



Communication Strategies Used by Students When Leading a Simulated Toolbox Meeting: A Case in Maritime English Class in Indonesia

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ABSTRACT

Toolbox meetings are one of the most important activities on board the ships to ensure safe operations of the ship. In Maritime English class, toolbox meeting simulation has a significant role in training students to perform toolbox meetings in their future workplace. This study aimed to investigate communication strategies used by students when leading a simulated toolbox meeting during a maritime English class in a maritime polytechnic in Indonesia. This study employed a qualitative research design, involving three senior students of the nautical studies department. Students' performances when leading toolbox meetings were video-recorded, and transcribed verbatim. Students' gestures were also included in the transcript. The authors used conversation analysis (CA) to identify communication strategies used by the research participants. The findings of this study revealed that the students used five main types of communication strategies when leading a simulated toolbox meeting. Stalling/time-gaining strategies become the most-used strategies, followed by achievement/compensatory, interactional, self-monitoring, and avoidance/reduction strategies. The findings also lead to several pedagogical implications in Maritime English teaching. More speaking practices and simulation exercises are needed to improve student's fluency.

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1. Introduction.

The significance of seafarers' role in global world trade is undeniable. It was reported that in 2017, as many as 10.3 billion tons of cargo were transported using ships, and it was estimated that 1.5 million seafarers were involved in the process (Sampson, 2021). BIMCO Seafarers Workforce Report 2021 revealed that Indonesia has become one of the largest suppliers of seafarers working on merchant vessels. Being raised in an archipelago country with more than 80% water area, Indonesian seafarers are considered reliable and have a better ability to adapt to marine environments. According to the Indonesian Ministry of Transportation, there were 1,187,412 registered Indonesian seafarers as of 25 October 2020. As many as 485,861 seafarers have Certificate of Competency (CoC) certified under IMO STCW 2010 and are thus qualified for working on all

merchant vessels, both domestic Indonesian vessels as well as ocean-going vessels (Junus and Munandar, 2020).

The globalization era has had a great impact on the shipping industry. Nowadays, the global merchant fleet is mostly manned by multinational and multicultural crews. It becomes common to find seafarers from different countries working together onboard the vessels (Galešić and Coslovich, 2019; Nikonorova and Kemalova, 2021). In that case, communication becomes a great issue to ensure the safe operation of a ship.

Human factors and maritime safety are closely related. As cited by Galieriková (2019) from the International Maritime Organization, "Shipping is perhaps the most international of all the world's great industries and one of the most dangerous". Over the last five decades, the shipping industry has put great effort into improving the ship's system and structure to increase productivity, efficiency, and safety. Considerable improvements have been made in the hull design, machinery, navigational equipment, etc. Modern ships have been equipped with modern and sophisticated technologies. Nevertheless, the maritime

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accident rate is still high and has caused significant loss and damage to humans and the marine environment.

Human factors are said to be the primary cause of marine accidents (Shi, Zhuang and Xu, 2021). The human element accounts for 75%-96% of marine casualties, where poor communication and lack of coordination are the top contributing factors (Fan *et al.*, 2020). Besides communication, the factor of fatigue and lack of technical knowledge also have a strong positive relationship with maritime accident rate (Che Ishak *et al.*, 2019). Clearly, communication and teamwork are highly prominent in all organizations. In the maritime context, communication breakdowns among the ship's crew members could lead to severe accidents. In vessels with multinational crews, in which English is not the mother tongue of any parties, language problems that can cause misunderstanding must be anticipated (Grech, Horberry and Koester, 2019).

A toolbox meeting or safety meeting is an essential form of communication onboard the ships and becomes one of the efforts to prevent unwanted accidents (Olson *et al.*, 2016). In this brief meeting, the leader of the meeting usually describes the crew's preparation before doing certain jobs and delivers specific occupational safety and health topics, including the safety procedure that must be followed, the personal protective equipment that must be worn, etc (Jeschke *et al.*, 2017).

Toolbox meetings help the ship's crews to be more aware of risks and hazards and thus become more careful when working. A frequent toolbox meeting is the realization of organizational safety culture which can improve crews' risk perception and minimize the occurrence of personal injuries (Nævestad, 2017). To improve ship safety management, Hasanspahić *et al.*, (2022) suggested that near-miss investigations and analysis should be included in the topics of the meeting. Their study highlights the importance of tackling near-misses before they become real accidents. In fact, it is agreed that the most effective way of improving safety is to prevent accidents and reduce possible risks (Phoya, 2017).

In the maritime community, English has become the global language. English is used for communication between crew members, officers, and vessels. However, to avoid ambiguity and confusion due to the wide variety of languages spoken by the crew members, Maritime English (ME) comes into play. ME is a type of specialized discourse in academic and professional sectors. It is a vehicular language or lingua franca used to facilitate communication at sea between people who have different mother tongues. As Franceschi (2014) said "ME covers a wide spectrum, ranging from the language of highly technical written genres to simplified and standardized uses typical of spoken contexts". The significance of communication on board the vessels has made language competency become one of the top priorities in the recruitment of seafarers. Ship crew members are required to have good communicative competence by using appropriate structure, vocabulary, and pronunciation when communicating and performing various tasks and activities on board (Acejo, 2021).

In Maritime Education and Training institutions in Indonesia where English is considered a foreign language, the Maritime English course has a special place due to the challenges

faced both by the teachers and the students. One of the foremost problems for students is when it comes to speaking. Scholars from many parts of the world reported issues experienced by students regarding speaking activity in EFL classes. The authors summarize the issues into 3 main categories: (1) insufficient input/exposure to English, (2) psychological factors, and (3) lack of linguistic knowledge. Studies conducted by Saeed Al-Sobhi and Preece (2018) and Younes and Albalawi (2016) involving Arabic students, Al-Jamal and Al-Jamal (2013) involving Jordanian Students, and Diaab (2016) involving Libyan Students revealed similar findings. They found that the excessive use of the Arabic language as the mother tongue and insufficient exposure to English become the main barriers to English learning. In addition to that, studies conducted by Chou (2018) and Amoah and Yeboah (2021) involving Taiwanese and Chinese students respectively indicate that anxiety, lack of confidence, and fear of making mistakes or negative evaluations are the major issues. Debreli and Demirkan (2015) figured out that in Turkish students, the fear of making mistakes becomes the most prominent factor. Kasap and Power (2019) reported that Turkish students experienced uneasy feelings and physical sensations associated with anxiety that hindered their speaking performance. Due to speaking anxiety, students are unwilling to be involved in oral presentations (Gürbüz and Cabaroğlu, 2021). In Southeast Asia countries, such as Indonesia and Vietnam, the phenomena are similar. Psychological problems such as low self-confidence, anxiety, hesitation, and fear of making mistakes impact students' performance, especially in their spoken assignments. In addition to that, students' lack of vocabulary and grammar mastery also affects their performance (Quoc Thao and Thi Nhu Nguyet, 2019; Zainurrahman and Sangaji, 2019; Ngoc and Dung, 2020; Rahayu *et al.*, 2020; Riadil, 2020).

Toolbox meeting simulation in a Maritime English class becomes one of the efforts of the lecturers to provide students with practical activities and authentic experiences. It is believed that authentic tasks and activities in simulations are effective in developing students' communicative competence. In the English for Specific Purposes (ESP) classes, such as Maritime English class, simulations can also improve students' professional competence as seafarers (Perez and Poole, 2019). Studies conducted by Sudajit-apa (2015) and Devos *et al.*, (2021) found similar findings that the use of simulations in EFL classrooms is effective and can benefit learners by motivating and encouraging them to use the target language to convey messages in a natural and creative way. Students reported that simulations have great advantages, including developing their communication and public speaking skills and helping them memorize vocabulary and various expressions. Students can also practice using various communication strategies to be successful in simulation assignments (Amirkhanova and Bobyrev, 2020).

The term Communication Strategies (CSs) in the field of EFL is not a new thing. Selinker in 1977 (Merita and Adisaputro, 2021) first defined communicative strategy as "an identifiable approach by the learner to communicate with native speakers of the target language". Tarone (1981) provided a more specific definition. He argued that communication strategies refer

to “a systematic attempt of language learners to express and decode meaning in the target language in situations where the appropriate systematic target language used has not been formed”. The definitions indicate that CSs function to bridge the linguistic gap between interlocutors and compensate for inadequacies in communication using the target language. Dörnyei and Scott (1997) argued that there is no clear-cut definition of CSs that is accepted by all scholars which resulted in the existence of several CSs taxonomies.

Celce-Murcia, Dörnyei and Thurrell (1995) divided communication strategies into 5 main categories. The first is avoidance or reduction strategies. Using this strategy, the interlocutors adjust their messages with their linguistic resources. The interlocutors avoid certain topics, replace messages, or abandon messages. The second category is Achievement or Compensatory Strategies. Using this strategy, the interlocutors manipulate available language to tackle linguistic deficiencies to reach the communication goals. Stalling or time-gaining strategies are the third category which includes fillers, hesitation devices, gambits, and repetitions. The fourth category is self-monitoring Strategies. Using this strategy, the interlocutors correct or change their speech (self-repair) or rephrase/elaborate the messages to make sure that other people can understand them. Interactional strategies become the last strategy. It involves cooperative aspects, including appeals for help and meaning negotiations. In 2007, Celce-Murcia deleted avoidance strategies and added social strategies which refer to the interlocutors’ attempt to find opportunities to practice using the target language (Celce-Murcia, 2007). Table 1 summarizes the communication strategies proposed by Celce-Murcia et al (1995).

Table 1: Summary of communication strategies.

Communication Strategies	Examples
Avoidance or reduction strategies	Message replacement Topic avoidance Message Abandonment
Achievement or Compensatory Strategies	Circumlocution; Approximation; All-purpose words; Non-linguistic means; Restructuring; Word-coinage; Literal translation from L1; Foreignizing; Code Switching; Retrieval
Stalling or time-gaining strategies	Fillers, hesitation devices, and gambits Self and other-repetition
Self-Monitoring Strategies	Self-initiated repair; Self-rephrasing (over-elaboration)
Interactional Strategies	Appeals for help (direct and indirect) Meaning negotiation strategies (indicators of non/ misunderstanding, responses, comprehension checks)

Source: Celce Murcia et al, 1995.

For non-native speakers of English, CS is essential to handle difficulties or breakdowns in communication. Thus, the topic of CS has caught the attention of researchers, especially in countries where English is considered a second/foreign language. Mir, Meigouni and Shirkhani, (2020) analyzed oral communication strategies used by Iranian EFL learners using Nakatani’s framework (2006). He found that the most frequent strategy used was accuracy-oriented and word-oriented. It means that the students attempted to speak English accurately and focused

on individual words to understand the message given by other interlocutors. In the Indonesian context, using the taxonomy identified by Dörnyei and Scott (1997), Nizar, Nitiasih and Suarnajaya (2018) found that students mostly used fillers and message reduction/topic avoidance which indicates that students needed more time to think before they speak and chose to avoid “difficult” topics.

As explained previously, many scholars have explored the challenges of speaking activity and students’ communication strategies in EFL classrooms. However, specific research regarding communication strategies in the setting of Maritime English class has not been available. This current research tries to fill the gap by exploring the communication strategies used by students when leading a simulated toolbox meeting in a Maritime English class in Indonesia. After graduating from the Maritime Education and Training (MET) institution, students will pursue their careers as seafarers, in which the activity of toolbox meetings will become their daily task. Thus, the toolbox meeting simulation activity is very important to support their language and professional competence in their future workplace. The pedagogical implications of the findings will also be discussed.

2. Methodology.

2.1. Context of the Study.

This study is conducted in one of the Maritime Education and Training Institutions (MET) in Indonesia. There are nine Maritime Polytechnics under the Ministry of Transportation spread all over Indonesia that educate and train students to become seafarers on merchant vessels. All polytechnics employ a boarding school system, in which all students are required to live in dormitories for the first two years (four semesters). In the fifth and sixth semesters, students undergo a shipboard training program. They join onboard merchant vessels as deck or engine cadets for 12 months. In the seventh semester, students must return to campus to continue their education. They have to take some advanced classes, write an undergraduate thesis, and undergo a thesis examination in the eighth semester.

2.2. Research Design.

This study employed a qualitative research design. The authors used conversation analysis (CA) to identify communication strategies used by the research participants when they led a simulated toolbox meeting.

2.3. Research Participants.

The participants involved in this study were the seventh-semester students of the Nautical Studies Department. In the Maritime English class, the students are assigned to practice a toolbox meeting simulation. Using the purposive sampling technique, three students were selected as research participants. The selection was based on the student’s English proficiency level, score on the Marlins English Test for seafarers, and shipboard training experience. The detail of the research participants is shown in Table 2.

Table 2: The Research Participants.

Name	Age	Gender	English Proficiency Level	Marlins English Test for Seafarers Score	Shipboard training experience
ZM	22	Male	Intermediate	87%	Bulk Carrier (Panama Flag), Korea-Australia Route, Mix nationality crew (Korean & Indonesian).
AD	23	Male	Elementary	82%	Tanker (Indonesian Flag), Domestic Indonesian Route, Indonesian Crew.
KR	22	Male	Elementary	71%	Container Ship (Indonesian Flag), Domestic Indonesian Route, Indonesian Crew.

Source: Authors.

2.4. Method of collecting data.

Data were collected during a Maritime English class. As one of the assignments, students were asked to lead a toolbox meeting. They were free to choose the topic of the meeting and ask their friends to act as their crew members. The duration of the meeting should reach at least 10-20 minutes for each student. Students' performances were recorded using a camcorder.

2.5. Method of analyzing data.

To analyze data, the recordings of the students' performance were transcribed verbatim. Students' gestures were also included in the transcript. The transcription key from Eggins and Slade (1997) was used in making the transcriptions. The authors read the transcripts several times and rewatched the video of students' performance. Communication Strategies found in the transcripts were identified and classified based on the taxonomy proposed by Celce-Murcia et al (2007).

3. Findings.

The research participants chose different topics for their simulated toolbox meeting. Since the function of toolbox meetings is to ensure the safe operation of a vessel, all of the topics were related to safety. The participants acted as the leader of the toolbox meeting and gave explanations as well as instructions to the other crew members related to the chosen topic. They set different roles for their team member in the meeting.

As seen in Table 3, ZM chose the topic of duct keel inspection and acted as a Chief Officer, the leader of the deck department. In the meeting, he explained the tasks that the crew would carry out, namely checking for leaks in an enclosed space. He also mentioned the safety equipment that must be used to avoid unwanted accidents. AD chose the topic of hot work. He acted as the Master of a ship and gave directions to the ship's crew regarding welding work for freshwater pipes. He also gave a reminder to the crew regarding the Personal Protective Equipment (PPE) that must be used while working. Meanwhile, KR

Table 3: The topic of the toolbox meeting, the role of the participants, and the length of the meeting.

Participants	Topic of toolbox meeting	Role in the meeting	Role of other students in the meeting	Length of the meeting
ZM	Duct keel inspection	As the Chief Officer	Cadet, Able-Bodied, Bosun, Ordinary Seaman	16 minutes, 11 seconds
AD	Preparation of hot work (welding)	As the Master	Chief Officer, Second Officer, Third Officer, Cadet, Bosun	16 minutes, 30 seconds
KR	Preparation for inspection	As the Master	Second Officer, Third Officer, Bosun, Cadet	9 minutes, 29 seconds

Source: Authors.

chose the topic regarding preparation for inspection to be carried out on the ship. He asked all crew members to check all safety equipment and navigational equipment on board, then do repair work if the equipment did not function properly.

ZM spent 16 minutes and 11 seconds completing the meeting. Similarly, AD needed 16 minutes and 30 seconds. Meanwhile, AD finished the meeting in 9 minutes and 29 seconds. In Indonesia, English is considered a foreign language. That is why many students experience difficulties when giving speeches or leading meetings and discussions using English. When the students led the toolbox meeting, they used different communication strategies to convey messages to their team members. The communication strategies used by all participants can be seen in Table 4. The strategies used by each participant will be discussed one by one, starting from ZM, AD, and KR respectively.

Compared to all strategies, ZM mostly used achievement / compensatory strategies, where non-linguistic means became dominant. ZM used the whiteboard to draw diagrams and write down important points that should be of concern to its team members. At the beginning of the meeting, ZM wrote the meeting title on the whiteboard. This was done to obtain the focus of the team members. Apart from that, ZM also wrote down the task distribution for each crew member on the whiteboard. This supports communication so that the message can be more effectively conveyed to the audience. ZM sometimes also used hand gestures to help describe the messages. One of the examples can be seen in Turn 17/a.

17/a ZM (i) ...umm... no need safety harness
(ii) because we are not going to high place [making a gesture of raising his hand].

In addition, ZM often pointed to the notes that had been written before on the whiteboard and sometimes tapped on the whiteboard to get the team member's attention. This is done to ensure the team member receives the message properly. Besides achievement / compensatory strategies, ZM also used a lot of stalling / time-gaining strategies. Fillers, pauses and self-repetition are used to obtain more time to think.

When speaking, ZM did not make a lot of pauses. However, non-lexical fillers such as "ummm" and lexical fillers such as "you know..." were used frequently. This can be seen in Turn 5/b.

Table 4: Communication strategies used by the students.

No	Communication Strategies	ZM	AD	KR
1	Achievement/compensatory strategies (ACS):			
-	Non-linguistic means	19	11	1
-	Restructuring	5	1	1
-	Code switching	-	3	-
-	Approximation	-	2	1
	TOTAL	24	17	3
	PERCENTAGE	37%	22%	5%
2	Self-monitoring strategies (SMS):			
-	Self-initiated repair	2	2	3
-	Self-rephrasing	2	3	-
	TOTAL	4	5	3
	PERCENTAGE	6%	7%	5%
3	Stalling/time-gaining strategies (TGS):			
-	Fillers (non-lexical)	9	26	17
-	Fillers (lexical)	3	1	-
-	Pauses	2	12	21
-	Self-repetition	5	3	4
	TOTAL	19	42	42
	PERCENTAGE	30%	55%	76%
4	Interactional strategy (IS):			
-	Appeals for help (indirect)	2	-	-
-	Appeal for help (direct)	-	1	-
	Meaning negotiation strategies:			
-	Comprehension checks	10	3	3
-	Responses (Confirmation)	1	1	3
-	Responses (Repetition)	3	4	-
-	Responses (rejection)	1	-	-
-	Repetition request	-	3	-
	TOTAL	15	11	6
	PERCENTAGE	27%	16%	11%
5	Avoidance/reduction strategies (ARS):			
-	Topic avoidance	-	-	1
	TOTAL	0	0	1
	PERCENTAGE	0%	0%	2%

Source: Authors.

- 5/b ZM (v) we will going inside the duct keel and
 (vi) there is will be lack of oxygen because you know,
 (vii) the duct keel is very long from under....under.... [moving his hand down several times] the... umm.... under superstructure until....until....umm...==

During his speech, ZM also used interactional strategies as often as time-gaining strategies. ZM used a lot of comprehension checks to ensure the messages were well received by the crew members. ZM often asked the members if they had any questions, as seen in Turn 33/b. In addition, to maintain interaction ZM also gave confirmation, repetition, or rejection to the responses given by the audience.

- 33/a ZM (i) Oh, okay.
 (ii) After this, after all the umm this safety working – I mean toolbox meeting, duct keel inspection,
 (iii) we will do the safety umm safety call.
 33/b ZM (iv) So, is there any question? [looking at the crew members]

In turn 33/a, we can also see self-monitoring strategies, namely self-initiated repairs carried out by ZM. Self-monitoring is one of the competencies that shows the speaker's ability to monitor his own speech and then make corrections as needed. This strategy indicates the speaker's awareness of his own speech. Thus, it is very essential to aid the accuracy of the messages.

To conclude, ZM used various strategies when leading the

toolbox meeting. He mostly used achievement/compensatory strategies, in which non-linguistic means became highly dominant. He also often used stalling/time-gaining strategies, which consisted of lexical and non-lexical fillers, pauses, and self-repetition. During his speech, ZM also built interactions with his team members. He frequently checked whether they understood what he said and also gave responses to their questions or statements. In some parts of his speech, ZM also rephrased and repaired his utterances when he realized that he had made mistakes, as a part of self-monitoring strategies.

For AD, the situation is somewhat different. The communication strategy that he used the most was the time-gaining strategy. He mostly used non-lexical fillers such as “umm...”, then pauses, and self-repetition as we can see in Turn 7/b.

- 7/b AD (v) And then you assist [writing on whiteboard, pause 4 secs] you assist the chief officer to bring umm fire extinguisher and
 (vi) before umm bring, you can check the fire extinguisher is good or not.

In addition, AD also frequently used achievement / compensatory strategies. To help convey the message, AD drew diagrams and wrote important points on the whiteboard, such as the task distributions for each crew member.

While leading the meeting, AD switched to Indonesian several times when he couldn't find a word in English. However, he immediately repaired his utterance when he found the correct word. AD also tried to change his sentence structure to make it easier for crew members to understand. For example in Turn 35, where AD tried to explain that the work of freshwater pipe welding is safer than cargo pipe welding.

- 35 AD (i) No, it's safe.
 (ii) I think it's safe.
 (iii) Because umm...in a... it's safe to welding
 (iv) because it's not like in cargo pipe.
 (v) Because it doesn't make umm...liquid flame.
 (vi) But we give safety and doesn't make fire.

In addition, AD also used interactional strategies occasionally. AD performed comprehension checks to ensure the crew members understood the information and instructions given. He also gave responses to the audience in the form of confirmation or repetition to maintain interaction. When he didn't understand the audience's question, he asked the audience to repeat the question again. This was a meaning-negotiation strategy that supported communication and the exchange of messages. In delivering his speech, AD also carried out self-monitoring strategies several times by using self-initiated repair and self-rephrasing. For example, in Turn 1/j, AD mistakenly said “leg” for “foot”. When he realized his mistake, he immediately corrected his utterance as a strategy of self-initiated repair.

To sum up, AD dominantly used stalling/time-gaining strategies as support when leading a simulated toolbox meeting. 55% percent of his speech consisted of fillers, pauses, and self-repetition. He also used a considerable number of achievement/compensatory strategies, including non-linguistic means, code-switching, approximation, and restructuring. He also used several interactional strategies, such as appeal for help, compre-

hension checks, responses, and repetition requests. Last but not least, in some parts of his speech, he also used self-monitoring strategies, including self-initiated repair and self-rephrasing.

Similar to AD, the majority of the communication strategies used by KR are stalling/time-gaining strategies. However, the difference was that the time-gaining strategies were very dominant reaching 76% of all strategies. The most frequent time-gaining strategies are pauses, followed by fillers (non-lexicalized) and some self-repetitions. While leading the meeting, KR seemed to have difficulty delivering the message. He relied heavily on the notes prepared before the performance. He read his notes many times and made a lot of pauses.

As part of the meaning negotiation strategies, KR carried out comprehension checks and confirmations several times. He showed an effort to ensure that his messages could be received clearly by the audience. KR also realized that he made errors in some parts of his speech and he immediately made repairs. This indicates that KR was quite aware of his mistakes when speaking and had the ability to monitor his own speech.

- 1/i KR (xviii) So...[pause, reading his notes] for the second officer,
(xix) several navigation tools are started to have errors,
[looking at the second officer] including the radar and GPS.
1/j KR (xx) [pause, reading notes] For that, so everyone, here is some
of the obstacles during the inspection.
1/k KR (xxi) I hope all of you can visit umm...[pause 5 seconds] and...
[reading notes]
(xxii) work as a team in here.

KR rarely used achievement/compensatory strategies in his speech. There were strategies of restructuring, approximation, and non-linguistic means. However, they only appeared once. Turn 19/b shows the approximation strategy where KR said “engineering” instead of “engineers”.

- 19/a KR (i) Okey, second.
(ii) I'll submit it tomorrow [looking at 2nd Officer].
19/b KR (iii) I will inform to office and then maybe umm...
(iv) they will give some engineering
(v) for fix the radar and GPS.

The non-linguistic means appeared at turn 15 where KR nodded his head to respond to a statement from Bosun. Different from ZM and AD who stood while speaking and used lots of gestures or non-linguistic means to support message delivery, KR remained seated during his speech and barely made any movements. He mostly relied on his notes when speaking. Another difference was the use of avoidance/reduction strategies by KR which was not used by ZM and AD. At Turn 8/c, Bosun asked about the change of paint color after KR as the Master asked him to paint the main deck. Apparently, he was not prepared for the question and did not answer Bosun's question.

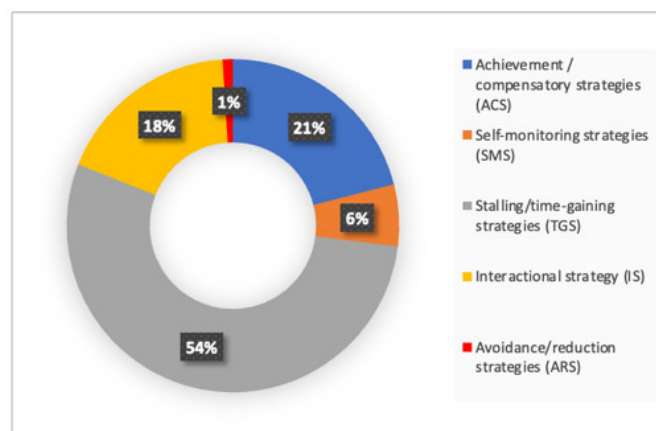
- 8/c Bosun (iv) Is there any info on change the color of the paint or
not, Capt?
9/a KR [pause 5 minutes, reading notes]
9/b KR (iv) Is there a change for paint color or not,
(v) it's better for bosun and AB to clean up the main deck,
(vi) remaining oil on the main deck,
(v) because it's already very dirty.

In summary, KR highly relied on stalling/time-gaining strategies when leading the toolbox meeting. 76% of his speech contained pauses, fillers (non-lexical), and self-repetitions. Besides that, he also used a small number of interactional strategies, such as comprehension checks and giving responses. KR rarely used achievement/compensatory strategies and self-monitoring strategies. They only appeared less than 5% each during the meeting. KR used topic avoidance as a strategy to keep the meeting going when he didn't know how to respond to a question given by one of the team members.

4. Discussion.

The performance of the three speakers when leading a simulated toolbox meeting indicates that there are 5 (five) main communication strategies used. Figure 1 indicates that in general, the speakers mostly used stalling/time-gaining strategies. These strategies are important for the speakers since they need more time to think about what they are going to say. Fillers, pauses and self-repetition are used to gain more time to process their utterances.

Figure 1: The percentage of the five main communication strategies used by the students.



Source: Authors.

For Indonesian speakers where English is considered a foreign language, these strategies are highly essential. This finding is in line with a study conducted by Nizar, Nitiasih, and Suarnajaya (2018). They found that the use of fillers and self-repetition is prominent in adult students in one private university in Bali. Awang, Zakaria, and Razak (2019) who studied self-repetition in oral interactions at a University in Malaysia, further found that besides obtaining more time to think, speakers also used repetition to improve communication. By repeating words or phrases, speakers can seek confirmation, provide affirmation, and emphasize a point. The function of self-repetition to emphasize a point can also be found in KR's speech.

Another common type of time-gaining strategy is the use of fillers. Compared to other types of time-gaining strategies, fillers had a higher percentage. Scholars have divided fillers

into two types, namely lexicalized and non-lexicalized fillers. In the current study, only ZM and AD used lexicalized fillers, three times and one time respectively. In contrast, KR did not use lexicalized fillers at all. The use of fillers as hesitation devices was also studied by Mariam (2014). She found that the use of lexicalized fillers is associated with the language proficiency of the speakers. This research supports her findings that lexicalized fillers are more commonly used by higher-proficiency speakers, while pauses are more often used by lower-proficiency speakers. As we can see from Table 2, ZM has an intermediate level of English proficiency with a score of Marlins English Language Test 87%. Meanwhile, AD and KR have a lower level of English proficiency and a lower level of Marlins English Language Test score.

However, different from Nourdad and Hosseini (2022) who found that the compensatory strategy was the first most used strategy, the current research put compensatory strategies as the second most used strategy. The findings of this research also indicate that the use of non-linguistic means as an achievement/compensatory strategy was prominent. Celce-Murcia (2007) mentioned that non-linguistic means can be in the form of mime, pointing, gestures, and drawing pictures. Two of the speakers in the current research used a combination of non-linguistic means with linguistic ones. During their speech, they wrote some important points on the whiteboard to help the audience understand their messages. This strategy is effective since it can ease the speakers' burden to memorize things that have been mentioned before. It can function as a reminder both for the speakers and the audience. In addition to that, the act of writing notes on the whiteboard enables the speakers to gain more time to think about what they are going to say.

Another prominent strategy identified in the current study is the use of meaning negotiation strategy under the interactional strategies. All speakers attempted to interact with the audience by frequently checking the audience's understanding of the messages they delivered. Phrases like "Do you understand?", "Do you have any questions?", or "You can ask me if you have any problems" appeared quite often. One of the speakers also gave questions to the audience in some parts of his speech to make certain that the audience received the messages properly. In a toolbox meeting, where the accuracy of messages is very important to ensure safety, this strategy becomes fundamental. The Master or the Officers on board the ship must ensure that all crew members understand the messages. Thus, comprehension checks can be used as one of the effective strategies in a toolbox meeting.

The current research also reveals that self-monitoring strategies were rarely used by the speakers. Different from Komariah (2020) who found that self-repair was on the highest rank among all communication strategies, the current authors noticed that the speakers only repaired or rephrased their utterances once in a while. They were more focused on delivering the messages rather than repairing their utterances. They made grammatical errors here and there but did not attempt to repair the errors. They focused more on the content of the messages. They repaired or rephrased their utterances only when they thought they had conveyed the wrong information.

The least frequently used strategy identified in the current research is topic avoidance which was used only once by KR in his speech. It indicates that the speakers hardly use this strategy in communication when they face speaking problems. The finding is in line with the studies conducted by Meigouni and Shirkhani (2020) and Nizar, Nitiasih, and Suarnajaya, (2018) who found that topic avoidance, message abandonment, or omission were on the lowest rank of all communication strategies. In a toolbox meeting, this strategy is not recommended since it has a risk of misunderstanding and can lead to unsafe acts and unwanted accidents.

The findings of the study lead to several pedagogical implications in English language teaching, especially in ESP teaching. Firstly, vocabulary teaching in ESP is fundamental since the students need adequate vocabulary mastery to be able to convey messages and perform their tasks. The use of authentic texts taken from real-used forms, manual books, as well as textbooks used in discipline-related courses is pivotal to supporting students in learning technical terms. Secondly, Maritime English teachers need to teach communication strategies. Students need to know various communication strategies that are effective and appropriate to handle speaking or listening problems in various situations. Thirdly, speaking activities in the form of simulation in ESP classes have a prominent role in improving students' communicative competence and fluency. Teachers can record students' performances and watch the recordings together with the students to review the performances. This activity is useful to raise students' awareness of communication strategies.

Conclusions.

The students used five main types of communication strategies when leading a simulated toolbox meeting. Stalling/time-gaining strategies become the most-used strategies, followed by achievement/compensatory, interactional, self-monitoring, and avoidance/reduction strategies. Students often used non-lexicalized fillers, pauses, and repetition during their speech to gain more time to think. The lexicalized fillers were only used by students with higher English proficiency levels. The role of non-linguistic means to convey messages was prominent. Besides that, the students also used a small number of restructuring, code-switching, and approximation. During their talk, students also attempted to interact with the audience by using comprehension checks, responses, and repetition requests as part of meaning negotiation strategies. Self-repair and self-rephrasing were only used occasionally. Students were more focused on delivering the content of their messages rather than correcting the grammatical errors in their speech. The findings of this study encourage the use of simulation activity in ESP teaching to improve students' speaking skills. Not only enhances students' linguistic competence, but it can also boost students' strategic and interactional competence.

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