

THE IMPLEMENTATION OF CADETS INNOVATION CREATION CORNER IN INCREASING CADETS' SPEAKING ABILITY

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ABSTRAK

This study aimed to figure out cadets' responses toward the implementation of Cadets Innovation Creation Corner in increasing cadets' speaking ability. The cadet corner is a place and activities for cadets to practice their speaking English based on their respective majors. The place includes nautical, engineering and electrical class. The activities that they do they will try to make a creation based on their major and try to explain it in English. The goal is that they get used to explaining the tools they use on the ship according to their field. This makes them accustomed to speaking in English and remembering vocabulary, working methods and tools they often use. The qualitative method was used to collect the data. The sample was the second-grade cadets of Merchant Marine Polytechnic of Malahayati, which consisted of 22 cadets. The open-ended questionnaire was distributed as the instrument for collecting the data. It consists of three questions that relate to cadets' opinions on this strategy. The data was analyzed by using an interactive model. The result of this study indicated that there were positive responses of the cadets toward English Cadets Corner activity implementation in increasing their speaking ability. Most cadets consider this strategy was beneficial in supporting their speaking in English. The cadets' opinions were categorized into agree and disagree group participants. The implementation of English cadets corner activities was very useful in increasing cadets' speaking ability in English, especially about their major. Therefore, the other university could also use this strategy to support the cadets' speaking ability in other genres of English.

Keywords: Implementation of English; English Cadets Corner; Speaking Ability.

1. Introduction

As an international language, English holds an important role in many aspects, in this case of the education in Indonesia. Skills in English include listening, reading, writing, and speaking. Speaking is one of the important skills in English lessons at university level. Guang (2007) mentions that speaking is the ability to express oneself or communicate orally using a language. It means that speaking is a process for producing, receiving information between speaker and listener. Cameron (2001) states that speaking is the active use of language to express meanings so that other individuals can make sense of them. The cadets having a good command of English speaking will be more confident and it is easy for them to convey ideas in a conversation. As a result, they may

not find any difficulties in explaining their ideas.

Same as well with the ministry of sea transportation. According to the regulation of head of development agency human resources transportation pk number. 07/bpsdmp-2016 about education and training program curriculum for the establishment of and increasing competence in the shipping field that in order to improve the quality of graduates' education and training in the shipping sector, it is necessary to establish educational program curricula and training in the field of shipping based on law number 17 of 2008 concerning shipping and STCW 1978 amendment 2010. This regulation includes English maritime education. That is why mastering speaking is very important.

The cadet innovation creation corner is a place and activities for cadets to create their innovation to be a product in real life. In this place also implemented the English cadets

corner. The function is to practice cadets speaking English based on their respective majors. The place includes nautical, engineering and electrical class. The activities that they do they will try to make a creation based on their major and try to explain it in English. The goal is that they get used to explaining the tools they use on the ship according to their field. This makes them accustomed to speaking in English and remembering vocabulary, working methods and tools they often use. We apply this method because English needs more practice than theory.

2. Research Methodology

This study is a qualitative research design. The researcher described the cadets' responses toward the implementation of English cadets' corner. First and third-grade cadets of Merchant Marine Polytechnic were chosen as the research participants. It consisted of 18 cadets and was selected purposively. The selected participants were the cadets who get into the English cadets' corner activities. Six from nautical class, six from electrical class and the last six from engineering class. In this study, the observation and interview were used as the instruments to find out the cadets' response toward the implementation of English cadet corner activities. This study refers to descriptive qualitative analysis in which the researcher serves the detail information and facts finding regarding the implementation of cadets' innovation creation corner in increasing cadets' speaking skill in the form of descriptive qualitative. Alberta (2016) asserted that qualitative research is predominantly an emergent process, where by the designs and outcomes are formed as their search takes place. In line with that, Civile et al (2017) claimed that descriptive qualitative analysis refers to a set of methods that aim to summarize the sensory characteristics of products using technical language. Observation, this observation It was done by one researcher. Additionally, they only gave the comment and remark upon the observation provided during activities. Field notes, this

section had the same criteria as observation including. They gave notes regarding toward students' attendance, and learning situations obstacles.

3. Result and Discussion

The observation and interview were given to the participants to find out the responses of the implementation of cadet innovation creation corner in increasing speaking ability. According to the data result, there were various opinions of the cadets related to these activities. There are 18 from 18 participants who consider these activities was useful for them. Thus, the description results of cadets' response towards implementation of corner creation innovation as follows:

Based on the observation in the field that sometimes cadets face difficulties in speaking about vocabulary that they rarely encounter but the solution is that they are looking for other synonyms of the word, ask their seniors or take notes and then find out what those vocabulary in English. Because of this situation they will remember the vocabulary for use in the future. They are forced to know what the English vocabulary of the word is. They could use it for long term in the future. The result from this study was according to one of the cadets from the participant this cadet corner can help cadets to improve their English and can also innovate to create objects that can be used on this campus. Her feeling to be in this activity, "I'm proud that besides being able to innovate and be creative, I can also improve my English, especially regarding my major in terms of work". Another participant said that I feel very happy because I can channel my talent to gain new knowledge not only from nautical but also from electrical and engineering. In this activity I also learned new terms in English where English in general and maritime English are very different, so it greatly adds new vocabulary or terms related to my major.

Another response from cadet she said that it is good to keep done this activity in the future. Every day we practice thus, our knowledge also increased. We practice every

day, although it steps by steps slow but sure. Because it is very close to our major, thus we can use the vocabulary continuously for us in the future.

Other also has positive response toward this activity of cadets' innovation creation corner. I learned a lot from this activity. I am very interested to be here. indeed at first I was very nervous but after practicing I felt more excited about this activity. Based on explaining above from the interview of the cadets, all of cadets said that these activities very useful for them. They not only know about their own major but also, they know about different major. They also said that "I'm proud to be here in this cadet corner because not only improve my ability but also improve my speech in English. They also said that this activity must be maintained in the future. There is one cadet who said that don't be too crowded to take part in this activity because in the future there will be many competitors in this place. This activity increases my skills and language. This activity is very useful for me. In addition, the cadets' response on the implementation of English cadets' corner activities implementation showed the usefulness in increasing their speaking skill. This activity the application of this activities was support them to catch the information of the field. The third participant mentioned that the English cadets corner options were a great activity that helped him know the event in the personal recount field. Then, respeaking and predicting options can ease cadets in finding the unknown word meaning interpretation. The cadets can try the options one by one to reduce their confusion. Moreover, the participant believed that the options provided in the English cadets' corner activities could encourage meaning interpretation. The English cadets corner options activities facilitated the cadets to select the appropriate options flexibly. Using suitable options in understanding messages in a field can establish the cadets to be creative in constructing the meaning. Hence, this activity increased the cadets' speaking ability. The increasing aspect of comprehension was

interpreting vocabulary and making inferences.

4. Conclusion

Regarding the finding of this study toward the cadets' response, it can conclude that the cadets of Merchant Marine Polytechnic Malahayati have a positive opinion toward the implementation of English cadet corner in increasing cadets' speaking ability. Most cadets considered this activity is fun and helpful in supporting their speaking ability. According to the cadets' response, the most dominant answer their fluency in explaining the tools using English increase after implementing English cadets corner activities. In short, the implementation of English cadets' corner was adequate to increase cadets speaking ability. The result of this study indicated that there were positive responses of the cadets toward English Cadets Corner or cadet innovation creation cadet corner activity in increasing their speaking ability. Most cadets consider this strategy was beneficial in supporting their speaking in English. The implementation of English cadets' corner activities was very useful in increasing cadets speaking ability in English, especially about their major. They create something to be a product as well as their English-speaking skill increased. Therefore, the other university could also use this strategy to support the cadets' speaking ability in other genres of English.

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