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The Anchorage of Technology at Maritime English Class: A Case Study at Barombong Maritime Polytechnic

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ABSTRACT

This research examines the significant role of technology in education at Barombong Maritime Polytechnic, particularly in teaching Maritime English. Using a mixed-methods approach that combines qualitative and quantitative analysis, the research examines how technology affects the effectiveness and engagement in Maritime English learning. The findings underscore the crucial role of technology at various stages of learning, from preparation to evaluation. The use of technology, including compiling e-books, leveraging YouTube for content delivery, and utilizing the Marlin Test app, demonstrates a wide range of applications in enhancing learning outcomes. Throughout the learning process, the frequent utilization of technology-based tools and platforms fosters an interactive and supportive learning environment conducive to effective learning. From computers and projectors to applications such as Wordwall and Zoom Meeting, technology enriches the educational experience, provides access to a variety of resources, and facilitates collaboration between students and educators. Additionally, technology-supported evaluation methods, such as Google Forms for theory exams and video recording for speaking assessments, offer a more efficient and comprehensive approach to assessing student progress and proficiency.

1 INTRODUCTION

In an era of ongoing technological development, the education sector has undergone significant transformation. Technology is not only a tool in supporting learning, but also changing teaching paradigms and methods, including vocational education in the maritime sector. In short, the vocational undergraduate maritime English teaching strategy is based on the perspective of computer network-assisted constructivism, which is a teaching model that adapts to the needs of the times. By fully utilizing computer networking technology and constructivist concepts, students can better participate in learning, master knowledge and skills, and adapt to future career development needs (Wang, 2023). English is the lingua franca language of the global maritime industry, playing a key role in communication among seafarers, ship officers, and other maritime professionals. Along with this, the use of technology in English language learning is increasingly recognized as an effective tool for improving students' language proficiency, including in maritime environments. Nursyam et al.'s (2022) research aims to explore the perceptions of teachers at the Barombong Maritime Polytechnic in implementing communicative language teaching (CLT) in Maritime English classes. Based on the research results, it was concluded that teachers have a positive perception of this teaching approach. They feel that communicative language teaching helps students understand and use language more effectively in maritime contexts. Additionally, teachers believe that this teaching can enhance students' communicative competence. In conclusion, the teachers were overall satisfied with the communicative language teaching they applied in the Maritime English classroom. This background reflects a significant shift in maritime vocational education, where previously learning was dominated by physical practice. However, with advances in technology, technology-based online learning has become a solution to maintain continuity and achieve learning goals.

This article discusses the role of technology in the transformation of vocational education, in the maritime sector and also highlights efforts to create graduates who are ready to compete in the era of technological progress. This shows how important it is to integrate technology in maritime vocational education in order to meet the demands of industry and to prepare graduates comprehensively. The positive impact of the application of technology in learning, especially in marine education, is the main emphasis in this research. In addition to providing wider access and supporting lifelong learning, technology also enriches the learning experience of cadets, as revealed by research by Hadromi et al. (2022). In this case, learning Maritime English, technology has become a tool that supports the development of the creativity of cadets and lecturers/instructors/instructors.

The article "Multimedia Technology Framework for English Language Teaching" highlights the importance of technology integration and its utilization in the classroom (Aflah & Yanti, 2019). This article also explores the role of multimedia applications in English language learning, with a focus on the use of multimedia technology to enhance student motivation, engagement, and comprehension. Some of the positive impacts of applying technology in Maritime English learning include: (a) Increasing student involvement: Multimedia technology can provide more interesting and informative content, thereby tightening student involvement in learning, (b) Increasing student understanding: The use of multimedia technology can help students understand more complex concepts and develop communication skills (c) Improving the creativity of students and teachers: Technology provides various tools that support creativity, such as educational video and audio learning. In this research, cadets and lecturers/instructors are expected to increase their creativity in utilizing technology to achieve learning goals. Simultaneously, research is being conducted to explore the application of technology in Maritime English learning in the classroom. Study on the use of Information and Communication Technology literacy in learning activities for cadets without having to go through textbooks. Lecturers can employ various methods to help cadets acquire knowledge and enhance their English vocabulary through engaging activities. One method used is through the role of songs on YouTube.(Oktavia, 2022). The article highlights the significance of technology in English language learning, particularly in maritime settings. The utilization of multimedia technologies, such as multimedia applications and YouTube, can enhance student engagement, deepen concept understanding, and foster creativity. It is hoped that by utilizing this technology, cadets and lecturers will be able to effectively improve their learning of Maritime English.

From some of these sources, it can be seen that the use of technology in classroom Maritime English learning has become an important topic and has received special attention in efforts to improve the quality of learning. The aim of this research is to investigate the use of technology in teaching English at Barombong Maritime Polytechnic. Therefore, this research will conduct a review of the application of Maritime English learning methods that are increasingly dependent on technology. The hope is that this research can make a valuable contribution to the understanding and development of Maritime English learning methods.

2 METHODS

The research method used is a mixed-methods approach, combining qualitative and quantitative methods to maximize the researcher's understanding of the phenomenon (Purwanza dkk., 2022). This approach was chosen to answer the problem formulation regarding "how applying technology to Maritime English learning in class can increase learner effectiveness and engagement." Data collection methods employed include sheet observations, interviews, documentation, and open- and closed-ended questionnaires. Observation sheets are used to record Maritime English learning activities with a focus on technology application in three years of learning. Interviews were used to explore the perceptions of lecturers/instructors and identify the barriers they experienced in relation to technology. Documentation involves collecting evidence related to learning methods used by lecturers/instructors, such as RPS or RPP. Open- and closed-ended questionnaires were used to explore the perceptions of cadets and lecturers/instructors regarding the application of technology in maritime English learning. Data analysis was conducted using a qualitative approach, involving data reduction, presentation of data in narrative form, and drawing conclusions or verification. Meanwhile, quantitative data from the Likert scale questionnaire were analyzed by categorizing responses based on specific intervals.

The research population consisted of 17 English lecturers/instructors and 647 cadets from the Diploma III and DP III Forming programs. A sample of lecturers/instructors was selected using purposive sampling techniques, and a sample of cadets was selected using random sampling techniques. It is hoped that the results of this research will provide in-depth insights into the effectiveness of applying technology to maritime English learning and obtain a comprehensive understanding from lecturers, instructors, and cadets. It is hoped that the analysis of both qualitative and quantitative data will provide a comprehensive picture of the impact of technology on the learning process and learner involvement.

3 RESULTS AND DISCUSSION

This research provides an overview of the application of technology by English lecturers and instructors at Barombong Maritime Polytechnic during the learning preparation stage.

Table 1
Types of Activities for the Use of Technology in Preparing Learning

No	Activity type	Output
1	Compile/download e-books	Ebook
2	Look for reading material according to the theme	handouts
3	Download videos according to the theme	Video according to the theme
4	Look for images according to vocabulary themes	PPT
5	Prepare listening learning applications	Listening application

In the analysis of research results, several aspects are explained as follows: (1) Learning Preparation Activities involving technology: a) compiling/downloading E-Books: Lecturers/instructors use technology to compile or download e-books as a source of learning material. This shows an adaptation to digital advances in providing more dynamic and accessible teaching materials. This use of technology not only enhances the quality of learning materials but also makes them more accessible and dynamic b) Searching for Reading Material: An online search for reading material shows the lecturer/instructor's efforts in presenting relevant content using resources available on the internet. c) Downloading Videos: The use of videos as a learning resource demonstrates innovation in conveying material by utilizing multimedia elements, which can enhance attractiveness and comprehension. d) Looking for Images According to Theme: The integration of images according to vocabulary themes in learning preparation demonstrates efforts to enhance visualization aspects in the learning process. e) Preparing a Listening Learning Application: Lecturers and instructors have prepared special applications to improve cadets' listening abilities, demonstrating the adoption of technology in language skills development.

The questionnaire results show that the use of technology in preparation for learning Maritime English not only involves selecting materials, but also includes the use of special tools and applications to improve the quality of learning (Haryanti, 2021). This indicates that there is an awareness of the importance of technological integration in the learning process to enhance the quality of learning, particularly in the context of Maritime English. This approach can help increase the effectiveness and efficiency of learning, as well as prepare students to face the demands of an increasingly competitive and global world of work (Tjahjanto & Kusmaladi, 2024). Technology can be used to create more interesting and interactive materials, such as videos, photos, and images. Apart from that, technology can also make it easier for teachers to create learning materials, such as audio, video, and computers (Prayitno & Rahmawati, 2021).

In Maritime English learning, technology can be used to help cadets experience the study time program and increase flexibility. An e-learning platform that provides access to learning materials can be accessed online at any time, allowing cadets to learn according to their own learning style, pace, and preferences. The use of technology in preparation for learning Maritime English can not only improve the quality of learning, but can also make it easier for lecturers to manage the learning process and increase interaction between students. The use of technology in learning Maritime English can significantly improve the learning experience of cadets. By implementing an e-learning platform, cadets can access learning materials at any time, allowing them to learn according to their own speed, style and preferences. This flexibility can improve the quality of learning and make the learning process more interesting. E-learning platforms can also provide lecturers with tools to manage the learning process more effectively. They can track student progress and provide personalized feedback, allowing lecturers to customize their teaching methods to meet individual needs. Additionally, technology can facilitate interaction between students, fostering a collaborative learning environment. In the context of learning Maritime English, the use of technology can help cadets improve their vocabulary skills, as mentioned in the research you provided (Sukomardojo & Ratnaningsih, 2020). E-learning platforms can provide a variety of multimedia resources, such as videos, images and interactive exercises, which can improve vocabulary acquisition and retention. Additionally, technology can be used to create interactive and engaging learning experiences. For example the use of Zoom, Google Classroom, and Quizizz in Maritime English teaching, as mentioned in study (Mansur & Asmawati, 2021), can provide a more dynamic and interactive learning environment. In short, the integration of technology in Maritime English learning can result in improved learning outcomes, increased flexibility, and more effective management of the learning process. E-learning platforms, multimedia resources and interactive tools can all contribute to a more engaging and effective learning experience for cadets. (2) RPP and RPS Use of the Marlin Test Application, Learning Implementation Plan (RPP) and Semester Learning Plan (RPS). The lesson plan that plans to use YouTube media shows that lecturers/instructors utilize video learning

resources from this platform. By having access to various learning videos on YouTube, lecturers and instructors can present Maritime English material in an engaging and diverse manner.

Table 2
RPP Excerpt on YouTube Use

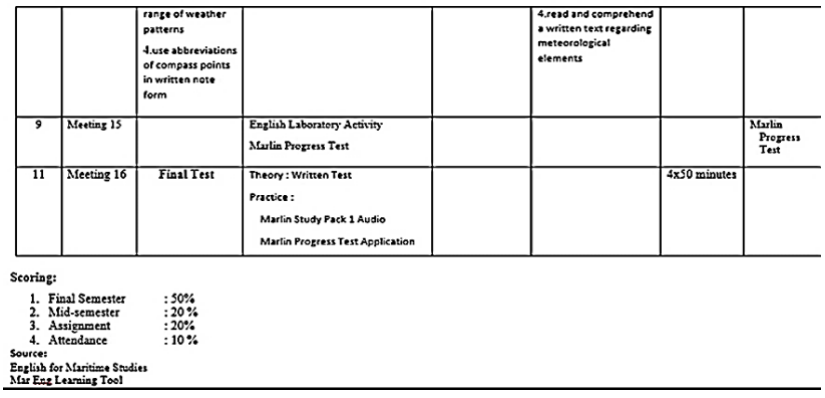
Vocabulary 1. Accuracy in using vocabulary about parts of vessel, cabins and accommodation; fasilities on board 2. Accuracy in using verbs in the context of maritime Grammar 3. Accuracy in pronouncing plural forms with addition there is/are (statemen, negative and question form), articles (indefinite and definite article); prepositions of place; posessives; and apostrophe Pronunciation 4. Accuracy ini pronouncing plural forms with addition	Criteria Rubrics Form: Written, Test, Oral	Lecture, Role-Play & Cooperative Learning LCD, PPT, Speakers, audiovisual (youtube) The 9th week (1 week 10 hours; 3 hours for theory and 7 haours For practice)

This lesson plan emphasizes the use of YouTube as a valuable resource in Maritime English teaching. this highlights the importance of incorporating technology, such as YouTube videos, into the teaching process to improve vocabulary, grammar, and pronunciation lesson delivery. The objectives of the lesson plan include accuracy in using maritime vocabulary and grammatical structures, and improving pronunciation skills, particularly in pronouncing the plural accurately. Criteria for assessing student performance include written tests, oral presentations, role-playing games, and cooperative learning activities. These methods aim to engage students in an active, constructive, and authentic way, which is essential for effective learning. The use of YouTube videos is encouraged to enrich students' understanding of Maritime English and increase motivation and participation in the learning process. lecturers/instructors are advised to download relevant videos that align with the lesson theme to improve the quality and attractiveness of the learning experience.

This research also analyzes the use of YouTube resources in Maritime English courses at Barombong Maritime Polytechnic. this research found that YouTube videos can be an effective teaching and learning material, especially when used in conjunction with other learning resources and activitiesn (Simbolon & Yusnita, 2020). In conclusion, incorporating YouTube videos into Maritime English teaching can create a more dynamic learning environment, improve vocabulary, grammar, and pronunciation lesson delivery, and increase learner engagement and motivation.

In the RPS (Semester Implementation Plan) which lists plans to use the Marlin Tes application, lecturers/instructors have planned to use the Marlin Study Pack 1 Audio and Marlin Progress Test Application. This application is scheduled to be used as a means of practicing the Marlin exam, both in the learning process and at the end of each subject or semester

Figure 1
RPS Snapshot of Marlin Application Use Test



		range of weather patterns 4.use abbreviations of compass points in written note form			4.read and comprehend a written text regarding meteorological elements		
9	Meeting 15		English Laboratory Activity Marlin Progress Test				Marlin Progress Test
11	Meeting 16	Final Test	Theory : Written Test Practice : Marlin Study Pack 1 Audio Marlin Progress Test Application			4x50 minutes	

Scoring:
1. Final Semester : 50%
2. Mid-semester : 20 %
3. Assignment : 20%
4. Attendance : 10 %

Source:
English for Maritime Studies
Mar Eng Learning Tool

The use of the Marlin Progress Test application in the curriculum has several benefits for both students and instructors. By using digital questions, instructors can create more interactive learning experiences and provide instant feedback to students, which helps students identify their learning achievements and track their progress more efficiently (Aprizawati; Satria, 2020). The use of the Marlin Progress Test application in the curriculum has several benefits for both students and instructors. By using digital questions, instructors can create more interactive learning experiences and provide instant feedback to students, which helps students identify their learning achievements and track their progress more efficiently.

This approach can also improve the learning process by allowing instructors to identify areas where students may need additional support or guidance (Rusdiana, 2021).The use of the Marlin Progress Test application is particularly beneficial in the context of Maritime English teaching, as it can help cadets develop a deeper understanding of maritime terminology and improve their pronunciation and grammar skills

Learning Process. Types of Equipment Most Frequently Used: Computer/laptop, projector, Android cellphone, video recorder, active speaker, and headset: This equipment supports the learning process by displaying material, video, and audio clearly and interactively.

Figure 2
Learning Atmosphere Using Technological Tools

The integration of equipment such as computers/laptops, projectors, Android cellphones, video recorders, active speakers, and headsets into the learning process at Barombong Maritime Polytechnic has indeed produced a significant positive impact. Here is how each of these tools contributes to improving the quality of the learning environment: 1.Computer/laptop: Simplifies the presentation of learning materials in digital format, allowing instructors to utilize a variety of resources and interactive content. 2. Projector: Enhances material visualization, aiding student comprehension and understanding by providing clear and engaging visual presentations. 3. Android Mobile: Offers flexibility and mobility for instructors to access online resources and manage learning materials efficiently, ensuring adaptability to diverse teaching approaches and student needs. 4. Video recorder: Allows recording of learning materials for future reference or independent learning, improves accessibility, and facilitates reviews for students. 5. Active speaker: Enhances the audio quality of material delivery, ensuring that students receive clear and sharp sound reinforcement, thereby improving the overall learning experience. 6. Headset: Provides voice isolation, helping students maintain focus and concentration by minimizing external distractions, thereby optimizing learning engagement.

Figure 3
The Use of Projector to Display Videos

Overall, the use of this equipment not only supports but also enriches and elevates the quality of the learning process at Barombong Maritime Polytechnic. By creating a more interactive, efficient, and adaptable learning environment, these tools contribute to increasing student engagement, understanding, and retention, ultimately fostering an atmosphere conducive to academic excellence

Table 4
List of Applications and Platforms Used for Teaching

Applications/Platforms	Function/Use in Class
Wordwall	Interactive game application
E learning	Online Learning application
Youtube	Learnng Video Sources
Window mediaplayer	Learning Video Sources
Zoom meeting	On Line Learning application
Pdf	File Application
Power PointPresentation	Presentation material for various materials
Email	Sharing information and sending tasks
Whatsapp	Sharing info
Google classroom	On Line Learning
Google translation	Translation
Engvid.com	Learning Video
Duolingo	English Learning Application
Memrise	English Learning Application
Quizlet	Interactive Quiz
Quizizz	Interactive Quiz
Marlin Installation Progress	Quiz Marlin to practice the Marlin test
Marlin TesTrainer	Practice Listening to Marlin Material

The list of applications and platforms used in teaching Maritime English at Barombong Maritime Polytechnic reflects the innovative approach of lecturers/instructors in utilizing technology in the learning process. 1).Wordwall is implemented as an interactive gaming application, providing game elements to increase student engagement. 2). The adoption of E Learning as an online learning platform demonstrates efforts to provide students with independent access and flexibility in accessing materials. 3). YouTube and Windows Media Player are sources of learning videos, utilizing visualization and multimedia to provide interesting and varied content. 4).Zoom Meeting, 5). Google Classroom, and other online applications are used to form virtual learning spaces, enabling interaction between faculty and students. Additionally, the implementation of translation applications such as Google Translation reflects efforts to support language understanding. 6). English learning applications such as Duolingo and Memrise enrich the learning experience with an application-based approach. 7). The use of various interactive quiz platforms such as Quizlet and Quizizz shows variations in evaluation methods. Overall, the integration of technology in teaching at Barombong Sailing Polytechnic creates a diverse, interactive learning environment that suits student needs in the digital era.

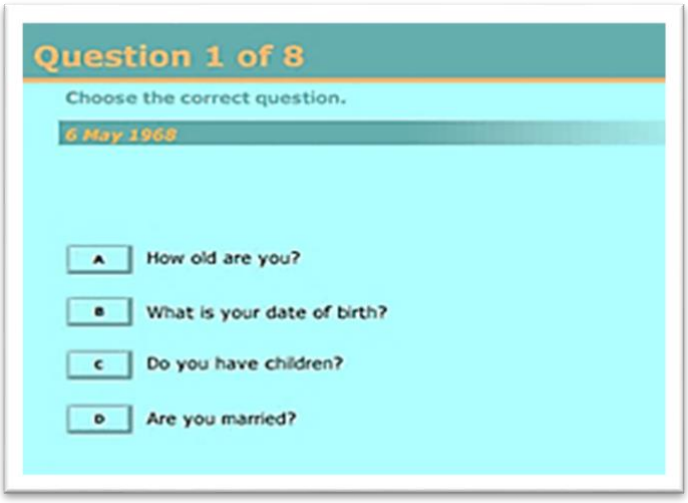
Figure 4
The World Wall Application

An overview of the use of the Wordwall application in the context of learning Maritime English at Barombong Maritime Polytechnic can be seen from its implementation as an interactive game. This application is used to create learning activities of a game nature, enriching teaching methods with interactive and fun elements. Students can engage in learning activities that are not only informative but also entertaining, creating a more engaging learning atmosphere. Thus, the use of Wordwall is not only a learning tool, but also a strategy to increase

student involvement and motivation in understanding Maritime English material (Hilal, 2022). The authors have explained the lessons learned at the Barombong Maritime Polytechnic how the application of technology has become an integral part of the assessment process. Based on data obtained from questionnaires, interviews and answers to open-ended questions, several lecturers/instructors have integrated various technologies in the learning evaluation process. First, the Google Form application has been used as an evaluation tool for theory exams. This demonstrates the use of technology to compile and manage quizzes or exams digitally, which can provide speed and efficiency in processing results. Furthermore, several lecturers/instructors created quiz applications which were held based on learning objectives, both CPMK (Minimum Competent Learning Achievement) and sub-CPMK. This approach ensures that evaluation refers to pre-established competencies, so that the evaluation process is more targeted and in line with learning targets. In assessing students' speaking abilities, video recording has become the main means. from evaluation. This technology allows a more comprehensive and objective evaluation of students' speaking skills, as it provides a visual and auditory record of their performance. Additionally, it allows lecturers/instructors to review and analyze students' speaking abilities at their own pace, providing valuable feedback and insight into areas for improvement. The use of video allows lecturers/instructors to provide more detailed feedback and create a more in-depth evaluation experience for students. Video recordings provide visual and auditory records of student performance, which can be reviewed and analyzed at the lecturer's own pace. This allows a more comprehensive evaluation of students' speaking abilities, as well as the opportunity to provide targeted feedback on specific aspects of their performance. Additionally, video recordings can be used to document and evaluate student progress over time, allowing lecturers to track their progress and identify areas for improvement.

Figure 5

The Adoption of Technology to Test Vocabulary and Grammar Skills



This application facilitates the training of learners and the evaluation of Marlin materials, enriching the evaluation method with technologies tailored to the curriculum's needs. The use of technology in the learning evaluation process has become an integral part of the assessment process at Barombong Shipping Polytechnic. The Google Form application has been used as an evaluation tool for theory exams, demonstrating the use of technology to compile and manage quizzes or exams digitally, which can provide speed and efficiency in processing results, ensuring that evaluations refer to previously established competencies, making the evaluation process more targeted and compatible with learning targets. In assessing students' speaking abilities, video recording has become the main means of evaluation, providing visual and auditory records of students' performance that can be reviewed and analyzed at the lecturer's own pace, enabling a more comprehensive and objective evaluation of students' speaking skills

The application of this technology in measuring hearing ability adds an interactive dimension to the evaluation process, where students can practice and be tested through digital platforms. Thus, the overall use of technology in learning evaluation at Barombong Sailing Polytechnic creates a comprehensive, measurable and technology-based approach, providing students with a more dynamic evaluation experience that is relevant to the demands of current developments.

The research carried out explores the integration of technology in the context of preparing and evaluating Maritime English learning at Barombong Maritime Polytechnic. A comprehensive examination revealed some key findings and discussions. Firstly, in the preparatory phase, technology plays an important role. Activities such as compiling and downloading e-books, searching for reading materials online, downloading videos, integrating thematic images, and developing custom listening applications all demonstrate a conscious effort to leverage

technology to improve learning materials and methods. Second, in the learning implementation plan, the utilization of YouTube for the delivery of varied content and the Marlin Test application for interactive exam practice underscores the value of technology in enriching learning plans and facilitating progress tracking. Third, during the learning process, frequent use of equipment such as computers, projectors, and mobile devices, as well as various applications and platforms such as Wordwall, Zoom Meeting, and Google Classroom, contribute to creating an interactive and supportive learning environment. Finally, in the evaluation process, technology-based tools such as Google Forms for theory exams, video recordings for speaking assessments, and the Marlin Listening App for measuring hearing ability, all reflect a commitment to leveraging technology for more efficient and comprehensive evaluation practices. In conclusion, this research emphasizes the important role of technological integration in improving the quality, effectiveness and efficiency of Maritime English education, demonstrating its potential to meet the needs of the evolving contemporary educational paradigms.

4 CONCLUSIONS AND SUGGESTIONS

The integration of technology in maritime vocational education, especially in the teaching of Maritime English, reflects a significant shift towards modernizing pedagogical approaches to meet the demands of the contemporary era. This research, based on the perspective of computer network-assisted constructivism, emphasizes the importance of technology as both a learning tool and a catalyst for changing teaching methodologies. By leveraging computer networking technology and constructivist principles, educators can create dynamic learning environments that empower learners to actively participate, gain knowledge, and develop skills critical to their future careers. The positive perception of communicative language teaching (CLT) among lecturers/instructors at Barombong Maritime Polytechnic underscores the effectiveness of technological integration in improving students' language proficiency and communicative competence. This shift towards technology-driven education goes hand in hand with the global maritime industry's reliance on English as a lingua franca, highlighting the importance of preparing learners with proficient language skills through innovative teaching methods. Through a mixed method approach combining qualitative and quantitative analysis, the study investigated the impact of technology on the effectiveness and engagement of Maritime English learning. Findings reveal that technology plays an important role in the different stages of the learning process, from preparation to evaluation. Activities such as compiling e-books, utilizing YouTube for content delivery, and using the Marlin Test application show the diverse applications of technology in improving learning outcomes. In the learning process, the frequent use of technology-based equipment and platforms fosters an interactive and supportive environment conducive to effective learning. From computers and projectors to applications such as Wordwall and Zoom Meeting, technology enriches the educational experience by providing access to a variety of resources and facilitating collaboration among learners and lecturers/instructors. Additionally, technology-supported evaluation methods, such as Google Forms for theory exams and video recordings for speaking assessments, offer a more efficient and comprehensive way to assess learner progress and proficiency. The integration of these tools improves the evaluation process, providing valuable insights for educators and learners. In conclusion, this study highlights the crucial role of technological integration in maritime vocational education, particularly in the teaching of Maritime English. By embracing technology-driven pedagogy, institutions such as Barombong Maritime Polytechnic can better prepare students for the challenges of the maritime industry while fostering a dynamic and engaging learning environment. Through continuous exploration and application of innovative teaching methods, maritime education can continue to evolve to meet the evolving needs of industry and society at large.

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