

**IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH MOVIE
AT SMAN 1 WAY JEPARA LAMPUNG TIMUR**

(A Script)

By

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ART EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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ABSTRACT

IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH MOVIE AT SMAN 1 WAY JEPARA LAMPUNG TIMUR

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The aim of this study is to find out whether there is significant improvement of students' vocabulary achievement after they are taught by using movie. The research was quantitative study with one group pretest-post test design. The subject of this research was 31 first grade students SMAN 1 Way Jepara Lampung Timur of academic year 2018/2019. The instrument of this research was vocabulary test. The result of this research showed that there was a significant improvement of students' vocabulary mastery after the implementation of movie. It could be seen from the results which showed that the significance level (p) is lower than 0.05 ($p=0.000$), where the students mean score in the pre test was 56.75 with an increase of 73.12 in the post test. It can be concluded that movie can improve students' vocabulary mastery.

Keywords : Improving, movie, vocabulary

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AT SMAN 1 WAY JEPARA LAMPUNG TIMUR**

By:

Ditha Kusumarajni

A Script

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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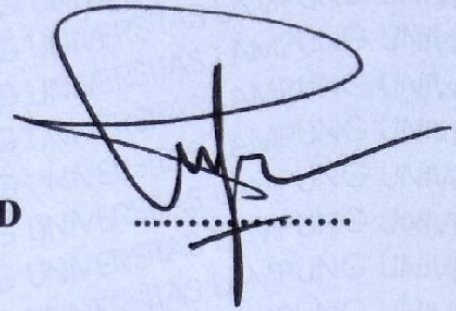
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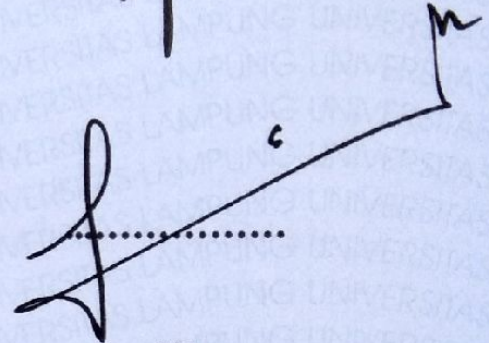
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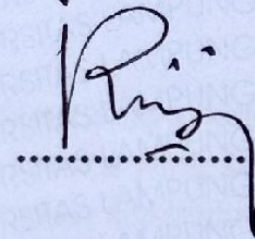
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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 5 Agustus 2019

Penulis,



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CURRICULUM VITAE

The writer's name is Ditha Kusumarajni. She was born in Way Jepara, on November 22th, 1996. She is the second child of Triyono and Yuntiasih. She has one sister, Indri Femiceyanti.

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DEDICATION

My beloved parents:

Triyono and Yuntiasih

My beloved siblings:

Indri Femiceyanti

My almamater:

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MOTTO

الْعَالَمِينَ عَنِ لِّغْنِيَّ اللَّهُ إِنَّ لِّلنَّفْسِ يَجَاهِدُ فَإِنَّمَا جَاهِدَ وَمَنْ

And whoever strives only strives for [the benefit of] himself. Indeed, Allah is free
from need of the worlds.

(QS Al-Ankabut [29]: 6)

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The writer hopes this script can give a positive contribution to the educational development and also for those who want to accomplish further research. The writer realizes that this script is far from the perfection. There may be weaknesses and mistakes. Therefore, the writer would be grateful to accept any comments and suggestions.

Bandar Lampung, 21 July 2019

The Writer

Ditha Kusumarajni

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I. INTRODUCTION

This chapter deals with the background of the problem, formulation of the research question, objectives of the research, uses of the research, scope of the research and definition of terms.

1.1 Background of the Problem

Vocabulary is an essential skill for learning English. Students use vocabulary to understand and use words to acquire and convey meaning. It means that the ability to speak English needs the mastery of adequate vocabulary. Richards and Renandya (2002:255), vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write.

Ideally, senior high school students, based on the English Curriculum are supposed to acquire around 3000 words and also able to use them in daily communication. However, by certain studies, the students are not yet to acquire the target. This means that the students are able to use English Vocabulary for this study and daily lives. Unfortunately, most of the students in SMAN 1 Way Jepara Lampung Timur were still not able to master English words as many as it should be. It was proved when the pre-observation conducted that school. On the other hand, through interviewing the teacher, it was found that there were only a few students who could get the minimum passing grade. Most of the students said

the learning vocabulary was complex and bored because the teacher applied the monotonous technique vocabulary.

However, many students who have studied English for several years at school still face some difficulties when they have to memorize and understand English vocabulary. The author found a problem during the teaching practice program (PPL). That is, most of the students could not understand English words in textbooks during reading activities and English words that are said while the teaching and learning process. For example, when a student performs a task, he/she cannot immediately it; when is asked to do the task in the textbook, they he/she opens the dictionary to translate the question first, and then translates his/her answer from Language into English word it can be said that it makes KBM longer, while that time is less effective if only learning by opening the dictionary first. He/she also does not understand how to open a dictionary in a fast way. This greatly reduces the time for other learners. However, we had to be patient and painstaking to wait for each student's result.

When the author discussed the student's problem in memorizing and understanding the English vocabulary to the teacher, the researchers explained that students' interest in learning English is low. As a result, it would be difficult to make students understand the importance of learning English vocabulary. Because this method is only done to get a score, so students only remember in a short time, while if the word is repeated in the future students usually forget the words they had memorized before.

Students' disability to memorize and understand English vocabulary, and their reliance on dictionary continually may cause a great problem for them while studying in the school, especially when they had to do an assignment or an exam.

Using the dictionary in the language learning process only make the students be dependent learners. If they do not have a dictionary, they will get confused easily toward the language that they find.

The students' problems in learning and memorizing vocabulary also happened because most of English teachers in Indonesia still teach the vocabulary conventionally. For example, based on the writer's experiences during her study in high school, she found that the teacher only gave assignments to the students to translate English texts in order to find and learn new vocabularies by themselves without motivating them by applying various teaching techniques or fun games which can help them in remembering the vocabularies further.

Moreover, in reviewing new words which have been found, the teacher ordered the students to make a note. However, some students did not exactly do what the teacher has instructed. The teacher faced a difficulty to attract whole students in recalling English vocabulary.

Less interactive classroom and the use of conventional teaching technique only made the students become uninterested and passive participants in the learning process. At last, it became the biggest obstacle for the students to learn English vocabulary. The teacher also faced difficulty to know whether the students have fully understood the vocabulary or not. Moreover, students' passive in language learning process also occurred because the teacher rarely held a fun activity for reviewing new English vocabulary which obstructs students' success in memorizing, maintaining, and understanding the vocabulary that has been learned in their mind for a long time.

Based on the principles above, the researcher used Movie to improve students' vocabulary mastery. Movie is one of the audiovisual tools that contain pictures and sound so that students can see and hear directly. Webb (2010) argues that by using a movie in the classroom, the students can increase their vocabulary awareness and they can even make their pronunciation and intonation much better. According to Sherman (2003), a movie is a conventional shift and offers a realistic learning environment for students. By using movie, students are expected to enjoy learning English vocabulary, clarifying messages, saving teachers' energy, motivating students to learn, increase the quantity of teaching and learning.

Based on the explanation above, the writer proposes an alternative teaching method to be applied in improving the students' vocabulary mastery and also to enhancing the students' interaction in the teaching and learning process.

1.2 Identification of Problems

In reference to the background of problem, the following problems can be identified as follows:

1. Classroom activity is mostly teacher-centered.
2. The process of learning English vocabulary will not be interactive.
3. The teacher will find a difficulty in attracting whole students to recall English Vocabulary.
4. The teacher will find a difficulty in motivating the students to follow the lesson seriously.

1.3 Limitation of Problems

This research was concentrated on investigating the following issues:

1. Teacher's technique for reviewing English vocabulary.
2. Teacher's difficulty in attracting whole students to recall English vocabulary.

1.4 Formulation of the Problems

In line with the limitation of the problems above, the research problem can be formulated as follows:

Is there any improvement in students' vocabulary achievement after they are taught using movie?

1.5 Objectives of the Research.

To find out whether there was an improvement of students' vocabulary achievement after being taught by using movie?

1.6 Significances of the Research

The findings of this research are expected to be beneficial theoretically and practically

1. Theoretically, to give a contribution to EFL teachers, senior high school English teachers, and curriculum developers about the quality of using a movie as a media in vocabulary.
2. Practically, to give information to senior high school English teacher that the media in this research is more effective in improving the students' achievement in vocabulary.

1.7 Definition of Terms

In order to the same perception about the terms used in this study, the following definitions are presented:

1. Vocabulary is defined of several words which convey a particular meaning, the way individual words do.
2. Vocabulary is defined of several words which convey a particular meaning, the way individual words do.
3. Movie is a series of moving pictures which can show a picture with the sound coming out through stereo sound.
4. Improvement is an effort in changing low previously to be higher.

This chapter already discussed the introduction of the research includes the explanation about the background of the research, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms. Those were discussed to provide an insight into this research. In the next chapter, the writer tries to describe more about the theories used in this research.

II. THEORETICAL FOUNDATION

This chapter discussed things related to review of previous research and review of related literature. This frame of theories is presented in the following points:

2.1 Review of Previous Studies

This section explains some works that were relevant to this research. The researcher reviewed several previous studies to find out what other researchers could learn. The first is the research conducted by Merita Ismaili (2013) who researched the Effectiveness of movie Use in EFL Classrooms - A Study Conducted at the University of Southeast Europe. The purpose of this study was to determine whether there were differences between the classes taught using the movie. Effect of using the movie in EFL classrooms. This reveals its effect on developing students' listening and communication skills. This study was conducted in Southeast Europe University in the 2011/2012 academic year. The participants in this study were pre-secondary and intermediate student level, aged 18-25. The study concluded that movie attracts students' attention, the current language in a more natural way found in textbooks. What is more important is the movie offers visual context tools that help students understand and improve their learning skills.

In line with previous research studies that were related to this research is Soo Ruey (2014). The research is conducted to Using Films to Teach Speaking in the ESL Classroom: A Case Study. The inclusion of technology such as films or movies in the language classroom as it could increase students' motivation and spoken language proficiency at the same time. The present study investigated the

effectiveness of using films as an approach to teaching English language speaking skills with a specific focus on four-voice aspects - pronunciation, intonation, stress, and pauses. The present for the treatment study provides language instructors the idea of using films or video technology as an alternative method in teaching voice aspects in English classroom.

This research was conducted by Jelisaveta (2014) "Advancing Listening Comprehension Through Movies" This study explored to what extent students enhance listening comprehension through movies with and without subtitles and what their attitudes are towards this teaching tool. A total of 38 students taught in English language private school Novi sad 2013 and the study showed that the students needed more time to learn and more advice. Using movies proved to be an effective way for students to improve their listening ability. A majority of them enhanced listening skills and gained more than vocabulary, understood a more foreign culture, felt relaxed and had fun while learning in class.

This research was conducted by Sanjaya (2014) "The Use of Animation Film in Improving Students Narrative Writing Ability". The purpose of this study was to find out whether the text is taught narration by using animated films can improve writing skills student narration. It turns out that in Teaching using animated films can improve student narrative writing ability in all aspects of writing ability. Because it teaches narrative writing using film can be used as a technique or media that is suitable for improving students' narrative writing skills.

The last research was conducted by Mirvan (2013) "The Advantages of Using Films to Enhance Student's Reading Skills in the EFL Classroom" teaching English, finding ways and materials to make the learning experiences for EFL students more engaging and interesting has become more challenging than ever. Many teachers use films in EFL teaching. Films are usually seen as a media that attract students' attention, a present language in a more natural (interactive) way that found in course-books. What is more important films offer a visual context aids which help students understand and improve their reading skills.

Some researchers have done research related to Movie. The first research was conducted by Merita Ismaili (2014) showed that This study is primarily concerned in contributing to the quality of the process of teaching and learning, through the use of media, particularly using movies in ELT classroom. During the in-class reading, students seem to be very bored. They were asked to read the whole book and complete the quiz at the end. The reading activity was also followed by pre and during activities, but students usually fail to complete them. Next, the second research was conducted by Soo Ruey (2014).

The inclusion of technology such as films or movies in the language classroom as it could increase students' motivation and spoken language proficiency at the same time. Therefore, speakers need to employ these patterns to have effective communication. If the rhythm and intonation were different from the listeners' expectation, the listeners will have difficulty in interpreting the speaker. For instance, we can see the distinction between the usage of correct and inappropriate intonation in the film. In the other research, Jelisaveta (2014) This research is focused on the bottom-up language acquisition and intended to examine the learners' gains of language through watching movies with either the L1 or the L2 subtitles. A majority of them enhanced listening skills and gained more than vocabulary, understood a more foreign culture, felt relaxed and had fun while learning in class. The next researcher was conducted Sanjaya (2014) showed that The Use of Animation Film in Improving Students Narrative Writing Ability. The last researcher Mirvan (2013) The Advantages of Using Films to Enhance Student's Reading Skills in the EFL Classroom" teaching English, finding ways and materials to make the learning experiences for EFL students more engaging and interesting has become more challenging than ever.

Difference between this study and previous researchers was, differences in skills, differences in the use of Movie, finding of differences in the location of the study and differences between the classes studied.

2.2. Review of Related Literature

Review of related literature is used by the researcher to support her in composing the research theoretically. It contained a definition of terms and theories which are related to the topic of the research.

2.2.1. Vocabulary

Lessard-Clouston (2013:2) defines vocabulary as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. It means vocabulary is not limited only for single words, but also phrases which contain more than two or more words. It is necessary for someone who wants to learn English as a second language to have a great amount of vocabulary to be able to use it in social interaction. Wilkins, as quoted by Thornbury (2002:13), states that without grammar very little can be conveyed; without vocabulary, nothing can be conveyed. This idea shows us how vocabulary has such a vital role in the process of learning a new language. It would be difficult for us to present our ideas in a written or oral form clearly in a society if we do not have a great amount of vocabulary.

According to Lessard-Clouston (2013:3), the concept of a word can be defined in various ways, but three significant aspects that the teachers need to be aware of and focus on form, meaning and use. Nation (2001) as quoted by Lessard-Clouston (2013:3) states that the form of a word involves its pronunciation (spoken form), (such as prefix, root, and suffix). The word unacceptable is an example of word parts. Prefix un- means 'not' or reserve action', accept is the root, and -able is the suffix which means 'ability' or

‘worth’. Thus, the word unacceptable means something wrong which cannot be accepted.

Moreover, meaning encompasses the way that forms and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression (Nation, 2001 as noted by Lessard-Clouston, 2013:3). For example, when the word love is thought, we can imagine the color pink, the shape of the heart, boyfriend, girlfriend, and other things which are associated with the word love.

Nation (2001) as quotes by Lessard-Clouston (2013:3) states that use involves the grammatical functions of the word or phrase, collocation that normally goes with, and finally any constraints on its use, in terms of frequency, level, and so forth. For example, the word kids in grammar can be used as a subject in a sentence, the wordplay is used as a verb, and the word handsome is used as an adjective in a sentence.

Based on the statement above, it can be inferred that in learning vocabulary, the students should know how to form the words, understand the meaning of the words, and how to use them. Understanding the meaning of English vocabulary is essential for the students to be able to form and use the word properly. It is also useful for the students to help them in doing assignments in the textbook or when they have to explain something to other people.

Furthermore, for acquiring a foreign language, the students should learn vocabulary well. By mastering a great number of vocabularies, the students will learn a foreign language easily. It means that the more vocabulary that the students master, the better result in the learning process they will get. Brett

and McKay (2012) states that by building vocabulary, we can get the ability to say what we mean; help us in understanding other people, in understanding what we read, in becoming a more informed and involved citizen, in communicating effectively; can improve the ability to grasp ideas and think more logically and incisively; boosts powers of persuasion; and help us in making a good impression on others. Therefore, the learner of a foreign language should think more about building vocabulary as many as possible before starting to master language skills.

There are some types of vocabulary in English, as Fries (1970:45) classifies English vocabulary into four types, as follows:

1. Content words represent the name of a subject or things that are nouns; action done by with those things, which is verbs; qualities of things, which is adjectives; and the indication such meanings as frequency, degree, manner, and place, which is adverbs.

For example :

- a) I want to buy a guitar.

Noun

- b) Ajeng drinks her coffee.

verb

- c) Sania has a cute puppy.

Adjective

- d) Heru did his job carefully.

Adverb

2. Function words are those words which are used as a means of expressing the relation of grammar or structure, such as conjunction, article, and auxiliaries. For example :

- a) Jimmy and Jinny are the best friends.

Conjunction

- b) Sinta is a smart girl.

Article

- c) I don't know you.

Auxiliary

3. Substitution words are those which represent the individual things or specific action as substitutes for whole form classes of words, that is, indefinite.

For example :

- a) Someone is watching you from behind.

- b) There is nobody at home

4. Distributed words, those are distributed in use according to the grammatical matter as the presence or absence of a negative.

For example :

- a) Neither you nor I should be here.

- b) Either the girls or the boys are planning to leave.

Based on the explanation above, there are four types of English vocabulary. In this research, the vocabularies which were used in Teaching Movie were content words. Content words, such as nouns and adjective will use due to their capability to stand by themselves and can be associated with other words. Since the syllabus of the first grade of senior high school will master vocabulary especially on noun and adjective.

2.2.2. Content Words

Content words are a useful one in analyzing vocabulary. Based on words classification by Fries (1974:45), content words represent the name of a subject or things, that is called noun (book, chair, and pen), action done by with these things, that is called verb (swim, sit and fly), the qualities of these things, that is adjective (big, strong and sharp), and the word that adds more information about place, time, manner, that is called adverb (morning and at school). The followings are the further explanation of kinds of content words:

A. Concept of Nouns

Fries (1970: 45) points out that nouns are defined in terms of the grammatical categories to which they are subject. Such definitions tend to be language-specific since nouns do not have the same categories in all languages. Nouns are described as words that refer to a person, place, thing, event, substance, quality, and quantity. Furthermore, according to Frank (1972: 6) nouns can be classified into five types:

1. Concrete noun

A concrete noun is a noun that names anything (or anyone) that can be perceived through physical sense. Concrete noun, for examples: flower, a girl as in sentences:

a. He gives me a fragrant flower. (flower)

b. She is my brother's girl friend. (girl)

2. Abstract noun

An abstract noun is usually the name of a quality, state or action. The example of an abstract noun, for example, ability, acceptance, and arrangement, as in sentences:

- a. His long experience as a teacher has given him the ability to quickly understand a student's needs.(ability)*
- b. The President's acceptance of the Prime Minister's advice will be followed by the dissolution of Parliament.(acceptance)*

3. Proper noun

A proper noun is the name of some particular person, place, or thing. A proper noun always begins with a capital letter for examples: *Mr. John Smith, Paris, Thanksgiving Day*, as in sentences:

- a. Mr. Smith is an English lecture in my collage. (Mr. Smith)*
- b. Paris is the - capital city of French. (Paris)*

4. Countable and Uncountable noun

Countable nouns are for things we can count using numbers. They have a singular and a plural form. The singular form can use the determiner "a" or "an". If you want to ask about the quantity of a countable noun, you ask "How many?" combined with the plural countable noun. The example of Countable noun, for example, a dog, three dogs, as in sentences:

- a. She has a dog. (a dog)*
- b. He has three dogs. (three dogs)*

Whereas, uncountable nouns are for the things that we cannot count with numbers. They may be the names for abstract ideas or qualities or for physical objects that are too small or too amorphous to be counted

(liquids, powders, gases, etc.). Uncountable nouns are used with a singular verb. They usually do not have a plural form. The examples of the uncountable noun: sugar, sand, as in sentences:

a. I need some sugar for a cup of tea. (sugar)

b. My brother makes a sand palace in a beach. (sand)

5. Collective noun

A collective noun is the name of a group of person, things or animals were taken together and spoken of as one whole. The examples of collective noun: committee, class, crew, as in sentences:

a. The school committee held a meeting today. (commite)

b. This class is so dirty of plastic rubbish. (class)

B. Concept of Verbs

Verbs are an action done by those things which have a part of speech without case inflection but inflected for tense, person, and number, signifying an activity or process performed or undergone. Verbs typically have two forms: 1) regular verb, and 2) irregular verb. A regular verb is a verb that forms its past tense and the past participle by adding – d or –ed to the base form. Examples of regular verbs: walk, walks, walked, walking, as in sentences:

a. They walk to the cafeteria on the corner of the street (walk)

b. She walks out from the market (walks)

c. The man walked into the bank (walked)

d. The girl is walking in a cat walk (walking)

While, irregular verbs is a verb that whose past tense and past participle are not formed by adding –d or ed to the present tense. The examples of irregular verbs: *go, went, gone*, as in sentences:

- a. *I go to school (go)*
- b. *She went to Jakarta yesterday (went)*
- c. *They have gone to school (gone)*

The function of which is too complicated for a brief description. They are used primarily to make a statement about nouns and pronouns. Fries (1970: 45) mentions that verbs can be classified into five types.

1. Finite and non- finite verb

A finite verb is a form of a verb that has a subject (expressed or implied) and can function as the root of an independent clause. An independent clause can, in turn, stand alone as a complete sentence.

For example:

- a. *I live in Germany.*

(*I* is the subject - *live* describes what the subject does; *live* is a finite verb).

A nonfinite verb is any of several verb forms that are not finite verbs. They cannot serve as the root of an independent clause. Most non finite verbs found in English are infinitives, participles and gerunds.

For example:

- a. *I travelled to Germany to improve my German.*

(*To improve* is in the infinitive form)

2. Auxiliary verb

A sentence or phrase can have two interlocked verbs. The main verb gives the primary action, whilst the auxiliary verb adds subtle detail. Common

auxiliary verbs include the verbs to be (*am, are, is, was, were*), to have (*have, has, had*), to do (*do, does, did, done*). Auxiliary verbs, which are sometimes called helping verbs, act as helpers to other verbs. They appear in front of action verbs and linking verbs. Let's view some examples:

- a. *The Girl Scouts are meeting after school today. I had fun. You will be happy. (be)*
- b. *Dora has studied in French since April. (have)*
- c. *I do finish my homework. (do)*

3. Reflexive verb

A reflexive verb is a verb whose agent performs an action that is directed at it. It characteristically takes a reflexive pronoun as its object. For examples: *perjures, shaved, wash*, as in sentences:

- a. *He perjured himself. (perjured)*
- b. *He shaved. (shaved)*
- c. *I wash myself. (wash)*

4. Transitive verb and intransitive verb

Transitive verbs are action verbs that have an object to receive that action. For example: *hit, want, paint*, as in sentences:

- a. *I hit the nail. (hit)*
- b. *Joshua wants a smile from leona. (wants)*
- c. *Alicia painted the canvas in jackson. (painted)*

Whereas, Intransitive verbs are action verbs but unlike transitive verbs, they do not have an object receiving the action. Notice there are no words after the verb sang. For example: *laughed, crying, talked*, as in sentences:

- a. *I laughed (laughed)*
- b. *The baby was crying (crying)*
- c. *We talked for hours. (talked)*

5. Linking verbs

A linking verb connects the subject with a word that gives information about the subject, such as a condition or relationship. They do not show any action; but, they link the subject with the rest of the sentence. For example: *felt*, *appears*, as in sentences:

- a. *Jack felt dizzy after drinking that juice. (felt)*
- b. *He appears upset about the announcement. (appears)*

C. Concept of Adjectives

The adjective is a word that describes or clarifies a noun. Adjectives describe nouns by giving some information about an object's size, shape, age, color, origin or material. Adjective fall into six categories, they are:

1. Demonstrative is an adjective that points out which item, object, person or concept. Demonstrative adjectives always come before the nouns they refer to. For examples: *this*, *that*, as in sentences:
 - a. *I bought this book yesterday. (this)*
 - b. *I like that cake very much. (that)*
2. Possessive adjective is a part of speech that modifies a noun by attributing possession (or other sense of belonging) to someone or something. For examples: *my*, *your*, *the girl's*, as in sentences:
 - a. *My laptop is broken. (my)*
 - b. *Your hair is so beautiful. (your)*
 - c. *The girl's bag is so cute. (the girl's)*

3. Numeral adjective is the adjective that describes the amount of something,

For examples: *thirty six, fourth*, as in sentences:

- a. *I have thirty six students in a class. (thirty six)*
- b. *This is the fourth event in the past few days (fourth)*

4. Adjective of indefinite quantity is the adjective that describe undefined amount of something for examples: *some, few*, as in sentence:

- a. *I buy some beautiful flowers. (some)*
- b. *The doctor will be in to talk to you in a few minutes. (few)*

5. Proper adjective is an adjective that takes an initial capital letter, for examples: *a Catholic church, japanese*, as in sentence:

- a. *Obama built a wonderful Catholic church in a central town.
(wonderful Catholic church)*
- b. *Japanese people generally don't have middle names. (Japanese)*

6. Participial adjective is an adjective with –ed or –ing endings.

For example : *an interesting book, computerized*, as in sentences:

- a. *He gives me an interesting book. (an interesting book)*
- b. *The new Toyota Camry features an entirely computerized dashboard. (computerized).*

D. Concept of Adverbs

How the action is done, that is adverbs. Adverb has a part of speech without inflection, in a modification of or in addition to a verb. Adverb also does not change the form but has characteristic forms of its own. It is used to modify

anything but nouns and pronouns. Macfadyen (2007: 1- 21) summarizes the category of adverbs into five, they are:

1. Adverb of manner

Adverbs of manner tell us how something happens. They are usually placed either after the main verb or after the object. For example: *well, quickly*, as, in sentences:

- a. *He swims well. (well)*
- b. *He ran quickly. (quickly).*

2. Adverb of place

Adverbs of place tell us where something happens. They are usually placed after the main verb or after the clause that they modify. Adverbs of place do not modify adjectives or other adverbs. For example: *around, everywhere*, as, in sentence:

- a. *John looked around but he couldn't see the monkey. (around)*
- b. *I searched everywhere I could think of. (everywhere)*

3. Adverb of time

Adverbs of time tell us when an action happened, but also for how long, and how often. For example: *yesterday, tomorrow, today, later, now*, as, in sentence:

- a. *Goldilocks went to the Bears' house yesterday. (yesterday)*
- b. *I'm going to tidy my room tomorrow.(tomorrow)*
- c. *I saw sally today. (today)*
- d. *I will call you later. (later)*
- e. *I have to leave now. (now)*

4. Adverb of frequency

Adverbs that change or qualify the meaning of a sentence by telling us how often or how frequently something happens are defined as adverbs of frequency. For example: *hourly, often, always, usually, and sometimes*, as, in sentence:

- a. *The incubator turns each egg hourly. (hourly)*
- b. *He is often late for work. (often)*
- c. *I always go to bed before 11 pm. (always)*
- d. *I usually have cereal for breakfast. (usually)*
- e. *I sometimes forget my girlfriends' birthday. (sometimes).*

5. Adverb of degree

Adverbs of degree tell us about the intensity or degree of an action, an adjective or another adverb. Adverbs of degree are usually placed before an adjective, adverb, or verb they are modifying, although there are some exceptions discussed below. For example: *extremely, quite*, as in sentence:

- a. *The water was extremely cold. (extremely)*
- b. *The movie is quite interesting. (quite)*

2.2.3. Teaching Vocabulary

In teaching vocabulary, the teacher will be able to find various methods and several teaching techniques that are suitable for the student's situation. This is very important to make students interested in learning vocabulary.

Sutarjo (1988; 24) states that there are five possible ways to teach vocabulary, they:

1. Teaching vocabulary through creativity. This is done in the following way:

The teacher must give students many choices because they want to learn. That the teacher can apply several techniques that allow students to be creative to generate vocabularies, such as by using game or picture. Example, matching the statement with the picture or the students should tell the creativity in the picture.

2. Teaching vocabulary through context clues which are done like the following. The teacher uses the keyword or the clues to help the students to produce the word. Example: Who is she? He leads a sports competition. (Referee)
3. Teaching vocabulary through guessing. It is done like the following. The students should guess the word form the first letter given and the clue.

Example:

Y ... What is given by the referee for booking the player's fault?

S ... We need them as the motivator to improve the moral team. The answer is a Yellow card and Supporter.

4. Teaching vocabulary through derivation which is done like the following:

The teacher can use the noun, verb, adjective, and adverb then asks the students to mention the derivation of the words. For example: to play (V), a player (N), playing (N).

- A. He plays badminton every Sunday
- B. David Beckham is a football player.
- C. Playing makes him happy.

5. Teaching vocabulary through translation, considered as a conventional technique. Because the teacher teaches the meaning directly for example: need in Indonesian means memerlukan, warning means peringatan, etc.

According to the five possibilities for teaching vocabulary, teaching using Movie can be applied as a technique for teaching English vocabulary. One technique in teaching vocabulary through creativity. By using Movie creativity like by looking at film. For example, students see films, of course, they see a lot of imagination they get after they watch a movie. Another technique is through translation. They can also increase their vocabulary with the meanings contained in the Movie.

2.2.4. Definition of Movie

The movie is one of the visual aids that show a picture with the sound coming out through stereo sound. As Harmer (2001: 282) state that movie can be used a visual aid in the teaching and learning process. But movies used to teach people about history, science, human behavior, and any other subjects. Some movie combines entertainment with instruction, make the learning process more enjoyable. In all these forms, cinema is an art as well as a business, and those who make motion pictures take great pride in their creation (Mery: 2011).

In this study, the writer used a movie as the media of teaching English vocabulary. Meanwhile, Azhar (2011:49) defines the movie as a picture in a frame where frame by frame is projected through the projector lens mechanically so that the pictures in the screen looks alive. Another opinion of the movie is stated by Jesse (2007) movie is a photographic record of an artistic performance, but not an art form in its own right. Based on the definition of the movie, the researcher concludes that movie is a photographic record of history, science, and human

behavior that project through the projector lens and shown in the cinema or television.

The reasons choosing Movie to increase vocabulary because in the Movie we learned new vocabulary especially if we saw English-language movie, but watching movies can add to the vocabulary you have with more fun, even in the context. In addition to knowing the meaning of words, you will also know when, how, and in what context the word will be used.

2.2.5. Types of Movie

According to Harmer (2001:284), there are three basic types of movie. They are off-air programs, real-world, and language learning movies.

a. Off-air programs

The programs recorded from a television channel should be engaging for our students, and of a sensible length. We have to consider their comprehensibility too. Apart from the overall language level, some off-air video is also extremely difficult for the students to understand, especially where particularly marked accents are or where there is a high preponderance of slang or regional vernacular. The best programs and excerpts are ones which we can use for arranging activities including prediction, cross-cultural awareness, teaching language, or as spurs for the students' own creativity.

b. Real-world movie

There is no reason why we and our students should not use separately published videotape material such as feature movie, exercise "manuals", wildlife documentaries or comedy provided since there are no copyright restrictions for doing this.

c. Language learning movie

The main advantage of specially made movies is that they have been designed with the students at a particular level in mind. They are thus likely to be comprehensible, designed to appeal to students' topic interests and multi-use since they can not only for language study but also for several other activities as well. The danger of language learning movies, however, is that they fail the quality test either because the production is poor, the situations and the language are inauthentic, or the content is too unsophisticated. Our choice, therefore, has to be limited to those sequences which our students will accept and enjoy. The type of movie will use in this research is language learning movie related to the topic of the students' material at the first-grade student. By using this movie the students should understand the vocabulary (both the oral form and the written form) easily and interesting.

2.2.6. Teaching Vocabulary through Movie

Teaching English as a foreign language for Indonesian students is not easy. The teacher is asked to use a suitable technique or media to teach effectively because effective teaching is the basic factor for the successful learning process including learning vocabulary. The use of media such as movies gives positive effect to improve the student's vocabulary and more easy to understand the lesson. The media could help students interested in the material and motivated the students in the teaching-learning process. Movie is one of the instrument to make communication between teacher and student effective so the student does not bore about the lesson. As we know that vocabulary is one of the components which has to be mastered and acquired in learning a new language.

According to Harmer (2003:282), there are many reasons why video can be a special, extra dimension to the learning experience:

1) Seeing language in use

Students not only can hear the language but also they can see it. By watching the movie, students can see the real condition of language in use, such as students can see the facial expression and the gesture when native speakers are saying some words or expressions.

2) Cross culture awareness

Movie can help students who want to see westerns culture by watching it in their classroom. It is especially when they want to know how their body language is when they are inviting someone out, or how American speaks to waiters. The movie is also a great value in giving students a chance to see all of the cultures from other countries. So that by using video students can see the culture.

3) The power of creation

Students suddenly get some considerable power when they use a movie camera. They can make a movie that can be unforgettable moment by them. It can be good media because they can remember all of the vocabularies inside of the movie they made and it can enrich their vocabulary mastery. The task of movie making can make students creative.

2.2.7 The Criteria for Selecting Movie

In term of implementation Movie as media in the classroom, it requires certain criteria that need to be fulfilled so that the essentials of learning itself can be

obtained to its fullest extent. Besides, the movie must have standards, calculation, and ratings which measure the quality of the movie. The movie that will be used as media in a classroom has to be appropriate for educational content. Each instructor should set his or her standards for the movie, just as standards may have already been set for other types of classroom behaviors, such as offensive humor (Berk, 2002, 2003) inappropriate or disparaging comments, and issues of civility. Three sets of criteria must be considered: a) the students' characteristics, b) the offensiveness of the movie, and c) the movie structure.

The first set of criteria related to salient socio-demographic characteristics: age or grade level, gender, ethnicity, and language-dominance. Instructors know their students and these characteristics are must consider in choosing the right video. The second of the criteria concerns the possible offensiveness of the movie according to the categories mentioned previously, plus content irrelevant to the reason for showing the movie, such as; put-downs or ridicule of females, racial and ethnic groups, professions, politicians, and celebrities. Finally, the structure of the movie must be appropriate for instructional use.

The following guidelines are suggested when creating video clips: a) length- as short as possible to make the point, edit unmercifully to a maximum of three minutes unless the learning outcome requires a lengthier extract, b) context-authentic everyday language use unless purpose relates to language; c) actions/visual cues-action should relate directly to purpose, eliminate anything extraneous and d) number of characters limit number to only those few needed to make the point, too many can be confusing or distracting.

2.2.8. Procedure of teaching vocabulary through movie

Below are the procedures in applying Movie as media in teaching vocabulary.

Before starting the class activity by using movie, the researcher should be prepared. The researcher needs to select the movie that fits to the students. It means the researcher should consider the age and interest of students in correlation with movie which will be given in the class. The steps of teaching vocabulary by using movie are stated below:

Before starting the class activity by using movie, the researcher should be prepared. The researcher needs to select a movie that fits the students. It means the researcher should consider the age and interest of students in correlation with a movie which will be given in the class. The steps of teaching vocabulary by using movie are stated below:

1. The teacher greets students.
2. The teacher and students pray together.
3. The teacher checks the attendance list of students.
4. Students can ask several questions about the topic to be studied.
5. Students can watch a movie about historical places.
6. Students are to observe the contents of the movie they have just watched. For example students' favorite places, etc.
7. Students are to given the task about retelling the Historical Places they have known
8. Students can get an explanation of the relationship between the movie and the topic.
9. Students can work on an assignment related to the movies they have watched.
10. Students can identify the vocabularies related to the movie.

11. Students can be divided into groups consisting of two students.
12. Students can work on assignments to find a movie about historical places on their own.
13. Students with their partner read the work in front of the class.

Based on the steps above, the teacher supposes the following activities to be applied in the class room.

2.2.9. Advantages and Disadvantages Using Movie

a. Advantages of using Movie

- 1) The movie is very good in describing a process, if necessary by using a “slow motion”.
- 2) Each student can learn something from the movie, from the clever one or less intelligent.
- 3) Movies can take a child from one country to another country and from one period to another period.
- 4) The movie can be repeated if necessary to add clarity.

b. Disadvantages of using Movie

- 1) English movie generally is expensive and cost a lot of time.
- 2) When the movie show, the pictures will keep change makes all students are not able to follow the information gives through the movie.
- 3) Movies not always appropriate with the needs and desired to learn objective.

2.2.10. Theoretical Assumption

In teaching vocabulary, some media can help the teacher to reach the aim of the teaching-learning process. There are many ways in teaching vocabulary and the teacher should have the ability to choose the appropriate way and implement it in the teaching-learning process to obtain the goal. The use of interesting aid is necessary for teaching vocabulary.

The movie is used in teaching vocabulary because it makes students enthusiastic. The movie will good media which has a good impact for students' understanding in learning vocabulary because they can see and hear directly, so the students were easier in accepting the information and be interest and activity in the teaching-learning process.

2.2.11. Hypothesis

Based on the theoretical theories and assumptions above, the researcher formulates the following hypothesis: there is a significant difference in the students' vocabulary achievement after being taught using movie.

III. RESEARCH METHODS

This chapter discussed setting, design of the research, population, and sample, variables, data collecting technique, research procedure, instruments, level of difficulty, discrimination power, scoring system, data analysis, and hypothesis testing.

3.1. Research Design

Research design plays an important role in research because the quality of research greatly depends on the design. In this research, the researcher implemented quantitative research, to find out there is an improvement in students' vocabulary mastery after being implemented by using movie. The design in this research was one group pretest-posttest design. The research could be illustrated as follows:

T1 X T2

(Hatch and Farhady, 1982:20)

Notes:

T1: Pretest

T2: Posttest

X: Teaching vocabulary through movie

The pre-test was conducted to measure the students ability before giving a test. After giving the pre-test, the treatments were conducted for three times, 2x45

minutes per meeting. To get the result of the treatment, the researcher also gave a post-test to the students. It aimed to find out whether or not the students improved their ability after they had got the treatment.

3.2. Population and Sample

The population of this research was the second year students of SMAN 1 Way Jepara. There were ten classes of this first-grade student that consist of 31 students for each class. The researcher took one class as the sample, which was X IPS 1. In this research, the writer determined the sample by using a random sampling technique, because every class gets the same opportunity to be chosen or to be a sample of the research. The name of ten classes is written on small paper given the code number. Then one of the paper took randomly to be the sample of the research.

3.3. Research Instruments

In this study found out the students' vocabulary achievement by giving several vocabulary tests to the students. The vocabulary tests were pretest and posttest to see the significant difference in the students' vocabulary. The pretest was used to investigate the students' vocabulary achievement before the treatment. Besides, the post-test aimed to evaluate how far the students' vocabulary achievement before the treatment. Furthermore, the other tests which are conducted during the treatments were the test based on the concept of vocabulary testing such as multiple-choice questions, matching words to the definitions, to the synonym or antonym. These tests were considered as recognition test. While, another test was testing production skill which consists of gap filling, providing words, word formation, and translation.

3.3.1. Pretest

This test was given to know the students' improvement after the implementation of the treatment. The test which was used by the teacher was objective in the form of multiple choices. Pretest was given before presenting the treatment to know how far the students' ability. The test was multiple choices for a vocabulary test. The test was given in the first meeting, to know the students' vocabulary mastery before being given treatment using movie in teaching vocabulary.

3.3.2. Posttest

Posttest was given after treatment. For vocabulary mastery, the students were given multiple-choice tests. They had done the same activity in the pretest. This test was designed to know the increase in students' vocabulary mastery and to know the increase in students' vocabulary mastery after conducting the treatment.

3.4. Research Procedures for Collecting Data

In collecting the data, the researcher conducted the following procedures:

1. Determining the research problems

The problems of the research were intended to find out whether students' vocabulary achievement can significantly increase after being taught by using movie and to investigate the process of the implementation of movie in the classroom.

1. Preparing the instruments for collecting the data

The researcher prepared a vocabulary test, which consisted of a tryout test, pretest, and posttest.

2. Determining the class for the sample

The population of this research was all students of the first grade of SMAN 1 Way Jepara Lampung Timur in the second semester of 2018/2019 academic year.

3. Administering tryout test

The tryout test was administered to choose which items should be presented in the pretest and the posttest. The tryout test consisted of 50 multiple-choice items with five alternative answers (A, B, C, D, and E) for each, one was the right answer and the others were the distracters. The test was conducted in 90 minutes.

4. Administering the pretest

The pretest was given to find out students' vocabulary achievement before being taught through Movie. The test consisted of 40 multiple-choice items. It had five alternative answers (A, B, C, D, and E); one was the right answer, and the others were the distracters. The test was conducted in 90 minutes.

5. Conducting the treatment

After giving the pretest to the students, the researcher conducted the treatment three times by using the Movie. Treatment was conducted in 40 minutes.

6. Administering the post-test

Posttest was conducted to determine student vocabulary achievements after being taught through the Movie. This test was conducted from 40 multiple-choice items that are similar to items in the pretest. It had five alternative answers (A, B, C, D and E); one of them was the right answer, and the other was the attention solver. However, item formation was distinguished from the pretest. The test was conducted in 90 minutes.

8. Analyzing the data

The data from the pretest and the posttest were analyzed by using SPSS 17.0.

9. Reporting the result of data analysis.

After analyzing the data, the result was reported in the script.

3.5. Data Treatments

Validity and Reliability Testing

In this subchapter, the researcher would explain about the validity and reliability of this research.

3.5.1 Validity

Validity refers to the extent which the test measures what is intended to measure. It means that it relates directly to the purpose of the test (Shohamy, 1985:74). To find out the test have good validity. It means that it relates directly to the purpose of the test (Shohamy, 1985:74). To find out the test have a good validity.

a. Face Validity

Face validity could easily be called surface validity or appearance validity since it merely a subjective, superficial assessment of whether the measurement procedure we use in a study appears to be a valid measure of a given variable or construct. It means face validity focuses on the layout or appearance of the test.

b. Content Validity

Content validity is the extent to which a test measures a representative sample of the subject matter content (Hatch and Farhady, 1982: 251). In content validity, the material given is based on the curriculum. In this research, the text will be based on the 2013 curriculum and the syllabus for the first grade of Senior High School students. The material that was learned the students at the time was descriptive text.

Table 3.1 Specification Used to Judge the Content Validity

No	Word classes	Distribution	Total	Percentage
1	Adjectives	1,2,3,4,5,6,7,8,9,10,11,12	12	24%
2	Noun	13,14,15,16,17,18,19,20,21,22,23, 24,25	13	26 %
3	Adverbs	26,27,28,29,30,31,32,33,34,35, 36,37	12	24%
4	Verb	38,39,40,41,42,43,44,45,46,47,48, 49,50	13	26 %
Total				100

C. Construct Validity

Construct validity focuses on the kind of test that is used to measure the ability. According to Setiyadi (2006), if the instrument measures one aspect, for example, vocabulary; the construct validity can be measured by evaluating all items in the test. If all items have measured students' vocabulary achievement, then the instrument has fulfilled the construct validity. To make sure the construct validity of the test, the researcher also asked the colleagues to evaluate the best before it was administered to the students. In this research, the researcher measured the students' vocabulary mastery by using multiple-choice test. In that test, the students were asked to answer the questions related to the types of vocabulary in items of content words.

3.5.2. Reliability

Reliability refers to extend to which test is consistent in its score and gives us an indication of how accurate the score test is. To measure the coefficient of the reliability between odd and even group, the researcher uses the Pearson Product Moment Formula as follows:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

Note:

R_{xy} : Coefficient of reliability between odd and even groups

N : Number of the students

x^2 : Square of x

y^2 : Square of y

$\sum x$: Total score odd group

$\sum Y$: Total score of even group

(Hatch and Farhady, 1982)

Then, this research used Spearman Brown's Prophecy Formula to know the coefficient correlation of whole items.

The formula is as follows:

$$R_n = \frac{2r_{xy}}{1+r_{xy}}$$

Notes :

R_n = reliability all items

R_{xy} = coefficient of reliability between odd and even number

The criteria of coefficient correlations are :

0.00-0.19 = Very low

0.20-0.39 = Low

0.40-0.59 = Average

0.60-0.79 = High

0.80-1.00 = Very high

(Hatch and Farhady, 1982)

3.6. Level of Difficulty

Level of difficulty is used to classify the test items into difficult items and easy ones. The items should not be easy for the students to see the difficulty of the test items; this research used this following formula:

$$LD = \frac{U+L}{N}$$

In practice, the formula can be expanded as follows:

LD : Level of difficulty

U : Total of the correct answer of the higher group

L : The total of the correct answer of the lower group

N : That is the total number of the students following the test

Classification :

- a. An item with LD 0.00-0.30 = difficult
- b. An item with LD 0.31-0.70= Average (good item)
- c. An item with LD 0.71-1.00= Easy

(Shohamy,1985)

Table 3.3. Difficulty Level of Test Items

Number of Item	Computation	Criteria	Decision
2,3,4,5,6,8,9,10,11,12,14,15, 16,17,18,20,21,23,24,25,28,2 9,30,31,32,33,34,36,39,40,41 ,42,43,44,45,46,47,48,49,50	0.30-0.70	Average	Administered
1,22,27,35	<0.30	Difficult	Dropped
7,13,19,26,37,38	>0.70	Easy	Dropped

3.7. Discrimination Power

Discrimination power refers to the extent to which the items can differentiate between high and low-level students on that test. Besides the level of difficulty, to determine whether 150 items have a good quality or not. There should be a discrimination power. Discrimination power is used to differentiate between the students who have high ability and those who have the low ability. The discrimination power is calculated by this following formula:

$$DP = \frac{U-L}{\frac{1}{2}N}$$

Notes:

DP : Discrimination Power

U : The total of correct answer of the higher group

L : The total of correct answer of the lower group

N : Total number of students

The criteria are :

1. DP= 0.00-0.20 = Poor items
2. DP = 0.21-0.40 = Satisfactory items
3. DP=0.41-0.70 = Good items
4. DP=0.71-1.00 = Excellent items
5. DP=-(Negative) = bad items (should be omitted)

(Shohamy,1985)

Table 3.4. Discrimination Power of Test Items

Number of Item	Computation	Criteria	Decision
1,22,27,35 7,13,19,26,37,38	<0.20	Poor	Dropped
2,3,4,5,6,8,9,10,11,12,14,15,16,17,18,20,21,23,24,25,28,29,30,31,32,33,34,36,39,40,41,42,43,44,45,46,47,48,49,50	>0.20	Good	Administered

3.8. Scoring System

In this research, Tayler-powell's formula was used to score the students' test result. The formula is as follows:

$$S = \frac{R}{N} \times 100$$

Where :

S = score of the test

R = right answer

N = total of the items

(Arikunto, 1993)

3.9. Data Analysis

Data analysis is the process of organizing the data to gain the reality of the pattern and form of the research. Data analysis is done to create understanding for the data after following certain procedure final of the result of the students can be presented by the researcher to the readers (Setiyadi, 2011). After conducted the test, the writer was analyzed the data.

It used the data were analyzed to find out whether there is an increase in students' vocabulary achievement after being taught by using the movie or note. The writer used SPSS to analyze the data. The hypothesis for the normality test is as follows:

H0 = The data is not distributed normally

H1 = The data is distributed normally

In this research, H is accepted if $p > \alpha$ (p = the significant score of students, α = the significant level), and the writer used a level of significance of 0.05. The data are correlated by using Pearson product-moment correlation (SPSS) to investigate whether there is any correlation or not.

3.10. Hypothesis Testing

After collecting the data, the researcher analyzed them to find out whether there was a difference of students' vocabulary mastery after being taught using movie. The researcher used repeated measured T-test to find out the difference of the treatment effect. The hypotheses were as follow :

- H₀ : There is no significant improvement in students' vocabulary mastery after being taught by using movie of the first-grade student at SMAN 1 Way Jepara Lampung Timur
- H₁ : There is a significant improvement in students' vocabulary mastery after being taught by using movie of the first-grade student at SMAN 1 Way Jepara Lampung Timur.

V. CONCLUSIONS AND SUGGESTIONS

This chapter describes the conclusions of the research and also the suggestions to other researcher and teachers who want to apply movie in teaching vocabulary.

5.1. Conclusions

Based on the research findings and discussion, the conclusions can be stated as follows:

There was a significant improvement in the students' vocabulary mastery after being taught using movie. Movie was applicable to encourage the students to improve their vocabulary mastery. It was proved by the increase of the students' mean score in the post-test which was higher than in the pre-test. The students' mean score increased from 56.75 to 73.12 which the gain score was 17.07. There was a significant difference in students' vocabulary mastery after being taught using movie. It can be seen that the mean score of the pretest was 56.75 and the posttest was 73.12. Movie was able to improve types of vocabulary (content words). The vocabulary that got the highest improvement was nouns, which improved (25.2) compared to the other aspects, verbs (25.1), adverbs (22.7) and adjectives (24.3). Rationally, nouns were familiar vocabulary related to the topic of historical places.

The results of the computation of the value of one-tailed significance of the experimental class is 0.013. It means that H_1 is accepted and since $0.00 < 0.05$. It proves that there is an improvement students' vocabulary mastery achievement

from pretest after being taught by movies for vocabulary mastery. Then, if the t-value (15.384) compared with t-table (3.030), it can be seen that the students' vocabulary mastery increased since $t\text{-value} > t\text{-table}$. In sum, there was an improvement on students' vocabulary mastery after being taught through this technique. The following table reflects the increase of each types of content words.

5.2. Suggestions

Referring to the conclusion above, some suggestions can be listed as follows:

5.2.1 Suggestion For English teacher

1. It is suggested that English teacher should implement teaching by applying movie in teaching vocabulary, especially during reviewing activity, since it is more enjoyable for the students.
2. Since there is a significant increase in students' vocabulary mastery after being through movie, English teachers are suggested to apply this technique in teaching vocabulary.
3. To minimize the students' problems in learning vocabulary through movie, the teacher should give their full attention to the students and give them feedback at the end of the class.

5.2.2 Suggestions for Further Researcher

1. The other researcher can make two data collecting technique. Because of this research, the researcher only used one data collecting technique by giving pretest and posttest to the students.

2. The other researcher can use the sample of this study as many as 100 participants or more, while in this study only used 31 participants as the sample.
3. The other researcher can be accompanied by an English teacher since in this research, the researcher handled the class by herself

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