

Conference Paper

Students and Teachers' Perception of Using CBT Seagull Training Lab for Learning Maritime English in PIP Semarang

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Abstract

This study attempts to explore how students and teacher perceive the usefulness of Computer Based Training (CBT) Seagull Training Lab software for teaching, and learning Maritime English in PIP Semarang. This software is used by Marine Navigation, Marine Engineering and Port and Shipping Department's students. The study adopted the Technology Acceptance Model (TAM) by Davis (1989) focusing on the perceived acceptance of the software. This study employed the survey research design with simple random sampling as the sampling technique. The questionnaires and interviews were used as the method of data collection. The population participated are 374 students and 3 teachers. The data were analyzed and interpreted descriptively. The analysis was done under 4 headings: perceived of ease, perceived usefulness, attitude towards using, and behavior intention to use. The results show that students and teachers perceived the software both positively and negatively. It also reveals that a positive impact of the usage has a positive impact on teaching. Moreover, the negative perception is also uncovered.

Keywords: students' perception, teachers' perception, CBT Seagull Training Lab, TAM.

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1. Introduction

It is acknowledged that the fast-growing technology and information is unavoidable. Technology has been widely used in varied aspects of people's life, especially in daily context, such as the economy, entertainment, education and so on. In education, the development of ICT (Information and Computer Technology), successfully influences the methods of language teaching and learning in the classroom. Nowadays, language classrooms demand learning environment that emphasizes on students' active participation. This notion is similar to Kumar & Tammelin (2002), asserting that active learning enables to improve the learning process and it is able to enhance the quality of the language learning experience. This experience is possible to gain by applying blended language learning that combines real classroom setting with a mix of technology-based

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materials. Blended with ICT, teaching and learning process in the language classroom is expected to be as a bridge for the authentic material, especially for teaching Maritime English.

Regarding the use of ICT for teaching Maritime English, it is noticed that students generate their own perception towards its using, as well as the teachers. In order to seek the gap and explore those perceptions, this study is considered an urge to conduct. There are two main reasons for choosing the topic of research. First, perceptions perceived by the students and teachers are considered important and interesting to be explored. Second, evaluation and examination for future action about the use of ICT in the English language classroom are also being the main concern. Moreover, there has not been any research yet to investigate the students' behavioral intention in Politeknik Ilmu Pelayaran Semarang (PIP Semarang) on using CBT Seagull Training Lab as the ICT-based program for teaching Maritime English. Based on the foregoing ideas. Further, this study will be as a reminder and bring issues concerning the importance of students and teachers perceptions. It also introduces some criteria on technology acceptance, for instance, the influence of certain variable to other variables.

2. Literature Review

In a teaching and learning process, it is inevitable that teachers and students should cope with ICT. This forces students to encounter a situation in which English and ICT are urgently needed in learning. The demands for competent students, later mentioned as cadets, also drive the use of computer technology as a method of modern learning which facilitates the learners to access knowledge and information independently.

2.1. CBT Seagull Training Lab

Computer-Based Training (CBT) is defined as the use of a computer as a tool to facilitate and improve training and instruction. CBT also can be referred to a software programme that is designed for individual training on the computer in the classroom. This software programme containing drills and practice enables the students to adjust their own progress and pace of learning. The tests to evaluate students' understanding is also available. It makes that CBT allows education and training within a given topic by means of technology. The utilization of ICT in the language classroom, especially in teaching Maritime English for cadets can be reflected in the use of CBT (Computer Based Training) Seagull Training Laboratory. This software provides materials for teaching

English maritime both for learning and for testing. There are varied types of questions provided in this software, such as multiple choice, filling the blanks, matching, short response, etc. PIP Semarang only purchased some topics: (1) Maritime English, Ship Familiarization; (2) Maritime English, Pilot on the Bridge; (3) Marlins Study Pack 1 Progress Test; (4) SMCP – Distress Urgency and Safety; (5) SMCP – Navigation and Cargo Handling; (6) Maritime English, Introduction; (7) Maritime English, Superintendent Inspection; (8) Maritime English, Report Writing. More, those topics purchased have a significant proportion in navigation marine material compared to the marine engineering and port shipping materials.

2.2. Review of Previous Studies

Some researches about the benefits of using ICT in language teaching and learning have been reported. Almekhalafi (2006) and Gorder (2008) conducted researches to investigate the effect of integrating technology for teaching, the former is primary school students as EFL students in UEA and the latter is for Dakota State University Madison. The result shows that there was a considerable difference between the classes which integrating the technology and those which are not. A similar result was found from research by Chuan K. S. and Chou, T.W. (2002), examining the impact of internet networks on learning different aspects of English language such as comprehension, conversation, writing, intonation, and grammatical structures. They found out that using internet networks can improve students' learning skills and competencies.

Regarding students and teachers perception on ICT-based teaching, Key, Knack & Petrarca (2009) examined teachers' perception of the use of Web-Based Learning Tools (WBTLs) in middle and secondary school in Osawa Canada. The purpose of the study was to analyze teachers' perceptions of the use of WBTLs in the middle and secondary school classroom. The data collected from the learning object scale for the teacher (LOES-T). The result showed that teachers have a positive perception of the use of WBTLs. More studies related to teachers' perception of using technology in the classroom (Nikian, Nor & Aziz, 2013 and Pucket, 2017) mentioned that although teachers are faced with some difficulties in implementing technology in the classroom, they see a value in technology and want to use technology in the classroom. In this study, Nikian, et al also found a significant result of the teacher using technology in the classroom.

A study by Chia in 2002 who attempted to explore student and teacher perception and attitude towards ICT in an assessment revealed that vast majority of students perceived that they lacked experience with computer-based exams (need more time

to get used to doing so). However, most students indicated positive attitudes and perceptions towards the use of ICT for assessment.

The aforementioned results on the using of ICT in the classroom have shown the importance of integrating ICT in a language program. However, there are still noticeable obstacles to effective integration of ICT into language teaching. Internal and external challenges are possibly hinder the implementation of ICT in the language classroom. This study was intended to reveal the students and teachers' perception of the use of ICT-based program in the language classroom.

3. Methods

3.1. Sampling

The study was conducted in PIP Semarang. It involved the third semester of students enrolled in Marine Navigation, Marine Engineering, and Port and Shipping departments. The total number of population is 374 students with 50 students as the sample. Three English teachers also participated as the sample. Simple Random Sampling was used as data collection. The students had to show the result of their individual competencies, achievement, and learning after using the software.

3.2. Data collection

The researchers asked the participants to take part in responding to the questionnaire at the end of the class session. Gender is not counted as the variable so female and male cadets are considered the same. The data were collected by distributing the questionnaire to the cadets. The questionnaires consist of 16 items of questions. For teachers, the researchers asked some teachers who have conducted their Maritime English lesson using CBT Seagull Training Lab. After making an appointment, the researchers conducted the interview with the teachers.

3.3. Instrumentation

The research instrument consists of a questionnaire using a 5-point Likert scale, that is, 5: Strongly Disagree, 4: Disagree, 3: Neutral, 2: Agree, and 1: Strongly Agree. The items of the questionnaire are adapted from the Technology Acceptance Model (TAM) constructs (Davis, 1989). TAM is possibly the most widely-used framework for measuring technology

acceptance, and its high validity has been proven empirically in many previous studies (Alharbi, Saleh, & Drew, Steve 2014).

There are 16 items measured in accordance with the TAM construct as the research model. The measured items are perceived of ease (7 items), perceived usefulness (4 items), attitude toward using (3 items) and behavioral intention to use (2 items). To ensure the clarity, the questionnaire was also translated into Bahasa Indonesia, the students' mother tongue language. The TAM construct of the items can be seen in Table 1 in the following.

TABLE 1: Questionnaire.

Section I	Perceived Ease of Use (E)
I feel that using a CBT Seagull Training Lab would be easy for me	E1
I feel that my interaction with CBT Seagull Training Lab would be clear and understandable	E2
I feel that it would be easy to become skillful at using CBT Seagull Training Lab	E3
I would find CBT Seagull Training Lab to be flexible to interact with	E4
Learning to operate CBT Seagull Training Lab would be easy for me	E5
It would be easy for me to get CBT Seagull Training Lab to do what I want to do	E6
I feel that my ability to determine CBT Seagull Training Lab ease of use is limited by my lack of experience	E7
Section II	Perceived Usefulness (U)
Using CBT Seagull Training Lab in my job would enable me to accomplish tasks more quickly	U1
Using CBT Seagull Training Lab would improve my job performance	U2
Using CBT Seagull Training Lab would make it easier to do my job	U3
I would find CBT Seagull Training Lab useful in my job	U4
Section III	Attitude Towards Using (A)
I believe it is a good idea to use a CBT Seagull Training Lab	A1
I like the idea of using a CBT Seagull Training Lab	A2
Using a CBT Seagull Training Lab is a positive idea	A3
Section IV	Behavioral Intention to Use (BI)
I plan to use a CBT Seagull Training Lab in the future	BI1
Assuming that I have access to a CBT Seagull Training Lab, I intend to use it	BI2

3.4. Method of Data Analysis

The research was a descriptive-survey design, which employs mix-method analysis. It involves statistics calculation and descriptive interpretation to analyze the data.

4. Results and Discussion

The findings of the survey are presented based on four headings in the questionnaire. The collected data will be presented under those of the headings in the following section and followed by the description.

4.1. Students' Perceived Ease of Use (PEU)

Davis (1989) defined perceived ease of use as the extent to which the user expects the targeted system needing little effort. In this study, perceived ease of use is defined as the degree to which the cadets and teachers believe that learning to use a CBT Seagull Training Lab requires a relatively low degree of effort. It means that the software is able to make the learning easier. This following table shows the students' response.

TABLE 2: Perceived of Use (E).

No	Item	Criteria					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
1	I feel that using a CBT Seagull Training Lab would be easy for me	1	-	15	28	6	50
2	I feel that my interaction with CBT Seagull Training Lab would be clear and understandable	2	3	8	29	8	50
3	I feel that it would be easy to become skillful at using CBT Seagull Training Lab	-	18	13	14	5	50
4	I would find CBT Seagull Training Lab to be flexible to interact with	-	3	15	29	3	50
5	Learning to operate CBT Seagull Training Lab would be easy for me	-	-	20	25	5	50
6	It would be easy for me to get CBT Seagull Training Lab to do what I want to do	-	-	8	34	8	50
7	I feel that my ability to determine CBT Seagull Training Lab ease of use is limited by my lack of experience	1	5	14	26	4	50
	Total	4	29	93	185	39	
	Percentage	1%	8%	27%	53%	11%	100%

It can be seen from the table that CBT Seagull Training Lab is easy to use for cadets to operate. There are 64 % of cadets perceived that the software is easy to use. It also can be inferred that 9% of the cadets found the software is difficult to use. Simplicity and practicality of the tool or the software are paramount importance for the cadets since they usually avoid programs which difficult to operate. According to the interview,

at first, it is said that the software is confusing, but after the second usage, the cadets did not find any significant obstacles.

4.2. Students' Perceived Usefulness

According to Davis (1989), perceived usefulness is the user's subjective probability that using a specific system will increase their performance within an organizational context. In this study, perceived usefulness is defined as the degree to which the cadets and teachers of PIP Semarang believe that using CBT Seagull Training Lab would enhance the performance. The table below presents the data on students' perceived usefulness.

TABLE 3: Perceived Usefulness (U).

No	Item	Criteria					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
1	Using CBT Seagull Training Lab in my job would enable me to accomplish tasks more quickly	2	5	15	24	4	50
2	Using CBT Seagull Training Lab would improve my job performance	-	2	7	29	12	50
3	Using CBT Seagull Training Lab would make it easier to do my job	3	4	19	16	8	50
4	I would find CBT Seagull Training Lab useful in my job	-	-	6	21	23	50
		5	11	47	90	47	200
		2%	5%	24%	45%	24%	

Perceived of usefulness is defined as the degree to which a person believes that using CBT Seagull Training Lab would enhance cadets' performance. It is clear from the data that most of the cadets perceived that CBT Seagull Training is useful to enhance their performance. It is 69% of cadets surely believe that the software could improve their performance. Based on the interview, it is also revealed that the software is quite interesting for the cadets since it also provides many materials about maritime. The cadets also had their self-study by writing many vocabularies related to the materials, in which it enables them to gain more knowledge.

4.3. Students' Attitude towards Using

Attitude towards Using represents positive or negative individuals' feelings when performing a certain behavior (Ajzen & Fishbein, 2000). It will determine the intention to

use a program or learning tool. The cadets' attitude towards the CBT Seagull Training Lab can be seen in table 4 below.

TABLE 4: Attitude towards Using (A).

No	Item	Criteria					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
1	I believe it is a good idea to use a CBT Seagull Training Lab	1	1	7	35	6	50
2	I like the idea of using a CBT Seagull Training Lab	1	1	10	17	21	50
3	Using a CBT Seagull Training Lab is a positive idea	1	1	3	28	17	50
		3	3	20	80	44	150
		2%	2%	13%	54%	29%	

It can be identified from the table that 83% of the respondents have a positive attitude towards the using of CBT Seagull Training Lab while 13% do not have ideas about the program, and only 4% have a negative attitude. Some reasons why the cadets do not want to use it because engineering materials do not fully present. This will be as a notice for PIP Semarang to purchase more materials in order to satisfy cadets' expectation, especially engineering departments' students.

4.4. Students' Behavioral Intention to Use (BI)

Behavioral intention to Use (BI) is defined as the actual use of a given program and therefore determines technology acceptance. This is similar to a drive to apply or use the program. The following table represents the cadets' intention to use the CBT Seagull Training Lab.

TABLE 5: Behavioral Intention to Use (B).

No	Item	Criteria					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
1	I plan to use a CBT Seagull Training Lab in the future	-	-	5	24	21	50
2	Assuming that I have access to a CBT Seagull Training Lab, I intend to use it	-	7	11	20	12	50
		-	7	16	44	33	100
		0%	7%	16%	44%	33%	

It can be inferred from the table that 77% of the cadets plan to use this software, while 16% have not decided yet, and 7% do not intend to use it. It has been indicated that

there are factors that direct future attention. Individuals' attitude towards CBT Seagull Training Lab will ultimately lead to a particular behavior. Based on the theory, a user's intention is influenced by the attitude towards the system. A users' perception of a system's usefulness and ease-of-use result in a behavioral intention to use (BI), or not to use the system (Davis, Bagozzi, & Warshaw, 1989)

4.5. Teachers' Perception

Based on the interviews of 3 English teachers, it is concluded that there are positive and negative perceptions highlighted as the findings. CBT Seagull Training Lab is considered as one of a self-customized style of learning. Cadets are able to adjust their learning pace according to their own ability. This condition is appropriate for a heterogeneous class consisting of high and low-level students. Even though the time needed to complete the process is different, but as long as the basic requirement has been fulfilled, it does not matter to go beyond as self-adjusted learning. This software is good for testing the grammar and vocabulary skills, but not for pronunciation skill since this software does not demand the cadets to speak. It means that this software is good for receptive skills, not productive skills. It is also acknowledged that this software enables to improve students' ability in learning English. Talking about assessment, the score result of cadets' attainment is directly obtained, which makes the teachers easier in collecting the scores. The teachers do not find any difficulties in operating the software, but it is suggested to still provide a guideline for cadets about how to operate the software. The cadets sometimes ask the teachers for a simple matter, such as how to open the program. In addition, one of the teachers noticed that in the assessment of SMCP material, if the cadets do more than once, it will have the same score result unless the cadets exit the program first.

Visually attractive compared to teaching in class becomes the focal interest of using this software. There are many examples provided as well as its scenarios of certain topics. Teachers think that students will not get bored, for example in learning SMCP, compared to read the book in the class. Answering the questions also considered an interesting activity for cadets. On the other hand, teachers realize that the question items cannot be recheck, so cadets cannot recognize the right and wrong answers. While ICT is promoted as an eco-friendly sound innovation, people do not realize that the electricity consumed takes full of charge in an economical point of view. It is also agreed that teachers want to use this software in the future.

5. Conclusion

This study reveals that students and teachers' perceptions of using CBT Seagull Training Lab is quite similar. They are in the same line that the software is easy to use and has usefulness. Some obstacles in using this software are also noticed. These findings are important to reevaluate the maritime English teaching and learning process. It is expected that PIP Semarang are able to purchase other materials needed for students in order to provide more comprehensive alternative maritime English teaching materials. Despite the researcher's aiming to design a good quality research study, it is important to note that this research study has limitations its design and implementation. The research was limited in several ways, primarily related to the sample size which was not large enough. Further, if a large scale quantitative study is going to be developed, it will benefit the overall results.

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