The Cadets' Self-Confidence in Delivering Marine Communication on Board Simulation

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Abstract

The ability to effectively communicate at work, home, and in life is probably one of the most important sets of skills a person needs. English as a tool of communication as standardized by International Maritime Organization (IMO), needs to be implemented in order to improve learning needs, cognitive and affective abilities, for self-confidence is considered to be a significant factor which influences the learners' language performance. The purpose of this study is to find out the cadets' level of self-confidence category in delivering marine communication on board and the causes of the level of the self-confidence. The research uses descriptive qualitative design. The participants of the research is deck and engine cadets semester IV from Politeknik Ilmu Pelayaran Makassar who were scheduled for practicing on the training ship. The variable of this study is the cadets' self-confidence in delivering marine communication on board simulation. The data are collected through questionnaire, observational checklist and interview related to self-confidence of the cadets in delivering marine communication on board Training Ship Sultan Hasanuddin. The data from questionnaires were analyzed by scoring the positive and negative statement into Likert's scale (strongly agree, agree, undecided, disagree, strongly disagree) and classified the level of sel-confidence by the score scale to determine The High Self-Confidence, Moderate Self-Confidence, and Low Self-Confidence. The results of the study show that there are three levels of cadets' self-confidence in delivering marine communication on board simulation, they are categorized as high, moderate and low self-confidence. The cadets high self-confidence is caused by the feeling of excited to do simulation. Moderate self-confidence of cadets is caused by high motivation in English, but could not engage the indicators of people with self-confidence. However, Low self-confidence of cadets are caused by mispronunciation and unfamiliarity situation on board.

Keywords: Marine Communication, on Board Simulation, Self-Confidence

1. Introduction

PIP Makassar is one of the international school stated IMO, English is the crucial need for cadet, especially using marine communication phrases on board. It is an outlook to assess seafarers' English skill easily. Furthermore, using English marine communication phrases requires self-confidence enough to understand communication on board. Thus, self-confidence in delivering marine communication phrases on-board simulation was important to be researched.

This research was urgent to be conducted immediately since the cadets of PIP Makassar who became the sample of the research would do sea project that insisted them

to meet foreign seafarers from many countries, so that they had to know how confident they were when delivering marine communication on board. In addition, this research was supported by the existence of the cadets who would do on-board simulation at TS. Sultan Hasanuddin that one of the PIP Makassar programmes for cadets before doing sea project. Thus the researchers were easy to investigate the cadets' self-confidence on board and the researchers believed it was a novel idea to conduct this research in maritime school especially at PIP Makassar.

This research was intended to investigate how confident the cadets of PIP Makassar by trying to find the cadets' level of self-confidence category in delivering marine communication on board and finding the causes of the levels. Furthermore, the result of this study was expected to be useful and valuable for teachers related to the cadets' psychology in learning SMCP and It could be also a self-evaluation for teachers in teaching. In addition, the result obtained could guide teachers and institution to apply psycholinguistics and utilise on-board simulation program to make teaching method more practical.

There were three ideas that should be discussed in this research, they are : Speaking, Standar Marine Communication Phrase (SMCP), and Self-Confidence. Speaking is the most essential way in which the speaker can express himself through a language. Communication with language is carrying out through two basic human activities, namely speaking and listening. In speaking, we put our ideas into word for other people to group or to understand our ideas and hope people give us feedback. That is why the two activities cannot be separated from one to another. They are integral part of language. It means that when we study language, we also think of how people speak and understand each other (Clark and Clark 1977:224). Furthermore, Widdowson (1985) states that an act of communication through speaking is commonly perform in face interaction and occur as a part of a dialogue or rather form of verbal exchange. In his further discussion, Widdowson proposes the term of 'speaking' for the manifestation of language as usage refers to the realization as 'talking'.

Based on those definitions, the researchers define speaking is the part of communication which language is the main media to express someone's mean whether face to face interaction or via calling interaction that involves at least two sense, i.e, the sense of speech and the sense of hearing

In the other hands, communication on board ships has long been identified as a decisive factor for safe navigation and this is important to prevent a ship accident [13]. Here the establishment of Standard Marine Communication Phrases (SMCP) was generally purposed to enhance safety of navigation. Secondly, this establishment is to standardize the language used in communication for navigation at sea in port approaches, in waterways, harbors and onboard vessels with multilingual seafarers. Thirdly, to assist maritime training institutions in meeting these purposes [11]. The SMCP meets the requirements of the STCW Convention, 1978, as revised, and of the SOLAS Convention, 1974, as revised, regarding verbal communications; moreover, the phrases cover the relevant communication safety aspects laid down in these Conventions. Use of the SMCP should be made as often as possible in preference to other wording of similar meaning; as a minimum requirement users should adhere as closely as possible to their wording in relevant situations. In this way they are intended to become an acceptable safety language, using English for the verbal interchange of intelligence among individuals of all maritime nations on the many and varied occasions when precise meanings and translations are in doubt, increasingly evident under modern conditions at sea.

Next idea was Self-Confidence. According to Cambridge Dictionary, confidence is the quality of being certain of someone's abilities or of having trust in people, plans, or the future. Meanwhile, based on Oxford dictionary, confidence is the feeling or belief that one can have faith in or rely on someone or something. Brown (2001:62) stated that self-confidence is the students' belief in their ability that is fully capable of accomplishing a task [4]. Self-efficacy and self- esteem are two main things that contribute to self-confidence. The students will gain a sense of self-efficacy when they see themselves mastering skills and achieve goals in the teaching learning activity. The self-efficacy comes in when the students feel they are capable of completing a given task. It means that self efficacy refers to the students' belief in their capacity to perform and handle specific tasks. In addition, the students' judgment of their own worth or value from the self efficacy above is called self-esteem.

There is a well accepted definition of self-esteem by Coopersmith in Brown (2007:154) as follow: "By self-esteem, we refer to the evaluation which individuals make and customarily maintain with regard to themselves; it expresses an attitude of approval or disapproval, and indicates the extent to which individuals believe themselves to be capable, and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individuals hold toward themselves. It is a subjective experience which the individuals convey to others by verbal reports and other overt expressive behavior". Basically, self-esteem is a feeling of self-worth or self-value (Richards & Schimdt, 2001). Brown (2007) mentions that self-confidence can be put on three general levels of dimension. The first is general or global self-esteem. It is said to be one's own worth over time across numerous situations that make a general appraisal of oneself. The second is situational or specific self-esteem. It is said one's self appraisals to particular tasks in the specific situation, such as in the educational domain, it can refer to one subject matter area. The task self-esteem of the students will promote their situational self-esteem, their global self-esteem to achieve their self-confidence in their life, especially in English learning.

Self-confidence is very important in almost every aspect of life. It is very important for EFL learners to perform their language skills in the real situations. Krashen in Kees de Boot (2005) proposes a hypothesis called affective filter hypothesis, which states that the students who are able to prevent the negative attitude (including anxiety, lack of motivation, and self-confidence) as the filter will attain success in SLA. Brown (2007) also suggests self-confidence as one of twelve principles of language teaching. He states that the students' belief to be able to accomplish the work will be a factor that determines their success in language learning. Even, he argues that the heart of all learning is the students' belief in their ability to complete the tasks. If they firstly believe that they can do the tasks, the self-confidence will appear to motivate them in achieving and finishing the tasks. That is one of the keys to become successful in language learning. Therefore, Brown (2001) called it by "I can do it!" principle [4]. In addition, McIntyre, Dornyei, Clement, and Noels in Park & Lee (2003) state that self- confidence significantly contributes to the students' willingness to communicate in a foreign language. Their willingness will also lead to the success in language learning.

According to some definitions above, the researchers define self-confidence is someone's trust on themselves in accomplishing something to show their ability, quality, and judgment.

2. Research Method

This research applied a mixed method research design which involved collecting, analysing and integrating quantitative research to have information the level of the cadets' self-confidence category, and qualitative research to find out the causes of their types of self-confidence and it only consisted of single variable since this research described the cadets' self-confidence in delivering SMCP (Standard Marine Communication Phrases) just the way it is.

2.1. Operational Definition

To avoid misconception in this study, the researchers intended to clarify the term of the self-confidence, SMCP, and on-board simulation in this research, as follows:

a. Self-Confidence is the cadets' belief in their ability that is fully capable of delivering SMCP on-board simulation at TS. Sultan Hasanuddin. The indicators of the cadets' level of self-confidence were determined by the result of the questionnaire employed and the symptoms appeared when they did simulation.

b. SMCP (Standard Marine Communication Phrases) is the English phrases used by seafarers on board as the tool of communication for navigation at sea, in port-approaches, in waterways, harbours and on board vessels with multilingual crews.

c. On-board simulation is one of the PIP Makassar programmes for cadets who especially are going to do sea project for a year. It is conducted at TS. Sultan Hasanuddin owned by PIP Makassar. It aims to bring them in real situation which means sailing practice on the real voyage, real ship, and using real tools.

2.2. Participants

The participants of the research were one class of Deck department and one class of Engine department of the fourth semester cadets, Merchant Marine Polytechnic Makassar (PIP Makassar) registered in 2018/2019 academic year who did on-board simulation at TS. Sultan Hasanuddin. Those classes were purposively taken since both had the same schedule with the English teachers to train the cadets on ship, who were the researchers themselves.

2.3. Instruments

The researchers applied three kinds of instruments to facilitate this research. Those instruments were questionnaire, observational checklist, and interview. The questionnaire was adopted from Confidence in Speaking English as a Foreign Language (CSEFL) developed by Dale T. Griffee (1997) which consists of 12 items which are all positive statements and 8 negative items about the symptoms of self-confidence [10]. The questionnaire used an attitude scale from Likert, namely strongly agree, agree, undecided (doubtful), disagree, and strongly disagree as the options for the statements while the observational checklist was also carried out to support the data while the cadets were delivering marine communication phrases on board. This instrument displayed the visible symptoms appeared by the cadets based on the theories stated by the experts. This instrument was carried out also as the contextual self-confidence indicators. The last instrument was interview. Semi-structured interview was also used in this research to get the data. In applying this type, the researchers provided recorder, notes, and definitely some questions to ask, but remaining flexibility so that other information arose. It was to find out the causes of the cadets' level of self-confidence. The researchers interviewed cadets having high, low, and/or moderate self-confidence level. Semi structured interview

guided the researchers to investigate the cadets' view of why their self-confidence increased, decreased, and/or nothing happened in delivering marine communication phrases on board simulation.

2.4. Procedure of Collecting Data

In order to collect the data, the researchers conducted simulation on board at TS. Sultan Hasanuddin for three days from Untia Port to Soekarno Hatta Port Makassar. At training ship, the researchers conducted the research at TS. Sultan Hasanuddin for three days by investigating the cadets who did simulation on board using marine communication phrases in two kinds of communication, i.e external communication and on-board communication via handy talky. The external communication involved the interactions between vessel to vessel and vessel to port. Meanwhile, on-board communication involved the interactions between deck officer to engine officer, deck officer to deck officer, and engine officer to engine officer. They all were simulated by the cadets. As for the topics, they were made in the form of conversation and employed by the teachers before they were on board in order that the cadets could learn them.

While the cadets were delivering marine communication phrases on board, the researchers observed the visible symptoms appeared by the cadets indicating their types of self-confidence during the on-board simulation. This activity supported data contextually. After simulation, the researchers employed questionnaire to find out the cadets' level of self-confidence category. Then interview was carried out for cadets having high, low, and/or moderate self-confidence level to find out the causes of their self-confidence.

2.5. Technique of Data Analysis

This research covers the cadets' level of self-confidence category and the causes of cadets' self-confidence as data. Cadets' level of self-confidence category was collected through questionnaire which delivering SMCP on board simulation was the media to find out their level of self-confidence. After collecting data, the researchers followed strategies for data analysis based on L.R. Gay's book *"Educational Research, Competencies for Analysis and Application, Eight Edition"* [8]. The researchers used Likert scale to categorise the statement into positive and negative.

The data calculated manually start from 20 to 100. Each score of the result of the questionnaire was categorised as High Self-Confidence (scale score 74 - 100); Moderate Self-Confidence (Scale score 47 – 73); and Low Self-Confidence (scale score 20 – 46). The scale score was adapted from Yaikhong & Usaha (2012). After that, the researchers calculated the mean score and standard deviation of the cadets' answer in the questionnaire. Meanwhile, the causes of cadets' self-confidence data were collected through interview completed by voice recorder and notes.

3. Result and Analysis
3.1. Frequency and Percentage of the Cadets' Self-Confidence

The result of the research indicated that 10 (24%) cadets had low self-confidence, 4 (9%) cadets were on moderate confidence, and 28 (67%) cadets had high self-confidence. It means that the cadets in delivering marine communication on board had range self-confidence from low to high self-confidence. It can be seen in the following Table 4.

Table 1. **Frequency and Percentage of the Cadets' Self-Confidence**

No	Scale	Classification of Self-Confidence	Frequency	Percentage (%)
1	74 - 100	High Self-Confidence	28	67%
2	47 - 73	Moderate Self-Confidence	4	9%
3	20 - 46	Low Self-Confidence	10	24%
Total			42	

3.2. Levels of Cadets Self-Confidence

Self-confidence plays an important role of the successful of speaking foreign language. The ability of someone to speak foreign language, in this case English, can show that he/she can be relied to perform it. It can be also evaluation for foreign English speakers to measure their level of self-confidence especially when they perform their language skill in the real situation, like the 42 PIP cadets of semester four did on board simulation at Training Ship Sultan Hasanuddin on 25th - 27th June 2020.

The level of self-confidence presented in this research shows range from low to high self-confidence in delivering marine communication phrases. This data became the researchers' concern to investigate why their self-confidence became diverse by analyzing their response on questionnaire and the symptoms appeared while they were delivering marine communication phrases. The questionnaire consisted of 20 items with 12 positive statements (number 1-12) and 8 negative statements (number 13-20). The items of questionnaire were used to analyze cadets' self-confidence. In this case, the researchers analyzed which items of questionnaire made them low or moderate or high self-confidence. Thus, the researchers present this discussion started from high self-confidence, then moderate self-confidence, and the last is low self-confidence.

High Self-Confidence Category

The cadets who were on high self-confidence category mostly showed enthusiasm in delivering marine communication on board. It is proved by their response choosing 'strongly agree' and 'agree' for the questionnaire items number 1 to 12 which are positive statements. These items represent the interest and ability of learners to speak English. For instance, item number 1 "I can understand when I am addressed questions in English on board" and item number 9 "I can communicate with the ship crews in English." showed that all cadets who had high self-confidence in delivering marine communication on board responded 'strongly agree' and 'agree'. It was strengthen by the symptoms appeared, such as having a good posture, keeping conversations go on without too much hesitation like using "uhmmm…", and improvising the conversation. It is relevant to the theory stated by Kurniawati (2013) and Barber (2003) [15][2]. Furthermore, the items that refer to cadets' interest in English, such as item number 2 "I will learn Maritime English with seafarers who are also native speaker of English" and number 10 "I look for chances to speak English on board" were also responded with 'strongly agree' and 'agree'. Meanwhile, the questionnaire items number 13 to 20 which are negative statement were responded appropriately by choosing 'disagree' and 'strongly disagree'. These items talk about the symptoms that the cadets felt when delivering marine communication. For instance, item

number 15 "My body language and movement do not show my self-confidence" and 18 "I do not enjoy the communication on board since being afraid of making mistake" were responded with 'disagree'. It was supported by the researchers' observation that the cadets who had high self-confidence mostly enjoyed and had fun in the performance with unduly worried about losing words or mistakes. This data presents that the cadets who had high self-confidence did not mean they did not feel worried but they had high self-control and accepted themselves for the way they were whilst understanding their strengths and weaknesses. It was stated by Barber (2003) about indicators of people with self-confidence [2].

Moderate Self-Confidence Category

Four cadets were on moderate self-confidence category in delivering marine communication phrases on board. They were indicated having moderate self-confidence because their responses towards questionnaire showed that the positive statements and negative statements are inconsistent. They responded 'strongly agree', 'agree', and 'undecided' for positive statement, however they did the same response for negative statements. This finding illustrates that the cadets who were on moderate self-confidence had interest and ability to speak English on board but they could not engage their self-control, posture, or other symptoms to indicate that they were confident. The point is the symptoms appeared showed that they had no self-confidence enough to deliver marine communication on board but they had high interest and willingness in English, and it can be their strength to perform maritime English on board in the future since the willingness contributes to lead to the success in language learning, stated by McIntyre, Dornyei, Clement, and Noels in Park & Lee (2003).

Low Self-Confidence Category

The cadets who were on low self-confidence are 10. All of them responded positive statements and negative statements conformably which positive statements were responded with 'disagree' and 'strongly disagree', meanwhile negative statements were responded with 'strongly agree' and 'agree'. It describes that cadets' interest and ability showed negative attitude in learning English. So did the symptoms they felt. They acknowledged their performance when delivering marine communication on board unsuccessful.

The positive items that they mostly responded 'disagree' and 'strongly disagree' are items number 5 "When I speak English on board I feel cheerful", number 6 "I can speak English easily on board", and number 8 "I say something to other people in English everyday". Meanwhile, the negative items that they mostly responded 'strongly agree' and 'agree' are items number 13 "I cannot listen well when communicating via communication tools on board", number 18 "I do not enjoy the communication on board since being afraid of making mistake", and number 20 "I cannot feel concentrated when communicating on board. The data obtained above is interrelated with the researchers' observation that most of them had less concentration on board. It made them could not control themselves in consequent they felt anxious, difficult to engage body movement, and showed tense face.

3.3. The Causes of the Cadets' Self-Confidence

Based on the finding 1, the researchers interviewed the cadets to find why they were on high, moderate, and low self-confidence in delivering marine communication phrases on board. After being investigated, the result of interview emerged two causes.

They were linguistics factor and non-linguistics factor. The cadets who were on high self-confidence were caused by non-linguistics factor. Meanwhile, the cadets who were on moderate and low self-confidence were caused by linguistics and non-linguistics factors.

Furthermore, the cadets' high self-confidence was caused by non-linguistics factor covering enjoying the real situation, being aware that they need more practice on board, and being able to get more knowledge from the ship's officers and instructors directly which made them excited to do simulation. Meanwhile, the cadets' moderate and low self-confidence was caused by linguistics factor i.e mispronunciation which was fossilisation and wearing mask and non-linguistics factor i.e inability to concentrate which was caused by tension, unfamiliarity using radio communication, and seasick. These matters are described extensively in the discussion below.

3.4. Linguistic and Non Linguistic Factors as The Causes of The Cadets' Self Confidence

After analyzing the cadets' level of self-confidence in delivering marine communication on board, it was found that 28 cadets were on high self-confidence. To find the causes of their self-confidence, the researchers conducted interview by using Indonesian with the local accent to get more understandable information on 20th July 2020. The finding described that the cause of the cadets' high self-confidence is non-linguistics factor comprising being exited to do simulation on board. It was caused by:

a. Enjoying the real situation

Politeknik Ilmu Pelayaran (PIP) Makassar is one of the maritime vocational schools in Indonesia which is insisted to apply mostly practice and internship as the learning method. Hence, the cadets must do sea practice on PIP's training ship. This learning method is known as field trip education. It made the cadets exited because they could communicate and apply marine communication in the real situation. It is in line with Fauzi and Rizman (2015) who stated that trip education method can be defined as an activity which allows students to observe what they have learned in real situations [18]. As a result, students acquire the information directly and teachers can explain more efficiently on something cannot be brought into the The cadets who really enjoyed this learning method could build up their self-confidence to explore their interest and ability especially in English classroom. It is proved by the extract below.

> ***Extract 1:***
>
> *Interviewer* : *Bagaimana dengan praktek komunikasi bahasa Inggris, apakah menyenangkan juga? Mengapa ?*
>
> *Cadet 1* : *Iya, Mam..komunikasi terasa menyenangkan karena situasinya sangat berbeda dengan yang biasa dilakukan di kelas. Terasa lebih nyata situasi dan kondisinya.*

b. Being aware that they need more practice on board.

Learning in the classroom is not enough to be a seafarer, but the cadets must learn on ship by doing a sea project. During on board simulation at training ship Sultan Hasanuddin, the some cadets felt confident enough to ask more practice even the learning process was done, in other hand out of the learning schedule. They assumed that it was their chance to learn more since they could not gain it in the classroom. After interviewing

them, the researchers found that he was aware and eager to practice on board because he could use radio communication directly. Automatically it was one of the indicators of people with self-confidence, stated by Kurniawati (2013) [15]. It is similar to what is stated by Kamali Arslantas (2018) that self-confidence is closely related to both anxiety and motivation where students developed self-confidence when speaking by the end of the study because of decreased anxiety and increased motivation [14]. Here is the extract.

Extract 2:

Interviewer : *Why do you feel happy when communicating English using radio or other tools on board?*

Cadet 2 : *Because I was in the real situation and used real tools.*

Another case was also shown by the cadet (R) who always took a part when her friends did simulation. Moreover, when a cadet felt seasick, she was agile to replace his role. It was indicated that she had a strong urge to do simulation on board, and it was indicated that she was on high self-confidence.

c. Being able to get more knowledge from the ship's officers and instructors directly.

According to Fauzi and Rizman (2015), the field trip can provide an opportunity for students to observe on a particular matter or circumstances directly outside the classroom [18]. It happened to the cadets who had high self-confidence. The on board simulation program improved their curiosity. They were active to address questions to obtain more knowledge from the ship's officers and instructors which they could not do it in the classroom. Consequently, they felt excited and confident to do simulation on board without feeling worried to do mistakes. The extract below proves it.

Extract 4:

Interviewer : *Apakah ada hal lain yang membuatmu merasa senang melaksanakan simulasi di kapal latih?*

Cadet 3 : *Bisaki merasakan laut yang sebenarnya, bisaki belajar langsung dari perwira dan kru kapal latih , Mam.*

It was mentioned in the discussion 1 that the cadets who were on moderate self-confidence had interest and ability to speak English on board but they could not engage their self-control, posture, or other symptoms to indicate that they were confident enough. The causes were same with the cadets who were on low self-confidence after conducting interview. Obviously, the causes are divided into two, linguistics and non-linguistics factors.

1. The linguistics factor relates to the language proficiency comprising mispronunciation caused by fossilisation and wearing mask.

All interviewees told that mispronunciation became the prime cause of their low confidence. Consequently, their anxiety arose. It was in line with Liu (2007) who found that lack of vocabulary, low English proficiency, and memory disassociation were the sources leading to English language speaking anxiety. As a result, the students sometimes decide to avoid interaction or become passive to speak.

It happened to the cadets when conducting on board simulation. They were corrected by lecturers and laughed by other cadets after making mistake in pronunciation,

hence they were doubt to continue the conversation. It is strengthened by Fiadzawoo (2015) stating that the students were afraid of their friends to laugh at them when making mistakes during speaking. After being interviewed, they thought they pronounced the words properly since the words were familiar to say and to hear. Therefore, the researchers concluded that their mispronunciation was caused by fossilisation which incorrect language becomes a habit and cannot easily be corrected.

In the beginning of simulation they all were motivated and exited because they though they would pronounce the words properly, unfortunately their self-confidence dropped because of mispronunciation caused by fossilisation. It is in line with Han (2004), fossilisation as a process whereby learning ceases in spite of adequate motivation to learn, abundant exposure to input, and plentiful opportunities for communicative practice.

Some mispronunciations arose caused by fossilisation when they conducted on board simulation were "heave up" was pronounced [hibop] instead of [hiːv ʌp], "shackle" was pronounced [segəl] instead of [ˈʃak(ə)l], "many" was pronounced [ˈmʌni] instead of [ˈmɛni], and much more cannot be mentioned.

In addition to fossilisation, the mispronunciation also was caused by wearing mask. As we know, wearing mask is must in the pandemic situation, unfortunately it could be barrier for the cadets. They were uncomfortable to pronounce the English words properly when wearing mask. The people also were difficult to hear when somebody spoke English while wearing mask moreover the communication was intertwined via radio. Here is the extract.

Extract 5:

Interviewer : *Baik…jadi apakah kamu percaya diri dalam berkomunikasi b.Inggris saat simulasi di kapal latih?*

Cadet 5 : *Hmmm…tidak tau juga Mam, bahasa Inggrisku tidak terlalu bagus bela dan itumi tadi kurang nyamanki berbicara dan mendengar karena pakai masker*

2. The non-linguistics factor overwhelmed inability to concentrate caused by tension, unfamiliarity using radio communication, and seasick.
   a. Tension

Feeling watched, underpressured, and afraid to do wrong were the cadets' feeling made their self-confidence plummeted. They felt tense in front of the ship's officers. It made them unable to concentrate well. Contrary to the cadets having high self-confidence assuming that ship's officers were the learning source to do simulation, ship's officers instead were the burden for some cadets that caused their self-confidence dropped. It affected their performance that indicated they were not confident enough to deliver marine communication on board simulation, such as tense face, sweating, making mistake frequently, and low self-control, so that inability to concentrate appeared.
   b. Unfamiliarity using radio communication

Both external communication and on board communication need radio communication in order that the seafarers are able to communicate each other. The radio is called VHF (Very High Frequency). This tool is different with the other communication tools used by people in land such as handphone. Most of the cadets admitted that they did not know how to use it and they assumed the voice from the radio was difficult to hear. Here is the extract.

Extract 6:

Interviewer	:	*Lalu apakah ada kesulitan berkomunikasi bahasa Inggris saat simulasi?*
Cadet 4	:	*Alhamdulilah tidak banyak Mam…paling susah kalau partner bicara kita tidak jelas kalimatnya, apalagi kalau pas situasinya agak bising atau menggunakan alat komunikasi radio.*

    c.   Seasick

Seasick is suffering from sickness or nausea caused by the motion of a ship at sea. It occurred to some cadets that made them inconvenient, as result they are unable to concentrate well during on board simulation. Some of them needed their friends' assistance if they were instructed to go outside of the cabin. This incident made the cadets had less concentration which the consequence was low self-confidence. Here is the extract.

Extract 7:

Interviewer	:	*Kenapa? Apakah kamu kurang sehat?*
Cadet 6	:	*Anu Mam..saya agak mual dan pusing setelah beberapa jam di kapal latih ini.*
Interviewer	:	*Ohh…Jadi bagaimana perasaanmu saat ini?*
Cadet 6	:	*Sudah baikan Mam*
Interviewer	:	*Terlepas dari masalah kesehatanmu, apakah kamu merasa percaya diri berkomunikasi saat simulasi di kapal latih ini?*
Cadet 6	:	*Hmmm…tidak tau juga Mam, bahasa Inggrisku tidak terlalu bagus bela dan itumi tadi kurang konsen dan tidak fokus ka selama praktek…untuk pelajaran lain juga begitu*

4. Conclusion

Based on the findings and discussion in the previous chapter, the researchers conclude that the cadets who were on high self-confidence during on board simulation were the cadets having high motivation and ability in English and showing the indicators of people with self-confidence, such as having a good posture, concentrated, enjoying and having fun in the performance. The cause was non-linguistics factor, that is being excited to do simulation by reason of (a) enjoying the real situation, (b) being aware that they need more practice on board, and (c) being able to get more knowledge from the ship's officers and instructors directly.

The cadets who were on moderate self-confidence were the cadets having high motivation in English but could not engage the indicators of people with self-confidence. The causes were non-linguistics factor namely (a) tension and (b) seasick.

Meanwhile, the cadets who were on low self-confidence were the cadets who their interest and ability showed negative attitude in learning English. So did the symptoms they

felt. The causes came from two factors; linguistics factor namely mispronunciation caused by (a) fossilisation and (b) wearing mask, and non-linguistic factor namely inability to concentrate caused by (a) tension, (b) unfamiliarity using radio communication, and (c) seasick.

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