

Cadets' Perception and Effectivity of Quiz-Based Maritime English Teaching in V-Class During Covid-19 Pandemic Time

¹Sri Sartini, ²Yudhanita Pertiwi, ³Yudhi Setiyantara, ⁴Itsar Hartadi

^{1,2,3,4} Sekolah Tinggi Maritim Yogyakarta, Indonesia

Abstract

Education across Indonesia has declared a lockdown temporarily due to Covid 19 pandemic. E-learning was forced to be conducted to fulfil the education objectives. Sekolah Tinggi Maritim Yogyakarta (STIMARYO) as one of academic institutions was impacted and had to search new alternatives for its academic delivery. Virtual class named as V-class as a Moodle-based platform was the way forward. This study was aimed to gain an effective information on cadets' perception toward the implementation of V-class specifically on the use of Maritime English Quiz-based instruction. Further it aimed to find correlation between cadet's perception on V-class and cadet's final score on quiz. The respondents were 45 cadets of Nautical Science and Ship Machinery Departments of Academic year 2020/2021. Descriptive statistics and bivariate correlation test were performed to analyze the collected data. The study revealed that cadet's perception on STIMARYO V-class through the quiz-based instruction in Maritime English was satisfying. Thus, it led them to be self-directed learners that affected their learning motivation. Although it was medium correlation of $r=0,464$, $p=0,004$, it proved that cadet's perception contributes to their learning success. Eventhough some drawbacks were also existed, in pandemic situation, they were normal to occur.

Keywords

cadet's perception
effectivity
Maritime English
V-class

Ethical Lingua

Vol. 8, No. 2, 2021

ISSN 2355-3448 (Print)

ISSN 2540-9190 (Online)

Corresponding Email

Sri Sartini

sartinisri69@gmail.com

Article's History

Submitted 29 November 2021

Revised 30 November 2021

Accepted 30 November 2021

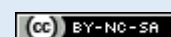
DOI

10.30605/25409190.332

Copyright © 2021

The Author(s)

This article is licensed under
CC BY-NC-SA 4.0 License



Cadets' Perception and Effectivity of Quiz-Based Maritime English Teaching in V-Class During Covid-19 Pandemic Time

Introduction

High demand of professional seafarer graduates had been underlying Yogyakarta Maritime College (STIMARYO) to increase its educational system in order to be effectively and easily accessed by all parties especially the cadets and lecturers. COVID 19 pandemic has immersed the necessity of each school level including STIMARYO to initiate a solution of an accessible and reasonable teaching strategy as well as effective teaching platform. Through the effective use of accessible teaching platform, it is expected to produce qualified graduates. V-class stands for virtual class is a remote learning platform in STIMARYO. It is a Moodle-based platform which provides many learning features including the learning sources, assignment, quiz, and evaluation. All activities in this V-class platform are controllable by the lecturer and all activities can be conducted easily and marked by the system. It offers both fun learning and customizing technological competence of the users. As in disruption era of 4.0 that one should be competence in the use of technology, V-Class platform is a better solution for teaching and learning process moreover during the Covid 19 Pandemic.

It is logical that teaching is not an easy matter. Beside it deals with the right and proper technique to use in teaching, lecturer should also fit the material to convey in order to focus on the objective of the study (Niones, 2018). In this context, lecturer should attend classes for cadet's growth. They will teach cadets in which they have much different personalities in many different ways. They also keep thinking which is suitable and best for their cadets. On the other side, it cannot be denied that teaching in distance is not that easy either. Arora & Srinivasan (2020) claims that the adoption of virtual class remains some challenges regarding the network issues, lack of training and lack of awareness. Tejedor et al. (2020) further state that virtual class not only emphasized the training and subject teaching on the content of the subject but also on technological and digital-pedagogical knowledge. However, in such pandemic situation where people started to work from home (WFH) and students started to learn from home became a new norm, there is no other way out except to conduct virtual teaching and learning activities. The arising challenges lead to meaningful experiences for lecturers to be great educators. At STIMARYO, V-class as a facilitating tool for learning process has assisted all lecturers to transfer materials in much complete and affordable methods. In extend of Maritime English Teaching, the presence of V-class helps lecturers with abundant of teaching strategies to produce exciting learning experiences for cadets.

One of the features used to teach Maritime English subject is the use of quiz-based feature in V-class. Despite there are many advantages for the use of the quiz in Maritime English teaching in lecturer's perspective like easiness to draw the scope of the study, easiness to get the result of cadet's learning process, as well as easiness to control and monitor cadet's development of the learning process, it is very urgent to analyse cadet's perception toward the use of V-class especially by the use of quiz whether or not it brings them ease to get the point of the study. Therefore, decisive research to achieve the answers of what cadet's perception on the use of Quiz-based tool of V-class in Maritime English teaching is like, how cadet's perception on the interaction among lecturers and cadets in V-class helped their learning, and whether cadet's perception of the use of V-class in Maritime English teaching by the quiz attendance affects the success of cadet's learning score or achievement were very needed to conduct. The goal of the research was to gain an effective information on the implementation of remote and distance teaching and learning process at STIMARYO using V-class platform specifically on the use of Maritime English Quiz-based instruction on V-class. Further, it would be the source of evaluation regarding the sustainability of V-class STIMARYO itself.

Maritime English teaching at STIMARYO is very essential. It is due to mandatory subject based on curriculum derived from IMO (International Maritime Organization). All maritime colleges including STIMARYO run curriculums and learning programs governed by the IMO. IMO has standardized all programs based on its convention. For example, Nautical Science program follows the IMO Model Course 7.03 in running the program, whereas Marine Engineering or ship machinery runs the program based on IMO Model Course 7.04. Regarding the obligatory of teaching Maritime English as to earn skilful and competent candidates of seafarers, the process of study from the beginning till the end has to be well prepared. Systematic and meaningful teaching and learning

process should meet the cadet's need. The use of Quiz in V-Class as one of gamification approach was a good alternative to be implemented. Esteves et al., (2017) says that gamification can make learning interactive, interesting and effective. Since lecturers has brought up big responsibilities to give meaningful experiences toward the cadets in learning, quiz was much significant to use. In her previous research, Sartini (2020) claims that quiz not only could assess the cadet's knowledge over the materials learned but also offers fun learning. Though COVID pandemics occurred among people in entire the world, it should not be an obstacle to learn. There are still many online learning platform that serve many learning strategies thus can be applied to reach the objective of the study. Agarwal & Kaushik (2020) in their research state that Covid Pandemics made people realize to apply online training. Furthermore, online training is feasible and cheap. Hence it is reasonable in term of being easily accessed and recorded.

Perception is a self-inference process. It is an individual motivation for attitude formation (Fazio et al.,1987). It means that what prompts self-perception is what motivates individual to form attitude via self-inference process. On their chapter, Laird & Bresler, (1992) describes that perception is the process of emotional experience. It is where the emotional feeling follows from. It either describes the general view of the nature of feeling. In mind perception theory introduced by Gray and colleagues (2007) in Li et al., (2014) perception theory postulates that people perceive other minds in terms of two dimensions namely agency which refers to the capacity of acting and planning and experience which refers to the capacity for desires, feeling including the emotion, the awareness of the surrounding environment and basic psychological states. In terms of the use of quiz-based Maritime English teaching via V-class, lecturer needed to provide more supportive learning strategies. It is claimed by Lee et al., (2011) that appropriate support strategies to meet cadet's need and learning style could improve cadet's learning experiences. They could be more actively engaged in the learning process due to their need to meet satisfaction.

Some current researches had been conducted in education level to investigate the perception theory. Some of which highlighted the correlation among someone's perception toward process of teaching and learning. Aliyyah et al. (2020) investigated the teacher's perception on online learning which contributes to student's success of learning. However, the analysis data was slightly different from this research which focused more on cadet's perception that could affect cadet's motivation to learn on V-class and could significantly increase the result of study. Another research had been conducted by Brandmiller et al. (2020) which investigated whether or not there was any difference between student's perception and student's learning motivation as well as student's cognitive skill and classroom behaviour. It focussed more on finding the distinguish features between student's perception and student's learning motivation. It differs from this research which was intended to get the correlation on cadet's perception and learning success via V-class quiz which might be caused by the improvement of cadet's motivation. Due to the seriousness of education lockdown during Covid 19 pandemic in our country and across the globes, controllable e-learning platform to achieve an effective remote learning tool and help cadets to achieve goal of learning must be available. This research was surely needed to conduct in order to measure cadet's perception on the learning tool as well as to measure the effectiveness of this e-learning tool in supporting cadet's learning success.

Method

This research employed descriptive quantitative research. The data were primarily collected via online questionnaire using google form. There were 20 questions on 5-point Likert scale from 1- strongly disagree to 5-strongly agree. Of the 45 cadets in Maritime English subject, a total of 36 cadets submitted the form. Out of those 36 cadets, 20 were those from Nautical Science department, 16 cadets were from Marine Engineering department. All those cadets were in their second-year grader specifically in the academic year of 2020/2021. The questionnaire analysed two categories such as the implementation of quiz as assessment approach in Maritime English teaching and the implementation of V-class STIMARYO as an interaction platform among lecturer and cadets.

Table 1. Blueprint of questionnaire on cadet's perception of quiz-based maritime English teaching and STIMARYO V-class

Category	Number of	Sample item
Quiz-based Maritime English Teaching	8	<ul style="list-style-type: none"> • Quiz makes Maritime English assessment very exciting • the questions and instruction in quiz is understandable • quiz helps cadets earn new vocabularies
Use of V-class	12	<ul style="list-style-type: none"> • cadet's writing skill improved by the use of the quiz • V-class ease cadets learning • V-class is easily operated and accessed • Cadets enjoyed learning with technological based-platform • V-class helps cadet to collect e-book and learning materials safely and freely.

The researcher used descriptive statistics to deal with the Likert-scale format items. The data were analysed in the form of percentage. From the analysis it would be known which Likert scale dominated cadet's learning experiences as well as what item of each category was being the basis to determine cadet's perception.

Results

The research resulted on the percentage of cadet's perception in the use of quiz as an assessment technique via V-class STIMARYO. The description is shown in table 2.

Table 2. Percentage on the Use of quiz via v-class STIMARYO

Indicator	Strongly Disagree	Disagree	Neither agree Nor disagree	Agree	Strongly Agree
Quiz used in V-class makes Maritime English assessment very exciting and fun	0	2%	0	46%	52%
Each question and instruction in quiz is understandable	0	4%	0	54%	42%
The quiz helps cadets earn new vocabularies	0	0	0	27%	73%
Cadet's writing skill improved by the use of the quiz	0	0	2%	40%	58%
Quiz enhances cadet's reading skill	0	0	1%	54%	45%
Cadet's listening skill is well improved by the quiz	0	0	3%	62%	35%
The quiz enhances cadet's spoken skill	0	0	0	51%	49%
Quiz provides prompt language learning for cadet	0	0	8%	64%	28%
Mean percentage	0	3%	3,5%	49,75%	47,75%

Out of 8 categories in the questionnaires most of the question item shows cadet's supportive perception upon the use of quiz via V-class STIMARYO. The biggest supportive perception of the cadets upon the quiz was especially at the point of whether or not the quiz helped them to obtain new vocabularies. 26 out of 36 cadets strongly agreed that the quiz used could broaden their new vocabularies regarding Maritime English terms. It was as much as 73%. The least strongly agree perception was at the point of whether or not quiz might provide prompt

and natural language learning. Out of 36 cadets, there were only 11 cadets supported. It was only as much as 28%. From the data analysed, researchers found that the quiz used in Maritime English teaching via V-class could improve cadet's skills of language. In question items of whether or not quiz enhanced cadet's skills of writing, reading, speaking, and listening, most of cadets agreed that it could. In sequence, there were about 58% who strongly agreed and 40% agreed on writing improvement. For the reading skill enhancement, 45% cadets strongly agreed with this item statement and 54% revealed their agreement. Cadet's responses on listening skill improvement using quiz in V-class earned 35% of strongly agreed and 62% cadets agreed. Spoken skill of cadet also improved by the use of quiz. Those who revealed strongly agreed were as many as 49% or it was as many as 17 cadets. There were 51% revealed their agreement or it is similar to 18 cadets who stated their approval on this item. On the other hand, there were 6 % or as many as two cadets disagreed with the quiz used via V-class. The items of their disagreement were at point of whether or not the quiz revealed fun and happy learning and whether or not the instruction of the quiz is understandable.

Accumulating all the percentages by counting the total amount of the percentages divided by the amount of items in the questionnaires could be revealed in the following figure.

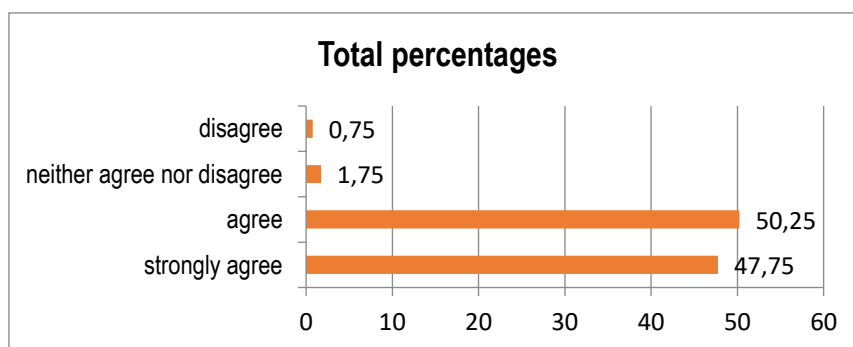


Figure 1. Total percentages of cadet's perception on quiz-based Maritime English teaching

This research also aimed at investigating cadet's perception in the use of V-class STIMARYO whether or not it supported the effective interaction among lecturer and cadets in Maritime English teaching. This resulted as described in the following table 3.

Table 3. Use of v-class as interaction platform in online teaching and learning

Indicator	Strongly Disagree	Disagree	Neither agree Nor disagree	Agree	Strongly Agree
V-class ease cadets learning	0	2%	0	40%	60%
V-class is easily operated and accessed	0	0	0	52%	48%
Cadets enjoyed learning with one of technological based-platform	0	0	0	37%	63%
V-class helps cadet to collect e-book and learning materials safely and freely.	0	0	4%	34%	62%
V-class ease cadets to earn immediate feedback from lecturer	0	0	2%	53%	45%
V-class ease cadets to earn immediate feedback from colleagues	0	0	5%	62%	33%

V-class covers all aspect of learning language especially Maritime English	0	0	2%	42%	56%
V-class facilitate communication among lecturer and cadets easily with no time and place barrier	0	0	0	25%	75%
V-class encourage cadets to participate actively in Maritime English subject	0	0	0	38%	62%
V-class ease cadets to share knowledge	0	2%	3%	38%	57%
V-class engaged cadet's to be more interactive and active	0	0	0	32%	68%
V-class offers variative learning model	0	0	0	12%	88%
Mean percentage	0	2%	5,3%	38,75%	59,75%

The table 3 shows the analysed data based on category of the use of V-class as interaction platform among cadets and lecturer. From 12 items, cadets mostly agreed and strongly agreed with the use of V-class as supportive online teaching platform. The best response of cadets in the use of V-class was on the item whether or not V-class offers variative learning model. 88 % answered strongly agree. Out of 36 cadets, it means 31 cadets strongly agreed and the other 5 cadets agreed. There were no cadets made any objection toward this item. In terms of the usefulness of V-class STIMARYO to ease the process of communication and interaction among cadets and lecturer placed the second dominated strongly agreed answer. Out of 36 cadets, 27 of those chose strongly agree with this item. They found V-class helped them to facilitate communication and interaction easily. There was forum discussion slot offered by V-class where all members could share their idea and have got some feedback both from lecturer as well as from colleagues. It eased cadets to express their drawback and obstacle in using V-class also they could share their problems that they faced over the materials which they have learned.

The third mostly agreed and strongly agreed cadet's perception upon the use of V-class as instructional platform in Maritime English teaching was shown by item number 11. The item stated that V-class helped and engaged cadets to be more active and interactive. It was discovered that there were 68% cadets strongly agreed with this item. It means that cadets strongly agreed if V-class STIMARYO as online interaction platform could manage cadet's bravery and confidence also it could lead cadets to be more engaged in interactive communication among cadets and lecturer. 24 cadets out of 36 were actively engaged and they had actively participated in the online learning. The other 12 replied on agreement that they agreed if V-class made them to be more interactive and active in learning Maritime English. In the item of whether or not cadets enjoyed learning with V-class as one of online media teaching and learning platform, it was revealed in the fourth place that cadets gave strongly agree response. It was as many as 63%. On the other word we could conclude that there were 22 cadets strongly agreed and the other 14 agreed.

Cadet's response on the use of V-class in terms of whether or not V-class let cadets to store as many e-books as possible received much attention from cadets. Of the 36 cadets being the respondent, a total of 22 cadets or it was a total of 62% cadets strongly agreed that V-class facilitated them with many storages of material and teaching handout from lecturer. It means that V-class initiated paperless work either for them. However, upon this question item, a total of 4% of cadets or it was equivalent to 2 cadets did not much concern on whether or not V-class facilitated them with the e-book and abundant materials to be kept in. On the contrary, the other 2 cadets out of 36 perceived that they found neither agree and disagree with the item of question asking them whether or not they could get easier feedback from their colleagues via V-class platform. In fact, they found if V-class could give them ease to get feedback from their classmates or colleagues. The reason was not yet obvious. However, online learning much relied on signal strength, accessibility, location, and some other reasons. Cadets in remote areas did not always have the same opportunities in operating V-class.

Figure 2 in the following described total amount of the percentages in each item divided by the number of items in the questionnaires. It revealed that 59,5 % of cadets or 21 number of cadets out of 36 strongly agreed that the use of V-class by lecturer as interaction method in teaching Maritime English met their needs and contributed a lot for their studies. On the contrary, the disagree perception upon the use of V-class was only 4% or one number of cadets.

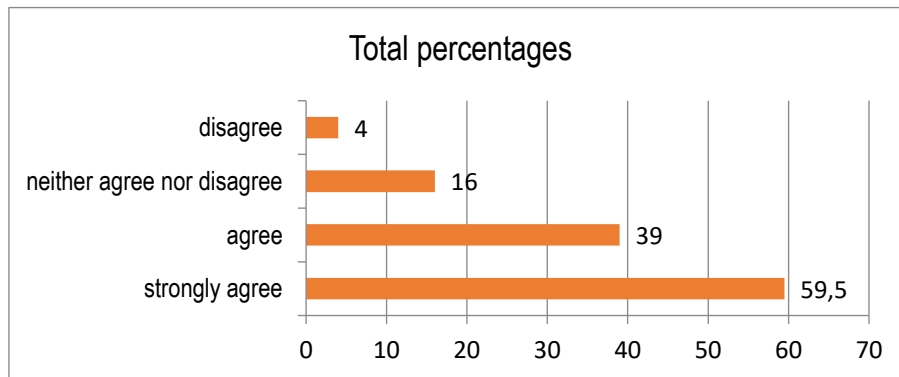


Figure 2. Total percentages of cadet's perception on the lecturer use of V-class

Finishing the quiz, cadet performances could be achieved via the V-class in the form of Excell worksheet. The data in the worksheet provided important sources to be analysed. Cadets in doing the quiz had medium result. Precisely it could be described as in the following table 4.

Table.4. Matrix for the Quiz result

Range of score	Total Number of Cadets	Total Percentages
Point of 8-10	15	41,7%
Point of 5-7	17	47,2%
Point of 3-4	4	11,1%
Point of 1-2	0	-

Table.5 in the following revealed the bivariate correlation test result. The analysis of correlation revealed that cadet's perception on the use of V-class significantly correlated to the result of the quiz in Maritime English teaching. V-class perception of cadets was positively associated with quiz result ($r = 0,464$, $p = 0,004$). Although there was a medium correlation, in fact it proved that cadet's perception on V-class led them motivated to learn and it affected their learning achievement.

Table.5 Correlation between cadet's perception on V-class with the Quiz result

	Quiz-result
Cadet's perception on the use of V-Class in Maritime English Teaching	0,464

**Correlation is significant at the 0.01 level (2-tailed).

Discussion

This study examined how cadet's perception on the use of Quiz-based tool of V-class in Maritime English teaching is like, how cadet's perception on the interaction among lecturers and cadets in V-class helped their learning, and whether cadet's perception on the use of V-class in Maritime English teaching affects the quiz result. Having found that cadet's perception on v-class affected their result of doing the quiz, the question which remains is how the lecturer utilised the platform of v-class as a means of teaching and assessing that could ensure cadet supportive feeling in learning experiences. According to Lee et al.(2011) in their research, there are various types of support of lecturer, feedback and immediate communication that play as key role to ensure cadet's feel supported in a course. These elements determine the motivation of students to learn. In fact,

motivation was the supportive reason that could affect student's intention to learn. As it is proven by Hasan et al., (2020) that learner's motivation contributes to self-regulated learning and leads to their success.

Analysing category of V-class as an online tool-based learning, immediate feedbacks from lecturer in Maritime English online class affected cadet's intention to learn as well as contributes to cadet's satisfaction. The cadets were really interested and assisted by the V-class in pandemic situation where they found very hard situation to have face-to-face meeting with lecturer. V-class attendance eased them especially when they had to make online communication borderless with uncertain time and place setting. As it is emphasized by Wiggins (2016) that such E-learning could connect the teacher and student in separated space and time. Further, cadets also impressed in the technique used via V-class as it was exciting and it omitted boredom. Some various types of teaching features promoted cadets to learn very excitingly. Lecturers explored more the existing of V-class. It led to abundant approach and avoided monotonous teaching method. Gamification approach like the use of quiz, discussion forum, easy use of assignment features, and other features were pretty fun to be accessed. On the contrary, drawbacks and some constraints might avoid the use of V-class to run smoothly. They were not limited to the unstable connection during the operation which depended on the signal strength, the data packages or quotas, the accessibility of internet connection at one place or region, the central server of the V-class which is centralized at campus and others. Therefore, in prior usage of the V-class should have prepared and anticipated these constraints.

Conclusion

A trustful body of literature has proven the importance of creating interactive teaching techniques and maximum teaching approach via virtual class or E-learning during the covid 19 pandemic (Favale et al., 2020). This research confirms that cadet's perception in the implementation of V-class initiated by lecturer specifically on the use of Maritime English Quiz-based instruction significantly affected their learning score. Though, it showed medium correlation, in fact it showed that the use of V-class as E-learning platform helped cadet's success in learning. From the result of the data analysis, it could be taken into account that lecturer's support, quick feedback and immediate communication among cadets and lecturer using the chat room, discussion forum, Big Blue Button feature motivated cadets to learn. Their motivation led them to be self-directed learners. It created their perception on the use of V-class as a fun tool in distance learning. This perception either improved cadet's enthusiasm in learning. At last, it helped cadets achieved their success of learning. As it is proven for the use of quiz-based Maritime English teaching that correlate to the cadet's learning success, there is a suggestive reason that the use of other feature likes use of big blue button feature at V-class could be the next research object.

Acknowledgment

This article is a result of a research funded by Lembaga Penelitian dan Pengabdian Masyarakat Sekolah Tinggi Maritim Yogyakarta (LP2M STIMARYO) academic year 2020. We all send our gratitude to all parties with all support so that this research could be accomplished.

References

- Agarwal, S., & Kaushik, J. S. (2020). Student's perception of online learning during COVID pandemic. *The Indian Journal of Pediatrics*, 87(7), 554.
- Aliyyah, R. R., Rachmadtullah, R., Samsudin, A., Syaodih, E., Nurtanto, M., & Tambunan, A. R. S. (2020). The perceptions of primary school teachers of online learning during the COVID-19 pandemic period: A case study in Indonesia. *Journal of Ethnic and Cultural Studies*, 7(2), 90–109.
- Arora, A. K., & Srinivasan, R. (2020). Impact of pandemic COVID-19 on the teaching–learning process: A study of higher education teachers. *Prabandhan: Indian Journal of Management*, 13(4), 43–56.
- Brandmiller, C., Dumont, H., & Becker, M. (2020). Teacher perceptions of learning motivation and classroom behavior: the role of student characteristics. *Contemporary Educational Psychology*, 63, 101893.
- Esteves, M., Pereira, A., Veiga, N., Vasco, R., & Veiga, A. (2017). The use of new learning technologies in higher education classroom: a case study. *International Conference on Interactive Collaborative Learning*, 499–506.
- Favale, T., Soro, F., Trevisan, M., Drago, I., & Mellia, M. (2020). Campus traffic and e-Learning during COVID-

- 19 pandemic. *Computer Networks*, 176, 107290.
- Fazio, R. H., Olson, J. M., Zanna, M. P., & Herman, C. P. (1987). Self-perception theory: A current perspective. *Social Influence: The Ontario Symposium*, 5, 129–150.
- Hasan, H., Karwan, D. H., Haenilah, E. Y., Rini, R., & Suparman, U. (2020). Motivation and Learning Strategies: Motivation Affects Student Learning Strategies. *Motivation and Learning Strategies: Student Motivation Affects Student Learning Strategies*, 10(1), 39–49.
- Laird, J. D., & Bresler, C. (1992). *The process of emotional experience: A self-perception theory*.
- Lee, S. J., Srinivasan, S., Trail, T., Lewis, D., & Lopez, S. (2011). Examining the relationship among student perception of support, course satisfaction, and learning outcomes in online learning. *The Internet and Higher Education*, 14(3), 158–163.
- Li, M., Leidner, B., & Castano, E. (2014). Toward a comprehensive taxonomy of dehumanization: integrating two senses of humanness, mind perception theory, and stereotype content model. *TPM: Testing, Psychometrics, Methodology in Applied Psychology*, 21(3).
- Niones, S. M. M. (2018). Reflective Practices of English Teachers. *International Journal of English Literature and Social Sciences*, 3(6).
- Sartini, S. (2020). Kahoot in Maritime English Teaching: Its Impact on Nautical Science Cadet's Oral Reproduction and Vocabulary. *English Language Teaching Educational Journal*, 3(1), 41–51.
- Tejedor, S., Cervi, L., Tusa, F., & Parola, A. (2020). Education in times of pandemic: Reflections of students and teachers on virtual university education in Spain, Italy, and Ecuador. *Revista Latina de Comunicación Social*, 78, 1–21.
- Wiggins, B. E. (2016). An overview and study on the use of games, simulations, and gamification in higher education. *International Journal of Game-Based Learning (IJGBL)*, 6(1), 18–29.