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## Table of Contents

<b>Fakhir Omar Mohammed, Idrees Ali Zebari, Sanan Shero Malo and Hozan Gorgeen Othman</b> .....	5
<i>The Effect of Increasing Student Talking Time on University EFL Students' Comprehension of Pragmatic Concepts</i>	
<b>Ammang Latifa, Raff'ah Nur and Abd. Syukur</b> .....	24
<i>Utilizing the Visible Thinking to Encourage Indonesian EFL Learner to Speak English</i>	
<b>Shella Danga-Dela Cruz</b> .....	39
<i>Saving the Face: Language Courtesy Strategies Among Students</i>	
<b>Ernawati, Nurafiat Budiman and Ammann Latifa</b> .....	61
<i>Increasing the Students' Ability in Writing Announcements through Guided Writing Technique</i>	
<b>John Christopher D. Castillo, Jasmine Nadja J. Pinugu, Angel Lorraine Q. Bernabe and Shaina Jen Mikaela M. Pasay</b> .....	83
<i>Achievement Goal Orientation, Self-Efficacy, and Classroom Climate as Predictors of Writing Performance of Filipino Senior High School students</i>	
<b>Saidna Zulfiqar Bin-Tahir and Hanapi Hanapi</b> .....	108
<i>Designing the Indonesian Local Language Learning in English Teaching at the Multilingual Classroom Context</i>	
<b>Ilmiah, Sarah Gartdland and Muhammad Basri</b> .....	121
<i>Attitude and Approach of the Lecturers on CTL Based Instruction in Teaching Paragraph Writing</i>	
<b>La Sunra and Zahraini Fajri Nur</b> .....	139
<i>Student Teachers' Questioning Strategy in EFL Microteaching Class</i>	
<b>Amirullah Abduh and Samirah Dunakhir</b> .....	162
<i>The Challenges of Learning English for Accounting in an Indonesian University</i>	
<b>Markus Deli Girik Allo, Asfah Rahman and Sultan</b> .....	177
<i>A Critical Discourse Analysis on Lecturers' Language Power in EFL Teaching (An Ethnography Study at a Higher Education)</i>	
<b>Shafa, Muhammad Basri, Amirullah Abduh and Andi Anto Patak</b> .....	202
<i>Multicultural Education-Based Instruction in Teaching English for Indonesian Islamic Higher Education</i>	
<b>Nining Ismiyani</b> .....	219
<i>The perceptions of Educators for Gamification approach: The Effectiveness of Kahoot in Teaching English</i>	
<b>Edhy Rustan and Nurul Khairani Abduh</b> .....	237
<i>Cultural Value-based Design for Learning Speaking for Foreign Indonesian Language Learners</i>	
<b>Vivit Rosmayanti, Andi Ummul Khair and H. Syamsuni Carsel</b> .....	264
<i>The Implementation of Flipped Classroom in Micro Teaching Class</i>	

<b>Budi Rahayu and Yulini Rinantanti</b> .....	287
<i>The Effects of Multiple Intelligence to English Achievement of Papuan EFL Learners</i>	
<b>Ahmad Rossydi</b> .....	308
<i>Hybrid English Learning Program (HELP) in the Teaching of English as a Foreign Language: ESP for Air Traffic Controller Students</i>	
<b>Amaluddin, NurAlam and Rahmatullah Syaripuddin</b> .....	320
<i>The Students' First Language Interference on Their Written English Production at SMK Negeri 1 Palopo</i>	
<b>Nur Aeni, Geminastiti Sakkir and Mardiyana Nasta</b> .....	344
<i>Wondershare Filmora in Teaching Vocabulary for Maritime Students</i>	
<b>Roderick Julian Robillos</b> .....	359
<i>Instruction of Metacognitive Strategies: Its Role on EFL Learners' Listening Achievement and Awareness of their Metacognitive Listening Strategies and Self-Regulation of Learning</i>	
<b>Shalini Upadhyay and Nitin Upadhyay</b> .....	387
<i>Incorporating Twitter for Second Language Acquisition: Framework and Evidence</i>	
<b>Hamsidar, Amaluddin and Sri Nur Asti Addas</b> .....	399
<i>Take and Give Learning Model in Effecting the Student's Speaking Skill</i>	



## **Wondershare Filmore in Teaching Vocabulary for Maritime Students**

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### **Abstract**

In the new era of 2017 Maritime English was a must for all the seafarers working globally. It was vitally important that those involved in any operational situation communicate effectively. This study is aimed to investigate the effect of Wonder-share Filmora in students' vocabulary mastery. This study applied quasi- experimental research. There were two groups in this model of experimental research. First was experimental group and the second one was control group. These groups were equated as nearly as possible. The population used to conduct the experiment was the nautical classes of the third semester students of Indonesian Maritime Academy AIPI Makassar in academic year 2017/2018. The effect of Multimedia *Wonder-share Filmora* could improve the students' mastery of SMCP vocabulary. The other hand, the new situation could be opened the students' mind to memories the ideas. It could be viewed from the result of the test and questionnaire of experimental and control class. Based on the statistical analysis, it could be implied that the mean score of the post -test was higher than the mean score of the pre-test. In order to know whether the difference between the two means was significant or not, the researcher used t-test. The result of computation of experiment class in post-test was 70.00 higher than control class was 58,75. Furthermore, most of maritime students found that Wonder-share Filmora brought

the positive effect in learning English especially in vocabulary mastery. It is also a fruitful media for learning English.

**Keywords:** *Wonder-share Filmore, Teaching Vocabulary, SCMP, Indonesian Maritime Academy (AMI AIPI Makassar, Indonesia).*

## **Introduction**

Over the past twenty five years or so approximately 80% of the world's merchant ships had become multilingual and multi ethnic in crew composition. This reflected the increase globalization of maritime industry convenience to enable the recruitment of crews on a worldwide basis. As well as having more diversity of crew recruitment especially in communication diversities. There were problems of communication contributing to a lack of mutual confidences, suspicions and miss understanding, (Badawi & Halawa, 2003, Aeni, Jabu, Rahman, & Strid, (2017). Then the opportunities for human errors leading to dangers to any aspects such as to the ship, the people on board and the environment, were greatly increased.

In teaching vocabulary of SMCP to the Marine Merchant student, the teacher should be more creative and able to keep the students away from getting bored. In order to keep the students away from getting bored in learning the materials, the teacher should be used an appropriate instructional media. This media should gain the students' interest in learning. Media such as video, cartoon, smart projector, tape recorder, overhead projector, radio, television, computer, and etc. plays important role in teaching. They are very useful for the teacher to achieve the instructional goals and the objectives of learning, besides as a tool to command students in teaching learning process.

Teaching English by using Multimedia Wonder-share Filmora could be considered as one of the appropriate method. The used of Wonder-share Filmora as media could be a choice for the teacher in teaching vocabulary of SMCP in which the students were given a chance to study about the SMCP in different way. It hoped that they would be interested in learning the material. For the reasons above, the researcher wanted to try to find "How far Multimedia Wonder-share Filmora as a media in teaching vocabulary of SMCP could effect to the marine merchant students' vocabulary master?" The researcher hoped that

it would be an effective and interesting media in teaching vocabulary of SMCP material to the students. This study reported how did the use of Mutimedia wondershare filmore affect the students' SMCP vocabulary mastery; it is also highlighted that the use of Multimedia Wondershare Filmore improve the students' interest in learning SMCP.

## **Literature Review**

There are some previous research has done the study about the media in teaching vocabulary. Namely:

Abdul-Ameer, (2014), The paper tried to explore the effects of Digital Stories on Vocabulary learning by Iraqi young learners at the primary level. In order to accomplish this aim a three week experiment was carried out at Al- Imams' Ali private primary school for girls in Al-Diwaniyah City (Iraq). Then a test was designed to investigate whether computer and internet-based technology could improve vocabulary learning in English as a foreign language.

Sari, (2013), found that the implementation of pictures based memory words game is aimed to improve vocabulary mastery. The mean figure obtained by the subjects under study for each session in cycles was obviously improved than the mean figure of pre-test scores. The grand mean figure for cycle it showed that the vocabulary of the subjects under study got an improvement after they had been taught vocabulary mastery through pictures based memory words game of the fourth grade students.

Sakkir (2018), stated that the using movie is more effective in enhancing vocabulary achievement of the eight grade students of SMP Negeri 2 Rappang in academic year 2017/2018. The students' result of posttest is higher than the students' result of pretest ( $80 > 70.625$ ). Khotimah (2018), revealed that video project can be used to facilitate students more autonomous in English learning in which it has potency that can facilitate students by investing more time and effort out of formal. However, she did not do some observation to see what students do in the classroom. She focused only the perception of the students toward video project. Limbong (2018), found that being a teacher and lecturer is difficult work. In addition the lecturer's competence is crucial for the successful learning process that leads to improve students' achievement. Lecturers must be more creative in developing learning process in order to avoid the boredom. By being taught



by a professional educators , students are expected to be able to reach the learning objective.

Related to the findings as stated above, it was clearly reveal that there were some approaches, methods, and techniques that could be implemented in learning vocabulary and writing and other skills in learning English class. The researchers then concluded that in teaching vocabulary, teacher must have strategy and appropriated media in teaching.

Using media enhance the vocabulary master of the skill in classroom. It is assumed to be one of strategies in giving beneficial and effective contribution in teaching vocabulary in English. Multimedia learning has a direct effect on learning and even on growing as a person. An effect that differs and can't be achieved as easy whilst using traditional education materials. Therefore, it is no wonder the increasing of technology desire more to create properly multimedia in learning, especially for learning vocabulary of SMCP.

Because the themes were too various, the writers decided to choose an external communication phrase that are used of Standard Phrases in vessels' external communication does not in any way exempt from applying the radiotelephone procedures as set out in the ITU - Radio Regulations. themes only. It was also followed by interesting sounds and music which can build a positive learning atmosphere.

The media used bright colors to help the students' cognitive ability. It was completed by repetition and song, so that the students can understand and enjoy the learning process. The video is also reality based, live action, and bilingual. By this media, the writer hopes that the writer can improve the students' achievement in learning vocabulary and they got bored and could mastery all the item in SMCP.

## **Methodology**

This study applied quasi- experimental research. There were two groups in this model of experimental research. First was experimental group and the second one was control group. These groups were equated as nearly as possible. The population that was used to conduct the experiment was the nautical classes of the third semester students of Indonesian Maritime Academy AIPI Makassar in academic year 2017/2018.

## Findings and Discussions

### 1. Descriptive Analysis of Pre-test and Post test

Table 4.1. Description of Experiment Class

Experiment Group					
Pre Test			Post Test		
Mean Score	Standard Deviation	Average	Mean Score	Standard Deviation	Average
57,5	23,70	58	70.00	13,66	71

Table 4.2. Description of Control Class

Control Group					
Pre Test			Post Test		
Mean Score	Standard Deviation	Average	Mean Score	Standard Deviation	Average
52,25	18,39	52	58,75	14,74	59

Based on the table 4.1 and table 4.2 described on the pre-test that the students' achievement in the experimental class could be argued that standard deviation of 23.70 higher than the standard deviation of control class 18,39. The mean score also showed different score; where the experiment class showed 57, 5 than control class only 52, 25 mean score which the average of the both of groups 58 and 52.

The analysis of tables 4.1 and 4.2 above, explained classes in the study could not be assumed to be homogeneous if the both of groups didn't have the same prior knowledge in pretest, so that was why, the researcher need to follow t test of the average of students score of pre-test for control and experiment groups. If the result of statistically was the same, it meant that the students' achievement were similar to the test or homogenous. The table below showed the result of t test according to SPSS statistically.

Table 4.3 T-Test (Independent) Pretest of control class and experiment

T-Test for Equality of Means	
N	40
Mean Score Post Test (E)	57,5
Mean Score Pre Test (P)	52,25
Sig (2-tailed)	0.439
t-test	0.783

Based on the results of data processing using t test above, it obtained sig value was 0.439 which means greater than the alpha value. Thus it could be said that there was no significant difference between the control class pretest and the experimental class. After performing t tests on the mean results in the control class and experiment class.

The researcher continued to conduct further tests. The test was done after doing the treatment namely the application of Multimedia Wondershare Filmora media in the experiment class as a media in teaching vocabulary and used the old media in the control class on the process of the material SMCP.

The test was a post test. In the implementation of the test obtained the average value in the control class and experiment was different. As well as the results of mean score showed also different. It could see on the table 4.2 showed that the mean score of experiment class was 70 and 58.75 for control class. With 13, 66 and 14, 74 for control class standard deviation. This result of the post test showed the significant difference between groups. It can be concluded that there were differences in learning outcomes between the two groups. Based on the results of data processing using t test, obtained sig value = 0.029 which means greater than the value of alpha. Thus it could be said that there was a significant difference between the posttest control class and the experimental class. The t test could be explained based on the table below;

Table 4.4 T-Test (Independent) Pre and Post Test of experiment and control class

T-Test for Equality of Means	
N	40
Mean Score Post Test (E)	70,00
Mean Score Pre Test (P)	58,75
Sig (2-tailed)	0.029
t-test	2.263

The number of subjects in this experiment for experimental and control groups were 40. Based on the computation above, there has been significantly different from teaching vocabulary of SMCP by using Multimedia *Wondershare Filmora* and teaching vocabulary without using *Wondershare Filmora*

## 2. Presentation of the Vocabulary Test

Table 4.5 Presentation of the Vocabulary Test of Experiment and Control Classes

Experiment Class			Control Class		
Items	True Answer	Percentage	Items	True Answer	Percentage
3	20	7.63	3	17	7.23
2	18	6.87	2	15	6.38
6	18	6.87	6	15	6.38
4	18	6.87	4	14	5.96
17	16	6.11	7	14	5.96
12	15	5.73	8	14	5.96
11	15	5.73	17	14	5.96
8	14	5.34	12	13	5.53
9	13	4.96	20	13	5.53
19	13	4.96	9	12	5.11
20	12	4.58	13	12	5.11
10	12	4.58	14	12	5.11

13	11	4.20	11	11	4.68
14	11	4.20	10	10	4.26
5	10	3.82	1	9	3.83
7	10	3.82	15	9	3.83
18	10	3.82	19	9	3.83
1	9	3.44	5	8	3.40
15	9	3.44	18	8	3.40
16	8	3.05	16	6	2.55
Total	262	100%	Total	235	100%

Based on the table above showed that the presentation of truth of questions item of vocabulary test of SMCP. The difficulties made the value were different from its level. The both of groups showed that the students got difficulties in answering the question number 16, only 8 (eight) students of experiment group answered correctly the question and 6 (six) students from control class. The difficulties of the question included those aspects of form meaning and the complicated in structure of the vocabulary of SMCP.

## Discussion

Language learning as shown in table 4.1 and 4.2 there is a significant difference in the performance between the control group and the experimental group in both sections of the test. This significant difference reflects the fact that although both groups departed from a similar level of English proficiency, but the experimental group managed to describe that using multimedia *Wondershare Filmore* an effective media in mastery the vocabulary of SMCP in Indonesian maritime Academy (AMI AIPI Makassar)

There were many related research finding of mastery the vocabulary as found by some researchers. There are many types or ways that can be used in teaching vocabulary. One of them with the use of technology as a medium. Abdul Ameer (2014) the title of his research *Improving Vocabulary Learning Through Digital Stories with Iraqi Young Learners of English at the Primary Level* where students managed to increase their vocabulary through Digital Stories which based on Web to bring that part of the world into the language classroom. In this research also integrated the learning with the raise of

technology. The students have been given the latest content material. Either in the form of appropriate media such as images, music, videos and SMCP materials is involved. In applying the multimedia Wondershare Filmore means that the created learning environment has taken based media of technology.

The outcome of this study proved the researchers' initial believe regarding the fact that the use of Multimedia Wondershare Filmore with one software may facilitate their vocabulary learning and help them progressively learn the material of SMCP. Learning with Multimedia Wondershare Filmore can create a fun atmosphere for students. This activity is the same as watching television such as Rusanganwa (2013) found that the students' progress during the teaching and learning activity by using the cartoon film was good. The students' achievement in English vocabulary was improved. Most of the students said that the activities by using cartoon film could help them in learning vocabulary. The main factors affecting this successful are the students' interest in the Wondershare Filmore given and relevancy between the vocabularies offered in this activity.

Using Multimedia Wondershare Filmore also by figures and pictures, as Brown (2017) found that figures helped the students to understand the difficult words easily by looking at the figures. The use of figures make the vocabulary learning more enjoyable and interesting because they can memories the meaning of the difficult words by looking at figures as keywords without looking them up in the dictionary. The use of figures makes the class more active and alive. In doing learning by *Wondershare Filmore* figures or pictures were selecting to the lesson. Brown (2019), revealed that using videos and pictures or figures in the classroom were a very good idea. Not only does this provide a teacher with a wide range of extraordinary benefits but it's a fun experiment for students as well and they will certainly appreciate the entire experience to begin with. It's all about having the right approach and attention to detail here something that every teacher should focus on if he/she wants to deliver the best results.

Sakkir (2016), through the research about Multimedia VCD can be used as media in teaching vocabulary to the students. Most of the students said that the activities using Multimedia VCD could help them in mastering English vocabulary. Besides, Multi Media VCD could increase the students' attention and motivation in learning vocabulary. There

were no significant different between *Wondershare Filmore*, where students focus their attention on the media provided. Some points that become this media interesting. Multimedia *Wondershare Filmore* media due to several factors, the first because the media is not monotonous, the teachers will add an appropriate video learning, pictures and figures in one application, and most interestingly again, this media can input the sound recording and music. These different displays create an interest in learning the vocabulary of the students.

It is concluded that Multimedia *Wondershare Filmore* is one of an appropriately selected and organized media that can offer a great range of opportunities to develop the students' achievement and interest. It is a playful and enjoyable context. At an early stage of language acquisition, media can be a valuable way of contextualizing and introducing in teaching learning. Thus, in order to explore whether the use of Multimedia *Wondershare Filmore* could improve vocabulary mastery of SMCP as an experiment was conducted by the researcher on Indonesian Maritime Academy AIPI Makassar of the third semester of Nautical Students. The results of the study reflected very important facts concerning the use of teaching strategy in teaching vocabulary. The results showed that students in the experimental group managed not only to comprehend new vocabulary through the experiment and provide correct answers in the test, but also improve the interest in learning especially in learning vocabulary of SMCP.

Teaching by using Multimedia *Wondershare Filmore* could be positive reinforcement. These positive results, the researcher believes, could be due to some important reasons:

- a. The use of Multimedia *Wondershare Filmore* might have motivated the students and promoted their concentration which in turn focused students' attention on their received input.
- b. The positive feedback which the learners gain for their performance of the tasks throughout the experiment was of great help in obtaining such results.

After finishing the experiment, the researcher found the advantages of using *Wondershare Filmore* to teach vocabulary to the students' of AMI AIPI Makassar could be described as follows:

1. The students showed a great enthusiasm during the lesson using multimedia Wondershare Filmora in teaching vocabulary of marine merchant students' was very good. It was supported by the higher scores gained by the students who have been taught using Wondershare Filmora.
2. The Multimedia Wondershare Filmora has a significant effect. Due to the significant difference between the pre-test and post-test scores of the students' vocabulary mastery, in which the post-test's mean is significantly higher than those of the pre-test.

## **Conclusion**

This study concluded that Multimedia Wondershare Filmora could improve the students' mastery of SMCP vocabulary. It could be seen that the mean score of the post-test was higher than the mean score of the pre-test. In order to know whether the difference between the two means was significant or not, the researcher used t-test. The result of computation of experiment class in post-test was 70.00 higher than control class was 58, 75.

The other hand, the new situation could be opened the students' mind to memories the ideas. It could be viewed from the result of the test and questionnaire of experimental and control class. It should be noted that the students believed that the Wondershare Filmora offered them great advantages to enhance their vocabulary mastery and their interest. The students showed a great enthusiasm during the lesson using multimedia Wondershare Filmora. In addition, it can be positive reinforcement students' interest improved. It was shown by the result of questionnaire as well. A practical implication of the findings is it is profitable for the students to learn vocabulary using a technology such as Wondershare Filmora. It created enjoyable and playful atmosphere in learning.

However, in order to obtain better results the researcher believes that there is an urgent need, especially at the primary level in marine merchant campus. It can provide a realistic picture of the media inside the classroom. Unfortunately, many English teachers in this campus feel uncertain on how to use this application. Deciding how to use such materials, the researcher believes, demands great efforts for educators to include



technology into the curriculum to help teachers with the task. All of this suggests the need of conducting further research to explore the ways that technology, both in the initial language learning stages or advanced stages, can be brought into the context of the classroom.

Moreover, this is also recommended media for the teacher in the recent situation, where remote learning is conducted due to the quarantine. This media can be set up as online teaching and learning process. It is also recommended for Maritime English teachers to continue to enhance their Maritime English proficiency through the use of technology or media. They use varied teaching methods and techniques for maritime students to develop and enhance their proficiency in Maritime English. For further research, the other researchers may use the Wondershare Filmora in teaching speaking skill or other skills. It is also can be explored in a general university students not only for maritime students or English for Specific Purposes.

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