CHAPTER V

CONCLUSION, IMPLICATION AND RECOMMENDATION

5.1. Conclusion

This study aimed to explore the development and implementation of Computer-based Training (CBT) Model for English Maritime Course of the seafarer candidates at Nautical program at Vocational School (SMK) Pelayaran Samudera Indonesia Medan. The research findings provide valuable insights into the existing teaching model, the development process of CBT model, and its validity, practicality, and effectiveness in enhancing the seafarer candidates' English Maritime proficiency.

The findings indicate that the existing model used by teachers in English Maritime course learning at Vocational School (SMK) Pelayaran Samudera Indonesia Medan primarily relied on traditional teaching methods, such as textbooks, teacher-centered instruction, and limited use of technology. While some language skills and technical demands in Maritime industry were aspects which integrated into language learning, they were not systematically incorporated into the curriculum, leading to a lack of contextual and meaningful learning experiences for the seafarer candidates. The need for a more interactive and relevant learning approach became evident.

To address this gap, CBT model which systematically developed through several stages, including needs analysis, model design, expert validation, revisions, and implementation. The model was designed to incorporate Computer-based Training (CBT) model into English Maritime course learning, making the material

more relatable and engaging for the seafarer candidates to enhance student motivation, participation, and comprehension.

The validity of CBT model was assessed by experts in the fields of English language education, curriculum design, and media development. The evaluation results demonstrated that the model met high standards of content relevancy, pedagogical soundness, and technological effectiveness. Experts agreed that the model aligned well with the seafarer candidates' learning needs and had the potential to improve their engagement and understanding of English Maritime course.

In terms of practicality, feedback from teachers and the seafarer candidates indicated that CBT model was user-friendly (4.15), adaptable (4.2), effective and efficient (4.47) and user satisfaction (4.10). Teachers found the model easy to implement with the available resources, while students responded positively to the use of artificial Intelligence as interactive multimedia, which made learning more engaging and contextually meaningful.

Finally, the effectiveness of CBT model was measured through the seafarer candidate’s proficiency and engagement levels. The results showed a significant improvement in seafarer candidates’ language proficiency, self-awareness, and motivation compared to traditional methods. The use of Computer-based Training (CBT) model can help the seafarer candidates better understand in English Maritime’s terminologies, grammar, and communication at sea in a meaningful and practical way.

Overall, this study concludes that CBT model is a valid, practical, and effective approach to enhancing English Maritime course learning at nautical

program at Vocational School (SMK) Pelayaran Samudera Indonesia Medan. It offers an actively relevant instruction and engaging alternative to traditional teaching methods, contributing to a more meaningful and student-centered learning experience. Future research and continuous refinement are recommended to further optimize the model and explore its long-term impact on the seafarer candidates' learning development.

5.2. Implication

The findings of this study have several important implications for English Maritime education, particularly in contexts where technological relevance and interactive learning play a crucial role. The successful development and implementation of computer-based training (CBT) model as interactive media can significantly enhance the seafarer candidates ' engagement and comprehension. This highlights the need for curriculum designers and educators to integrate relevant content of English Maritime materials into English Maritime course learning, making lessons more meaningful and contextually appropriate for the seafarer candidates.

The implication of Computer-based training (CBT) in English maritime courses of the seafarer candidates also offers numerous benefits, including cost reduction, because CBT can significantly lower training costs by reducing expenses associated with transportation, accommodation, and physical resources. As personalized learning, CBT allows for self-paced learning, and cater to individual learning styles and needs. To enhance learning outcomes and improve communication skills CBT can be used to develop and assess maritime

English proficiency, which is essential for safe and effective communication on board. As accessibility and Standardized Training, CBT can be accessed from various locations, making it convenient for the seafarer candidates to ensure consistent and standardized training delivery across different locations and learners.

Furthermore, there are some challenges of using CBT in English maritime course including internet access, over-reliance on technology, technical issues, lack of face-to-face Interaction, and initial investment. Lastly, the study's findings emphasize the importance of continuous development and refinement of learning models. While CBT model has proven effective in improving the seafarer candidates' English Maritime proficiency, further research is needed to explore its long-term impact and adaptability in different educational settings. Future studies could focus on expanding the model to other Maritime Education and Training (MET), in different contexts, or even other subject areas for ensuring that CBT continues to evolve and give benefits a wider range of learners.

5.3. Recommendations

Based on the findings of this study, several recommendations are proposed for teachers, curriculum developers, school administrators, and future researchers to enhance the effectiveness of Computer-based Training (CBT) at Vocational School (SMK).

For Teachers:

- Teachers should actively integrate local cultural elements into English language instruction to make learning more meaningful and engaging for students.
- Training and professional development programs should be provided to help teachers effectively implement interactive multimedia in their classrooms.
- Teachers should explore innovative teaching strategies that blend traditional methods with technology to accommodate diverse learning styles and needs.

For Curriculum Developers:

- The curriculum should be revised and adapted to include English Maritime materials that reflect the seafarer candidates' intension while ensuring alignment with English Maritime learning objectives.
- Interactive learning media resources should be further developed and refined to support student-centered learning, making lessons more engaging and practical.
- Collaboration with linguists, educators, and media experts is essential to ensure the quality, accuracy, and effectiveness of computer-based training models.

For School Administrators and Policymakers:

- Schools should provide adequate infrastructure, digital tools, and internet access to support the successful implementation of Computer-based training (CBT) in language learning.
- Policymakers should promote teacher training initiatives that equip educators with the skills necessary to integrate technology and relevant contents into their teaching practices.
- Support for ongoing research and innovation in English language learning should be encouraged, allowing schools to adopt evidence-based teaching models.

For Future Researchers:

- Future studies should focus on assessing the long-term impact of Computer-based Training (CBT) and multimedia-enhanced learning on the seafarer candidates' English Maritime proficiency and motivation.
- Comparative studies should be conducted to evaluate the effectiveness of CBT model in different educational settings and backgrounds.
- Further exploration into the seafarer candidates' perceptions and learning experiences with Artificial Intelligence (AI) as interactive learning media can provide deeper insights into how to improve its implementation.
- Research should explore additional technological advancements, such as artificial intelligence (AI), virtual reality (VR), and gamification, to further enhance English language learning experiences.

By Implementing these recommendations, English language learning can become more engaging, relevant, and effective, ensuring that the seafarer candi dates not only develop their language skills but also gain a deeper appreciation o f their identity while learning a global language.