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Anchoring task-based learning to foster cadets' sustainable English-speaking skills

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Abstract

This descriptive quantitative study demonstrates that Task-Based Learning (TBL) significantly enhances the English-speaking proficiency of maritime cadets at Semarang Merchant Marine Polytechnic (SMMP). Through authentic shipboard training experiences, 30 final-year cadets showed a remarkable 16% improvement in English communication skills compared to the previous academic year. Assessment using Brown's techniques revealed robust performance in grammar (81, very good) and comprehension (79, good), with notable development in fluency (80, very good). While vocabulary (79, good) and pronunciation (78, good) showed positive results, these areas require additional focus. The instruments used in this study included recorded speaking tasks conducted during shipboard training, which were transcribed and scored using Brown's (2004) speaking assessment rubric. Quantitative data were then analyzed using descriptive statistics to determine performance levels and identify skill-specific strengths and weaknesses. These findings highlight that integrating real-world maritime tasks with language learning creates sustainable English-speaking skills that directly enhance cadets' professional readiness. The study demonstrates that TBL effectively bridges the gap between classroom learning and industry requirements, making graduates more confident and competitive in global maritime employment.

Keywords: Task-Based Learning (TBL); EFL speaking skills; maritime cadet; communication

INTRODUCTION

Being a sailor or a seafarer is not just a job, but a profession that demands more physical and mental endurance than most other jobs. A research and study by Oldenburg et al. (2010) has shown that seafarers are exposed to various occupational health hazards onboard ships. Seafarers must deal with rough weather while maintaining safety and protection to minimize fatal injuries

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related to work. The challenge continues by cultural diversity among ship crews. Without good communication skills and management, differences may escalate and lead to difficulties that have the potential to cause misunderstandings.

Spending a long time on board can be challenging for the seafarers, especially when interacting with crew members from diverse ethnic, linguistic, cultural, and religious backgrounds, as well as dealing with ethnic imbalances in terms of race. A study about on-board work pressure by Schmied et al. (2024) confirmed that U.S. sailors, for example, are reported to pose the highest rate of self-reported psychological health symptoms of any service, perhaps partly due to the unique challenges of serving in a shipboard environment. Facing work pressures in challenging conditions can have a major impact on their well-being.

Indonesia continues to strive to create an intelligent, professional, and responsible workforce, especially in the industrial sector (Ibrahim Nur, 2022). Maintaining its spirit as a maritime country (Ahmad & Khan, 2023; Hastuti et al., 2023; Loi & Hong, 2025; Rochwulaningsih et al., 2019) and focusing on the maritime industry, education and training for seafarers develop rapidly. Its endeavours primarily refer to the International Maritime Organization (IMO) standards and the adoption of the STCW Convention, which sets global standards in training, certification, and seafarer watchkeeping. Seafarers must have Maritime English competence in grammar, vocabulary, fluency, and pronunciation (G. R. Emad & Meduri, 2019; Mori & Manuel, 2023).

The International Maritime Organization, or IMO in STCW 95, stipulates that maritime students must be equipped and trained with English language skills, especially in writing and speaking. The training includes map utilization, maritime communications, and an understanding of publications and emergency procedures in English. This ability allows them to communicate effectively in various situations, both orally and in writing, and to understand and respond to messages appropriately. English language competence certainly has its challenges, including language and communication difficulties as well as cultural and educational barriers that affect adaptation, socialization, and learning experiences (Wilczewski & Alon, 2023). These challenges underline the need for more targeted and context-specific English instruction within maritime education.

Facing the challenges of a competitive global industry, universities need to develop innovative learning models that emphasize the mastery of cadets' attitudes, knowledge, and skills (Cheng, 2019). Mastering English as the language of international communication is one of the crucial aspects. In addition, cadets also need to be equipped with 21st-century skills such as critical thinking, problem-solving, rational decision making, and creativity in devising solutions (Inkaew & Thumawongsa, 2018; Musa et al., 2023). One way to reach this goal is by improving the quality of education, including by implementing shipboard training to provide direct experience in the world of work (Morrissey & Sylvia, 2004; Nikitakos et al., 2017).

Effective education not only improves technical skills but also plays a role in shaping more qualified and competitive human resources (Berger, 2011; Fahyuni et al., 2020; Malik, 2018; Wang et al., 2025; Xiuwen & Razali, 2021). Designing such a specific learning program in maritime education and obtaining

the designated syllabus and materials, it is necessary to perform a needs analysis (Anthony, 2018; Dudley-Evans & St John, 1998; Tahang et al., 2021). This process includes identifying participants, designing learning methods, and setting the course duration (Nunan, 1991). Hutchinson & Waters (1987) emphasize that needs analysis is the first step in curriculum development.

Understanding the importance of excellent quality of English language skills for better employability (Fan et al., 2017) that seafarers must have, Semarang Merchant Marine Polytechnic (SMMP), or locally known as Politeknik Ilmu Pelayaran (PIP) Semarang, continues to develop and evaluate their cadets' academic results. Semarang Merchant Marine Polytechnic is a maritime educational institution that aims to produce skilled personnel in the field of shipping. Maritime English as English for Specific Purposes (ESP) is one of the subjects that should be mastered. The competency data of the students' English practice average score for odd semester cadets of PIP Semarang 2019/2020 academic year was 75.2, and the score of English practice for even semester cadets of PIP Semarang 2019/2020 academic year, was 75.66.

Speaking is a key skill that has an important role in a variety of communication situations (Suppasetseree, 2024), so to improve the English communication skills of cadets, Task-Based English-speaking practice into the Shipboard Training and Internship program. In the context of teaching and learning, Task-Based Learning (TBL) is popularly known as a learning method that focuses on completing authentic tasks as a means of improving language skills and for them to be better prepared for work after graduation. Although some papers have investigated and discussed EFL speaking results and also task-based learning, none specifically explore and examine the speaking skills of EFL maritime students or cadets based on their monologue scores, which refer to their shipboard training and internship experience.

The purpose of this article is to investigate how well Task-Based Learning (TBL) improves cadets' English-speaking abilities at the Semarang Merchant Marine Polytechnic (SMMP). It specifically looks at how TBL helps people build long-lasting English-speaking skills, especially through shipboard instruction. Instead of being acquired purely for short-term uses, these sustainable abilities are ones that are maintained and improved throughout time. Furthermore, sustainable English-speaking skills are characterized by their applicability to real-world contexts, enabling cadets to communicate effectively in both professional and maritime settings beyond the confines of academic environments. Additionally, these skills demonstrate resilience, equipping learners with the ability to adapt their language use across diverse situations, interlocutors, and communicative demands. Within this framework, the present study investigates the extent to which grammar mastery and comprehension are fostered through the implementation of Task-Based Learning (TBL), while also identifying the specific strengths and challenges cadets encounter in various dimensions of English as a Foreign Language (EFL) speaking proficiency.

Task-Based Learning (TBL)

Task-Based Language (TBL) is an increasingly popular approach in language education due to its effectiveness in improving students' language skills. This

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method focuses on providing tasks that demand active use of language in real-life contexts so that students are encouraged to communicate authentically. With its emphasis on communicative tasks, TBLT is recognized as having strong pedagogical potential and can be applied flexibly across different levels and learning environments worldwide (Nunan, 2004; Ahmadian & Mayo, 2017; Ellis et al., 2019).

Several previous studies in the field of language education have focused on the effectiveness of the Task-Based Language Teaching (TBLT) approach in developing learners' language skills, emphasising the importance of active language use in authentic situations to achieve optimal results (Nguyen, 2022; Pietri, 2015; Tale & Goodarzi, 2015; Trinh & Ha, 2017; Trinh et al., 2025). In this approach, students are given various tasks that require them to use the language being studied. Not only does this approach teach language theory, but it also allows students to apply it directly in conversations and task-based activities that demand active interaction. In this way, students can deepen their understanding of the language through real practice, not just through memorizing grammar rules. (Power, 2010; Hinkel, 2010).

One of the main advantages of this approach is the use of tasks appropriate to everyday situations so that students can see a direct relationship between what they learn in the classroom and how the language is used in the real world. TBL also encourages more effective communication (Garcia-Sanchez & Lujan-Garcia, 2015) because students are required to use the language to interact in meaningful contexts. In addition, this approach includes the balanced development of speaking, writing, reading, and listening skills so that students can improve their language skills holistically. Not only that, TBL also gives students the flexibility to complete assignments in their own way, which can increase independence and confidence in using a foreign language.

In the task-based learning (TBL) approach, students are given various assignments that require them to use the target language actively in real contexts, or experiential learning (Nunan, 2004). Examples of tasks in TBL include writing letters to friends, making presentations on a topic, discussing social issues, and compiling reports related to completed projects. In the context of seafarers' learning programs, through a structured training system, students can acquire skills in maintaining, operating, and handling equipment on board (G. Emad & Roth, 2008) by using the targeted language. This method encourages students' independence in completing assignments, makes learning more interesting and interactive, and improves communication skills in the language being learned.

Shipboard Training

Competency-based vocational education aims to prepare students with relevant skills for the world of work (Oroh et al., 2023; Misbah et al., 2020). These skills are acquired both in formal education environments and in authentic workplaces (Oroh et al., 2023) (Littke & Thang, 2015). Shipboard training is an educational program designed to connect the academic world with the industrial world (Horck, 2004). This program helps cadets understand the work environment, management, organizational structure, and aspects of workplace

safety and maintenance according to their area of expertise. It provides students with real-world experience, allowing them to apply theoretical knowledge in practical settings. This hands-on experience is essential for developing the skills and competencies required for maritime operations (Prayogo, Darul, 2023).

Whereas education used to be more theory-oriented, the approach has now changed to emphasize the application of knowledge in practice. The main objective of shipboard training is to ensure that the theory learned can be used effectively in the real world. Shipboard training provides an opportunity for cadets to develop skills and gain direct work experience in the maritime industry. With this experience, cadets are expected to be able to adapt better and be more prepared to face the world of work after completing their education (Mori & Manuel, 2023).

The shipboard training program in this institution provides cadets with work experience for 1–2 semesters to develop professional skills. In maritime education, both deck and engine cadets undergo shipboard training at national and international shipping companies, while port and shipping management cadets undergo land practice or internships at shipping companies, port offices, and the sea transport sector in the 5th and 6th semesters of the Diploma IV (DIV) program.

The term "cadets" refers to the students training in a naval commission (Merriam-Webster, n.d.). Specifically in maritime teaching and learning, they are the prospective officers training on ships for the deck and engine, which is sometimes called sea service, or at shipping agents for the port and shipping management field, based on the Maritime Labour Convention. They are responsible for following senior instructions, working according to safety procedures, completing tasks in the training logbook, and actively learning and asking questions about their rank duties.

Communication and Speaking Ability

Oral communication, or speaking, is the process of sharing meaning through verbal and nonverbal symbols in various contexts (Chaney & Burk, 1998). Although important in language learning, speaking instruction is often limited to the repetition or memorization of dialogues. Speaking involves communicating meaning through verbal and nonverbal symbols. However, language learning, it is still often taught by memorization. Bygate (1987) in Nunan (1995) states that oral interaction has a specific pattern, focusing on both the delivery of information and social interaction.

As a productive skill that can be observed, assessed, and evaluated directly and empirically, speaking is categorized into several types, such as imitative, intensive, responsive, interactive, and extensive (monologue) speaking (Brown, 2004). Oral interaction has patterns that can focus on information or social interaction. Speaking ability includes students' skills in expressing ideas orally with good pronunciation. In oral practice, students must pay attention to what they say in order to speak fluently and clearly. Speaking ability is not only about fluency but also about word choice and correct language structure, whereas in the context of EFL learning, the challenge is magnified.

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METHOD

This study used a descriptive quantitative technique to investigate how well Task-Based Learning (TBL) improves the English-speaking abilities of Semarang Merchant Marine Polytechnic cadets. This approach was chosen because it provides objective information about cadets' language competencies by enabling the systematic numerical measurement of their speaking performance using standardized assessment standards. This approach's strength is its capacity to yield consistent, dependable findings across various speaking skills domains (vocabulary, grammar, comprehension, fluency, and pronunciation), making it possible to discern patterns in the cadets' areas of strength and weakness. Additionally, quantitative data provides concrete evidence of improvement by allowing precise comparison with previous years' performance metrics. However, this approach has limitations in fully capturing the complex nature of sustainable language acquisition, as it may not adequately explain why certain skills develop more effectively than others or reveal the qualitative aspects of cadets' learning experiences during maritime tasks. While the numerical data demonstrates skill levels, it cannot comprehensively explain the cognitive processes through which Task-Based Learning fosters sustainable language skills in maritime contexts. Despite these limitations, the descriptive quantitative design effectively addresses our research questions by providing measurable outcomes of TBL implementation, supported by statistical analysis through finding the mean or average (Ary et al., 2010) of cadets' scores in each language competency area.

Participants

The participants of the study were selected through purposive sampling (Dawson, 2009) of the 8 (eight) semesters of SMMP cadets who have undergone shipboard training in semesters 5 and 6 as part of their maritime studies. This specific sampling strategy was deliberately chosen because these cadets possess unique characteristics essential for investigating our research questions about sustainable English-speaking skills in maritime contexts. First, as final-year students who have completed their shipboard training, they have experienced authentic task-based language learning in real maritime environments—a critical requirement for assessing how TBL fosters sustainable language skills. Second, these cadets have had sufficient time (approximately 1-2 semesters) to internalize and apply their maritime English in professional settings, making them ideal subjects for examining the sustainability of acquired language skills beyond classroom environments. Third, having returned from their training, they can articulate and demonstrate how their English competencies were challenged and developed through specific maritime tasks, providing valuable data on the relationship between authentic tasks and language development. To ensure comprehensive representation across the maritime discipline spectrum, we selected 30 participants in balanced proportions: 10 cadets from the Nautical study program, 10 from the Engineering study program, and 10 from the Port and Shipping Management study program. This strategic distribution allows for investigating how Task-Based Learning might impact sustainable language acquisition across different maritime specializations, each

with its unique technical vocabulary and communication demands, thereby strengthening the study's relevance to comprehensive maritime education.

Procedure

There were multiple steps in the research process. The researcher first explained to the participants the purpose and design of the research. Using a standardized reporting form, cadets were asked to prepare organized oral reports regarding their job experience throughout the internship or shipboard training programs. This form contained specific prompts that guided cadets to discuss key aspects of their maritime experience, including technical procedures they performed, communication challenges they encountered, solutions they implemented, and professional vocabulary they acquired during their training. Each cadet was instructed to record a 5-7minute monologue following these structured prompts, ensuring consistent content coverage across all participants while allowing for individual experiences to be highlighted. The recordings were then uploaded to the provided platform, such as Google Drive and YouTube, or sent digitally by email or WhatsApp, allowing for flexibility in the data collection process.

Data analysis

The recorded data were transcribed and evaluated using Brown's (2004) analytical framework, which assesses five essential aspects of speaking proficiency: grammar, vocabulary, comprehension, fluency, and pronunciation (Brown, 2004). This method was selected for its holistic and communicative perspective, making it particularly appropriate for analyzing language performance within authentic, task-based maritime training contexts. It aligns with the study's theoretical orientation, which emphasizes the development of sustainable, real-world speaking competencies through Task-Based Learning (TBL). Brown's model supports the study's emphasis on practical and enduring language use by capturing multiple dimensions of oral proficiency.

In terms of validity and reliability, Brown's assessment criteria are widely recognized in second language research for effectively measuring core constructs of speaking ability (construct validity) and producing consistent results across different evaluators and contexts (reliability). To enhance scoring consistency in this study, multiple trained raters independently assessed the transcriptions using standardized rubrics based on Brown's framework, ensuring inter-rater reliability. Upon obtaining all scores, the average was calculated using a simple statistical formula:

$$M = \frac{\sum X}{N}$$

Where:
M = the mean score of all students' scores
Σ x = the sum of all scores
N = the number of subjects

Adopting Brown's assessment technique, rubrics for scoring students' speaking skills are designed as follows:

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Table 1. Grammar Grading Scale

Students Categories	Score	Detail
Excellent	90-100	Equivalent to that of an educated native speaker
Very Good	80-89	Accurately on all levels normally pertinent to professional needs
Good	70-79	Able to speak language with sufficient structural accuracy
Fair	60-69	Quite accurately
Poor	40-60	Can be understood by native speaker
Very Poor	<40	Cannot be understood, say pass

Table 1 is the rubric for score marking in English-speaking skills in the context of grammar use. The table above tells us that the score categories for grammar, i.e., 90 to 100, are "excellent," equivalent to that of an educated native speaker. The score of 80 to 89 is "very good," meaning students can speak in English using accurate grammar on all levels, normally pertinent to professional needs. The score of 70 to 79 is "good" for those able to speak in English with sufficient structural accuracy. The score of 60-69 is "fair" and refers to those who speak in quite accurate English grammar. Meanwhile, the score of 40 to 60 is "Poor," which implies that the grammar is poor but can somehow be understood by the native speakers, unlike those with a score below 40, which is "Very Poor" and means the communication skill in English cannot be understood. Say "pass."

Table 2. Vocabulary Grading Scale

Students Categories	Score	Detail
Excellent	90-100	Fully accepted by an educated native speaker
Very Good	80-89	Can understand and participate in any conversation
Good	70-79	Participate actively in most formal and non-formal conversation
Fair	60-69	Sufficient to express
Poor	40-60	Inadequate to express anything
Very Poor	<40	Answer by gesture or say pass

Table 2 is the rubric for score marking in English-speaking skills in the context of vocabulary use. The table above tells us that the score categories for vocabulary, i.e., the score of 90 to 100, is "Excellent," equivalent to that of an educated native speaker. The score of 80 to 89 is "very good," which means students can understand and participate in any conversation. The score of 70 to 79 is "Good" for those who can speak and participate actively in most formal and non-formal conversations. The score of 60-69 is "fair" and refers to those who speak sufficiently to express themselves. Meanwhile, the score of 40 to 60 is "Poor," implying that it is inadequate to express anything, unlike those with

a score below 40, which is "Very Poor" and only answers by gesture or saying pass.

Table 3. Comprehension Grading Scale

Students Categories	Score	Detail
Excellent	90-100	Equivalent to that of an educated native speaker who can understand any conversations
Very Good	80-89	Equivalent to that of an educated native speaker can understand some conversations
Good	70-79	Quite complete at a normal rate of speech
Fair	60-69	Get the gist of most conversations
Poor	40-60	Limited language experience
Very Poor	<40	Only answer yes or pass

Table 3 is the rubric for score marking in English-speaking skills in the context of comprehension use. The table above tells us that the score categories for comprehension, i.e., the score of 90 to 100, is "excellent," equivalent to that of an educated native speaker who can understand any conversation. The score of 80 to 89 is "Very Good" means students can understand and participate with any conversation. The score of 70 to 79 is "good" for those able to speak in means quite complete at a normal rate of speech. The score of 60-69 is "fair" and refers to those who get the gist of most conversations. Meanwhile, the score of 40 to 60 is "poor," implying that limited language experience, unlike those with scores below 40, which is "very poor," answer by saying yes or saying "pass."

Table 4. Fluency Grading Scale

Students Categories	Score	Detail
Excellent	90-100	Has complete fluency in the language
Very Good	80-89	Able to use language fluently
Good	70-79	Can discuss particular interest competence
Fair	60-69	Can handle confidently
Poor	40-60	Can handle unconfidently
Very Poor	<40	No specific fluency description

Table 4 is the rubric for score marking in English-speaking skills in the context of fluency use. The table above tells us that the score categories for fluency, i.e., the score of 90 to 100, are "excellent," equivalent to those who have complete fluency in the language. The score of 80 to 89 is "very good," meaning that students can use language fluently. The score of 70 to 79 is "good" for those

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who can discuss particular interest competence. The score of 60-69 is "fair" and refers to those who can handle it confidently. Meanwhile, the score of 40 to 60 is "poor," implying that cadets can handle it unconfidently, unlike those with a score below 40, which is "very poor" and answers no specific fluency description".

Table 5. Pronunciation Grading Scale

Students Categories	Score	Detail
Excellent	90-100	Equivalent to and fully accepted by educated native speaker
Very Good	80-89	Errors are quite rare
Good	70-79	Errors never interfere with understanding
Fair	60-69	Accent is intelligible though often quite fully
Poor	40-60	Errors are frequent but can be understood by a native speaker
Very Poor	<40	Errors are frequent cannot be understood

Table 5 is the rubric for score marking in English-speaking skills in the context of pronunciation use. The table above tells us that the score categories for pronunciation, i.e., the score of 90 to 100, is "Excellent," equivalent to and fully accepted by educated native speakers. The score of 80 to 89 is "very good," which means students rarely make errors. The score of 70 to 79 is "good" for those errors that never interfere with understanding. The score of 60-69 is "fair" and refers to those quite accurately. Meanwhile, the score of 40 to 60 is "Poor," implying that errors are frequent but can be understood by a native speaker, unlike those with the score below 40, which is "Very Poor," where error answers are frequent and not able to be understood.

RESULTS AND DISCUSSIONS

Integrating the shipboard training or internship with English language learning, especially speaking skills, has showcased TBL as an authentic experiential language learning (Nunan, 2004). The individual and average scores signify the level of competence of SMMP cadets' speaking ability, which were obtained through evaluating and scoring their oral reports after completing training on board. The task was carried out by utilizing digital technology, and the evaluation covered five main aspects of speaking skills: grammar, comprehension, fluency, vocabulary, and pronunciation (Brown, 2004). Cadets' English-speaking skills in various aspects were reported in detail as follows:

Table 6. Grammatical Frequency Table

Level of Satisfaction		Frequency	Percent	Valid
Valid	Good	13	43.3	43.3
	Very Good	15	50.0	50.0

	Excellent	2	6.7	6.7
	Total	30	100.0	100.0

In the aspect of grammar, the majority of students showed good mastery, with 50% getting a very good grade, 43.3% getting a good grade, and 6.7% getting an excellent grade. With an average grade of 81, this indicates that they are able to use grammar accurately according to professional communication standards.

Table 7. Vocabulary Frequency Table

Level of Satisfaction		Frequency	Percent	Valid
Valid	Good	14	46.7	46.7
	Very Good	15	50.0	50.0
	Excellent	1	3.3	3.3
	Total	30	100.0	100.0

In terms of vocabulary, most students actively participated in formal and non-formal conversations. A total of 50% of students received very good grades, 46.7% received good grades, and 3.3% received excellent grades. The average vocabulary score was 79, which shows that although vocabulary comprehension is quite good, improvement is still needed in the broader and contextual use of words.

Table 8. Comprehension Frequency Table

Level of Satisfaction		Frequency	Percent	Valid
Valid	Good	20	66.7	66.7
	Very Good	8	26.7	26.7
	Excellent	2	6.7	6.7
	Total	30	100.0	100.0

The comprehension aspect of students obtaining also showed 6.7% excellent results, 50 % very good grades, and 26.7%. and 6.7% obtaining good. With an average of 79 (Good), students were able to understand conversations well, thus supporting their smooth communication in various situations.

Table 9. Fluency Frequency Table

Level of Satisfaction		Frequency	Percent	Valid
Valid	Good	13	43.3	43.3
	Very Good	15	50.0	50.0
	Excellent	2	6.7	6.7
	Total	30	100.0	100.0

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In terms of fluency, 6.7% of students received excellent marks, 26.7% received good category 66,7 % received good marks. With an average score of 80 (very good), this result shows that students are quite fluent in discussing their competencies, although there are still some obstacles in fluency that need to be improved.

Table 10. Pronunciation Frequency Table

Level of Satisfaction		Frequency	Percent	Valid
Valid	Good	20	66.7	66.7
	Very Good	8	26.7	26.7
	Excellent	2	6.7	6.7
	Total	30	100.0	100.0

Meanwhile, in the aspect of pronunciation, as many as 66.7% of students obtained good grades, 26.7% obtained very good grades, and 6.7% obtained excellent grades. With an average of 78 (good), although there were some errors in pronunciation, these errors did not hinder the overall understanding of communication.

TBL outcome and impact

Answering the first research question, Task-Based Learning (TBL) implementation in cadets' EFL speaking reports has shown good and very good outcomes and positive impact, as shown in all scores (see tables 6-10). The average score obtained shows that the majority of cadets have a fairly good command of oral communication, which is an important competency in the maritime industry. This reflects the effectiveness of the learning methods, that is, the use of TBL (Willis, 1996, 1998). It allows cadets to develop their English communication skills in real situations while giving them the flexibility to use their current knowledge and existing experience. Cadets are challenged to polish their English-speaking skills as part of their consciousness-raising activities (Willis & Willis, 1996) as professional candidates in the maritime industry.

The shipboard training program has proven to be multipurpose; it provides direct experience in the work environment so that cadets can hone their maritime English skills following international standards. The shipboard training programme has proven to be an effective task or a goal-oriented activity (Willis, 1996). Cadets are provided direct experience in the work environment so that they can hone their maritime English skills following international standards. The majority of Semarang Nautical Polytechnic cadets are well prepared for the world of work. Most feel confident about working after completing shipboard training and are optimistic about competing for opportunities in the maritime industry. Their high level of enthusiasm is reflected in their readiness to participate in the selection process for shipboard employment, which shows that the training experience has provided them with sufficient preparation for entering the professional world.

Answering the second research question, which EFL speaking areas showcase the strengths and challenges of the students, cadets, it can be concluded that the speaking skills of Semarang Merchant Marine Polytechnic

cadets are in the good to very good category, especially in the aspects of grammar and comprehension. Although the results of this study show positive achievements, there are still some challenges that need further attention, especially in the aspects of vocabulary, fluency, and pronunciation. Although most cadets have shown good progress, there are still some errors in the use of grammar, pronunciation, and fluency of speech that can affect the effectiveness of their communication in professional situations. Learners' competency can be seriously hampered by elements including a lack of exposure to real-world English-speaking contexts, a preference for informal registers over formal ones, and a lack of speaking practice. One sociocultural barrier that has been found to cause hesitancy and decreased communicative ability is low exposure to English, particularly in monolingual EFL contexts (Xie, 2020). For example, Xie (2020) discovered that because Chinese university students had a restricted vocabulary and grammatical resources, they often displayed hesitation, lengthy pauses, and discontinuity in speaking. Furthermore, studies carried out in pre-university ESP contexts in Sri Lanka revealed that students from settings with little daily exposure to English found it difficult to acquire academic speaking abilities, highlighting the significance of interactive, task-based instruction (Pathiraja & Seneviratne, 2021). These results provide credence to the current study's contention that pedagogical interventions—like technology-assisted practice and professional conversation simulations—are crucial for closing the gap between informal language usage and formal communicative competence. This study supports the importance of environmental and instructional elements in fostering long-term English-speaking proficiency by being in line with these outside investigations.

Therefore, there is a need for more innovative and practice-based learning strategies to improve the quality of cadets' communication, such as simulations of professional conversations, integration of technology in language learning, and increased opportunities to use English in everyday interactions. Through continuous evaluation and the development of more effective learning methods, it is hoped that cadets will be more confident in communicating professionally in the world of work. Strengthening maritime English language competence through a task-based approach and hands-on training in industry will greatly benefit graduates, preparing them to compete on the global stage. Therefore, maritime educational institutions need to continue to innovate in designing curricula and learning methods that are able to respond to industry challenges and ensure that graduates not only have good technical skills but are also able to communicate effectively and professionally in various work situations.

CONCLUSION

Fulfilling the aim of this study, the research on the Task-Based Learning (TBL) method and shipboard training has been proven effective in improving cadet communication skills according to maritime industry standards. From the total scores obtained, the average results were grammar at 81 (very good), vocabulary at 79 (good), fluency at 80 (very good), comprehension at 79 (good), and pronunciation at 78 (good). To sum up, the result of the research and analysis of The Cadets' Onboard Training Spoken Report Based on Task-Based Learning at Semarang Merchant Marine Polytechnic/Politeknik Ilmu Pelayaran (PIP)

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Semarang in the academic year of 2020/2021 is 80, or in the good category. category. It enhances 16 % from the data from the previous academic year; the students' English practice average score for both Odd and Even Semester Cadets of PIP Semarang 2019/2020 Academic Year was 75.

The lack of exposure to English-speaking situations and the differences between formal and colloquial language, however, continue to pose difficulties in the areas of vocabulary, fluency, and pronunciation. Thus, to improve the quality of cadet communication, new learning approaches are required, like professional conversation simulations and the use of technology-enhanced language learning tools. It is expected that cadets would gain confidence and professionalism in their use of English in the international marine industry with ongoing assessment and the creation of more efficient teaching strategies. In order to guarantee that graduates have both technical know-how and globally competitive communication skills, maritime education institutions must continue to innovate.

It is recommended that future research examine the long-term effects of TBL on learners' communicative autonomy as well as the interactions between TBL-based instruction and individual learner characteristics like motivation, learning preferences, or linguistic background. Furthermore, studies on TBL's scalability are essential, especially when evaluating its efficacy and adaptation in other technical and maritime fields where English communication is just as important, like engineering, aviation, or logistics. These kinds of studies would offer insightful information about how TBL might be applied methodically to promote long-term language development in a variety of professional settings.

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AUTHOR STATEMENTS

This research involved all stages, with researchers playing specific roles. **Irma Shinta Dewi** focused on conceptualization and analysis, and completed revisions. **Fatimah** is responsible for writing an article and organizing article writing. **Endah Fauziningru**m as data collector, **Asrul Sani** managed references, and mendeley. **Weny Kritandani** supervised, advised, and proofread.

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