INTEGRATING REWARD AND VOCABULARY BANK GAME-LEARNING TO ENHANCE THE STUDENT'S MOTIVATION IN MASTERING MARITIME ENGLISH VOCABULARY TO MEET THE STANDARD MARINE COMMUNICATION PHRASES (SMCP)

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Abstract

The important of using English for the workforce is undebatable including the use of Standard Marine Communication Phrases (SMCP) onboard ship as a language communication. The aim of developing Maritime English SMCP is to explain the external communication phrases between ship to ship, ship to shore communication, and communication within the ship. The cadets of Politeknik Maritim Negeri Indonesia had low motivation in mastering the English. This study integrated reward and vocabulary-bank learning strategy to increase student's mastery vocabulary. This research used a qualitative descriptive method, where the researchers themselves served as the primary tool for data processing. The questionnaire result, interviews with participants and teachers, and the observation result were all compiled before the data analysis began. The interview and questionnaires results were recorded and recapitulated. To conclude, integrating rewards and vocabulary-bank strategy could enhance cadets' vocabulary mastery. Approximately, they could master 5 new words and create 5 sentences per meeting.

Keywords

A. INTRODUCTION

The globalization of the world's economies has been impacted to the use of English as international language known as *lingua franca* which allows communication between people speaking different nation. The important of using English for the workforce is undebatable including the use of English onboard ship.

The workforces onboard ship is demanded to master the English as the prior communication language among crews. Therefore, the different accent, dialect, and intonation of the workforce in speaking English couldn't be avoided. The language diversity itself may lead the accident onboard ship. It may happen because of the unclear messages given by the crews in communication. Moreover, IMO (International Marine Organization) has already developed the Standard Marine Communication Phrases to be used as the standard communication onboard. The aim of developing SMCP is to explain the external communication phrases between ship to ship, ship to shore communication, and communication within the ship. (IMO SMCP, 2000)

Standard Marine Communication Phrases is derived from the Maritime English which has different characteristic with the general English. Maritime English belongs to English for Specific Purposes which is designed to meet specific needs of the ship crews. Maritime English as the language communication onboard is developed to be short, simple, and clear phrases to avoid misunderstanding during the watchkeeping or any other activities. (Sari & Aprizawati, 2019) Even though, mastering the Maritime English is as hard as the general English. The vocabulary used in Maritime English has different terminology and meaning comparing with the general English. For instance, if you want to say left, you have to pick the word "port side rather than left side". The different meaning of their vocabularies become a big obstacle for the cadets in mastering maritime English as standardized in SMCP.

As we all know that vocabulary is an essential part in learning English. By mastering the variety of vocabularies, they also be able to communicate using English fluently. (Putu Tressya et al., 2017) In a line with Tressya, Widiawitasari also pointed out that vocabulary is the most essential components in mastering English. The more words they can apply, the more they can proficient in English. (Widiawitasari et al., 2020) By doing so, there is a conclusion that vocabulary must be comprehended among them who want to master either general English or maritime English.

Moreover, there are some problems which occur among the cadet or ship officer candidates during learning English. The cadets of Politeknik Maritim Negeri Indonesia which adopts the semi military school face great barriers in mastering the English Maritime especially the SMCP. They tend to have a lack of motivation in improving their English skill. A lot of activities have affected toward the student's motivation in learning English. They tend to be indolent during teaching learning process. Therefore, as the result of unrecorded

interviews to the cadets, they said that they actually wanted to improve their English skill but merely the bunch of activities which caused them tired and unmotivated in learning.

Besides, the semi military school reinforcement culture seems to incline in giving punishment rather than rewards in shaping discipline in class. According to Dzulhidayat, punishment plays positive roles in shaping student's discipline in semi military school (Dzulhidayat, 2022) Punishment itself is given to the student's who act bad habit during the learning process. While, reward is an appreciation given to the cadets who achieve good result on their lesson. (Putri, 2020)

Regarding to the problems, there are solutions which can be applied to assist them enhancing the English SMCP skills. Teaching using game-learning and giving rewards rather than punishment will escalate the cadets' motivation in learning English. According to Prawiro, the cadets need to be rewarded with spoken or material reward in order to challenge their motivation (Prawiro et al., 2019)

In addition, Rais stated that playing is a interesting activity to fulfil the interests of the activity itself which provided an opportunity to adapt the environment and assist the cadets master their anxiety and motivation. (Rais et al., 2019) Integrating edu-game learning and reward may lead great booster to achieve their goal in mastering Englishcommunication skill onboard. Therefore, the development of edu-game learning based on reward must be created based on the cadets' needs.

This research had three questions guide, namely:

1. How does the reward and vocabulary-bank game strategy work?
2. How's the different of the student's motivation in learning English before and after implementing reward and vocabulary-bank game strategy?
3. How's the effect of implementing reward and vocabulary-bank game strategy toward student's vocabulary mastery?

B. RESEARCH METHOD

This research was designed by using qualitative descriptive method. The data was collected by delivering open-ended questionnaires, conducting semi instructed interview towards the cadets and observing the learning process. The 10 open-ended questionnaires were used to collect the information about their motivation in learning English, the necessity of maritime vocabularies, and their enthusiast joining the English class.

The semi-structured interview was conducted to obtain more detailed information obtained from the questionnaire. The cadets could also clarify their answer if they missed any information given on the questionnaire. While, the observation was conducted during 8

meetings of the odd semester to analyse the cadets' motivation and present language proficiency.

The subjects of this study were the fourth semester cadets of D3 Marine Engineering and Nautical study program of Politeknik Maritim Negeri Indonesia. The total numbers of cadets were 37.

This study used a qualitative descriptive method, where the researchers themselves served as the primary tool for data processing. The questionnaire result, interviews with participants and teachers, and the observation result were all compiled before the data analysis began. The participant interviews were recorded, and the questionnaires were recapitulated. To present the data results, the writer used tables and charts.

C. FINDING AND DISCUSSION

The procedure of integrating reward and vocabulary-bank game strategy

We do all belief that vocabulary plays important roles in developing English skills. Having rich vocabularies tend to be proficient in the use of four English skills namely speaking, reading, writing, and listening. Therefore, vocabulary learning strategy should be chosen accordance to the student's character and needs. According to Akdogan, different learners have different methods when trying to learn a second language, different techniques, different ways and different methods. (Akdogan, 2017)

The semi military school such as Polimarin cadets' need to be taught using a dynamic and interactive teaching learning strategy in order to attract them to be more active in a class. Moreover, this research applied both reward and vocabulary-bank game to help them enhancing the maritime English vocabularies.

There are five steps in integrating rewards and vocabulary-bank game strategy;

1. First, the cadets are given maritime vocabulary list related to their topic in each meeting
2. Each student must understand the words meaning and make sentence of it
3. Third, they have to report it orally to the lecturer

4. At last, after they give the report, the lecturer gives them score in their vocabulary guide sheet. Maximum score on each meeting is 30 points. Hence, if they can complete the perfect score on total 8 meetings, they will get 240 as maximum score.
5. After they completing the 8 meetings, they can exchange their points into some rewards. The rewards are arranged into some point range. The rewards are given inform of snack and candies.

Here are the point-range rewards;

Table 1. point-range rewards

Point	Rewards
200 – 240	bulk snack
150 – 199	mini snack
100 – 149	candies
under 99	penalty

Besides, this vocabulary-bank strategy also needs some preparation such as the maritime vocabulary list and guide sheet. The guide sheet contains point range which included the lowest, medium, and highest range. The highest score is 240 points, and the lowest score is 100 points.

Whereas, this vocabulary learning strategy was also applied penalty as a positive punishment in order to push them increasing their vocabulary. They still need it so they will keep on the right target.

The student's motivation in learning English before and after implementing reward and vocablary-bank game strategy

Before implementing the reward and vocabulary-game teaching strategy, the cadets tended to be passive. They followed all activities given by the teacher, but they didn't look enthusiast in learning English. Although, there were cadets who slept during the class.

There were some factors which caused to those situations. According to the interview results, they felt extremely exhausted following their tight schedules either in the classroom or the dormitory activities. They started the day at 4 a.m and ended at 10 p.m. The classroom activities which deal with the academic and competence skills start at 7.30 a.m and end at 3 p.m until 4 p.m. After finishing the academic class, they will join the physical activities such as exercises, martial arts, and marching band. It doesn't end of their day. They still have dinner time with all dormitory members, and wash their clothes.

No wonder, they always feel sluggish or sleepy at class. They inclined to stroll their social media when they had free time rather than improving their English skills.

Hence, after implementing this learning vocabulary strategy, they seemed to be active in joining the Maritime English class. The passive cadets who merely confused of doing any activities in the classroom had already involved into the class activities. They even looked enthusiast. All the cadets started to comprehend the Maritime English vocabularies by finding the meaning and making sentences of the words given in the guide sheets.

The most significant part, this game could inspire them to set up their learning target. They already had their own goal to be achieved in each meeting. The cadets who had passionate in English, set 5 words and 5 sentences per day to be comprehended. While the low passionate cadets in learning English approximately set 3 words and 2 sentences per day.

According to the interview results, the rewards given were encouraged them to be more active. Even small bunch of snacks or candies could be a positive reinforcement for them in upgrading their skills. They said that punishment merely might be made them to be discipline but it couldn't bring great effect for improving their skills. Therefore, rewards such candies or snacks or even only positive spoken reinforcement could motivate them to do better.

The effect of reward and vocabulary-bank game toward student's vocabulary mastery

Applying game-based learning could emphasize the improving language in vocabulary growth significantly.(Akdogan, 2017) In line with Akdogan, integrating the reward and vocabulary-bank game strategy could increase the cadets vocabulary growth. According to the interview and questionnaires result, approximately 30 out of 37 cadets said that they could memorize 5 words and make 5 sentences of those words per day. Itwas easy for them since they already got the vocabulary list and just memorized it. Their vocabulary indeed increased by applying this learning strategy. They also could create sentences easily. There was minor grammatical error on the sentences, but it's still acceptable.

In the other hand, the cadets who have lack of interest in English could memorize 4 to 5 words per day but only made 2 sentences of it. They said that it's hard for them to arrange sentences using the maritime vocabulary. They faced difficulty in putting subject and verb into sentences. Distinguishing between verb, noun, adjective and adverb were also a problem for them.

This method could push them to comprehend new vocabularies. It was such a mandatory for them. For the semi-military cadets, this method was challenging since dealing mandatory and rules are their things.

Moreover, this strategy didn't only also ask them to memorize but also building sentences using the words given. By producing sentences, they will also acquire new words based on the context. Hence, it gave them bigger chance not only mastering 5 new vocabularies per day but more words based on the sentences they already made. There is evidence that writing complex texts makes learning vocabulary easier. This is due to writing's recursive structure, which is frequently characterized by an intense process of linguistic problem-solving. (Silva et al., 2021) When the cadets create sentences, they are essentially placing new words within a context. This context helps them understand howthe word is used, its meaning, and the appropriate situations in which it can be employed. This is much more effective than simply memorizing definitions from a dictionary.

Constructing sentences that incorporate new vocabulary engages multiple aspects of their memory. They don't only memorize the words but also creating the sentence's structure which assists them in better retention and recall of the word.

As they successfully create sentences using new vocabulary, they'll gain confidence in their language skills. This confidence can motivate them to continue learning and exploring more words.

Besides, this strategy also assisted them to enhance their speaking skill since they had to report their sentences orally. They learnt to spell the words better. Consequently, they were accustomed in speaking English. But still, there were some problems that must be solved. The grammatical and pronunciation were the prior problems. They still made some error in arranging sentences even a minor one such as miss in putting -s on the plural noun or putting -s/es after verb for singular subject. Furthermore, they were also mispronouncing some words such as collide *"kəˈlaɪd"* to be *"koˈlɪd"* or *"ˈrʌdə"* to be *"ˈrudər"*.

D. CONCLUSION

To conclude, integrating rewards and vocabulary-bank strategy could enhance cadets' vocabulary mastery since they were given a target to memorize words per meeting. This challenge was accomplished easily since the vocabulary words were listed for them. Approximately 30 out of 37 cadets could memorize 5 words and make 5 sentences of those words per day. They merely found the meaning of each word and memorize it. They then produced sentences using those words by themselves. The learning experience in creating sentences using the words would add their vocabularies bank. They didn't only know the meaning of words but also comprehended the words based on the context. They also understood how to use the words into sentences.

Moreover, there was a lack of this strategy. This method was limited their knowledge since they only received the list of words given. It will be better for them if they find their

own vocabulary list by reading the article on the internet or book related the topic. Reading will assist them to expose the new words which can built their vocabulary based on the context and meaning.

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