

## **English Teaching Using Perfect Storm Film to Improve Vocabulary Achievement of Second Year Maritime Academy Student of Surakarta City**

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| Received: 27/05/2024

| Revised: 03/06/2024

| Accepted: 05/06/2024

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### **Abstract**

This research is very challenging and have best aim. The purpose of the study is to know the effect of teaching using film in improving vocabulary achievement. Population in this research were the seconds' year students at Maritime Academy of Surakarta. Film is very interesting for them as maritime students. It is experimental research by doing intervention in the class to answer the research question. This research was experimental where there is only one-group getting pre-test and post-test. The pre-test to gain information about the students' vocabulary ability. Treatment is done by teaching using film in class, and post-test was given to the class after the treatments given. the researchers held learning meetings seven times in the class before post-test was given. The film is chosen from the story the life of fisherman. The title of the film is "The perfect storm". The finding shows that the significance value of the pre-test and post-test is 0.343, which means it is more than 0.05 ( $0.343 > 0.05$ ), then H1 is rejected, which means there is not affect in reverse using the Perfect Storm Film to improve vocabulary achievement of second year Maritime Academy Student of Surakarta City in 2023.

**Keywords:** maritime student, storm film, vocabulary achievement.

### **1. Introduction**

Vocabulary as a main factor in learning materials. It's the basis of all languages where it can use to express our thoughts and ideas, share information, understand others and grow personal relationships. In many situations good vocabulary mastery often helps us although we don't understand the grammar, but by using vocabulary we can still communicate. That shows us that vocabulary mastery plays an important role in applying a language.

The definitions of mastery can be seen from many experts like Swannel (1992: p. 656) say that mastery as comprehensive knowledge. Hornby states that mastery is complete knowledge or complete skill (1995: p. 721). Coulson (1987: p. 1050) give opinion that mastery is skill to use the knowledge. It means that vocabulary mastery is ability very important to reading, writing, speaking and listening.

In helping the students, vocabulary mastery is easier in getting good achievement level in language, so the large vocabulary means the large knowledge of the language. The ability of sharp selection words to choose from will be more precise in expressing the language. The design of the teaching learning process should be attended in vocabulary. Nation (2001: 6), states that designing language course or planning our course of study should be prepared by looking some information to help the decide how many words need to be learned. It useful in setting the learning goal and how the language in the ways we want to.

The level of vocabulary is the basic for student in maritime to improve their skill in English. Maritime of course have specification in its application. The cadets should understand some word which is specific used in maritime. In order fuels the cadets use word “stem” in the maritime English, but if other words such as “order”, “book”, “purchase”, and “buy” are used to denote “stem”, it will have meanings some other things, not fuels. This situation asks the teacher to study more about some specific vocabulary often used.

Experimental study is done to find the differentiates and the equalities of the methods. The result of the teaching learning process will show that the treatment will give some effects or not for the student in improving their vocabulary mastery. So, experimental study is a good method in exploring many treatments. From this action will be discovered multi techniques and the teacher understand about what is appropriate to be done.

Teaching using film is interesting for student because it is related with real life. Besides that, it's relating with their maritime academic. The teacher or lecturer using visual media such us film to attract their motivation to learning English. The film has to appropriate with the theme, curriculum or the goal of English teaching learning in order to the goal of learning is success.

The teacher or lecturer have many reasons teaching their students using film. First, there are much interesting film and the content relates with real life condition. Film is audiovisual and audiolingual which is make interesting and easy to memorize the vocabularies. Second, the film spoken by English native speaker. It will be helping the students how to pronounce, speak appropriately. Third, film is appropriate with their passion in this moment because relate with their hobby and age. They interest with visual and audio, so with film as a media to study it's support them to mastery vocabulary.

The main purpose of using films in the classroom is practicing English in listening, speaking and reading. To practice those skills, they must mastery the vocabularies. While the native speaker gives sample of pronunciation in the class the using of film demand the student doing analysis the narrative and thinking associated to find the right meaning. Toni Brown in his paper says that it needs pedagogical approach where the students should be able to construct their own meaning of contemporary meaning of contemporary events by exploring the many situations, understand the different predicaments confronted by other and appreciated the different choice as the character is made.

When a played film in the class, it is important to distinct between high frequency word and low frequency word in ensuring that the high frequency words of the language are well known by the students (Nation: 2001: 21). The film leads the student in memorising the new words appear and adding their vocabulary mastery.

Using film in teaching listening comprehension can be motivated, enhanced and appealed for the students (Amalia et al: 2019). It means that using film can be alternative in determine the materials in learning. Some bored may be solved by using film in the classroom. Despite, controversy of applied film in the classroom because teachers who have mandated curriculum to follow and the limited time allocated. This is caused film seen as entertainment and not for the pedagogical setting. In starting for using film in learning can be used it as project assignment to the students.

This research concerns finding is there a significance of teaching using Perfect Storm Film in improving the student's achievement of second year student at Maritime Academy of Surakarta. Teaching learning process by using film. The film chosen is the title "the perfect storm". So, from the explanation above, the researcher is interested to write a title "Teaching English Using the Perfect Storm Film to Improve Vocabulary Achievement of Second Year Maritime Academy Student of Surakarta in 2023".

## **2. Methods**

Experimental design is testing an idea to determine whether it influence an outcome or dependent variable (John W. Creswell, 2012: 295). This research design is experimental research by doing intervention in the class to answer the research question. Pre-test, post-test are applied to gather all data needed. It is experimental research with the one-group only, in which researchers study one group and provide intervention during the action or treatment. This type of research does not require a control class compared to acting classes.

In this design, observations were made two times, namely before and after the investigation. The statements made before the experiment (O1) are called the pretest, and the comments made after the investigation (O2) are called the post-test.

The steps needed are Pre-Test to get information about the students' vocabulary mastery. Intervention will be done to the experimental group or class by teaching using film in class, and the post-test given after the treatments in the class. The post-test given has not difference with the pre-test to get accurate result about the treatment effects of students' vocabulary mastery.

Population is unit group that will be analysed the characteristic, if the population is too large the researcher should be taken the sample to be analysed (Abdullah, 2015: 226). Population in research must be written the group of population and the field of the area (Hardani at all, 2020: 361). Based on the two theories, it can be said that population as the collection of individuals or objects and have similar characteristics in a field of area determined by the researcher. Population in this research are the seconds' year students at Maritime Academy of Surakarta.

The research instrument in this research is Vocabulary will be taken from maritime words come up from the film, the film is chosen from the story the life of fisherman. The title of the film is "The perfect storm". The vocabularies are related with their maritime academy. It's about sea, storm and maritime life.

The data is collected from the enhancement of student's vocabulary mastery score between before and after intervention.

### 3. Result and Discussion

The results of the study are presented to answer the research objectives, namely to see whether there is an effect in teaching using film to Improve Vocabulary Achievement of Second Year Maritime Academy Student of Surakarta. The lecturer given thirty number choices of vocabulary test about maritime words in that storm film as a post test.

#### *Description of the Data Result*

The data description describes the pre-test and post-test results from students of second year maritime Academy of Surakarta. After conducting the pre-test at the beginning to see the initial abilities of the students, the researchers held learning meetings seven times. The students are taught using the Perfect Storm Film. After learning for seven sessions is completed, the students are given a final test or Post-test to see the results of learning Maritime English vocabulary by using the Film.

#### *Pre-Test Result*

The pre-test or initial test is helpful to see the initial abilities of students before being taught using film. The results of the pre-test students are presented in Table 1.

Table 1. Pre-test Result

Data	Management Port Class A	Management Port Class B	Logistic Class
Highest Score	90	90	70
Lowest Score	60	60	65
Mean	81.9	70.22	68.89
Median	90	65	70
Mode	90	65	70

Based on the table 1 above it can be concluded that the mean or class average value in the three class above is has different level, namely Management Port Class A 81.9, Management Port Class B 70.22 and Logistic Class 68.89. This explains that the initial abilities of students are different.

#### *Post-Test Result*

The post-test or final test is intended to see the results of Teaching English Using the Perfect Storm Film to Improve Vocabulary Achievement of Second Year Maritime Academy Student of Surakarta in 2023. From pre-test results, 53 Students were divided into three classes: Management Port Class A, Management Port Class B, and Logistic Class. The data were obtained in Table 2.

Table 2. Post-test Result

Data	Management Port Class A	Management Port Class B	Logistic Class
Highest Score	90	90	90
Lowest Score	60	70	70
Mean	77.14	74.78	76.67
Median	80	70	70
Mode	70	70	70

The table 2 above shows that there is not significance increasing the average or mean from pre-test to post-test. Management Port Class A 81.9 to 77.14, Management Port Class B 70.22 to 74.78, and Logistic Class 68.89 to 76.67. It means that there is not a significance in teaching English using the Perfect Storm Film to improve vocabulary achievement of second year Maritime Academy Student of Surakarta in 2023.

*Hypothesis Testing (T-Test)*

The hypothesis tested in this study was whether teaching English using the maritime English using the Perfect Sorm Film effect to the vocabulary achievement of students at Maritime Academy of Surakarta in 2023. Hypothesis testing in this study used a T-test through SPSS assistance using the Paired Sample T-Test. The T-test is a test that aims to determine whether students have a difference in learning outcomes between before and after being taught by using film. The T-Test was carried out on the Pre-Test and Post-Test scores of second year Maritime Academi of Surakarta 2023. The test calculation is assisted by using SPSS. The test results can be seen in Table 3.

The results of the calculation of the SPSS statistical data in Table 3 are the Paired Sample T-Test conducted in the second year Maritime Academy of Surakarta 2023. This T-test aims to see the difference in the average scores on the Pre-Test and Post-Test. The criterion for testing the hypothesis is that if the significance value (2-tailed) is less than or less than 0.05, then H1 is accepted, which means that there is an effect in teaching English using the Perfect Storm Film to improve vocabulary achievement of second year maritime academy student of surakarta in 2023. However, suppose the significance value (2-tailed) is more than 0.05 it that means that H1 is rejected and H0 is accepted. Which mean that there is not affect in teaching English using the Perfect Storm Film to improve vocabulary achievement of second year maritime academy student of surakarta in 2023.

Table 4. T-Test Pre-Test and Post-Test of the second year Maritime Academy of Surakarta 2023

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST - POSTEST	-1.41509	10.75860	1.47781	-4.38053	1.55034	-958	52	.343

Based on the calculation results of the T-Test Paired Sample T-Test using SPSS above, it is known that the difference in the mean Pre-Test and Post-Test cadets in the Department of Nautical is - 1.41509. The significance value of the pre-test and post-test is 0.343, which means it is more than 0.05

( $0.343 > 0.05$ ), then H1 is rejected, which means there is not affect in teaching English using the Perfect Storm Film to improve vocabulary achievement of second year maritime academy student of Surakarta in 2023.

#### **4. Conclusion**

It can be concluded that teaching using the Perfect Storm Film is interesting for students, add their motivation to study English specially to improve vocabulary although not influence the vocabulary achievement of Second Year Maritime Academy Student of Surakarta City in 2023. The background of student's ability is difference. It can affect the use of teaching method is more challenged. Many factors that influence learning outcomes that have not received attention like the student's motivation, materials and film chosen.

The use of films in learning is still considered a method that is rarely used in teaching. But as an alternative it is not something worse to practically in the classroom. In digital era film is not only for entertaining. It brings information, tradition and lifestyle to our generation where all of them send by language. It's interesting English learning because they really enjoyed to study while watch the film, it's not bored for them, and time flying fast.

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