

The Perception Of Synchronous Model Of Marlins For Maritime English In An Indonesian Maritime Higher Education

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ABSTRACT

The aim of study was to analyse the perceptions of cadets and lecturers in implementing marlins online for seafarers based on synchronous learning model. This study used qualitative research, with a case study design. Data collection used observation, questionnaire, in-depth interview and documentation to collect data on current teaching practices and approaches used in Maritime English. The research sample was 5 experienced lecturers and 24 cadets in Engine Department study program. 3 of 5 lecturers and 7 cadets was focused on interview. Analysis of interview data used Atlas.ti Software version 9 in 2021. Based on findings found that cadets and lecturers have the same high perception of thoughts, feelings, opinions and experiences in using Marlins. High perception is characterized by collaboration, direct instruction, interaction, clarification and autonomous learner. Marlins was an online learning platform for seafarers that is not only learning English but also maritime-related to resources as an E-learning solution for shipping, cruise ships and the maritime industry overseas. Including the exam used to assess the competence of seafarers who will work in the ship. This is in line with the program established by the International Maritime Organization (IMO).

Keywords: Synchronous Learning, Perception, Maritime English, Marlins, ESP

INTRODUCTION

Education is most effective when students feel connected to their learning environment and are engaged in meaningful and applicable learning. This level of excellence is attainable in both conventional and non-traditional academic settings. Due to many technological advancements and our country's current situation, the non-traditional type of education known as remote learning is gaining favor. In this matter, technology has played a significant role in the education sector, which includes

these online learning. Academic leaders from all kinds of educational institutions indicated a rise in demand for not just face-to-face courses but also for online programs, according to a survey. As distance education becomes more popular, there will be an increasing need for high-quality online learning courses more accessible to students worldwide (Allen & Seaman, 2010).

The learning system used by educators can be said to be appropriate (good) if the implementation of the learning program meets three criteria, namely attractiveness, usability (effectiveness), and usability (efficiency). This

shows that the learning system requires a process that is designed in such a way that the interaction between teachers and students occurs in an interesting, effective, and efficient manner. So that with this combination will give birth to educative interactions by utilizing media as teaching materials. In the learning system, teachers and students influence each other so that learning activities can live and have class goals.

To realize all that, teachers and students need media so that there is an interaction that affects each other. One of them is by using a learning system based on information and communication technology (ICT). Worldwide, information and communication technologies have supplanted traditional methods of teaching and learning (Selinger, 2001c). ICT technologies and techniques are utilized to improve teaching and learning possibilities, particularly those involving distant learning. Integration of ICT equips students for real-world problems (Lowther et al., 2008, Weert & Tatnall, 2005). Technological advancements have ushered in an information revolution, revolutionizing how people live and work (Pachler, 2001, p. 15). Incorporating ICT into the educational environment has changed it into a learner-centered setting (Castro Sánchez & Alemán, 2011).

Additionally, because the relationship between Information Technology (IT) and Foreign Language Learning (FLL) has been established (Bahrani, 2011), educators in many classrooms have relied heavily on computers, defined by Hartoyo (2006) as a tool that is entirely dependent on the user and a medium that facilitates people's learning, to support and enrich the learning process (language). However, the potential of computers and the internet for methodology and pedagogy has not been fully explored (Jung, 2005; Bahrani, 2011), and while the middle school continues

to restrict computer use for a variety of reasons (Bahrani, 2011), language teachers utilizing CALL (Computer Assisted Language Learning) has increased rapidly as a result of diverse language experiences (Kung, 2002).

Maritime school is a school specifically focused on technical skills that can be used on sailing on the ocean or working in industries related to the ocean. It offers such a combination of classroom and hands-on experiences, which are vocational education programs in the maritime field. As the world today has been facing a global pandemic, many sectors have to transform from the conventional into the digitalized one. Such change includes in educational sectors. As a matter of fact, schools and universities, for instance, have to deal with technology practices (i.e., digital learning; e-assessment) to survive during a Covid-19 pandemic. Following this, the Covid-19 outbreak has triggered teachers over universities and schools to adjust their teaching activities fully digitalized, including how they teach and motivate their students' English development through digital learning. It is a happiness and pride to state that the teaching and learning activities in Polytechnic of Makassar Merchant Marine (PIP) have been implementing e-learning systems, especially during this pandemic, resulting in the continuous teaching activity at the school. In other words, the pandemic does not quit learning and teaching activities within the school, as PIP has established its e-learning facilities even before the pandemic appearance.

Based on its scope, online learning consists of 3 types, namely Synchronous Learning, Asynchronous Learning, and Blended Learning (Hrastinski, 2008). In this study, the researcher conducts one of the three types of online learning, namely Synchronous Learning, which is a type of learning that is in

principle the same as face-to-face learning, and namely there is real time interaction between teachers and students in the classroom. It's just that due to the development of computer and internet technology, this learning activity can be carried out online using video conferencing devices (videoconferencing). During the pandemic, many teachers, lecturers, and instructors carry out this type of synchronous learning within the framework of School from Home (SFH). Zoom and Google Meet are 2 examples of the most popular videoconferencing tools for this type of learning (Hrastinski, S., Keller, C., & Carlsson, S. A, 2010).

Synchronous Learning Model means that teachers and students learn at the same time virtually through zoom meetings. In other words Synchronous learning is live, real-time (and usually scheduled), facilitated instruction and learning-oriented interaction (Hyder, et al, 2007; Hartanto, 2016; Nurhikmah, et al, 2021). So, lecturers can deliver material in class directly to their students. Thus, even though it is done online, lecturers can still do virtual learning through online class media. Distance is eliminated because the content of online learning is designed with media that can be accessed from a computer terminal that has the appropriate equipment and other technological means that can access the network or the Internet (Comercho, 2006). As a synchronous process, it requires a different set of resources compared to the previous e-Learning concept (Braman, 2008). Synchronous learning requires a scheduled teacher and all learners at the same time. Compared to conventional classes, Synchronous learning requires technological resources and psychological resources both from teachers and from students (Suranto, 2009).

Hrastinski, S. (2008) investigated how and why synchronous communication affected

participation in online discussions. Personal participation involves more intense interaction better supported by synchronous communication while cognitive participation is a more reflective type of participation. In synchronous discussions, the e-learners felt that they worked together and were not restricted to only discuss course content. This was likely to induce arousal and motivation and increased convergence on meaning, especially in small groups.

There is no study which combine between synchronous learning and Marlins online application. So that, this study tries to cover this research gap by taking; the learners' and the employers' views and provides a list of highly needed skills of Maritime English (ME) for the cadets looking for a seafaring career by using Marlins Application based synchronous learning. Synchronous e-learning has received much less research attention, as compared with asynchronous e-learning. Practitioners that consider using and designing synchronous e-learning are in urgent need of guidance. In order to address this need, they propose design exemplars for synchronous e-learning (Hrastinski, S., Keller, C., & Carlsson, S. A, 2010). Also, had significantly higher self-evaluated performance in synchronous learning mode. They learned in a more socially engaged and cognitively engaged way in synchronous online courses (Zhang, et al, 2022). (Levin et al, 2006) recommend that synchronous learning actually encourages high levels of critical reflection of online course delivery. Studies examining synchronous learning suggest strong potential for synchronous Web-based course systems and benefits to cognitive presence, social presence, and teaching presence (De Freitas & Neumann, 2009; Hrastinski & Keller, 2007).

Moreover, this research is very special/unique because it focuses on ESP/maritime English.

Because using the Synchronous learning based Marlins application is very rare, no one has even done research using the Marlins application. This study is recommended that the students' technology affordance and digital competencies can influence their attitude towards distance online learning (Zhang, et al, 2022). This study is implemented in maritime English for seafarers students then, recommended that the affect of agentic engagement in non-EFL settings (Almusharraf, et al, 2021). Previous researchers only used Marlins text books as a medium in ESP learning, as research results from (Aprizawati et al, 2022) stated that Students who were taught using the Marlins Study Pack had better English skills than students who were taught using traditional techniques, to be implemented in teaching English for Maritime process.

Considering the background, the researcher is interested in conducting a research discussing the implementation of Online Marlins English for seafarers based synchronous model in an Indonesian Maritime Higher Education. As theoretical question and main focus is Online Marlins in teaching and learning Maritime English, the researcher formulates a research questions How do the EFL lecturers and cadets perceive Synchronous Based Model of Marlins for Maritime English Subject in an Indonesian Maritime Higher Education?

METHOD

The proposed research employed a qualitative research study, specifically case study design on the Perception of using Marlins for seafarers based synchronous model to support Maritime English in Indonesian post-pandemic maritime higher education (New Normal). A case study is a research approach that is used to generate an in-depth, multi-

faceted understanding of a complex issue in its real-life context (Harrison et al, 2017). Gustafsson (2017) further added case study is an established research design that is used extensively in a wide variety of disciplines, particularly in the social sciences. This research took place in Politeknik Ilmu Pelayaran Makassar. Observation and interviews were carried out to gather data on the current teaching practices and approach used in the Maritime English classes of PIP Makassar specifically in using Marlins English for Seafarer based synchronous learning. The samples of the interview 3 lecturers and 7 cadets and observations were 5 experienced lecturers and 24 cadets from PIP Makassar particular majoring from Engine respectively. The researcher gathered the data through observations, interview, and documentation. Data was analysed using Miles and Hubberman (In Sugiyono, 2007: p.204), the steps of this research are collecting data, reduction of data, presentation of data and the last step is conclusion. An analysis of interview data using Atlas.ti Software version 9 in 2021. Atlas.ti Software version 9 is software created by Thomas Muhr, he comes from Germany. Atlas ti is software that is used to analyze qualitative data in the form of text, graphics, audio, and video in large quantities. This software offers a variety of tools that you can use to manage, extract, compare, explore and reassemble meaningful pieces of large amounts of data in creatives, this Atlas ti is flexible, yet systematic.

RESULT AND DISCUSSIONS

This research examined synchronous learning model through Marlins instruction to assess the effects on cadets' educational experience, perceived learning, and interaction and investigate how students in each learning

environment perceive their thought, opinion, feeling and experience. Six real-time, online class meetings were held throughout the semester in which the lecturer conducted the class lesson on different topics. Several meeting times were offered to the cadets per session. Overall, attendance was very strong.

It was indicated that cadets participating in a distance learning environment that included synchronous Web-based class meetings through Marlin over the course of the semester would perceive a statistically significantly stronger sense of cognitive, social, and teaching presence (Chou, 2002; de Freitas & Neumann, 2009; Hrastinski & Keller, 2007; Tolu, 2010) It was also predicted that the synchronous-enhanced environment would yield statistically significantly higher reported perceived learning and interaction (de Freitas & Neumann, 2009; Disbrow, 2008; Gillies, 2008; Koszalka & Ganesan, 2004; Mabrito, 2006; Skylar, 2009; Zsiray, Smith, & West, 2001).

After analyzing the interview and questionnaire using Atlas.ti Software Version 9 created by Thomas Muhr (2021). Five themes that emerged, those are collaboration, direct instruction, interaction, clarification and autonomous learner.

Collaboration

During the interviews, cadets also discussed how synchronous learning in the online environment provided an opportunity for collaboration, defined in this study as the process by which cadets work together toward a common goal. According to the 2012 Horizon Report, collaborative learning models in higher education are among other key developments predicted to emerge over the next few years (Johnson et al., 2012). Collaboration is a key factor in the Community of Inquiry Model (Garrison et al., 2000).

collaboration is also meant here is collaboration with students, collaboration with teachers as well as with the media used.

Cadets' interviews revealed how collaboration benefited students in the synchronous learning environment. Based on the results of interview from seven cadet respondents gave views in the form of perceptions related to the synchronous online model commented that "I think it's really great. I think that more online teachers should be able to use it as a way to communicate and to work in groups without actually having to meet, and I think that's awesome because that's the problem with online courses is most of the time you can't meet with groups or even have groups, just depending, and this gives us the opportunity to do that." She also mentioned "I like group work and I do well with group work and being able to share my opinions and have the opinions of others shared with me. It gives me a better understanding of the material." Another student interview participant mentioned that this type of learning environment supported collaboration, an important factor to her learning. Seven cadets as respondents provided views in the form of perceptions related to the synchronous online model.

Broadly speaking, the answer is the same, namely the media used in learning Maritime English is the platform from Marlin English for Seafarer. This media is like Moodle which can be accessed for independent learning as well. According to the cadets' perception that this media is interactive, interesting, practical, easy to use, and the content is in accordance with the seafarers' knowledge. Another interviewee discussed that he felt the online class discussions were beneficial to him experience through enhancing collaboration. He mentioned that how "really enjoyed that even at home but

could meet directly in zoom and studied together ” and that he liked “how we could communicate with other cadets and talk about what was confusing or what we really enjoyed.”

The three lecturers as respondents gave almost the same answers with cadets, namely using the Marlins English for Seafarer platform as a medium in learning English with the Synchronous Learning model. The three respondents have the same perception regarding thoughts, opinions and experiences using Marlins as an Online Learning Media which is in accordance with the needs of English for Specific Purposes (ESP) for prospective Seafarers. This media is also practical, effective, very interactive, easy to use, and very helpful for lecturers in teaching. Because it is liked by cadets so that it can increase cadets' motivation in learning and improve cadets' language skills, and can be used for independent study. Also, two lecturers can be collaborative with peer teaching when they were teaching ESP by using Marlins online application.

Collaboration involves individuals working with one another as equals (Friend and Cook, 1992) with a shared vision (Wig, 1992). Collaboration is at the core of the Community of Inquiry model (Garrison, Anderson, & Archer, 2001). One aspect of the thematic found in this study is that ESP-based Maritime English teaching is very interesting and interactive if it is taught by 2 teachers, namely the English lecturer and seafarer's lecturer background. This collaborative is a very important element in the inquire model, which is part of cognitive presence.

Some authors define cognitive presence as “exploration, construction, resolution, and confirmation of understanding through collaboration and reflection within a community of inquiry” (Garrison, 2007, p. 65).

Cognitive presence, based on the theory of reflective thinking (Dewey, 1933), is concerned with “higher-order thinking processes as opposed to specific learning outcomes” (Garrison et al., 2001). Cognitive presence consists of elements of the Practical Inquiry Model including triggering events, exploration, integration, and resolution (Garrison, Anderson, & Archer, 2000).

Direct instruction

Based on the results of interview from seven cadet respondents gave views in the form of perceptions related to the synchronous online model. Broadly speaking, their answers are the same, namely synchronous online learning that is carried out in real time involving teachers and cadets who are both online on one network and can interact directly or interact and communicate in two ways directly. One cadet interviewee discussed how he “liked it when the lecturer went through the marlins that were a little bit harder when the activities were a little more difficult and challenging” and “it was a little bit better to have it live and be able to go through it step-by- step.

Another cadet commented that he “really appreciated that this online course had this option because I felt that I really got happy and fascinating learning Maritime English by using Marlins and it's taught synchronous”. He described his feeling of effectiveness of using the application because Marlins didn't take any effort to operate and easy to learn moreover it can be direct to learn with the lecturer. The student interview participants communicated that synchronous learning afforded direct instruction. Instructor demonstration and modeling provided support for the students which they felt was beneficial to their learning experience.

In line with lecturers' perception stated that the three respondents gave answers in the

form of perceptions related to the synchronous online model. Broadly speaking, the answer is the same, namely online learning is learning that is carried out online at a predetermined time together and meets face-to-face using media. So, the face-to-face in question is face-to-face through media using the internet. One lecturer commented that he “really like teaching Maritime English using Marlins since it can enhance students’ knowledge by it’s interesting method and he think the online platform of English for Marine especially engineering is very helpful for him as a lecturer, because it provides the useful materials for the cadets, the platform is easy to use, so he can teach and give explanation with fully understandable as well, moreover it support the self study for the cadets as well.

Direct instruction aligns the teacher at the heart of the learning process (Baumann, 1983). Through direct instruction, the teacher “shows, models, demonstrates, and teaches the skills to be learned” (Baumann, 1983, p. 287). The construct of teaching presence also includes direct instruction (Anderson et. al, 2001). Teaching presence, defined as the “the design, facilitation, and direction of cognitive and social processes for the realization of personally meaningful and educationally worthwhile learning outcomes” (Anderson et al., 2001, p .5), provides one possible advantage of integrating synchronous learning into the distance learning environment (Tolu, 2010).

(Garrison and colleagues, 2000) define social presence as “the ability of participants in the inquiry community to project themselves socially and emotionally, as 'real' people (eg, their full personality), through the communication media used”. Social presence, a term originally coined by (Short, Williams, and Christie, 1976), involves media elements of wealth, the ability to forge relationships, and

students' ability to project themselves as real and individuals present. The three main elements of social presence include “effective communication, open communication and group cohesion” (Garrison, 2007, p. 63). Social presence can occur when individuals have the opportunity to reflect their identity within the distance learning community.

Interaction

One interviewee discussed the importance of the synchronous meetings in terms of his ability to interact effectively with his lecturer and classmates though the Marlins synchronous conferencing platform. She mentioned that “I did enjoy it. I didn’t think of it as a hassle or anything like that. I mean, it’s important, and I think it’s a great way to build a relationship with my lecturer and my classmates even over the Internet. I feel really close to my lecturer. She’s just been so helpful, and I think that it’s a great way to still maintain that community in my classroom even with it being online.” He commented that he appreciated the Marlins platform facilitated interaction. He stated that “there were multiple ways of communicating through there whether it was through, you know, the microphone or, you know, the chat room and it was just a good experience overall, and being able to see her screen which was really helpful too.”

Another cadet interviewee discussed that he enjoyed this environment because he values communicating with others. He commented that “I like to talk, and I like to be, have communication with people and stuff, so that was more, kind of my learning style than just typing or... messaging people and stuff. I like to have that communication and things and be able to answer questions and talk and have questions answered and stuff, and to be able to go through it like that really helped me

understand what was going on instead of just having to just sit and watch the videos.”

Another interviewee discussed that he “liked that I could talk to my teacher and my classmates.” he “liked the one-on-one communication with the instructor and having evidence that they are actually there and helping me to learn.” he “liked that the lecturer was there at the moment instead of...versus email, or not communicating at all.” This participant appreciated the opportunity to interact with his lecturer. He mentioned that he “liked getting to know my lecturer, and I think it helped me to do better on my assignments, knowing that I could get that feedback at any time.

Finally, the theme of interaction emerged through the interviews. The concept of interaction has been described by Moore (1989) as involving three elements including learner-instructor, learner-learner, and learner-content.

(Moore, 1989) describes interaction as pivotal to the learning process. (Fulford and Zhang, 1993) assert that online courses should place interaction at the heart of distance education practices. As noted in the review of literature and supported in survey responses, synchronous learning may help to facilitate interaction (Mabrito, 2006; Zsiray et al., 2001). The interviewees in the synchronous-enhanced distance learning environment discussed the benefits to student-student and student-instructor interaction.

Clarification

Participants also noted clarification, defined in this study as a way to make information easier to understand, as a benefit of synchronous Web-based learning. Clarification is a key element in cognitive presence. Integrating synchronous learning into the online environment via cognitive presence in the Community of Inquiry Model (Garrison et al.,

2000) may benefit students seeking clarification which is important in the learning process.

Seven cadets interviewee discussed the importance of the synchronous meetings in terms of his ability to clarify effectively with his lecturer and classmates through the Marlins synchronous conferencing platform.

One cadet mentioned that he “thought the online class meetings were really helpful too because it gave really good clarification on what needed to be done.” Another participant commented that “it just clarified everything a lot more than just reading it on the computer or on a piece of paper, and you could clarify stuff for us, or people in the group that we were in, could clarify if we had any questions.” Participants in this group expressed their perception that the Marlins synchronous online class meetings were beneficial because they “helped me answer all of my questions and gave me a good example of what was expected.” Cadets explained that they felt the online class meetings “gave clarification on what was going on, and when we did the online meetings about the Marlins, we had to evaluate it, and we were talking about it.”

Another student commented that “I believe that it is very helpful because, like I said, I’m a very visual learner and when you went through it, we knew what was expected of us and what we had to do to achieve it, so I believe it really helped.” Another cadet mentioned how the online class meetings supported clarification. He thought that “they were really helpful just being able to know what everyone else was doing and not feeling so lost and completely on your own and being able to have a very approachable format like this. I like it a lot.”

One cadet noted that, I’m getting a much better understanding and I’m learning more, and when assignments come along, I

have an understanding of what is expected of me and what I should be doing and that I'm not on my own."

One interviewee noted that synchronous learning was beneficial "for clarification on our projects such as group presentation, because you can go directly clarify to the lecturer through the tutorial, and she might say something." She commented that "it makes things clearer and you can ask questions," "it's just a lot... easier to understand things," and "it was a little bit better to have it live...and ask her any questions along the way." Another interviewee mentioned that the online class discussions were "very helpful because if I had any questions about the module they could be answered immediately." She appreciated "that she was able to get the instant contact during the meetings and talk about anything that was needed for the upcoming modules." In her opinion, "online class meetings makes learning easy and gave me a sense of comfort knowing that other students were asking the same questions."

Some authors define cognitive presence as "exploration, construction, resolution, and confirmation of understanding through collaboration and reflection within a community of inquiry" (Garrison, 2007, p. 65). Cognitive presence, based on the theory of reflective thinking (Dewey, 1933), is concerned with "higher-order thinking processes as opposed to specific learning outcomes" (Garrison et al., 2001). Cognitive presence consists of elements of the Practical Inquiry Model including triggering events, exploration, integration, and resolution.

Autonomous Learner

Participants also noted learner autonomy, defined in this study as a way to study independently since Marlins Platform can be learned individually. It make process of

learning easier to understand, as a benefit of synchronous Web-based learning. Learner autonomy refers to the principle that learners should take an increasing amount of responsibility for what they learn and how they learn it. Autonomous learning is said to make learning more personal and focused and, consequently, is said to achieve better learning outcomes, since learning is based on learners' needs and preferences.

Autonomy is the ability to take charge of one's own learning (holec, 1981) Autonomy means empowering students, yet the classroom can be restrictive, so are the rules of chess or tennis, but the use of technology can take students outside of the structures of the classroom, and the students can take the outside world into the classroom. Also it is someone who works independently and who takes pride in their work (reinder, 2010).

One cadet mentioned that he "thought the Marlins online were really helpful for him because it gave really beneficial to study independently". He can study by himself without receiving order from anybody, just focus on what the technology such as Marlins platform assignment.

Another cadet said that the campus also provides an E-learning platform but prefers Marlins to learn Maritime English because this application is easy to use, in accordance with my scientific content as a prospective seafarer and can be used to study anywhere and anytime using the internet.

Moreover, the present research finds that the there are three factors affect the EFL lecturer's decision to implement online learning. Those are the safety, as fun as face to face class, and more interesting. In line with that, all cadets also state that it is more interesting to apply based the current time and condition, especially in the pandemic

condition. This confirms the previous theory put forward by Sadeghi (2019).

In improving the ICT skill, the EFL lecturer and most cadets explain that they have the basic skills but sometimes they need to improve. The lecturer's efforts are googling about what he needs and to know on technology, learning by youtube, and sometimes to other lecturers. Similarly, the cadets also apply various methods for improving their knowledge level, such as learning to use hardware and software, using my spare time from synchronous learning, surfing on the internet, diligently reading, and digging for information, and so on.

Referring to the results of interviews, questionnaires and observations of researchers, the researchers concluded that lecturers and cadets had a high perception of Maritime English learning which was carried out synchronously and using marlins. The researcher categorized into highly perceive because this category refers to teachers and students who have a high understanding of synchronous learning, an understanding of technology that is interesting, effective, easy to use and in accordance with students' knowledge so as to provide high motivation to learn the concepts and media (Marlins Online application) that will be used. Teachers and students open themselves to be thorough and there is a desire to learn independently with technology media.

CONCLUSION AND RECOMMENDATION

Referring to the results of data analysis from interviews, questionnaires and observations of researcher, the researcher concluded that Lecturers and Cadets had a high perception of Maritime English learning which was carried out synchronously and using marlins. The

researcher categorized into highly perceive because this category refers to the five themes that emerged toward the perception of using synchronous learning through Marlins, those are collaboration, direct instruction, interaction, clarification and autonomous learner. Collaboration defined in this study as the process by which cadets work together toward common goal. Collaboration is also meant here is collaboration among cadets, two lectures involved in peer teaching process as well as with media used in ESP context. It is also refers to teachers and students who have a high understanding of synchronous learning, an understanding of technology and in accordance with students' knowledge so as to provide high motivation to learn the concepts and media (Marlins Online application) that will be used. Teachers and students open themselves to be thorough and there is a desire to learn independently with technology media. Direct instruction aligns the lecturer at the heart of the learning process. It is dealing with the social presence in which the ability of cadets to project themselves socially and emotionally as 'real' people (eg. their full personality) through the communication media used. Through direct instruction the lecturer shows models, demonstrates and teaches the skill to be learned. Interaction refers to the values of communicating each other in synchronous circumstances. The concept of interaction involves three elements including cadet-lecturer, cadet-cadet and cadet-content. Clarification defined in this study as a way to make information easier to understand as a benefit of synchronous Marlins based learning. Autonomous learning defined in this study as a way to study independently since Marlins platform can be learned individually.

Recommendation to the teachers. The teachers are expected to deepen their concepts and

practices about Synchronous Based Model of Marlins for Maritime English in order to contextualize the learning process. The higher education is also encouraged to improve the teachers' skill in using many approach, method, model, strategy in teaching and learning Maritime English. In fact, the steps of this model enable students to move forward from receiving to producing the language especially ESP materials. For other researchers who are interested in Synchronous Based Model of Marlins for Maritime English, it is recommended that they observe more teachers and compare the practices of the Synchronous Based Model of Marlins for Maritime English in other higher degree institutions. The other researchers are also encouraged to observe the other model of Synchronous Based Model of Marlins for Maritime English approach other find out the result on the other language skills (listening, speaking, and reading). The further researchers are also expected to continue the research of the Synchronous Based Model of Marlins for Maritime English based instructions in teaching Maritime English in an Indonesian Maritime Higher Education beyond. In addition, the further research can be conducted to see the blended Marlins English learning model of the Maritime English.

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