

The Learning Habits of Merchant Marine's Cadets in Increasing Speaking Ability: The Experience from Successful Cadets

Mister Gidion Maru^{1*)}, Violetta E. S. Najoa²

¹²⁾ Postgraduate Programs, Universitas Negeri Manado, Indonesia

^{*)} Corresponding Author: mrgidionmaru@unima.ac.id

Article History

Submitted : March 13th, 2024
Revised : March 27th, 2024
Accepted : April 11th, 2024

KEYWORDS

Speaking,
Learning habit,
Behavioral engagement,
Successful cadets.

ABSTRACT

The primary aim of the current study is to explore the learning habits of successful cadets in increasing speaking ability. A qualitative design is applied in this study. To collect the data, a semi-structured interview was conducted. The respondents are from Merchant Marine Polytechnic of North Sulawesi. They are the cadets who accepted a scholarship by prestigious shipping company named PT. Samudera Indonesia. The data are analyzed in three stages (organization, description, and interpretation). The research findings showed how did the cadets learn for their successful language acquisition particularly in increasing speaking ability. It consists of regular practice (self-talk), speaking with friends and teacher (Peer – feedback), engaging with media (watching movie, Vlogs and English lesson in you tube), the utilizing of technology (speaking with Ai and Chat GPT), singing, and note taking. Overall, consistent study habits and self-reflection play a key role in the development of language skills, which has an important influence on future approaches to language education and learning. Furthermore, the findings provide the strategy mostly practiced by the cadets. There are watching video and pairing or peer – feedback that become the dominant strategies in used by the cadets. It is clearly showing the strategies that become the habit of the cadets. Moreover, it is found out that the learning habit shaped learners to face challenges, develop their own strategies and regular practices to ensure success in language acquisition particularly in speaking.

INTRODUCTION

To be successful language learners, students should master some competencies, such as communicative competence. Canale and Swain (1980) introduced a model that divides communicative competence into four main components, which include aspects relevant to the four language skills. They are listening, speaking, reading and writing. Speaking, particularly, becomes a key that enables students to express their ideas appropriately and successfully. “.... Without having good language skills, someone will experience difficulties in expressing and understanding the intentions of others” (Baule, Liando, & Kamagi, 2023). The development of language skills, particularly speaking ability, in vocational contexts like maritime education is essential for cadets who will soon work in international environments. According to the regulation of International Maritime Organization (IMO), maritime English course is IMO Model Course 3.17; it pointed out one of the basic competencies in Maritime English is “The students should be able USE ENGLISH IN ORAL ... FORM” (IMO, 2015). An interactive oral process that produces meaningful signals for hearing and allowing direct responses also called as speaking skill. Speaking is a process of producing meaning through various stages, including production, reception, and processing of information, making it an interactive process (Baron, 2020).

Students can achieve a good mastery of language through the most effective strategies, methods, or approaches. Other factors that influence the efficacy of strategies in language learning is student

engagement or How students engage with learning objectives, tasks, and environments is referred to as student engagement, commonly known as classroom engagement (Maru & Pajow, 2019). However, this engagement is not limited to the classroom; it can occur anywhere and anytime learners choose to involve themselves in language learning (Carroll, et al., 2021). One of learner engagement categories is behavioral engagement. John Watson (1924) argued that human behavior including learning habit can be explained with focused on external stimuli. According to Watson's arguments, the learning habit is part of behavioral engagement as Good in Paonganan, et al., (2019) stated a habit is an activity that is repeatedly practiced until it becomes a formed of behavior, often performed automatically and unconsciously because the practice has become intimate and effortless. Thus, Learning Habit is parts of behavioral and it patterns or routines that are formed through repetitive behavior that focuses on learning activities.

Behavioral engagement in an educational context Refers to a student's level of active participation in learning activities, such as class attendance, effort expended, and interaction with the material or instructor. Behavioral engagement tends to actively contribute to their learning, both verbally and through assigned tasks (Fredericks et al., 2004). Behavioral engagement plays an important role in forming positive learning habits. When students are actively engaged in learning, they are more likely to develop good study habits, such as completing assignments on time, participating in class discussions, and seeking help when needed. This active involvement creates a pattern that leads to the strengthening of productive study habits (Skinner & Belmont, 1993); In contrast, students who are less involved in learning activities may have more difficulty developing effective study habits, because they may not get enough experience or feedback to adjust their strategies (Patrick, Ryan, & Kaplan, 2007). In other word, there is a close relationship between behavioral engagement and learning habits. Active engagement in learning encourages the development of stronger learning habits, which in turn improves learning outcomes. in addition, although learning habits are a type of behavior, not all behaviors are learning habits. Behavioral includes all types of behavior, while learning habit is a specific habit or pattern of behavior in the learning context.

Learning habits play a crucial role in shaping a student's academic performance and overall educational success. Positive learning habit such as consistent study routines, effective time management, active engagement with learning materials, and self-regulation—have been consistently linked to improved academic outcomes. Wirawan et al., (2019) states a good learning habit will develop also undoubtedly assist in achieving the learning objective of student. Therefore, learning habit play a significant role in learning because attitude and learning habit influence learning achievement. The student achievement will be good If the students have good learning habits and study seriously, it will produce satisfactory learning achievement (Laily in Sunarti, et al., 2024). Habits are categorized into Positive Habits and Negative Habits. Positive habits are formed based on How much a person's desire and encouraged to carry out a behavior or it's called as motivation (Fogg, 2019); Negative Habits are formed when certain behaviors are reinforced by rewards or punishments (Skinner, 1953). Lee in Paonganan, et al. (2019) mentions "good learning habits are important for students, especially college or university students, whose need include time management, note taking, internet skills, eliminatory distractions, and assigning high prioritizing studies". In addition, learning habits are defined as the way of student learn, whether learn systematically, efficiently, or inefficiently. As well, it defines as the way or students' behavior of planning learning outside the lesson hours to master certain subject or topics (Ahmed et al., 2018).

There are research findings related to this study; The first study, conducted by Sunarti, & Sujito (2024), aimed to examine whether there was a significant correlation between learning habits and English achievement among second-year students at Islamic Senior High School 2 Ponorogo. The data were analyzed using Pearson's product-moment correlation and descriptive statistics. The results revealed a positive correlation between learning habits and English achievement. The second study, carried out by Paonganan et al. (2019), sought to explore the learning habits, learning styles, and academic performance of third-semester students in the English Department of FKIP UKI Toraja, as well as the correlations among students' habits, student's learning style and the academic achievement. This study employed a mixed-methods approach. Quantitative data were analyzed using SPSS 21, and qualitative data were collected through interviews with students. The findings indicated a significant correlation between learning habits and academic achievement, while the relationship

between learning styles and achievement was found to be moderate. The third study, conducted by Arifin (2012), this study focused on the correlation between learning habits and student achievement in class VII B at SMP Negeri 13 Malang. Descriptive correlational analysis was used to analyze the data, and the findings demonstrated a significant relationship between learning habits and student achievement.

In accordance with learning habit, that mention studies above have been carried out focused on the correlation between learning habit and student achievement (Sunarti, & Sujito, 2024; Paongan, et al., 2019; Arifin, 2012). There is no focus on how specific aspects of learning habits such as self – regulation and the strategies of learning. In accord with the previous studies, a gap which is the specific learning habits of learner would be further elaborated in this current study. Another factor that forms the basis for the study is the difficulty in learning Maritime English; it is because the students have to learn maritime science in English (Vidhiyanti, et al., 2022); This previous study focused on the English teacher non maritime background and maritime text books. There is no focus on how the cadets learn the maritime science in English. Furthermore, they have to mastery maritime terminologies even though since they learn English at schools they learn about General English. And the maritime cadets are clarified as successful seafarer if they are in international level of ship or be a part of foreign company/foreign ship. To be a part in international level they have to mastery English in oral and written form according to the basic competences of IMO Model Course 3.17. Because of the difficulty in learning maritime science in English, mostly cadets lack mastery of English language, particularly in speaking skills; but there are several 3rd semester cadets are fulfilled the basic competency requirements especially in oral form and they are selected to get a scholarship and be a part in prestigious shipping company that prepare seafarer to go international going ship. In other word, the primary aim of the current study is to explore the learning habits of successful cadets in increasing speaking ability particularly to be reference of cadets and educator in increasing language competence. And This study was carried out to answer the research question: How did the cadets learn for their successful language acquisition particularly in increasing speaking ability?

METHOD

A qualitative design is applied in this study. To collect the data, a semi-structured interview was conducted, consisting of ten main questions and several follow up questions depending on the answer of interviewees. The populations of this study are 3rd semester students in 2024/2025 academic year from North Sulawesi Merchant Marine Polytechnic. It is about 15% of the total 3rd semester merchant marine's cadets are selected to be the candidate of scholarship selection and 3% of the total 3rd semester cadets are accepted. The participants of this study are the 3% cadets who accepted a scholarship in PT. SAMIN as qualified of successful cadets in maritime. More details can be witnessed in Figure 1 below.

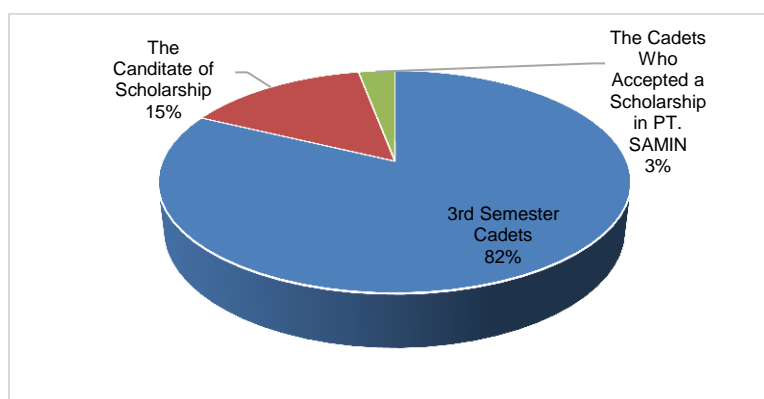


Figure 1. The participants of The Study

They took the scholarship assessment through the test of interview at Merchant Marine Polytechnic of north Sulawesi facilitated by PT. SAMUDERA INDONESIA. they took the test in August 2024 and the announcement received in September 2024.

The successful cadets are being assessed by their English final exam result or the cadets who achieved the basic competence of IMO Model Course 3.17 and the most importantly validated by their scholarship acceptance of PT. SAMIN which English become one of the significant keys. The participants were accessed by contacting the academic section of North Sulawesi Merchant Marine Polytechnic, and then the researcher requested access to interview cadets. When the researcher got the agreement, The researcher then scheduled individual interviews with the cadets.

Table 1. The data of cadets who accepted a scholarship
by prestigious shipping company named PT. Samudera Indonesia

No	Cadets' Initial	Age	Department	Shipping Company
1	DT	19	NAUTICAL	PT. SAMIN
2	AR	18	NAUTICAL	PT. SAMIN
3	AM	18	NAUTICAL	PT. SAMIN
4	MD	19	NAUTICAL	PT. SAMIN
5	BK	22	NAUTICAL	PT. SAMIN

The interview process was conducted in the first week of December 2024. The Five participants have been interviewed about their learning habit or self-regulated learning activities in increasing speaking ability. The participants were interviewed directly at Merchant Marine Polytechnic's campus building and the interview process was recorded. The semi-structured interview was conducted following the interview protocol outlined by Seidman, I. (2006), and the data were analyzed in three stages as described by Best, J. W., & Kahn, J. V. (2014): the stages are data organization, description, and interpretation. First, the data were organized in Interview Transcript; Second, the data were described based on the organizing categories or themes; Third, the data were interpreted in connecting the finding and the research question.

FINDINGS

In this study, according to the five cadets who categorized as successful cadets in North Sulawesi merchant marine polytechnic; the learning activities as their positive habit are investigated and the findings is detected that habits contribute to their success in the learning process. The data were organized in interview transcript, and it is presented in three stages namely The Experience, Reflection, and Continue Language Development. By following these themes methodologically, learning habit activities will become more streamlined described thoroughly and systematically in the sense of having an overview success of cadets' speaking ability. These themes consist of The Experience, Reflection, and Continue Language Development:

The Experience

Experience plays a key role in the development of knowledge. The effective learning occurs when the individuals engage in the learning cycle repeatedly. Experience is a first important step, because it provides the basis for deeper learning (Kolb, D. A., 2014). The experiences can be feelings, events, strategies, challenges, or interactions faced in a particular context. In this context is experience in learning. Most of participants conveyed that they felt challenged when they first stated learning English language they only knew about General English before they joined to be a seafarer cadet, and some of the participant think English was not Important so they just learnt as enough. The participant acknowledged these, as follows:

"Look back on the past. When I was in senior high school, I really, I don't think English is important for my future because I haven't decided to join in this school (Poltekpel Sulut). I first started learning English actually from elementary school, I was in international school, and I know just a little bit not fluently, I just started learn more when I decided to join with this campus." (AR; POLTEKPEL SULUT, 2nd Dec 2024, at 13.46 PM).

"Before I'm joining this merchant marine of north Sulawesi, I've improved my skills before and I think it's good. And when I join with this campus, I get the new knowledge because there is another English like maritime English." (AM; POLTEKPEL SULUT, 2nd Dec 2024, at 13.37 PM).

The answers above indicate that the cadets are challenged with the new language like a Maritime English, and they said that the General English and Maritime English is totally different with the terminology and it became their biggest challenge. Therefore, they have to found the best strategies to overcome that. It is revealed in the following statement:

"The English maritime and the English what I learn before I'm joining this Poltekpel Sulut, It's totally different. The biggest challenge is how I place myself, how I learn the new thing." (DT; POLTEKPEL SULUT, 2nd Dec 2024, at 11.37 AM).

"My strategy is I'm using technology like chat GPT and searching more about the maritime English to get more terminologies." (AM; POLTEKPEL SULUT, 2nd Dec 2024, at 13.37 PM).

"Maybe it's because new. It is very different with general English like bridge in maritime is "anjungan" and in general is "jembatan". Something like that. So, my strategies, in personal I read a book about maritime English terminologies so I can memorize, I can add more words in maritime. I do that in twice a week." (AR; POLTEKPEL SULUT, 2nd Dec 2024, at 13.46 PM).

The cadet's response above shows there is another challenge when they try to speak fluently, because Limited vocabulary or Terminology mastery can limit the ability to express ideas accurately and effectively (Schmitt, et al., 2020). They said that if they don't mastery the terminology, it is difficulty in speaking. Maritime English has its own set of terminologies and expressions specific to navigation, operations, and safety in the maritime industry. This shift in language use can initially feel overwhelming, especially when learners faced with specialized jargon. While memorizing terminologies by reading maritime book and use technology like Chat GPT is beneficial in helping terminologies mastery, it is important to seek immersive learning experience. Therefore, they revealed their own strategies to overcome them, as follows:

"The biggest challenge is how do I pronounce and how to place word by word. I think it's my biggest challenge, at the first I didn't have my confidence to speak on front of many people so I start speak with myself, in front of mirror." (DT; POLTEKPEL SULUT, 2nd Dec 2024, at 11.37 AM).

"I feel unconfident when trying to speak, and I practice more, it makes me brave to speak in my speaking improved." (BK; POLTEKPEL SULUT, 2nd Dec 2024, at 11.20 AM).

"The challenge is like about the pronunciation and of course to overcome it I always practice." (MD; POLTEKPEL SULUT, 2nd Dec 2024, at 13.26 PM).

"When I'm trying to speak, I often forget the vocabulary or the words. And I overcome them with maybe to think until I get other words." (AR; POLTEKPEL SULUT, 2nd Dec 2024, at 13.46 PM).

"My biggest challenge when I speak is sometimes, I have thought before I speak and when I want to speak, the words that I have though is disappear like it's gone. And then make blank when I try to speak. And I overcome when I feel blank, I use gesture." (AM; POLTEKPEL SULUT, 2nd Dec 2024, at 13.37 PM).

Based on the response above, there are different strategies that used by cadets in overcoming the challenges when they first try to speak. Confidence is often a barrier of speaker. Pronunciation and vocabulary mastery are components of speaking; those are becoming the challenge of learners when they try to speak. The five cadets revealed that Practice is common solution to overcome the challenges, either through self – talk (speaking in front of mirror) or through strategies to cope blank moments like using gesture and using alternative words. Furthermore, they shared about their specific experience how their improved their speaking in the following statement:

"I speak in front of the mirror and then I record of myself when I'm talking in English, I recording myself. So, I can know where do I must learn more. I do these strategies three days in a week. And I felt there's improvement in my speaking ability when I watch my video recorder while I speak in front of the mirror." (DT; POLTEKPEL SULUT, 2nd Dec 2024, at 11.37 AM).

"My personal strategies to improve my speaking is invite my friends that have English fluently, I talk to them so they will correct if I'm wrong, and then with technology like AI chat GPT can make a conversation so it can correct me if I'm wrong. I do that in twice a week, and I felt my English improve especially in speaking when I join a competition like speech competition, storytelling, or become a master of ceremony in English competition"

something like that so I feel more confident. I practice with my lecture in twice a week before the competition.” (AR; POLTEKPEL SULUT, 2nd Dec 2024, at 13.46 PM).

“My strategies to improve speaking are watching movie, singing, sometimes using chat GPT because there is a technology we can speak with AI and they make us improve in English. in several free time I use to speak English, and I do that almost seven times a week. When I felt my English better, I feel proud of myself and it makes me want to learn again, want to improve again and sometimes when I see another person speaking good and fluent in English, that makes me going to improve my English more.” (AM; POLTEKPEL SULUT, 2nd Dec 2024, at 13.37 PM).

“My strategy is like watching movie, watching English lesson video on you tube, and to improve my speaking I'll try to speak with myself on mirror. And I do that every day.” (MD; POLTEKPEL SULUT, 2nd Dec 2024, at 13.26 PM).

“I felt my speaking improved when I speak with friends. So, I speak English with my friends every day, and every time practicing English lessons.” (BK; POLTEKPEL SULUT, 2nd Dec 2024, at 11.20 AM).

Based on the statements above their own strategies in learning have a relationship one each other. Mirror practice is great way to build confidence as it allows to focus on the expressions and body language while speaking. It's a strategy commonly used to improve fluency and reduce nervousness (DT and MD). Watching Media (movie and English lesson in you tube) are excellent ways to expose diverse context in English including different accents, idioms, formal and informal expressions. It's crucial strategy to not only watch but actively listen and imitate native speakers (MD and AM). Furthermore, the use of technology likes speaking with AI and chat GPT in speaking practice can be a great complementary tool, providing on-demand feedback and conversation practice when a fluent speaker that can't be accessed (AM and AR). Peer – Feedback is also a critical strategy in identifying errors and areas that require improvement. Talking to fluent English speakers or practicing with a teacher gives the opportunity to improve the use of the language in real-time (BK and AR). And the last strategy in use is singing (AR). Singing is a creative method for improving pronunciation, rhythm, and fluency. This is very useful for developing an understanding of language particularly in speaking.

In accordance of the cadets' response, it revealed the consistency in learning strategies. It is clear that their own strategies in learning lead cadets to face the challenges in terminology acquisition and also to solve the difficulty in learning English particularly in speaking. The cadets demonstrate awareness, enjoyment, and enthusiasm for learning. The learning habit plays a role in this context. Learning habits refer to the patterns or habits formed within a person regarding the way they learn, which include routines, strategies and consistent attitudes towards the learning process (Zimmerman, 2002). They carry out learning activities consistently and continuously according to their response. This theme reveals that the leaning habits shows in the cadet's experience. The key strategies in increasing speaking based on the cadets' response are regular practice (self-talk), Peer – feedback, engaging with media, the utilize technology, and singing. These diverse strategies describe the comprehensive language learning, emphasizing both technical (pronunciation, grammar) and practical (confidence, fluency) aspects of speaking. This strategy relates to the idea of gaining more experience in language use, whether through personal practice, input from others, media exposure, technological tools, or singing. The effective learning occurs through direct experience and reflection on that experience (Kolb, 2014). The cadets learn and grow through real-life experiences, they can develop their speaking skills by using a variety of practice-based methods that expose them to a variety of situations, feedback, and emotional connections.

Reflection

In deeper comprehension to the first theme, reflection refers to the process of in-depth thinking carried out by individuals regarding the experiences they have gone through. reflection as an active thinking process that is important for deep learning and problem solving (Dewey, J.,1978). This theme develops a deeper understanding of cadets in their context, as well as how this influences their future actions. First, the cadets shared about the strategies how they evaluate their speaking ability as following response:

"I evaluate my speaking when I speak with the person who fluent in English, sometimes I ask to them about my English skills if there's a wrong." (AM; POLTEKPEL SULUT, 2nd Dec 2024, at 13.37 PM).

"How do I evaluate is I'm talking with my friends and I'm asking to him how about my speaking, how do I pronounce and do I have improvement in my before or after, it improves my English or not." (DT; POLTEKPEL SULUT, 2nd Dec 2024, at 11.37 AM).

"To evaluate my speaking, I need to find the people that can make me get the progress to develop my English so, they can correct me when I'm wrong." (AR; POLTEKPEL SULUT, 2nd Dec 2024, at 13.46 PM).

The answers above show the evaluating of speaking is important to measure the improvement for speaking goal achievement. The cadets strongly realize that they have to assess their speaking skills, thus they can increase their speaking ability. Therefore, regularly ask for feedback from fluent speakers, will track the progress over time. The most strategies the cadet used to reflect their ability is pairing or Peer – Feedback. They reflect to evaluate their speaking ability in group. This strategy is useful because receiving direct feedback from someone who is fluent can help knowing the spot mistakes and to understand areas that need improvement. The communication process involves receiving and providing feedback that strengthens or corrects the message conveyed. This feedback can be both social and emotional, and is critical to the development of speaking skills because it allows individuals to adjust their way of communicating based on the reactions of others (DeVito, J. A., 2013). In addition, for the deep learning they have their most helpful strategies in learning to develop their speaking more fluently. It can be observed in the following responses:

"The most helpful thing that help me to improve my speaking is I watching many videos of Vlogs that's from another country that is speaking in English. And then I watch movie that I liked actually, the genre. Because if I watch the movie that I didn't like I cannot take the words because I don't interest." (DT; POLTEKPEL SULUT, 2nd Dec 2024, at 11.37 AM).

"Because my challenge to speak English is forget the vocabularies so I usually watching movie, and when I hear some new verbs or new words, I usually looking for the meaning and write it on my note book." (AR; POLTEKPEL SULUT, 2nd Dec 2024, at 13.46 PM).

"The technique that most helpful for me is by speaking with friends or the others." (AM; POLTEKPEL SULUT, 2nd Dec 2024, at 13.37 PM).

"The important factor to increase my English skills is intercommunication or environment. I interact with the people who speak English. So, my helpful technique is speaking with friends who fluently in English and also native speaker." (MD; POLTEKPEL SULUT, 2nd Dec 2024, at 13.26 PM).

"Keep Practicing and always be brave to speaking English." (BK; POLTEKPEL SULUT, 2nd Dec 2024, at 11.20 AM).

The variative response was carried out by the cadets. reflections on the techniques and strategies will be helpful in improving English speaking skills. DT said that the most effective strategy is when he interests of something and encourage him to deeper learn. While MD, AM, and BK argued their most helpful strategies is practicing with friends and being in the environment who fluent in speaking. This is a great strategy to increase fluency. Conversations with others provide real-time practice and immediate feedback. This strategy will really help in increasing the comfortable in speaking English and in increasing self- confidence. And according to AR watching movie, find the new words, and taking notes are the best for him. Watching movie makes learning more enjoyable and sustainable. Watching content in English helps expose to real-world language, natural pronunciation, idioms, and cultural references that might not find in textbooks. Moreover, watching movies can improve vocabulary. The vocabulary can be mastery through the active learning, including looking for new words and note their meanings. Thus, the strategies will engage the brain to easier remembering the words in long term or for deepen the understanding and retention.

It is clearly showing their experience in language learning, how do their activities become their positive habits that helpful them in increasing their speaking ability. Therefore, they always evaluate their knowledge and more practicing. Schön, D. A. (2017) stated that we have to continually reflect on our actions to improve our understanding and quality. In addition, in increasing English speaking ability it involves consistent exposure to the language. Engaging with English content such as videos,

movies, and conversations with fluent speakers will help to expand vocabulary and enhances fluency. Furthermore, watching interesting content makes learning more enjoyable and memorable, whereas interact with friends or native speaker develops real – life communication skills. Moreover, in overcoming challenges like forgetting vocabulary can be managed by actively seeking new words and taking a note. Thus, the key to improve English speaking ability is persistent, practicing, and a supportive learning environment. These strategies contribute to building confidence in speaking English.

Continue Language Development

In this theme, Cadets will further develop their learning process. It describes how important the continuing learning process. Continuous language development highlights the idea that language learning is not static but is a dynamic and ongoing process. By continuously interacting with the language, receiving feedback, and challenging themselves with increasingly complex material, students can increase their proficiency over time. Krashen, S. (1982) proposed that the language development is driven through the language input that is slightly above the learner's current proficiency level, yet still understandable. Krashen emphasized that continuous exposure to new language structure and vocabulary helps learner improve their language skills gradually. Hence, this following statement will describe the reason why cadets shouldn't stop in developing their speaking skills:

"Even when I feel it's difficult, I have to push myself because I have a goal to travel around the world when I become seafarer." (AR; POLTEKPEL SULUT, 2nd Dec 2024, at 13.46 PM).

"The thing that makes me motivate because in the future we need to use English when we are going to join the company and we are going to work because most company need the worker who can speaking English fluently." (AM; POLTEKPEL SULUT, 2nd Dec 2024, at 13.37 PM).

"I motivate myself because of my parents and my goal to work on foreign country; so, I keep practicing to improve my English." (MD; POLTEKPEL SULUT, 2nd Dec 2024, at 13.26 PM).

"To be a cadet who want to work in international, able to speak English is important to work at ship. So, although it's difficult, I will always learn." (BK; POLTEKPEL SULUT, 2nd Dec 2024, at 11.20 AM).

"What motivate me, because English is very important for me." (DT; POLTEKPEL SULUT, 2nd Dec 2024, at 11.37 AM)

Several statements mentioned personal goals related to working abroad and travelling (AR and MD). These goals provide a strong intrinsic motivation to keep continue learning English, as the ability to communicate in English is essential for a career in the international maritime industry. Moreover, family support can play a significant role in shaping an individual's educational goals (MD). The three cadets stated English is a crucial skill for success in the maritime industry. As the primary language of international maritime communications, fluency in English is not just an option but a necessity (AM, BK, and DT). English is the language used for maritime communication on ships worldwide. The STCW Code in Trenkner, et al. (2012) explicitly states that English is required for seafarers, particularly for conducting navigational communication and responding to emergency situations. This knowledge serves as a strong motivating factor for students to engage and invest time in improving their English.

Based on the statements above, the participants really encourage their self to keep learning because English is very important and there is a goal that should be achieved by them. They should able to speak fluently because the most company need the seafarer who able to speak English. They believed that keep practicing will improve their speaking ability, as mentioned bellow:

"I believe practice makes perfect in everything not only speaking. So, when we practice more often it will get a progress." (AR; POLTEKPEL SULUT, 2nd Dec 2024, at 13.46 PM).

"I believe practice can improve my speaking because through practicing we can get new experience and it makes me more fluent." (AM; POLTEKPEL SULUT, 2nd Dec 2024, at 11.37 PM).

"I believe, Fluently in Speaking is because habits. Our habits in practice the speaking every day." (MD; POLTEKPEL SULUT, 2nd Dec 2024, at 13.26 PM).

"If we practice every time, it will make our speaking fluent immediately." (BK; POLTEKPEL SULUT, 2nd Dec 2024, at 11.20 AM).

The participants realized that their activities as their habits bring positive income. They stated that if they practice every day or every time it becomes their habits and they will get a progress in learning. the statements above highlight the common belief which is the consistent practice will result in increasing speaking ability, particularly in achieving fluency. Each statement supports the idea that regular practice is the key to developing speaking proficiency. Krashen, S. (1982) argues that language acquisition is driven by ongoing interaction and regular practice in using language in context. Speaking proficiency improves through frequent practice in real communication. In other word, achieving fluency doesn't happen overnight; it is the result of continuous efforts. Every interaction with the language, whether through formal learning or informal conversation, adds to the learner's skills. Although progress may seem slow at first, regular practice will result in gradual improvements that accumulate over time. There is another factor that influence them in develop their speaking. They reveal that the fear and nervousness when speak in front of the crowd is being their challenge in developing their speaking ability. But they have their own strategies to face it. It can be seen in the following statement:

"To facing the nervousness and fear, I practice a lot to build my self-confidence." (MD; POLTEKPEL SULUT, 2nd Dec 2024, at 13.26 PM).

"I will calm myself first and have self-confidence." (BK; POLTEKPEL SULUT, 2nd Dec 2024, at 11.20 AM).

"When I'm speaking in English in front of friends, I'll think like they are rocks." (AM; POLTEKPEL SULUT, 2nd Dec 2024, at 13.37 PM).

"Just confident and believe in yourself." (AR; POLTEKPEL SULUT, 2nd Dec 2024, at 13.46 PM).

"I feel like. I ignore them, I keep in my mind this is just me and myself, there's no one in here." (DT; POLTEKPEL SULUT, 2nd Dec 2024, at 11.37 AM).

The answers above explained cadets' own strategies to face the challenges in facing fear and nervousness; MD said that practice a lot will build the self-confidence. BK and AR stated the same thing that is self-confident or self-believing. Practice a lot means their Commitment to continue improving skills and knowledge after gaining experience. Bandura, A. (1997) stated repeated practice will provide positive experiences that build self-confidence, which in turn will increase self-confidence in facing new situations. Hence, this phase should be an ongoing process. In addition, it is clear that building self-confidence plays an important role in overcoming nervousness and fear when learning and speaking English. North Sulawesi Merchant Marine Polytechnic Cadets emphasized the importance of self-confidence, either through exercise, calming techniques, or keeping the mind away from judgment. This mindset helps them focus on personal growth and continue their language learning journey with more confidence. By maintaining a positive attitude and practicing regularly, they can overcome their anxiety and improve their speaking skills over time.

DISCUSSIONS

The respondents' responses as shown in the findings, it marks to explain the objectives of this study is to explore the learning habits of successful cadets in increasing speaking ability. The successful Cadets seem to experience, develop, and practice based on their own strategies in learning. The following is the discussions of the learning habits.

The experience of successful cadets as presented at the findings; it starts from the difficulty of learning English in context of maritime. Most of participants conveyed that they felt challenged when they first stated learning English language, they only knew about General English before they joined to be a seafarer cadet. Therefore, when they found that the Maritime English is totally different with General English in context of terminology, they felt challenged with the language when they don't mastery the terminology. Because Limited vocabulary or Terminology mastery can limit the ability to express ideas accurately and effectively (Schmitt, et al., 2020). Thus, they found the strategies to face that challenge which is memorizing terminologies by reading maritime book and use technology like

Chat GPT (Reynolds, et al., 2024; Liu, et al., 2023). Confidence is often a barrier of speaker. Pronunciation and vocabulary mastery are components of speaking; those are becoming the challenge of learners when they try to speak. The five cadets revealed that Practice is common solution to overcome the challenges, either through self – talk (speaking in front of mirror) or through strategies to cope blank moments like using gesture and using alternative words (Afrillah, 2022).

Furthermore, the leaning habits shows in the cadet's experience. The key strategies in increasing speaking based on the cadets' response are regular practice or self-talk, Peer – feedback, engaging with media (watching movie and English lesson in you tube), the utilizing of technology, and singing (Afrillah, 2022; Anjarani, et al., 2024; Meinawati, et al., 2020; Liu, et al., 2023; Rosidah, et al., 2023). These diverse strategies describe the comprehensive language learning, emphasizing both technical (pronunciation, grammar) and practical (confidence, fluency) aspects of speaking. This strategy relates to the idea of gaining more experience in language use, whether through personal practice, input from others, media exposure, technological tools, or singing. The effective learning occurs through direct experience and reflection on that experience (Kolb, 2014). The cadets learn and grow through real-life experiences, they can develop their speaking skills by using a variety of practice-based methods that expose them to a variety of situations, feedback, and emotional connections.

In deeper comprehension to their experience, reflection refers to the process of in-depth thinking carried out by individuals regarding the experiences they have gone through. The evaluating of speaking is important to measure the improvement for speaking goal achievement. They have to assess their speaking skill. Thus, they can increase their speaking ability. Therefore, the cadets used pairing or peer – feedback as their strategy to reflect their ability. Regularly ask for feedback from fluent speakers, will track the progress over time. Likewise, this strategy is useful because receiving direct feedback from someone who is fluent can help knowing the spot mistakes and to understand areas that need improvement. Schön (2017) stated that we have to continually reflect on our actions to improve our understanding and quality. After the reflection, to increase the speaking ability the cadets shared the helpful strategies in accordance their self-regulated strategies. Watching movies, Vlogs, taking notes, and speaking with the fluent speaker became their strategies. Engaging with English content such as videos, movies, and conversations with fluent speakers will help to expand vocabulary and enhances fluency.

The Cadets will further develop their learning process of learning because of their personal goals. These goals provide a strong intrinsic motivation to keep continue learning English, as the ability to communicate in English is essential for a career in the international maritime industry. Yet family support can play a significant role in shaping an individual's educational goals. Moreover, English is a crucial skill for success in the maritime industry. As the primary language of international maritime communications, fluency in English is not just an option but a necessity. These statements underlie why the cadets encourage their self to keep learning. In continuing to develop their English, the participants realized that their activities as their habits bring positive income. They stated that if they practice every day or every time it becomes their habits and they will get a progress in learning. Krashen (1982) argues that language acquisition is driven by ongoing interaction and regular practice in using language in context. Speaking proficiency improves through frequent practice in real communication. In other word, achieving fluency doesn't happen overnight; it is the result of continuous efforts.

There is another factor that influence them in develop their speaking. They reveal that the fear and nervousness when speak in front of the crowd is being their challenge in developing their speaking ability. Nevertheless, in facing fear and nervousness the cadets practice a lot to build their confidence. Practice a lot means their Commitment to continue improving skills and knowledge after gaining experience. Bandura (1997) stated repeated practice will provide positive experiences that build self-confidence, which in turn will increase self-confidence in facing new situations. In other word, building self-confidence plays an important role in overcoming nervousness and fear when learning and speaking English.

The findings revealed Positive learning habit such as consistent study routines, and self-regulation have been consistently improved academic outcomes particularly in speaking. as Good in Paongan, et al., (2019) stated a habit is an activity that is repeatedly practiced until it becomes a formed of behavior, often performed automatically and unconsciously because the practice has

become intimate and effortless. Therefore, Terminology acquisition become the primarily challenge to Maritime English Learner then influence their speaking. To speak fluently they have to mastery the vocabulary. Moreover, lack of confidence become the secondary challenge that influence the speaking fluently. Consistently practice is the common strategy of the cadets. The strategies consist of regular practice (self-talk), speaking with friends and teacher (Peer – feedback), engaging with media (watching movie, Vlogs and English lesson in you tube), the utilizing of technology (speaking with Ai and Chat GPT), singing, and note taking (Afrillah, 2022; Anjarani, et al., 2024; Meinawati, et al., 2020; Liu, et al., 2023; Rosidah, et al., 2023; Salame, et al., 2024). The strategies that revealed through cadets' interview have relationship with those previous studies mention above. It has been proven by the results finding of those studies; it stated that the strategies in used by cadets is effective in learning.

In accordance of the findings, the cadets' experience more engage in the reflection phase. They conducted self – assessment through pairing or peer – feedback to evaluate their ability and more increase their speaking ability. Schön (2017) stated that we have to continually reflect on our actions to improve our understanding and quality. It is useful in deeper comprehension to the ability. Furthermore, the respondents' answer as shown in the findings provide the strategy mostly practiced by the cadets. There are Watching video and pairing or peer – feedback that become the dominant strategies in used by the cadets. It is clearly showing the strategies that become the habit of the cadets or how did the cadets learn for their successful language learning particularly in increasing speaking ability.

CONCLUSION

In conclusion, the experiences of successful maritime cadets highlight the importance of consistent practice, reflection, and the strategic use of various learning tools to overcome challenges in mastering Maritime English. Initially, cadets faced difficulties in adapting to the specialized terminology and language used in the maritime context, which differed significantly from General English. To overcome this, they adopted strategies such as memorizing terminology, engaging with technology like Chat GPT, and practicing speaking through self-talk, peer feedback, and media exposure. These efforts were crucial in building both confidence and fluency, as cadets consistently evaluated and reflected on their speaking abilities, often seeking feedback from fluent speakers.

The findings also reveal that learning habits, such as regular practice, self-regulation, and engagement with various resources (e.g., movies, vlogs, and conversations with fluent speakers), played a significant role in improving speaking proficiency. Cadets' personal goals, along with family support, served as strong motivators for continued learning. Despite challenges like fear and nervousness, cadets' commitment to overcoming these barriers through consistent practice led to enhanced self-confidence and speaking skills. The study underscores the critical role of reflection, feedback, and continuous practice in language acquisition, particularly for learners aiming to communicate effectively in the international maritime industry.

It clearly shows that the respondents as successful cadets have an awareness possess, enjoyment, and enthusiasm for learning. They have the routines activities, strategies and consistent attitudes towards the learning process. In deeper comprehension, they reflect their experience that have gone through as a deep thought process. And consistent of their commitment in continuing practice to improve skills and knowledge after gaining experience. The routine activities of the cadets that become their habits have shaped the participants got a progress in learning. Moreover, their efforts and active engagement to communicating in English in everyday life describes behavioral engagement. Without engagement, it is unlikely that students will do this and be successful in learning English. Overall, consistent study habits and self-reflection play a key role in the development of language skills, which has an important influence on future approaches to language education and learning. The successful cadets are defined by the process. Learning habits have shaped learners to face challenges, develop their own strategies and regular practices to ensure success in language acquisition particularly in speaking. The habit itself is a continuous and ongoing process. It must be the primary strategy for language learners, particularly those learning a foreign language.

ACKNOWLEDGMENTS

The researchers would like to express their gratitude for all parties who supported and helped the researchers.

COMPETING INTERESTS

The authors declare that they have no competing interests.

REFERENCES

- Afrillah, T. (2022). *Improving speaking skill by using self-talk strategy at the second-grade students of SMAN 3 Palopo* (Doctoral dissertation, Institut Agama Islam Negeri (IAIN) Palopo).
- Ahmed, O., Hossain, M. A., & Rana, M. S. (2018). Role of self-esteem and study habit on academic achievement of university students. *Bangladesh Journal of Psychology*, 21(1), 81–92.
- Anjarani, S., & Alvianingrum, Y. (2024). Oral peer feedback in online speaking class: Implementation, students' attitudes, preferences, and usefulness. *English Education*, 11(1), 105–114.
- Arifin, P. (2012). Hubungan kebiasaan belajar dengan prestasi belajar siswa kelas VII B SMP Negeri 13 Malang [Undergraduate thesis, Universitas Negeri Malang].
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. Macmillan.
- Baron, R. (2020). Students' perception on online application in speaking skill e-learning. *Voices of English Language Education Society*, 4(2), 213–221.
- Baule, M., Liando, N. V., & Kamagi, S. (2023). The influence of mother tongue on the speaking ability of Sangihe English students in Universitas Negeri Manado. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, 2(8), 1035–1043.
- Best, J. W., & Kahn, J. V. (2014). *Research in education* (10th ed.). Pearson Education.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47.
- Carroll, M., Lindsey, S., Chaparro, M., & Winslow, B. (2021). An applied model of learner engagement and strategies for increasing learner engagement in the modern educational environment. *Interactive Learning Environments*, 29(5), 757–771.
- DeVito, J. A. (2013). *Interpersonal communication book* (13th ed.). New York, NY: Pearson Education.
- Dewey, J. (1978). *How we think and selected essays: 1910–1911* (Vol. 6). SIU Press.
- Fogg, B. J. (2019). Fogg behavior model. *Behavior Design Lab, Stanford University, Stanford, CA, USA*.
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109.
- International Maritime Organization. (2015). *International Maritime Organization Model Course (IMO MC) 3.17 for Maritime English*. Cambridge.
- Jurkovič, V. (2016). Model Course 3.17. Maritime English, 2015 edition, International Maritime Organization. *Scripta Manent*, 10(2), 64–68.
- Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. FT Press.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
- Liu, P. L., & Chen, C. J. (2023). Using an AI-based object detection translation application for English vocabulary learning. *Educational Technology & Society*, 26(3), 5–20.
- Maru, M. G., & Pajow, C. N. (2019). Emotional, behavioral and cognitive engagement in language learning: The experience of the successful learners. *CELT: A Journal of Culture, English Language Teaching & Literature*, 19(2), 337–353.
- Meinawati, E., Harmoko, D. D., & Rahmah, N. A. (2020). Increasing English speaking skills using YouTube. *Polyglot: Jurnal Ilmiah*, 16(1), 1–13.
- Paongan, A. C., Mahmud, M., & Salija, K. (2019). Learning habits and learning styles of students in Indonesia EFL classroom [Doctoral dissertation, Universitas Negeri Makassar].
- Patrick, H., Ryan, A. M., & Kaplan, A. (2007). Early adolescents' perceptions of the classroom social environment, motivational beliefs, and engagement. *Journal of Educational Psychology*, 99(1), 83.
- Reynolds, B. L., & Ding, C. (2024). The predictive effects of reading speed and positive affect on first and second language incidental vocabulary acquisition through reading an authentic novel. *Applied Linguistics Review*, 15(5), 2149–2174.

- Rosidah, R., Ardila, I., & Jaidie, M. (2023). The use of singing method to increase students' speaking skill in using pronoun at language club STAI Rakha Amuntai. *PEEL (Paser English Education and Linguistic)*, 3(1), 1–10.
- Salame, I. I., Tuba, M., & Nujhat, M. (2024). Note-taking and its impact on learning, academic performance, and memory. *International Journal of Instruction*, 17(3), 599–616.
- Schmitt, N., & Schmitt, D. (2020). *Vocabulary in language teaching*. Cambridge University Press.
- Schön, D. A. (2017). *The reflective practitioner: How professionals think in action*. Routledge.
- Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. Teachers College Press.
- Skinner, B. F. (1953). *Science and human behavior*. Free Press.
- Skinner, E. A., & Belmont, M. J. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of Educational Psychology*, 85(4), 571.
- Sunarti, S., & Sujito, S. (2024). The correlation between learning habit and English achievement of second year students at Islamic Senior High School 2 Ponorogo. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, 3(5), 513–527.
- Trenkner, P., & Cole, C. W. (2012). The STCW Manila amendments and their impact on maritime English. *Constanta Maritime University Annals*, 17.
- Vidhiasi, D. M., & Syihabuddin, S. (2022). Maritime English: Teaching English for maritime sciences or teaching maritime sciences in English? *Saintara: Jurnal Ilmiah Ilmu-Ilmu Maritim*, 6(1), 71–77.
- Watson, J. B. (1924). *Behaviorism*. Norton & Company.
- Wirawan, I. W. A., Murda, I. N., & Bayu, G. W. (2019). The relationship between study habits and PKN learning achievements. *Scientific Journal of Education and Learning*, 3(2), 189–200.
- Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory Into Practice*, 41(2), 64–70.