



How Vlogging Can Build Seafarer Candidate Self-Confidence in Speaking English

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Abstract

In 1973 the IMO Sea Security Committee concurred at its twenty-seventh session that English has been used as a common language for navigational purposes. Mix nation languages and lack of proper English communication skill onboard become barriers which had contributed to marine safety and even loss of property onboard. In consequence, seafarer candidates must be able to speak English well so they can avoid misunderstanding on shore-to-ship (and vice versa), ship-to-ship and on-board communications. Nevertheless, this skill becomes a crucial problem for some seafarer candidates who have lack confidence in speaking English. This study was conducted to investigate how vlogging could build the seafarer candidates' English speaking skills whilst they had a lack of confidence. This research used descriptive qualitative research. It was conducted at Politeknik Maritim Negeri Indonesia. The samples of this study were 28 Marine Engineering students in the third semester. They were from A and B classes. This research used three techniques in collecting data namely questionnaire, observation, and interview. The questionnaire was given in an online form which contained 10 questions. To analyze the data, the writer used Likert scale. The writer also managed observation and an interview by giving them 10 open-ended questions. To support the data, the writer also analyzed the video result. The result of the study showed that Vlogs can be used to improve the seafarer candidate's confidence in speaking English.

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INTRODUCTION

In 1973, the IMO Sea Security Committee concurred at its twenty-seventh session that English has been used as a common language for navigational purposes. According to IMO (IMO SMCP, 2000), IMO has standardized English as the Standard Marine Communication Phrases (SMCP) to help navigation, to standardize the global language used by the mix nation crew at sea. English SMCP (Standard Marine Communication Phrases) must be used across crews from the entire world as navigational and safety communication on board.

Therefore, before the seafarers master the SMCP as their daily communication language at ship, they need to comprehend the general English first. This condition will bring an obstacle for the Indonesian seafarers who learn English as the foreign language. A lot of researchers have identified that the English foreign language learners need to an opportunity to practice their English in real life activity. They also face difficulty in applying grammar to improve their Englishspeaking skill (Banditvilai & Cullen, 2018).

Those problems become more complex if the non-English speaker seafarers work at the mix nation ship. Mix nation crews on board arises a great barrier during on working activity (Evangelos, 2002). Different languages and cultures may lead to miscommunication from shore to shore (vice versa), ship to ship, and on board. They meet with many people from non-English countries such as Myanmar, Cambodia, Vietnam, Philippine, Thailand, and others which may bring various dialects. Mix dialects may bring misunderstanding in receiving messages or ideas verbally among the ship crews. Indeed, an accident may be happened on board when the speaker expresses their ideas or message incorrectly (Harry, 2008).

That condition happened on the accident of Houston Ship Channel. According to Industrial Hygiene News published on March 9, 2015, poor communication led Houston Ship Channel to an accident. This accident happened because of the inadequate bridge resource management between the master and the pilot. There were no fatalities, but the cargo ship already released more than 88.000 gallons of MTBE (Methyl tert-butyl) into the ocean which caused environmental water pollution.

Based on that accident, the writer has agreed that poor communication can lead to an incident on board. It is just in line with Sánchez-Beaskoetxea's (2021) opinion that lack of communication and misjudgement during navigation between pilot and crews took high percentage in ship collision. The team leader on board and all the members must speak in a proper way so they can avoid human error cause of miscommunication. Miscommunication as part of human errors can bring common patterns of errors in grounding and collisions of ship (Macrae, 2009).

That problem must be fixed by preparing competent seafarer candidates especially their communication competence. Improving the seafarer candidates' English speaking skill can be gained during their education period. It sounds easy but unfortunately this may be a big obstacle for maritime students who have a very tight schedule both the academic and non-academic activities. The maritime students who are taught as semi-military students have to wake up early to do physical trainings, then to follow the academic class until the afternoon. After all the classes finished, they have to do physical or extracurricular trainings such as marching band or martial arts. In the evening, still they have to do some activities at the dormitories such as PHST (cadet's daily regulation) and the watch-keeping schedule. These conditions may cause the seafarer cadets' fatigue and exhaustion so they feel sleepy during the English class. In this regard, fatigue condition could affect teaching learning process, and may cause mental health issues which can impact students' motivation in learning English (Chen, 2022). That situation may become worse for them who have lack of confidence in speaking English. They may feel bored at class and have no motivation to improve their English skills especially in speaking. Moreover, lack of confidence may affect their performance in speaking English.

Great self-confidence comes from focus within themselves. Lack of confidence will be a barrier to improve speaking performance (Sari, 2018). In other words, if we want to solve this problem and to help the seafarer candidates in speaking English well, we need to omit the barrier, lack of self-confidence. Regarding this, the writer had already conducted an interview to seafarer candidates, the third marine engineering students, at State Maritime Polytechnic of Indonesia (Polimarin). The result showed that the lack of confidence became the main barrier in speaking English. They tended to be nervous and doubtful when they spoke English.

The writer consciously believed that practicing speaking English harder and more would help them to improve their speaking skills. However, developing English skill through teaching learning

process in pandemic situation also brought another obstacle. The English teachers must be creative and take an innovation in applying digital teaching-learning strategies.

The teachers should note that they need a strategy that can provide encouragement from within so as to be able to build more optimal self-confidence. One strategy which can be used to build self-confidence is by utilizing the technology.

According to Reeves et al. (1998, cited in Maulidah, 2018) said that technology and media can collaborate as a teaching learning tool to increase the motivation and self-confidence of the learners. In line with it, it is also agreed that potential technology can enlarge the student's motivation and engagement in learning English (Abdel & El, 2002)

In nowadays digital era, social media gives great impact on the self-esteem of individuals through creating communication and building relationship. People love to be an attention from others. Therefore, most people end up in making self-comparison with others. They tend to be smarter or cooler than anyone else. This part can be utilized to upgrade seafarer candidate's self-confidence in speaking English. Hopefully, they can compete with others on how to be great speaker in English.

There are a lot of social media channels that can accommodate the students in practicing their English speaking skill through video blog (vlog) such as YouTube and Instagram. According to Christian (2009), Vlog is video web logs or video blogs or video logs which is specifically posted on YouTube. Vlogs has many different themes and things to express but mostly it is an expression of oneself. People make videos of themselves then uploading it on YouTube. The content of the Vlog is unbound and free. Harmer stated as cited from (Shahani et al., 2014), video can provide simulations and also help the students to enhance the reality. Besides, video also could give the students feedback for their self after they watched and evaluated their performance on that video. (Ersan et al., 2022) In other words, videos also could be used as a tool to evaluate the student's performance in speaking English.

Moreover, vlogs have also become the latest technology that supports open communication to public-created media. People can talk about anything for short or even long duration on YouTube or Instagram or other channels. YouTube as education segmentation can be utilised to teach the students in order to improve their speaking skill. Therefore, this study was conducted to investigate how vlogging could build the seafarer candidates' English speaking skills.

METHODS

The objects of this study were 28 marine engineering cadets at the third semester of Indonesian State Maritime Polytechnic. This research was carried out by using a qualitative descriptive method. According to Creswell (2014), this research method is categorized as mix methods which is integrated both the application of qualitative and quantitative data from different sources such as quantitative data along with interview data.

The data analysis technique was conducted by analysing the instruments namely: the interview transcript, observation, and questionnaire. The interview was taken to get more information about the student's speaking skill through online meeting. There were 10 open ended questions which were divided into two topics, namely the vlog as strategy to learn speaking and student's speaking skill. Open-ended questions can offer the wide range answer (Hyman & Sierra, 2016). The questions were given bilingually, through English and Indonesian language so they wouldn't feel confused. They answered in Indonesian language. The interviewees were selected randomly to discuss the problem. During the interview, the writer took notes to write their answer.

After they answered the questions, the writer asked them to fill in the questionnaire given. There were 10 questions about student's self-confidence in speaking English. The respondents were asked to show their levels of agreement starting from Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. Based on structure of Likert Scale item point (Beglar, 2014), the strongly disagree answer will get point (1), disagree (2), neutral (3), agree (4), and strongly agree (5).

Afterwards, the writer analysed the questionnaires data by using Likert Scale method. According to Joshi et al., (2015), Likert scale is a set of item statements which offered a hypothetical situation of the study. During the analysis scores, all the items are merged to produce a composite score which in totality measures unidimensional trait.

After the writer got the data, they calculated the Likert Scale result. If the result showed that more than 30% disagree of the statements, it indicated that they had lack of self-confidence. Therefore, if more than 30% agree with the statements, their self-confidence is good.

Then, the third method used in this study was observation. The writer conducted an observation and took note the student’s activities in order to get the data. Observation allows the researcher to see the students’ behavior directly (Ekka, 2021). The writer observed the seafarer candidates’ expression, gestures, and enthusiasm during the class.

Last but not least, the writer analyzed the seafarer candidates’ final vlogs by using a rubric. Here are the rubric used to assess the cadets’ speaking skill:

1. Good (Fluency) : there is almost no interlude during the speech, speak smoothly
 Fair (Fluency) : there is still some interlude, but they still speak in English
 Bad : too long pause and sometimes they speak in Bahasa Indonesia
2. Good (pronunciation) : No or almost mispronunciation
 Fair (pronunciation) : There are some mispronunciations
 Bad (pronunciation) : More than 10 times of mispronunciation
3. Good vocabulary : They have many variety of words and almost all of them are correctly
 Fair (vocabulary) : The varieties of words are fair
 Bad (vocabulary) : less than 3 minutes video duration
4. Good performance : Speak confidently loudly and naturally, mastering good public speaking skills (good eye contacts, good body movement and gestures, good voice and intonation, etc)
 Fair (performance) : Speak well enough with good movement and gestures but no improvisation
 Bad (performance) : No gestures

The rubrics are divided into 4 aspects namely fluency, pronunciation, vocabulary, and performance. Each aspect contains 3 levels of scores namely **good, fair, and bad**. The description of each score level has been mentioned above.

FINDINGS AND DISCUSSION

There were two perspectives in these research findings which would be discussed; (1) how Vlog can be applied as media to learn speaking, and (2) how Vlog can improve student's self-confidence in speaking English.

The writer delivered 10 questionnaires to 28 marine engineering students. Then the writer analyzed the result using a Likert scale with 5 at the maximum score.

Table 1. Questionnaires Student's Self-Confidence in Speaking English

Code	List of questions	1	2	3	4	5
		SD	D	N	A	SA
P1	I speak English confidently in front of people	0	32%	39%	29%	0
P2	I am confident in presenting English material in front of people	0	32%	36%	32%	4%
P3	I am confident in answering the English questions	0	25%	39%	21%	4%
P4	I believe that my friends are better than me in English	0	14%	46%	36%	21%
P5	I feel more comfortable in speaking English in front of camera than people	0	34%	21%	24%	7%
P6	I am not afraid to speak English in front of camera	0	29%	20%	44%	7%
P7	I am not nervous when speaking English in front of camera	0	46%	21%	25%	4%
P8	I am really nervous if I have to speak English in front of my teacher	0	25%	43%	29%	4%
P9	I am very proud recording video of myself speaking English	0	32%	43%	18%	4%
P10	I can speak English fluently	0	50%	18%	29%	4%

As presented in the table above, 32% of respondents did not agree with the P01 statement, "I can speak English in front of many people confidently." From this statement, the researcher believed that 32% of respondents were unconfident of their ability to speak English in front of people directly.

Meanwhile, 39% of respondents felt doubtful about their abilities, and 29% of respondents believed that they were able to speak English in front of other people.

For statement P2, 32% of respondents disagreed that they could master English presentation material in front of the class. While 36% felt doubtful, 29% agreed with the statement, and 4% of respondents were very confident when they had to present in front of the class.

Based on the result of the P3 statement "I feel confident when I have to answer questions in English," 25% of respondents disagreed with the statement, 39% were hesitant to answer the statement, 21 per cent believed they could answer questions in English, and 4 % were very confident in their English skills in answering questions.

Furthermore, in statement P4, 14% of respondents stated that they strongly disagreed if their classmates did a better English presentation than themselves. While as many as 46% were undecided, 36% agreed, and 21% of respondents strongly agreed with the statement. From the results we got, it was known that most of the 3rd-semester students of the D3 Engineering study program had a low level of confidence in their English skills. Only 14% believed that they could present in English well when compared to their friends.

In statement P5, 34% of students disagreed, 21% felt doubtful, 24% strongly agreed, and 7% agreed with the statement that they preferred to speak English in front of the camera than face to face with the other person. From this data, we concluded that there was an opportunity to improve English speaking skills if this was done in front of a camera screen.

Then, on statement P6, 44% of students agreed, 7% strongly agreed, 20% were undecided, and 29% disagreed. The statement stated that they were not afraid of being wrong when speaking English in front of the camera. From the percentage we got, we can conclude that 51% of students felt capable when speaking in front of the camera.

In statement P7, 46% of students disagreed, 21% felt doubtful, 25% agreed, and 4% strongly agreed with the statement. P7's statement stated that they were not nervous when speaking in front of the camera. The results showed that the majority (46%) of the 3rd-semester students of the D3 Marine Engineering Study Program felt nervous when they had to speak in front of a screen.

P8's statement stated that 33% of students were very nervous when speaking English with friends/lecturers. There were 43% of respondents who doubted, and 25% disagreed with the statement. In other words, the 3rd-semester students of D3 Engineering Study Program felt nervous when speaking English in front of the lecturers.

Then the statement P9 explained that 22% of students were proud to be able to record their speaking skills in the form of video. At the same time, 34% of students were unconfident with the results of the vlog recording, and 43% of students answered doubtful or unsure about it.

The results of the questionnaire on the P10 statement that students believed they spoke English fluently showed that as many as 50% of students disagreed, 18% were unsure, 29% agreed, and 4% strongly agreed with the statement.

Based on the Likert scale result, it showed that Polimarin's cadets at the third semester of marine engineering study program potentially can improve their English skill. More than 32% Polimarin's cadet felt that they could speak English. They also have a great desire to learn English. It is because their future jobs are required their English skill as the main language to communicate with others. But, in fact, they still faced obstacle in practicing English. They felt nervous and lack-confidence in speaking English, even in front of camera. Therefore, they need to practice English such in real life situation more. By doing so, they will be accustomed with natural English. As the time passed by, the feeling of nervous or unconfident will slowly disappear.

After the writer got the Likert scale result, she also analyzed the vlogs created by the seafarer candidates. The seafarer candidates were asked to upload the vlogs on their Youtube channel. The writer watched and observed each video to get the different perspective. After watching the videos, the writer already classified the seafarer candidates into some part based on the student self-confidence level.

According to the observation result, the seafarer candidates sample MT02, MT09, MT17, MT22, MT24, and MT27 codes seemed enthusiastic when speaking in English. This could be seen from the gestures that they were comfortable and enjoyed delivering their ideas. Their eyes twinkled confidently. They also spoke firmly and stared at the camera. In addition, they also improvised several times like a pro vlogger, such as using the greeting "hello guys", "hai, what's up?". When describing objects, their gestures looked natural. For example, the sample code for MT24 points to a cellphone that had a photo of an international singer in it. He then described the man on the phone

in English while pointing at him "This is Ed Sheeran. He is an international singer." But still, he needed to improve his pronunciation. When he pronounced "this", he said [this]. He should say [θɪs]. Then when he said "international", he should say [ˌɪntəˈnæʃnəl], not [ɪnternasyional].

Even though, they needed to improve their vocabulary to be more variety. They tended to choose simple and common words as they found in their daily life such as "meet", "like", and "listen".

Furthermore, students' codes MT01, MT03, MT04, MT06, MT07, MT08, MT11, MT12, MT13, MT21, MT23, MT26, MT28 also uploaded vlogs with the same topic. They were asked to describe things in English as well. However, when they delivered the material, they didn't look as natural as the previous group. Some of them still used the word "eee" and "hmm.". They also took a bit long pause when spoke in front of camera. They seemed to think what words should be arisen. Even though, their gestures looked relaxed and did not look stiff. They still could chill and enjoy speaking in front of camera by seeing their smile.

But still, they had same problem with the previous group. The students code MT23 mispronounced when delivering the word "let me introduce". Instead of saying [ɪntrəˈdjuːs], he said [ɪntrodAc]. The students code MT07 mispronounced word "listen" by saying [lɪstɛn] instead of [ˈlɪsn].

The varieties of vocabularies used by the second group were also fair enough.

Then, the MT05, MT10, MT14, MT15, MT16, MT18, MT19, MT20, and MT25 code students also presented vlog videos with the same topic. They also described an object where each sentence was equipped with a person or object pronoun. Unfortunately, when describing the object, there were two samples which did not record as the instructions given. They explained it fluently but they delivered it in Indonesian language. The student code MT14 delivered the topic given in English but when he described the object showing on his screen, there was a long pause between sentences. He seemed unsure about what to say. He sometimes uttered their mother tongue like "opo, ya?" Even though, the content of the video could be understood.

According to the result above, the writer concluded that the students with a high level of confidence in their English skills tended to be more confident when they talked in front of a camera. They often improvised the text that had been prepared. This can be seen from the gesture and the use of additional terms to lighten the mood. Nevertheless, they still made an error in pronouncing words.

Meanwhile, students who had a medium level of self-confidence tended to record videos safely without improvisation. They didn't take risks by adding improvisation or gestures. They delivered the material according to the script that had been prepared before. However, there were still some pronunciation errors.

In the group with low self-confidence, the Vlog presented was still not optimal. A long pause between sentences when explaining the material was an indicator that they were not sure about what was being conveyed. They seemed unsure of what to say. They also felt fear of being wrong. They were very afraid of being blamed by people because of their mistakes in speaking English. Although in presenting the Vlog, there were still some mistakes or imperfections, they admitted that speaking English using vlog media is quite easy. They were helped by the preparation of materials and texts. With the text, they can speak more orderly. Vlogs also helped students explore English materials. This was because students were required to prepare the material before it was presented in the video.

Table 2. Interview Questions

No	Items	Questions
1	Speaking Skill	How do you feel when you are speaking English?
2		Have you ever felt nervous about speaking English?
3		How do you get over it (nervous)?
4		Do you think English speaking skills are important for your future job?
5		How do you practice your speaking skill?
6	Vlog	Do you know a video blog (Vlog)? Do you ever make Vlogs?
7		How do you feel when you are speaking in front of a camera?
8		Have you ever felt nervous when speaking English in front of a camera?
9		What is the advantage of Vlog in learning speaking?
10		Can we use Vlog to improve our English speaking skills?

Furthermore, the writer also held interview to support the data. There were 10 open-ended questions given to the respondents. According to the interview result, the writer concluded that seafarer candidates who had high self-confidence were easy to adapt to a new situation, especially when speaking English. They also didn't have a significant barrier to speak English either in front of the camera or spontaneous communication with the other person. They said that practicing to speak English through vlogs could help them improve their vocabulary, pronunciation, grammatical structure, and intonation. Through vlogs, they can re-record the video. When they realized a pronunciation or sentence structure error, they could correct it. Based on the seafarer candidate's answer, the students who belonged to high self-confidence needed to take 1-2 times on the camera before uploading it on YouTube. They tended to spontaneously speak in front of the camera without a long script. They only wrote down the essential points to be conveyed and improvised the content. On the other hand, the seafarer candidates with low self-confidence had different point of view. They disagreed that vlog could help them to improve the quality of their speaking skills. They thought that practicing speaking in real life directly was better than speaking in front of camera. But, they agreed that preparing a text before recording the Vlog could help them to boost their confident in speaking English. Even though they needed to read repeatedly and then memorized, it helped them a lot. In addition, they needed a quiet space away from people's eyes during the video shooting process to be more confident. They admitted that they felt inferior when many people watched their video.

Moreover, students who had moderate to low self-confidence have a slightly different point of view. For them, vlogs can help them practice speaking English, but this learning strategy was still not perfect. They argued that vlogs could help them improving their speaking skills, especially in terms of pronunciation, vocabulary, intonation, and grammar, but speaking in front of the camera with the other person (two-way communication) may have better results.

According to the finding results, the writer concluded that there were 4 steps must be followed to gain the goal of improving self-confidence in speaking skills through vlog:

- a. Preparation
In the first step, the students have to prepare everything well, starting from the material into recording tools. This part will give them a comfort zone to reduce the unconfident barrier in speaking English.
- b. Producing
The second step is producing. This step will let them record themselves while speaking English. They deliver the topic given by the teacher and speak freely in a short duration.
- c. Review
After they have recorded the material, they will replay the video. They watch and review what they have already recorded. In this part, they tend to check and correct any error which may occur.
- d. Evaluating
The last step is evaluating. In this stage, they need to assess the grammatical pronunciation error. They can take note and solve the problem that occurs.

Those 4 steps must be followed to gain better result in applying vlogs as teaching learning media. The teacher should give clear instruction so the students can prepare everything well.

But, regarding to the result of the study, pronunciation became the most essential part to be improved. The seafarer candidates from all self-confidence level (low to highest level) faced an obstacle in pronouncing words. The error pronunciation still appeared even though they prepared the text before taking the video. This situation occurred because the students didn't accustom with English. They also didn't learn phonology topic specifically in English class. So, they tended to produce sound of words which affected by their mother tongue accent.

Besides, the grammatical error also became another obstacle which needed to be faced and enhanced. Grammar becomes classical problem which are faced by every student who learns English as foreign language.

CONCLUSION

Based on the result of the discussion above, the writer concluded that video blogs (Vlog) could be applied as learning media to help the seafarer's candidates improve their self-confidence in speaking

English. The seafarer's candidates could express their ideas through Vlog. But, it depends on the topic given to them. The teacher should choose more familiar or common topic so the students can develop their ideas naturally and freely. Common topic which is related with the maritime topic will be a good choice for them so they can explore their knowledge and ideas better. The writer believes that students at the vocational college are more comprehend when talking about their field. When the seafarers candidates feel enjoy and comfortable learning English through a vlog, it can increase their motivation in learning English, improving their pronunciation, vocabulary, and grammatical sentences. The teacher should also give clear instruction so they can produce the video well. Whereas, learning speaking through vlog also can assist the students to correct the content and pronunciation. The steps followed by the students in producing vlog could help them to review their video before publishing. They could prepare the content first and then they can re-record if there is a mistake in pronouncing word.

Nevertheless, nothing is perfect. This learning media still needs more improvement to be implied to obtain the best result. For future researchers, the writer suggests that they need to investigate the use of vlog as learning media from other perspectives and different vlogging styles. The future researchers could focus on pronunciation part.

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