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THE INFLUENCE OF MOTIVATION, LECTURER SUPPORT, AND LEARNING ENVIRONMENT ON ENGLISH PROFICIENCY THROUGH MARITIME TEXTBOOK MEDIATION

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ABSTRACT
This study explores the influence of learning motivation, lecturer support, and the learning environment on English language proficiency for maritime work, with the *English for Maritime* textbook acting as a mediating variable among students at the Maritime Academy of Banyuwangi. Using a quantitative approach with a cross-sectional survey design, data were obtained from 178 respondents selected through proportionate stratified random sampling. The research instrument consisted of a five-point Likert scale questionnaire, and data analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS software. The results revealed that learning motivation, lecturer support, and learning environment each had a significant effect on English language proficiency, both directly and indirectly, through the mediating role of the textbook. Among these factors, learning motivation emerged as the most influential predictor, while the textbook effectively mediated the relationships between the independent variables and English proficiency. These findings suggest that students with higher motivation, supported by engaged lecturers and conducive learning environments, are more likely to achieve better English communication skills for maritime purposes. The study emphasizes the importance of integrating motivational learning strategies, lecturer engagement, and supportive educational settings with contextualized instructional materials to strengthen English proficiency aligned with international maritime communication needs.

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INTRODUCTIONS

The manuscript is written with Time New Roman font size 10, single spaced, left and right aligned, on one side page and on A4 paper (210mm x 297 mm) with the upper margin of 3,5 cm, lower 2,5 cm, left and right each 2 cm. The manuscript including the graphic contents and tables should be no longer than 15 pages, including picture and tables. If it far exceed the prescribed length, it is recommended to break it into two separate manuscripts. The manuscript is written in English. The Standard English Grammar must be observed. The title of the article should be brief and informative and it should not exceed 20 words. The keywords are written after the abstract.

The global development of higher education, particularly in the field of *English for Specific Purposes (ESP)*, increasingly highlights the urgency of English language mastery as a core competency in the international maritime workforce. At the global level, the demand for *English language proficiency* among maritime workers extends beyond mere communicative ability; it is a strategic necessity for ensuring maritime safety, operational efficiency, and workforce competitiveness (Cahyani & Ratri, 2022; Sarıçoban & Behjat, 2021). International organizations such as the *International Maritime Organization (IMO)* have long emphasized that English communication standards at sea are essential to minimize miscommunication risks that could endanger safety. At the national level, Indonesia, as an archipelagic country with strategic sea routes, is expected to prepare maritime human resources with strong international competitiveness. The Indonesian Ministry of Transportation reported that approximately 1.2 million Indonesian maritime workers still face challenges in meeting international English standards (Kemenhub, 2023). Locally, the Maritime Academy of Banyuwangi serves as one of the strategic vocational institutions in East Java, tasked with producing *seafarers* who are both technically skilled and communicatively competent (Khoiruman, & Putrayasa, 2025).

Current phenomena reveal a clear gap between the industry's demands and the actual English proficiency levels of maritime students. An internal survey conducted by the Maritime Academy of Banyuwangi in 2023 indicated that only 42% of students were able to achieve a minimum TOEIC score of 550, which is generally regarded as the threshold for international employability. In reality, the shipping industry requires higher proficiency levels, with scores ranging from 700 to 750 for effective workplace communication (Wijaya, 2023). Similar findings were also reported by Putra, Asy'ari, and Rahayu (2022), who observed that many Indonesian vocational maritime graduates still struggle with writing formal English documents and engaging in professional workplace conversations. These conditions suggest that learning motivation, lecturer support, and learning environment are significant factors in optimizing the effectiveness of the *English for Maritime* textbook as a mediating instrument in improving *English language proficiency*.

Table 1. Comparison of Global Standards and National Achievement in English Proficiency

Level	Global Standard (IMO/TOEIC)	National Achievement (Average)	Existing Gap
Listening & Speaking	TOEIC 700–750	TOEIC 500–550	-200 points
Reading & Writing	TOEIC 650–700	TOEIC 480–520	-150 points
English for Documentation	High proficiency	Medium proficiency	Inadequate

Source: IMO (2021); Kemenhub (2023); Maritime Academy Banyuwangi Survey (2023)

From a theoretical perspective, the ideal condition requires maritime students to achieve *English language proficiency* that aligns with international standards to remain globally competitive. However, reality shows that most students still face limitations in mastering maritime-specific vocabulary, oral communication skills, and formal document writing. This aligns with Huang (2021), who emphasized that gaps between ESP curricula and real industry demands are still prevalent in many developing countries. Consequently, a clear problem statement emerges: a discrepancy exists between the ideal expectation of English mastery for maritime work and the actual proficiency levels of local vocational students.

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A review of the literature demonstrates that learning motivation has been proven to positively influence second language acquisition (Dörnyei, 2020; Alizadeh, 2021). Likewise, lecturer support has been shown to enhance student engagement and persistence in learning (Nguyen, 2022). Furthermore, a conducive learning environment plays a critical role in supporting communication and achievement in language learning (Takahashi & Saito, 2023). Nevertheless, few studies have specifically examined how learning motivation, lecturer support, and learning environment interact through the mediating role of the *English for Maritime* textbook, particularly within Indonesian maritime vocational education. This creates a distinct *theoretical gap* that this study intends to address.

Table 2. Key Determinants of English Language Proficiency from Previous Studies

Determinant Variable	Authors & Year	Key Findings
Learning Motivation	Dörnyei (2020); Alizadeh (2021)	Significant positive effect on second language learning success.
Lecturer Support	Nguyen (2022)	Instructional support enhances *student engagement* and persistence.
Learning Environment	Takahashi & Saito (2023)	Context-rich environments strengthen communicative competence.
ESP Textbook as Mediation	Huang (2021)	Alignment of ESP materials with industry needs improves learning outcomes.

The urgency of this study emerges from the persistent gap between the ideal expectations of English proficiency in maritime education and the actual performance of students observed in previous studies. While prior research on English for Specific Purposes (ESP) has mainly focused on general pedagogical models or learners' needs analysis (e.g., Basturkmen, 2010; Hutchinson & Waters, 2018), few have examined the mediating role of specialized textbooks in shaping learning outcomes within maritime contexts. This study therefore seeks to fill that gap by identifying academic strategies capable of effectively bridging theoretical ideals and real classroom conditions.

Academically, this research advances ESP theory by emphasizing how the *English for Maritime* textbook functions as a mediating variable that links learning motivation, lecturer support, and learning environment with English language proficiency—an area underexplored in prior maritime ESP studies. Practically, the findings are expected to generate actionable recommendations for maritime vocational institutions, particularly the Maritime Academy of Banyuwangi, to design adaptive and industry-aligned curricula.

From a policy standpoint, the study contributes insights that can guide government agencies in formulating English proficiency standards for Indonesian maritime professionals in accordance with international maritime communication requirements. In conclusion, this study not only extends the theoretical framework of ESP but also addresses the practical and policy-oriented need to strengthen the global competitiveness of Indonesian maritime graduates, positioning it as a significant advancement beyond earlier ESP research.

RESEARCH METHOD

This study employed a quantitative approach with a cross-sectional survey design aimed at testing causal relationships among variables using numerical data collected from respondents at a single point in time (Sugiyono, 2022). This design was chosen because the research seeks to examine the relationships between learning motivation, lecturer support, learning environment, and English language proficiency, with the English for Maritime textbook serving as a mediating variable. A quantitative approach allows the researcher to systematically test hypotheses using Partial Least Squares Structural Equation Modeling (PLS-SEM) through the latest version of SmartPLS software. Compared to conventional regression analysis, PLS-SEM is superior because it can simultaneously assess both the measurement model (outer model) and the structural model (inner model) (Hair et al., 2023).

The study population consisted of all active students at the Maritime Academy of Banyuwangi in the 2024/2025 academic year who had used the English for Maritime textbook during their learning process. Inclusion

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criteria required students to be in the third semester or above and to have completed at least one semester of the English for Maritime course, while exclusion criteria removed students on academic leave or inactive in their studies. The minimum required sample size was calculated using Slovin's formula with a margin of error (e) of 5%:

$$n = \frac{N}{1 + Ne^2}$$

Where:
n = sample size
N = total population
e = margin of error (0.05)

Given that the population consisted of 320 students, the calculation was:

$$n = \frac{320}{1 + (320)(0.05)^2} = \frac{320}{1 + 0.8} = \frac{320}{1.8} = 177.7 = 178$$

Thus, a minimum of 178 respondents was required. Sampling was conducted using proportionate stratified random sampling to ensure equal representation across semester levels.

The research instrument was a questionnaire designed on a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). Each variable was operationalized into measurable indicators as shown below:

Table 1. Operationalization of Research Variables

Variable	Operational Definition	Indicators	Scale
Learning Motivation (X1)	Internal and external drive of students in learning English	Intrinsic motivation, extrinsic motivation, goal orientation, persistence	Likert 1–5
Lecturer Support (X2)	Academic, emotional, and facilitative support from lecturers in language learning	Academic feedback, encouragement, mentoring, accessibility	Likert 1–5
Learning Environment (X3)	Physical and non-physical conditions supporting the English learning process	Classroom facilities, peer collaboration, technology support, organizational climate	Likert 1–5
English for Maritime Textbook (M)	The role of the textbook as a mediation tool in learning	Content relevance, clarity, practical examples, maritime context integration	Likert 1–5
English Language Proficiency (Y)	Students' ability to use English for international maritime work purposes	Vocabulary mastery, grammar usage, speaking ability, reading comprehension, writing competence	Likert 1–5

Before analysis, the questionnaire was subjected to validity and reliability testing. Validity was assessed using Confirmatory Factor Analysis (CFA) in SmartPLS to ensure factor loadings ≥ 0.70 (Hair et al., 2023). Reliability was tested using Cronbach's Alpha and Composite Reliability (CR), both with minimum thresholds of 0.70, and convergent validity was measured with the Average Variance Extracted (AVE ≥ 0.50).

The data analysis procedure consisted of several stages: (1) data cleaning and coding to ensure completeness and accuracy; (2) descriptive statistics to describe respondent characteristics and distribution of responses; (3) outer model evaluation, including tests of convergent validity, discriminant validity, and construct reliability; (4) inner model evaluation, which examined R-square, f-square, Q-square, and path coefficients between variables; and (5) hypothesis testing using bootstrapping with 5,000 resamples at a significance level of 5% (p-value ≤ 0.05). The structural model was formulated as follows:

$$\mathbf{Y=\beta 1X1+\beta 2X2+\beta 3X3+\beta 4M+\varepsilon}$$

Where:
Y = English Language Proficiency

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X1 = Learning Motivation
X2 = Lecturer Support
X3 = Learning Environment
M = English for Maritime Textbook (mediator)
ε\varepsilonε = error term

Research ethics were strictly maintained by obtaining informed consent from all respondents, ensuring confidentiality, and guaranteeing voluntary participation. Data were solely used for academic purposes. By applying this systematic methodology and utilizing the latest version of SmartPLS, the study aims to provide robust empirical evidence on the influence of learning motivation, lecturer support, and learning environment on English language proficiency for maritime work, with the English for Maritime textbook as a mediating variable.

Outer Model Evaluation (Measurement Model)

The outer model evaluation ensures that the research instruments accurately measure the intended constructs. Convergent validity was confirmed by factor loadings ≥ 0.70 and AVE values ≥ 0.50, while discriminant validity was examined using the Fornell-Larcker criterion and HTMT ratios (Hair et al., 2023). Reliability was assessed with Cronbach's Alpha and Composite Reliability (CR), both required to exceed 0.70.

Table 2. Outer Model Evaluation

variable	Indicator	Loading Factor	Cronbach's Alpha	Composite Reliability	AVE
Learning Motivation (X1)	Intrinsic motivation	0.82	0.88	0.91	0.67
	Extrinsic motivation	0.79			
	Goal orientation	0.84			
	Persistence	0.81			
Lecturer Support (X2)	Academic feedback	0.85	0.87	0.90	0.66
	Encouragement	0.80			
	Mentoring	0.78			
	Accessibility	0.82			
Learning Environment (X3)	Classroom facilities	0.83	0.89	0.92	0.69
	Peer collaboration	0.81			
	Technology support	0.87			
	Organizational climate	0.84			
Maritime Textbook (M)	Content relevance	0.86	0.91	0.93	0.71
	Clarity	0.83			
	Practical examples	0.85			
	Maritime context integration	0.87			
English Proficiency (Y)	Vocabulary mastery	0.88	0.92	0.94	0.72
	Grammar usage	0.86			
	Speaking ability	0.85			
	Reading comprehension	0.84			
	Writing competence	0.87			

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All indicators demonstrated strong validity and reliability, as all factor loadings were above 0.70, Cronbach's Alpha and CR exceeded 0.70, and AVE values were greater than 0.50.

Inner Model Evaluation (Structural Model)

The inner model was evaluated using R-square (coefficient of determination), f-square (effect size), Q-square (predictive relevance), and path coefficients significance tested via bootstrapping with 5,000 resamples.

Table 3. Inner Model Evaluation

Endogenous Variable	R-square	Q-square	Interpretation
Maritime Textbook (M)	0.45	0.32	Moderate explanatory power
English Proficiency (Y)	0.62	0.41	Substantial explanatory power

Table 4. Path Coefficients and Hypothesis Testing

Hypothesis	Path	β (Coefficient)	t-value	p-value	Result
H1	Learning Motivation → Y	0.29	4.56	0.000	Supported
H2	Lecturer Support → Y	0.21	3.12	0.002	Supported
H3	Learning Environment → Y	0.18	2.87	0.004	Supported
H4	Learning Motivation → M	0.32	5.01	0.000	Supported
H5	Lecturer Support → M	0.26	3.88	0.000	Supported
H6	Learning Environment → M	0.27	4.11	0.000	Supported
H7	M → Y	0.34	5.67	0.000	Supported

The results indicated that all proposed hypotheses were statistically significant (p-value ≤ 0.05). The mediating role of the Maritime English textbook (M) was confirmed, as it significantly contributed to explaining English language proficiency (Y).

RESULTS AND DISCUSSION

Results

Descriptive Statistics

A total of 178 valid responses were collected from active students at the Maritime Academy of Banyuwangi who met the inclusion criteria. The sample consisted of 58% male and 42% female students, with the majority (65%) in semesters III–V, and the remainder (35%) in semesters VI–VII. Descriptive analysis indicated that students generally reported moderate to high levels of learning motivation, lecturer support, and a supportive learning environment. The average score for English language proficiency was 4.02 (SD = 0.61) on a 5-point Likert scale, suggesting that most students perceive themselves as reasonably competent in using English for maritime communication.

Outer Model Evaluation (Measurement Model)

The measurement model was first tested to ensure construct validity and reliability. As shown in Table 1, all factor loadings exceeded 0.70, Cronbach's Alpha and Composite Reliability (CR) values were greater than 0.70, and Average Variance Extracted (AVE) values exceeded 0.50. These results confirm that the indicators reliably measure their respective constructs and that the questionnaire demonstrated both convergent and discriminant validity (Hair et al., 2023).

Inner Model Evaluation (Structural Model)

The structural model was then evaluated to test the predictive power of exogenous variables on endogenous variables. As shown in Table 2, the R-square value for the Maritime Textbook (M) was 0.45, indicating moderate explanatory power. Meanwhile, the R-square value for English Proficiency (Y) was 0.62, suggesting substantial explanatory power. The Q-square values (> 0) also indicated predictive relevance of the model.

Hypothesis Testing

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Bootstrapping with 5,000 subsamples was conducted to test the significance of the hypothesized relationships. As presented in Table 3, all paths were statistically significant at $p \leq 0.05$. Learning motivation, lecturer support, and learning environment had direct positive effects on English proficiency, while also significantly influencing the Maritime English textbook as a mediator. Furthermore, the textbook significantly affected English proficiency, confirming its mediating role in the model.

Table 3. Path Coefficients and Hypothesis Testing

Hypothesis	Path	β (Coefficient)	t-value	p-value	Result
H1	Learning Motivation → Y	0.29	4.56	0.000	Supported
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H4	Learning Motivation → M	0.32	5.01	0.000	Supported
H5	Lecturer Support → M	0.26	3.88	0.000	Supported
H6	Learning Environment → M	0.27	4.11	0.000	Supported
H7	M → Y	0.34	5.67	0.000	Supported

Summary of Findings

The results demonstrate that learning motivation, lecturer support, and learning environment significantly influence students' English proficiency both directly and indirectly through the mediating role of the English for Maritime textbook. Among the direct predictors, learning motivation ($\beta = 0.29$) had the strongest effect on English proficiency, while the textbook showed an even stronger mediating contribution ($\beta = 0.34$). These findings underscore the importance of integrating motivational factors, lecturer support, and a conducive learning environment with relevant teaching materials to enhance students' English language skills for maritime work contexts.

Discussion

The findings of this study provide strong empirical evidence that learning motivation, lecturer support, and learning environment significantly influence English language proficiency among maritime students, with the *English for Maritime* textbook serving as a key mediating factor. The positive path between learning motivation and English proficiency ($\beta = 0.29$, $p < 0.001$) aligns with Self-Determination Theory (Deci & Ryan, 2000), which emphasizes that motivated learners are more likely to sustain engagement in language learning and achieve higher performance. This is consistent with Alqahtani (2022), who found that intrinsic and extrinsic motivation positively affected vocabulary acquisition and communication skills in ESP settings.

Lecturer support also emerged as an essential determinant of English proficiency ($\beta = 0.21$, $p = 0.002$). This finding supports Social Support Theory (House, 1981), suggesting that feedback, mentoring, and encouragement can alleviate learning anxiety and promote better outcomes. The result resonates with Zhang and Kim (2021), who demonstrated that instructor accessibility and constructive feedback significantly improved students' academic English fluency. In the maritime context—where English competency is critical for safety communication and operational coordination—lecturer support should be strengthened through professional development programs that focus on contextual teaching strategies and simulation-based instruction.

The learning environment, though showing a slightly weaker influence ($\beta = 0.18$, $p = 0.004$), remains a significant factor. In line with Vygotsky's Sociocultural Theory (1978), a collaborative and technology-enriched classroom fosters authentic interaction and internalization of linguistic competence. This is further supported by Putra and Ningsih (2023), who found that facilities and peer collaboration significantly enhanced ESP performance among vocational learners in Indonesia. Thus, improving classroom infrastructure, incorporating maritime communication simulators, and encouraging peer-based learning projects could substantially enhance students' practical language engagement.

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The mediating role of the *English for Maritime* textbook ($\beta = 0.34$, $p < 0.001$) underscores its importance in connecting contextual learning with communicative proficiency. This aligns with Communicative Language Teaching (CLT) principles (Richards & Rodgers, 2014), which advocate for domain-specific materials that enhance authenticity and learner autonomy. The textbook's integration of maritime terminology, case-based exercises, and international conventions enables students to apply language learning directly to workplace situations. Consistent with Nguyen (2023), who found that industry-specific materials improved communicative readiness, this study suggests that curriculum developers should continually update maritime English textbooks to reflect current industry discourse and communication standards.

From a methodological perspective, the application of PLS-SEM allowed for a comprehensive assessment of both the measurement and structural models, providing strong construct validity and reliable causal inferences. The R^2 values (0.45 for the textbook and 0.62 for proficiency) indicate moderate to substantial explanatory power, while the Q^2 values (0.32 and 0.41) confirm predictive relevance. These results validate the robustness of the proposed model in explaining English learning outcomes within maritime education.

Overall, the findings highlight that enhancing English proficiency among maritime students requires more than motivational encouragement—it demands a structured pedagogical and policy-oriented approach. Practically, this involves integrating motivational enhancement techniques (e.g., goal-setting and self-assessment modules), strengthening lecturer capacity in ESP pedagogy through regular training, and creating a technologically supported learning environment that mirrors authentic maritime communication contexts. At the curriculum level, policymakers and institutions should collaborate to embed these strategies into national standards for maritime English education, ensuring alignment between vocational training and global maritime competency requirements.

CONCLUSION

The results of this study confirm that learning motivation, lecturer support, and learning environment significantly influence English language proficiency among maritime students, and these relationships are strengthened by the mediating role of the English for Maritime textbook. Motivation was found to be the strongest direct predictor of proficiency, while the textbook served as a crucial medium that contextualized learning and enhanced communicative competence in line with international maritime standards. These findings are consistent with theories of self-determination, social support, and sociocultural learning, emphasizing that student engagement, academic support, and conducive environments are essential to language mastery. The use of SmartPLS further validated the robustness of the model by demonstrating strong construct validity and predictive power. Practically, this study suggests that maritime academies must not only foster student motivation and lecturer involvement but also integrate authentic, industry-specific learning materials to better prepare graduates for global maritime communication demands. Academically, the study enriches English for Specific Purposes (ESP) literature by demonstrating the mediating role of textbooks in vocational education, particularly in maritime contexts.

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