Seas of Motivation: OCEANTG.COM in Maritime English Training

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Abstract— **Maritime education strives to equip cadets with the necessary skills and knowledge to effectively navigate the growing intricacies of the international maritime arena. The objective of this research is to determine the degree to which the motivations mentioned above can be transmitted via OCEANTG.COM in the context of Maritime English (ME) learning. A quantitative research design was employed to analyze the data, and a questionnaire that was modified from Gardner's Attitude/Motivation Test Battery was utilized. The paired t-test yielded statistically significant results at a significance level (Sig.) of 0.000 with respect to the deficient motivation variable, thereby demonstrating robust evidence. As a learning platform, OPEN SEATNICH.COM represents potential as an inspiration source that motivates users to comprehend and implement maritime English knowledge. OceanTG.COM is an invaluable asset for the development of practical curricula for marine students owing to its industry-standard compliant, interactive, and functionally inclusive content. This thesis argues that an innovative thesis statement concerning junior motivation in maritime English is unnecessary.**

Keywords— Maritime English, motivation, OCEANTG.COM, interactive learning.

I. Introduction

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Maritime education is of paramount importance in providing cadets with the necessary competencies to function efficiently within an ever more intricate global maritime milieu. English serves as the global language of maritime communication, enabling seafarers to efficiently coordinate their efforts and gain access to vital information [1].

English is critical to the safety of ships, their crews, and the marine environment; as the accepted common working language of the maritime industry, its significance is indisputable [2]. Furthermore, it has been emphasized that maritime education institutions must incorporate Maritime English (ME) terminology in order to enhance communication and safety at sea [3].

It has been determined that "marinisation" of Maritime English (ME) instructors is an essential component of Maritime Education and Training (MET) [4]. For the safety and effectiveness of the maritime industry, therefore, the significance of English in maritime communication and the necessity for English language planning and instruction in maritime education institutions are of the utmost importance.

Although Maritime English is a fundamental component of the cadets' training curriculum, enhancing their motivation to learn frequently presents obstacles. A lack of practical application and difficulty comprehending concepts are factors that can impede the learning process. Hence, inventive approaches are required to motivate cadets to comprehend and attain proficiency in Maritime English.

Although Maritime English is a fundamental component of the cadets' training curriculum, enhancing their motivation to learn frequently presents obstacles. A lack of practical application and difficulty comprehending concepts are factors that can impede the learning process [1]. A study found that the students' level of motivation to learn English was rated as moderate [5].

Numerous factors contribute to the inadequate level of English proficiency observed among Vietnamese students. A possible contributing factor could be the students' intrinsic drive to learn the English language [6]. Hence, inventive approaches are required to motivate cadets to comprehend and attain proficiency in Maritime English.

Learning media refers to a supplement or approach employed to facilitate the learning process in an effort to boost students' motivation and comprehension. By utilizing appropriate learning media, instructors can facilitate a more interactive and comprehensive learning environment, enhance students' comprehension of the concepts being taught, and boost their motivation.

An investigation into English comic learning media revealed a noteworthy influence on academic achievements, in addition to a significant interaction effect between the media and motivation to learn [7]. Similarly, investigations pertaining to the utilisation of the Zoom meeting application amidst the COVID-19 pandemic unveiled that it bolstered the English-learning motivation of students [8]. Students' motivation to learn mathematics was also found to be enhanced through the use of a website as a learning medium during the pandemic [9].

In this study, The Ocean Learning Library and Ocean Learning Platform are both integrated into the oceantg.com website. Courses on the Ocean Learning platform cover a wide range of professional subjects, including safety, security, and more, in order to satisfy particular needs and requirements. However, we must pay for the courses that we require. Several learning topics in the maritime English course correspond to the references in IMO Model Course 3.17: Marlins, Seagulls, and Videotell. To achieve learning objectives, a combination of video, illustration, animation, and interaction is utilized. Hence, this platform has the potential to serve as a facilitator for maritime English learning for instructors and learners alike.

The objective of this research endeavor is to determine the degree to which cadets' motivation could be enhanced through the use of OCEANTG.COM when learning Maritime English. An enhanced comprehension of the determinants that impact learning motivation is anticipated to result in improved efficacy of Maritime English instruction within institutions of maritime education.

II. METHOD

Through May 23, 2023, the research was conducted at the Sorong Shipping Polytechnic. The participants in this research were cadets enrolled at Sorong Shipping Polytechnic. The sample consisted of forty-eight cadets enrolled in the second semester of the nautical study program and receiving instruction in maritime English. This investigation is quantitative in nature. The research instrument employed in this study is a questionnaire. The survey was modified in accordance with Gardner's Attitude/Motivation Test Battery (AMTB) from 1985 [10].

The author distributed the questionnaire to the sample in order to ascertain the cadets' level of motivation with regard to the English language. The 104 questions required the cadets to select the options on the list with integrity. Responding to the questionnaire required sixty minutes. Prior to data analysis, it was necessary to assign scores to both the questionnaire and the vocabulary measure test. A total of 104 items comprise this survey. Subsequently, each questionnaire item presents six possible responses: 1 (strongly disagree), 2 (moderately disagree), 3 (somewhat disagree), 4 (somewhat agree), 5 (moderately agree), and 6 (strongly agree). Thus, the minimum score for a single item is one, while the maximum score is six.

It is then computed in conjunction with the remaining scores. The author ultimately obtained the sum of the scores for each strategy. In order to ascertain the impact of oceantg.com on the cadets' motivation, a paired t-test utilizing the SPSS application was implemented.

III. RESULTS AND DISCUSSION

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TABLE I. PAIRED T-TEST RESULT

Given the preceding output, which indicates that the significance value (Sig.) of 0.000 is less than the probability of 0.05 (0.000>0.05), it can be concluded that learning to use oceantg.com has a significant impact on the motivation of cadets.

Learning media is a supplementary tool or strategy utilized to aid in the educational process with the aim of increasing students' motivation and comprehension. Instructors can foster a more engaging and all-encompassing learning atmosphere, improve students' understanding of the subject matter, and stimulate their interest by employing suitable learning media.

The results of the study are in line with the results of previous studies. Students' motivation to learn mathematics was also found to be enhanced through the use of a website as a learning medium during the pandemic [9]. An investigation into English comic learning media revealed a noteworthy influence on academic achievements, in addition to a significant interaction effect between the media and motivation to learn [7]. Similarly, investigations pertaining to the utilisation of the Zoom meeting application amidst the COVID-19 pandemic unveiled that it bolstered the English-learning motivation of students [8].

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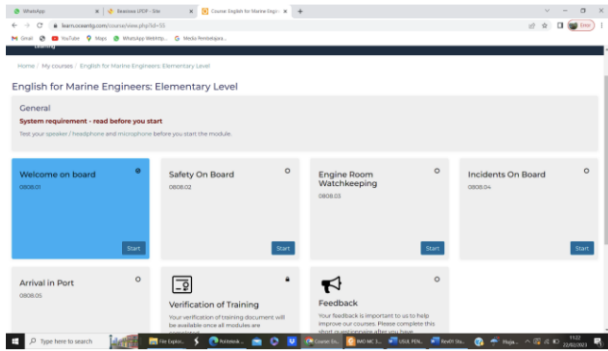

Fig. 1. Learning Topic on the oceantg.com Platform

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When viewed on a computer, the oceantg.com platform depicted in Figure 1 presents the user with a variety of learning topics from which to select. An assortment of interactive exercises and activities are available for users to engage in, with the intention of enhancing their reading, comprehension of sentence structure, word stress, accurate pronunciation, and listening proficiencies. Furthermore, users have the ability to participate in emergency situations that require them to utilize IMO Standard Maritime Communication Phrases (SMCP) in order to provide a response. Oceantg.com features content that corresponds to the material covered in IMO Model Course 3.17.
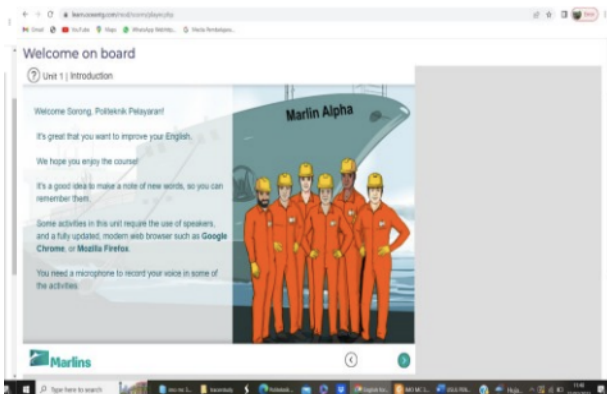

Fig. 2. Maritime English learning activity view on the platform Oceantg.com

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The maritime English material from Marlins study pack 1 is visually represented in Figure 2, thereby enhancing its appeal. The Marlins study pack 1 reference is visually represented to enhance its appeal. Furthermore, users are able to engage in the exercises directly within the application. The results and the progress made toward completing the exercises can then be easily monitored by

instructors and students alike. Nevertheless, the instructor's role in offering guidance is critical, as it is anticipated that learners will not immediately engage in the exercises without first receiving an explanation. Perform the exercises in the absence of explanation. Thus, this platform has the potential to serve as a medium that supports the acquisition of maritime English for instructors and learners alike. both instructors and learners.

IV. CONCLUSION

In summary, this study has effectively examined the effects of cadets utilizing OCEANTG.COM as an educational platform to acquire Maritime English. The findings from the paired t-test revealed a noteworthy increase in the motivation of the cadets, as evidenced by a significance value (Sig.) of 0.000, which suggests a substantial impact. An encouraging resource for increasing cadets' motivation to learn Maritime English is OCEANTG.COM. The potential of this resource for maritime education stakeholders, including educators and learners, is enhanced by its interactive learning components, inclusive functionality, and adherence to industry standards.

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