peer role-play, radio simulation exercises, and exposure to authentic maritime communication media. By adopting these approaches, the benefits of this PKM program can be maintained and strengthened, ultimately contributing to the preparation of competent maritime graduates ready to face global challenges.

Future studies are recommended to involve larger participant groups and longer training durations to obtain more comprehensive results. Further research may also explore the effectiveness of role-play in other maritime communication contexts, such as bridge team management, cargo handling operations, and intercultural shipboard communication. In addition, comparative studies using different interactive learning methods are encouraged to

identify the most effective approaches for improving Maritime English proficiency in vocational maritime education.

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