

**IMPROVING STUDENTS' VOCABULARY MASTERY BY USING
MOVIE MAKER MEDIA FOR THE EIGHTH GRADE
STUDENTS OF MTs NEGERI LANGSA**

THESIS

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STUDENTS OF MTs NEGERI LANGSA

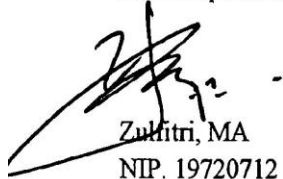
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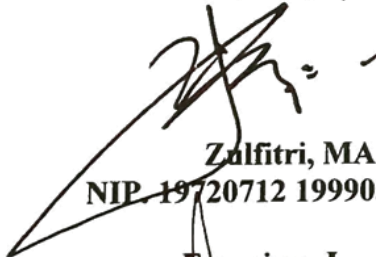
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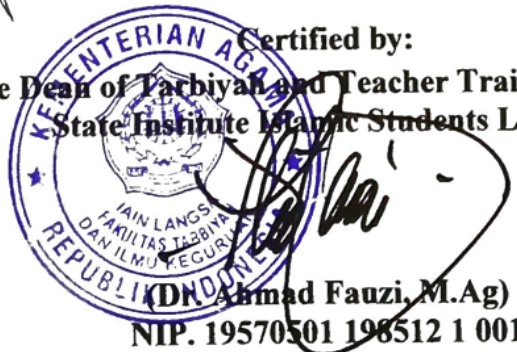

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ABSTRACT

Mawarni, Ika. 1042013052. *Improving Students' Vocabulary Mastery By Using Movie Maker Media For The Eighth Grade Students Of Mts Negeri Langsa.* Skripsi English Department, Tarbiyah and Teachers Training Faculty, State Institute For Islamic Studies (IAIN) Langsa.

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This research studied about teaching vocabulary mastery by using Movie Maker media. Movie Maker is a program Windows that creating or editing the movie. It is to make the students easier remember new words. Moreover, the research purposed to find out students' score and achievement in vocabulary mastery. The writer used experimental design as method of the research and selected 60 students as the samples which are divided into; 30 in experimental class and 30 in control class. Then, the writer compared students' score in learning and test was to collecting the data in this study. There are three phases to data collecting; pretest, treatment, and posttest. The experimental class received the movie maker media in five meetings during three weeks. The finding showed that there were the significance differences from the result means of posttest. After did the analyses of the data's posttest, the value of T_{Count} is 2.48 with the significance level is 0.19. Meanwhile, the value of T_{table} is 2.00 with the significant level is 0,05. Based on the result that is any difference between T_{Count} and T_{table} . T_{Count} is bigger than T_{table} ($2.48 > 2.00$). Because T_{Count} is bigger than T-table, so the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. It means study by using movie maker can improve students' vocabulary mastery at school MTs Negeri 1 Langsa. The implementation of movie maker media gave the positive responses from students toward the teaching vocabulary.

Keywords: Vocabulary Mastery, Movie Maker

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In the Name of Allah, the Most Gracious, the Most Merciful

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I realized that this paper is far from being perfect. Therefore, the writer would highly welcome any suggestions or critiques to make this paper better. Hopefully, this paper can be useful for us and become the input for the parties in need.

The Writer

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CHAPTER I

INTRODUCTION

A. Background of The Study

Vocabulary is the most important component in mastering English language and it should be given a priority attention than other skill. Because mastering vocabulary is a key to understand this skill. the student cannot convey their ideas in writing and speaking without having sufficienct of vocabulary.¹ Nowadays, English language is very important to our lives. This language is used world-widely in sciences, knowledge and technology as well as education, business, transaction, and other activities in the world. In fact, English is also taught in some elementary school as the local content lesson and even in some kindergartens, the pupils are introduced to some English vocabulary. If someone wants to learn English very well, she or he should know the fourth skills. They are listening, speaking, reading and writing. Besides, she has to master the language components, such as: phonology, grammar, vocabulary, and pronunciation to support the fourth skills.

Vocabulary is one of language elements, which need to be mastered by students. By mastering vocabulary, another students' skills can improve like reading, speaking, listening and writing. In learning English, vocabulary is very important because without enlarging any vocabulary ones cannot communicate effectively or express the ideas. If the teacher wants to know the students' ability

¹ Nurfauzi, *Increasing The Vocabulary Ability Of the Second Year Students Of Science* (Department of MAN 2 Madello, Thesis UMPAR : 2009), P.24

in mastering English, he needs to know their ability in mastering vocabulary beside structure and pronunciation. As David states in his book, he said that “without grammar very little can be conveyed, but without vocabulary nothing can be conveyed²”. The more student’s vocabulary mastery the more ideas they could have, so they can communicate more effectively. Furthermore, vocabulary knowing involves knowing the meanings of word.³ Its means that when someone says something, we will understand and know the meaning what they say and purpose.

There are fourth skills in learning English that is needed vocabulary mastery. One of skills is speaking. Speaking is considered the most important skills to master, because there is an assumption that students must learn and speak English fluently in this globalization era. According to Wardhaugh, language is a system of arbitrary vocal symbol used for human communication.⁴ Look at the developing science and technology, language has an important rule for human live, by using language the people will express their ideas, emotion, and desires. It is used as a medium to interact with each other to fulfill their daily need. English has been the most important language in international communication. The people all over the world speak the language when they meet each other in every international meeting, workshop, or conference. All countries in the world have

² David Wilknis, *How to Teach Vocabulary*, (England: Pearson Longman, 2002), P.13

³ John Read, *Assessing Vocabulary*, (New York: Cambridge University Press, 2000), P.256

⁴ Djoko Sriyono, *An Introductory Course of Linguistic*, (Surakarta : Muhammadiyah University Press, 2001), P.1

set the language as one of the compulsory subject studied at school, included Indonesia.

The successful foreign language teaching needs to consider not only the hierarchical formal linguistic aspects and the contextual aspects of the situation of a communicative interaction. In addition to that, according to Paivio and Begg, teachers also recommended to seek for the information why the native speakers of a language often experience the speech disfluency while they are speaking.⁵

It becomes the reason why the students have to possess speaking for communicating with each other. But, there were still some difficulties faced by the students in learning speaking. Based on my experienced, when I teaching practice at MTs N Langsa in eight classes, I found many students could not spoken English and they did not understood what teacher's said. Not only speaking skill, they are weak for other skills. In according to my observation, they have problem on vocabulary mastery. The indicators are: (1) they have limited number of vocabularies; (2) it is hard for them to memorize the meaning of words, (3) their scores of English tests are low.

The importance of vocabulary is demonstrated daily in and out the school. Based on the explain above, the demonstrate daily of vocabulary can be do with try memorize of vocabularies and the meaning of it as many as ten vocabularies on a day. In classroom, the achieving students possess the most sufficient vocabulary. Without the vocabulary mastery, students' will confused when they

⁵ Sanggam Siahaan, *ISSUE in LINGUISTICS* (1th ed.), (Yogyakarta : Graha Ilmu 2008), P.93

are learning English, such as listening, reading, writing or speaking. That all needed vocabulary mastery in order to students can understand and comprehend what they are study.

Recently, fun and effective learning are hoped can be applied in learning process for Junior High School and Senior High School. To improve students' vocabulary mastery for Junior High School, teacher should be creative in classroom. It is possible difficult. Media is one of ways to teach that used teacher in order to extract students in learning. A media must have a superiority to give students' easy in learning. From the opinion, the writer interested in use one of media computers is windows movie maker. Movie maker media is except to help students in improve their vocabulary mastery for learning English.

Windows movie maker in use learning can produce and help them to visualize concepts and movies. As Taylor said "through animation and digital movies, they (students) are hoped to be creative, produce collaborative work, increasingly become powerful writers and building self skills." Learners need to develop these skills in order to effectively and efficiently learn.⁶ Windows Movie Maker will use in teaching vocabulary.

Based on explanations above the writer interest to improve students' vocabulary mastery and in this research she will apply the media in teaching vocabulary. Therefore, the writer decided to do an experiment research entitle

⁶ E. June Taylor, *Global learner: Students film making*, from <http://www.princianteglobal.blospot.com/2007/06/studentfilmmaking.html>, (Retrieved, 2013), P.62

“Improving Students’ Vocabulary Mastery By Using Movie Maker Media for The Eighth Grade Students of MTs Negeri Langsa”.

B. The Problem of The Study

Based on the background of the study, the researcher states the research problem “Does students’ vocabulary mastery can improve by using movie maker media?”.

C. The Objective of The Study

The purpose of this research is to know whether students’ vocabulary mastery can improve by using movie maker media.

D. The Significant of The Study

From the research which the writer performs is expected that the result of the study can be useful in terms of:

1. The Students

This research is expected to help improvement the students’ vocabulary mastery with a way attracts and easily.

2. The Teacher

It can expect to be a reference for the English teacher in improving students’ vocabulary mastery. Furthermore, the teacher can apply the right media in teaching vocabulary to students in a class.

3. The Writer and Another Researcher

It can give useful information for another researcher to enrich students' vocabulary mastery in process of teaching and learning English by using movie maker media especially for the writer.

E. The Scope of The Study

This research is focused on finding out the students' improvement in learning English especially in students' vocabulary mastery by using movie maker media for eight grade students of MTs N Langsa.

F. Hypothesis of Study

Based on the description that has been described above, the hypothesis in this research are:

H_a: The students' vocabulary mastery can improve by using movie maker media for eighth grade students of MTs Negeri Langsa

H₀: The students' vocabulary mastery cannot improve by using movie maker media for eighth grade students of MTs Negeri Langsa

G. Terminology

The purpose of the definition of key terms is kept clear misunderstanding.

The terms to clarify in this study are:

1. Vocabulary Mastery

Vocabulary is important to be mastered by the learner to understand the language. Vocabulary is one of language aspects, which

people should learn when they are learning language.⁷ Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. Without having proportional English vocabulary, students will get some difficulties in using English. Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it). Vocabulary needed to achieve the goals of language in English.

2. Windows Movie Maker

Windows movie maker is a program of computers. Windows movie maker is a project to making, editing a film or video. In this research, it uses the teacher as medium to improve students' vocabulary. By using movie maker, the teacher can achieve an audio-visual media that is expecting to help students in improvement vocabulary mastery.

⁷ Paul Nation, *Teaching Vocabulary*, (Journal of Teaching and Learning, Vol. 1, No.2, Kelburn University, 2010), P.23

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Definition of Vocabulary

Vocabulary is word as units that were part of grammatical patterns. In that sense, a word could be an element which can stand alone as an utterance, it cannot be divided into two or more part similarity characterized.⁸ It means vocabulary is a unit of word that cannot be divided and one's own them.

Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)".⁹ Based on this defined, vocabulary is one of elements that is important to develop all skills in learning English. According to Zimmerman cited in Coady and Huckin 'vocabulary is central to language and of critical importance to the typical language learning.'¹⁰ Furthermore, state that vocabulary is the knowledge of words and word meanings.¹¹

⁸ Robert Lado, *Language Teaching*, (New Delhi: Tata MC Grow-Hill publishing co.ltd,1977), P.182

⁹ Neuman & Dwyer, *Missing in action: Vocabulary instruction in pre-k The Reading Teacher*, (2009), P.385

¹⁰ J. Coady, & T. Huckin, *Second language vocabulary acquisition*, (Cambridge: Cambridge University Press Eds., 1998),

¹¹ Diamond and Gutlohn (2006) in www.readingrockets.org/article (in International Journal of Teaching and Education Vol. III, No. 3 / 2015), P.25

In Webster Dictionary, vocabulary is defined as follows:

1. A list or collection of words and phrases usually alphabetically arranged and explained or defined.
2. A sum or stock of word employed by a language group individual or work or in relation to a subject: Scope of language.
3. A list of a foreign language textbook of the word and phrases taught or used.¹²

From the definitions above, it can be concluded that vocabulary is a unit of word that needed for communicate ideas or speak something for achieve the purpose of communications. In teaching English, students must be mastering vocabulary. It can be useful to mastering the four skills in English and conceiving when learns English.

Vocabulary mastery refers to the great skill in processing words of a language. It is an individual achievement and possession. For that reason, the biggest responsibility in increasing the knowledge is in the individual himself. The success in improve the vocabulary mastery requires their own motivation and interest on the words of a language. From the definition above, we can conclude that vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interest needs and motivation. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.

¹² Philip Babcock Gove, *Webster's Third New International Dictionary*, (USA : Massachusetts. G & C. Meriam Company, 1966), P.2560

a. The Function of Vocabulary

Vocabulary mastery is often viewed as a critical tool for second language learners because a limited vocabulary in a second language hampers successful communication. Underscoring the function of vocabulary acquisition, Schmitt emphasizes that lexical knowledge is central to communicative competence and to the acquisition of a second language.¹³ Nation further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge.¹⁴ The importance of vocabulary mastery is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary.

In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary is items plays a significant role in all language skills (i.e. listening, speaking, reading, and writing), this state's Nation. Meanwhile, Rivers and Nunan argue that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.¹⁵ It means vocabulary have a function is value for learning language. The hence, student should be able to mastered the vocabulary.

¹³ N. Schmitt, *Vocabulary in Language Teaching*, (Cambridge: Cambridge University Press, 2000), P.55

¹⁴ I. S. P. Nation, *Learning Vocabulary in Another Language*, (in International Journal of Teaching and Education Vol. III, No. 3 / 2015), P.22

¹⁵ *International Journal of Teaching and Education* Vol. III, No. 3 / 2015, P.22

b. Kind of Vocabulary

There are several kinds of vocabulary according to expertise:

Haycraft, quoted by Hatch and Brown indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.¹⁶

Moreover, Jo Ann Aebersold and Marry Lee Field also classified vocabulary into active vocabulary and passive vocabulary.¹⁷

a. Active Vocabulary

¹⁶ W. Stuart, *Studies in Second Language Acquisition/Volume 30/Issue 01/*, (March: 2008), P.79 - 95

¹⁷ Jo Ann Aebersold and Marry Lee Field, *From Reader to Reading Teacher*, (Cambridge: Cambridge University Press, 2007), P.139

Active vocabulary is all of the words a student's produce during any lesson or event in latter lessons. This term is used in speaking or writing appropriately it is called as productive vocabulary, although, in fact, it is more difficult to put into practice. This type is often used in speaking and writing skills.

b. Passive Vocabulary

Passive vocabulary is all of the words a student hears or reads. It refers to language items that can be recognized and understood in the context of reading or listening, and are also called as receptive vocabulary.

According to the basis of frequency, vocabulary can be divided into two kinds: there are high frequency vocabulary and low frequency vocabulary.

1. High frequency vocabulary consists of words that are used very often in normal language, use in all four skills and across the full range of situation of use. High frequency vocabulary consists of 2000 word families, which are about 87% of the running words in formal written text and more than 95% of the words in informal spoken texts.
2. The low frequency vocabulary on the other hand, covers only small proportion of the running words of a continuous text, it means that low frequency vocabulary is rarely, used in common activity of English language. This group includes well over 100.000 word families.¹⁸

¹⁸ Paul Nation, *New Ways of Teaching Vocabulary* (New York: Teacher of English to Speaker of Another Language/TESOL Inc, 1994), P.3

Addition from Nation also, he mentions two levels again, they are academic words and technical words.¹⁹

1. Academic Words

This includes words that occur in academic writing such as journals. It also includes some terminology from other subject.

2. Technical Words

They are meaningful for them who specializes in particular area. For instance, room, mouse and cursor are usually used by who works on computer words.

2. Movie Maker Media

a. Definiton of Movie Maker

Windows Movie Maker is easy-to-use video creating/editing software, which offers various features like transition and video effects, custom texts and audio. It allows the edition of authentic materials, such as videos, images, music, audio, and the recording of voice narration.²⁰

This Windows Movie Maker is a program of windows XP. Movie Maker is a windows program of computer is Windows Movie Maker (WMM) or Microsoft Movie Maker (MM2). Windows Movie Maker is a program digital video editing, designed for the owner PC with little experience to make home video. Actually, Microsoft was introduced the facility WMM on Windows Millennium Editing (ME) as the accessories.

¹⁹ Nation, *Teaching Vocabulary.*, P.74

²⁰ <http://windows.microsoft.com/pt-br/windows-live/essentials-home>

Windows Movie Maker (WMM) can be used to edit video and watch it through windows media player. And also, it can save in the disk. Peculiarity of WMM is able to work on video's camera digital or analog.

The process of creating a movie or a slide-show in MM2 consists of importing media such as video, pictures, audio, or music into the program and then manipulating these same elements to create a specific product. The interface is designed to provide visual access and management of imported elements in the collections pane. Items from this area can be dragged into either a storyboard or timeline window and then edited.

Kessler states that the use of Windows Movie Maker, by providing a fertile ground to exploration, reflection, creation and sharing of a hypermedia discourse, can serve the goals of FL education, since it promotes the development of an autonomous use of the language together with the ability to formulate and present ideas effectively.²¹ It can be used by teachers as provoking material to be used in a follow-up discussion about its content, different points of view, results and alternative scenarios. This software can also be used as instructional material on a particular culture, designed by the teachers with different media.

²¹ Kessler, Greg. *Integrating Technology in the Foreign Language Classroom*, In: K. S. Cennamo, J. D. Ross, P. A. Ertmer, *Technology Integration for Meaningful Classroom Use: A Standards-Based Approach*, (China: Wadsworth, 2010), P.351-367

1. System Requirement

Movie Maker needed particular circumstance to work well and optimal. In order that Windows Movie Maker work well, it should be up to standard that are:


- Minimal used Windows XP Home Edition or Windows XP Profesional.
- The capacity of computer is minimal Processor Intel Pentium III 600 Mhz atau Processor AMD Athlon, RAM 128 Mb, Harddisk 10 Ghz.
- Have tools to capture audio from external source and have DV or tool to capture video analog.

2. Kind of File

Windows Movie Maker will save in format Windows media. But then, it can also import other files on Windows media like common file, for example:

- Video File: .asf, .avi, .m1v, .mp2, .mpe, .mpeg, .mpg, .mpv2, .wm, .wmv
- Picture File: .bmp, .dib, .emf, .gif, .jfif, .jpe, .jpeg, .jpg, .png, .tif, .tiff, .wmf
- Audio File : .aif, .aifc, .asf, .au, .mp2, .mp3, .mpa, .snd, .wav, .wma

b. Open the Windows Movie Maker

To open program of the Windows Movie Maker, click **Start** → **All Program** → **Windows Movie Maker**. To open the Windows Movie Maker can also through Windows Explore, click **Start** → **All Program** → **Accessories** → **Windows Explorer**. In window Windows Explorer will show the icon of Windows Movie Maker . To start Movie Maker double click on icon Movie Maker. After opened, the pane of Movie Maker will look the picture;

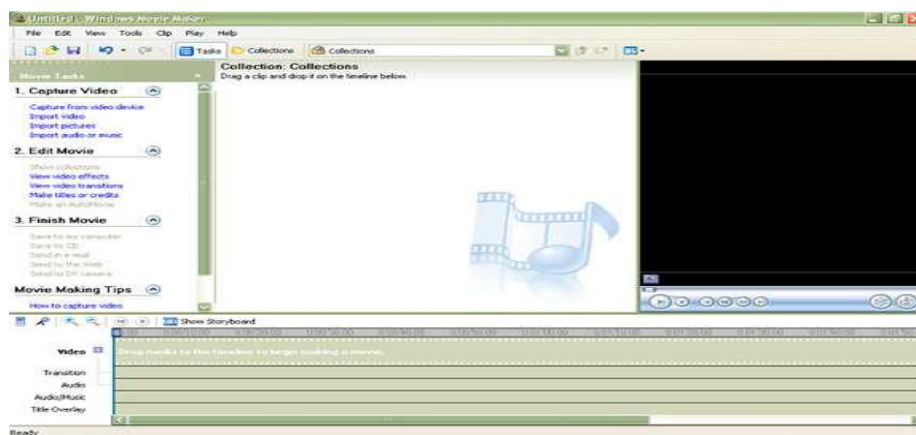


Figure 2.1

c. Identified Bodywork of Windows Movie Maker

The menus in Windows Movie Maker give access to important program menu bar for File, Edit, View, Tools, Clips, Play and Help. In Windows Movie Maker, access to most program functions can be reached through more than one location.

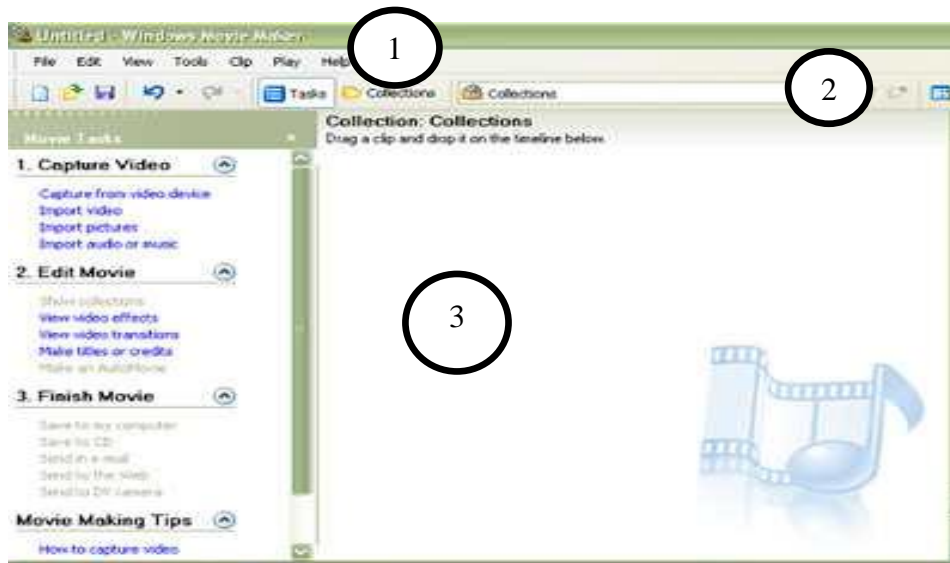


Figure 2.2

Information of picture:

1. Menu Bar
2. Toolbar
3. Working Area

Meanwhile by using menu, to set in motion of Windows Movie Maker can be use toolbar. By using toolbar the command can work the more quickly because we can choose one of buttons which the desirable. And also, there working area is the bodywork that uses to manage video file. There four subdivisions in working are; Movie Task, Collection, Preview, and Storyboard.

Movie Task

The Movie Task is where you will do almost all of your navigating. From this pane you will import video, pictures, and audio. Also you will add video effects and transitions from here. Don't forget

about the handy “Movie Making Tips” header that is filled with loads of good information.



Figure 2.3

Capture video have the function to transferring files from other media in Movie Maker. If the video file extant in DV, so process of the transference is capture. We can use submenu Capture from video device. And what is more, we can import the file from our computer such as; video file, picture, or audio file. The links in the pane are fairly intuitive and follow, from top to bottom, the basic outline of the movie making process from start to finish.

Collection

The Collections pane provides a thumbnail view of videos, pictures, and even music that have been imported into Movie Maker for use on your movie project. When you open the collection, this pane will

look blank. To open panel Collection, click button the Collection on Toolbar.



Figure 2.4

Preview/Monitor

The black box on the right shows you what your movie will look like while you are working on your project. Just hit the play button (black triangle) and watch what you have done so far.

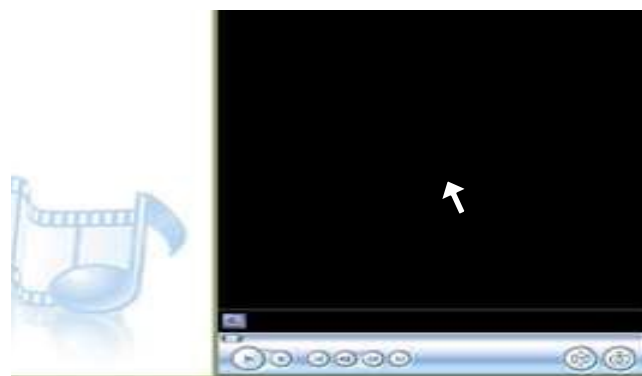


Figure 2.5

From the function buttons at the bottom of the window you can play, stop, forward, or rewind your movie (or manually use the seek slider), split a clip or capture a still image from video.



Figure 2.6

Storyboard

In this pane you will work your project. If you click on “show storyboard” it will allow you to view your movie project in a different view. The storyboard view lets you look at the video or picture you drop in and the transition from each clip.

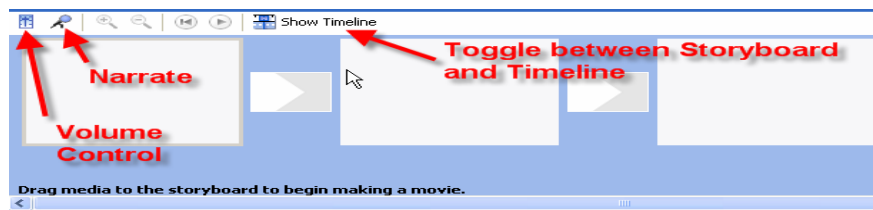


Figure 2.7

When editing video, you can show the detail of Storyboard with a way on click button Show Timeline. The pane of Timeline is:

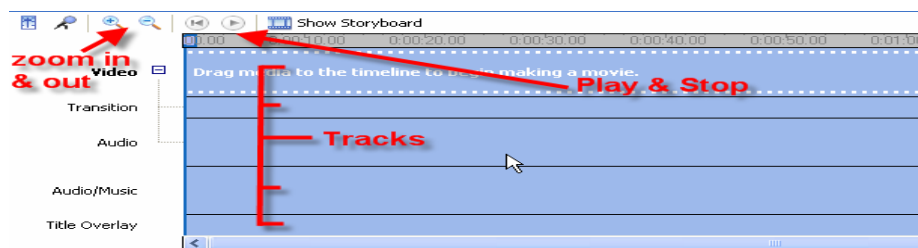


Figure 2.8

This is the area that you will use to manage your movie that you are creating. You can drop your clips, pictures, and audio in. If your timeline is too cramped and you can't see because it is cramped and small, click on the magnifying glasses with the + and – signs; this allows you to zoom in and out to see your timeline better.

d. The Advantage and Disadvantage of Windows Movie Maker

There the advantage and disadvantage of windows movie maker:

1. The Advantage of Windows Movie Maker
 - a. Import klip videos from digital or analog camera
 - b. Save video in computer PC
 - c. Put position klip based on owner
 - d. Catch the silent picture from klip video
 - e. User friendly
 - f. Make a catalogue and organize video quickly and easily
 - g. Do not need a special ability
 - h. There variety animation

2. Disadvantage of Windows Movie Maker

- a. Often not responding (when export/import/save)
- b. Happened cover work programs when performing editing WMM²²

B. Teaching Vocabulary by Using Movie Maker Media

In teaching and learning process, the teacher uses media to teach vocabulary for students. There are many medias to teach vocabularies and skills proved to be effective in developing students and college students' vocabulary in the second language background. Teaching vocabulary in context, combining vocabulary with watches and hear activities with created a video about the words under study enhanced students' vocabulary.

According to Perrenoud, "technologies dramatically transform not only our ways of communicating, but also to work, to decide and think". Furthermore, he emphasizes the importance of promoting an information technology culture with the intended use of digital technologies in the classroom, and warns that the use of technology as just a marketing ploy is a disservice to education.²³ The names of many things can be taught by showing in a movie or video.

As Taylor said "through animation and digital movies, they (students) are hoped to be creative, produce collaborative work, increasingly become powerful writers and building self skills." Learners need to develop these skills in order to effectively and efficiently learn.²⁴ Besides that, it can be concluded that learners

²² Imulti cyberappa.blogspot.com

²³ Recebido em 21/98/2012, Aprovado em 20/02/2013

²⁴ E. June Taylor, 2007, *Global learner: Students film making*, from <http://www.princianteglobal.blospot.com/2007/06/studentfilmmaking.html>, (Retrieved, 2013), P.62

need experienced hands than when they understand the movie better explained by the teacher. It is expected can help learner to improving students' vocabulary mastery.

The teacher plays a key role in the success or failure of any video used in language classroom. It is the teacher who selects the video, relates the video to students' needs, promotes active viewing, and integrates the video with other areas of the language curriculum.

In this research, Windows Movie Maker uses the teacher as instructional material on a particular culture, designed by the teachers. The teacher has prepared a video about the material of study. In video, the teacher explains some words which difficult and unfamiliar related with material. The teacher must be able to creative to provide the video in order that the students become not bored when watches the video.

Stempleski discussed the positive features of video materials and presents guidelines which can help teachers plan their video lessons effectively. With careful and systematic planning, video-based lessons can be highly stimulating, and provide a rich resource for language learning. Stempleski emphasize the key role of the teacher in the use of video, saying that it is the teacher, not the video, who can make any video-based lesson a fruitful language learning experience. It is

the teacher who chooses the video; designs task and activities that facilitate active learning.²⁵

²⁵ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching An Anthology of Current Practice*, (New York: Cambridge University Press, 2002), P.361-362

CHAPTER III

METHOD OF RESEARCH

A. The Method and Variable of Research

1. The Method of Research

In this research, I took is quantitative as the method of research. Quantitative research is a formal, objective, systematic process in which numerical data are used to obtain information about the world. This study was an experimental research which the research is a research design that is used to look for the relationship between one variable to another variable.²⁶ In this research, researcher uses the quasi experiment design. The quasi experiment is an experience study used to estimate the causal impact of an intervention on its target population without random assignment. In some cases, the researcher may have the random assignment to the compare a result of the treatment and control group.²⁷

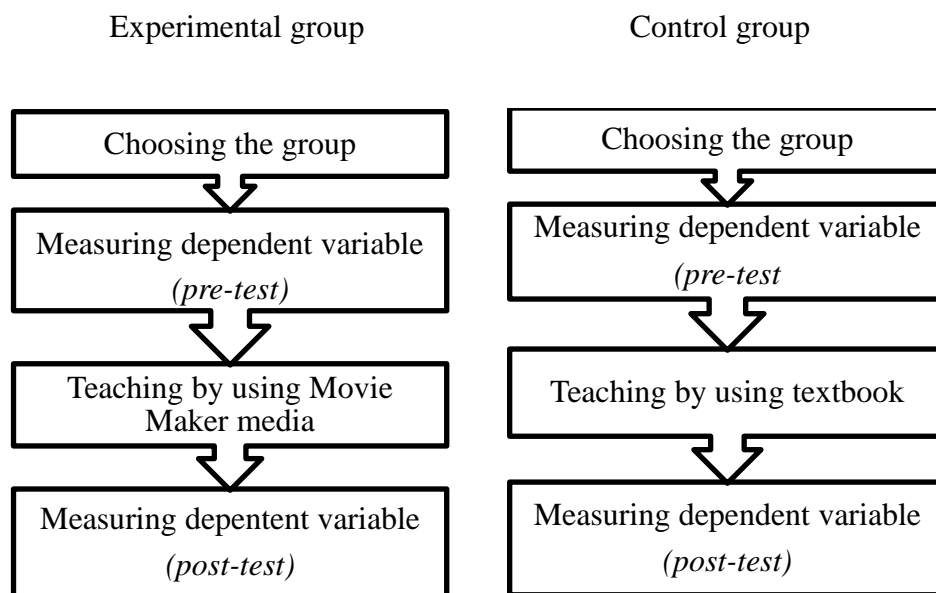
The experiment in this study was the used of movie maker media in teaching vocabulary, where students were taught learning mastering vocabulary by using movie maker media. Meanwhile, the writer will taught vocabulary by using textbook in control class. Both classes were evaluated to find out the differences that occurred on the students' mastery

²⁶ Brune and Grove, *The Practice of Nursing Research: Conduct, Critique, and Utilization*, 5th Ed., (Saint Louis: Elsevier Saunders, 2005), P.23

²⁷ Definition by Wikipedia in <https://en.m.wikipedia.org>

vocabulary after got the treatment and the students who did not got the treatment.

Figure 3.1 Classical experiment designs.²⁸



2. The Variable of Research

There are two main variables types: independent and dependent. The independent variable is the one that we believe may “cause” the results, the dependent variable is the one we measure to see the effects the independent variable has on it.²⁹

“Improving Students’ Vocabulary Mastery by Using Movie Maker Media for Eighth Grade Students of MTs Negeri Langsa”

²⁸ Bambang Prasetyo and Lina Miftahul Jannah, *Metode Penelitian Kuantitatif: Teori dan Aplikasi*, (Jakarta: Rineka Cipta, 2010) P.160

²⁹ Alison Mackey & Susan M. Gass, *Second Language Research: Methodology and Design*, (London: Lawrence Erlbaum Associates, Publisher, 2005), P.103

From the title there are two variables: independent variable is Movie Maker Media and dependent variable is students' vocabulary mastery.

B. Research Setting

1. The Place of The Research

According to researcher's experience in this school, researcher was observed on some class, the finding out most of them have vocabulary mastery weakness. So, the research is going to do at MTs Negeri 1 Langsa for second year students on Street A. Yani Kp. Baro Langsa Lama. Moreover, there were some factors which were considered by school to support teachers' competence in learning activity, like; the computer's laboratory, and the minimum textbooks for students.

MTs Negeri 1 Langsa has three class levels, seventh grade consists of ninth classes, eight grades consist of seventh classes, and ninth grade consists of seventh classes too. And then, the school have two office where one of them is divided into three parts, as; a hand master's room, a vice-headmaster's room, and an administration's office. While else is the teacher's office.

2. Time of The Research

This study will be do at MTs N Langsa on 10 October until 26 October 2017 to find out students' score of mastery vocabulary by using

movie maker media in learning the class. There is a schedule of the research.

Table 3.1 The Schedule of Research

Day / Date	Class		Activities
	Experiment	Control	
Tuesday, 10 October 2017			Asking permission to vice chairman school to do research.
Wednesday, 11 October 2017		VIII ¹	Pretest
Thursday, 12 October 2017	VIII ⁵		Pretest
Monday, 16 October 2017	VIII ⁵		Treatment
Tuesday, 17 October 2017		VIII ¹	Treatment
Wednesday, 18 October 2017		VIII ¹	Treatment
Thursday, 19 October 2017	VIII ⁵		Treatment
Monday, 23 October 2017	VIII ⁵		Treatment
Tuesday, 24 October 2017		VIII ¹	Treatment
Wednesday, 25 October 2017		VIII ¹	Posttest
Thursday, 26 October 2017	VIII ⁵		Posttest

C. Population and Sample

1. Population

Population is the most significant factor in conducting a research.

A population is all of subject of the research.³⁰ In this research, the writer

³⁰ Suharsimi Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2010), P.172

had chosen all the eighth grade students of MTs Negeri 1 Langsa in academic year 2017-2018. In this school have seven classes. They are three class of female, three class of male, and one class of composite. One class of the composite is male and female. There is table the population of eight classes in MTs Negeri 1 Langsa School;

Table 3.2 The population of the research

No	Class	Gender		Total
		Male	Female	
1	VIII ₁		30	30
2	VIII ₂	32		32
3	VIII ₃		34	34
4	VIII ₄	35		35
5	VIII ₅		30	30
6	VIII ₆	34		34
7	VIII ₇	10	24	34
Total		111	118	229

2. Sample

Meanwhile, sample is part of population³¹. We can also say that sample is part of the population who are chosen to participate in the study. In this research, the writer uses quasi experiment design to select the sample. Furthermore, the writer uses simple random sampling. The researcher selected two classes as the sample of the study. In this research,

³¹ Suharsimi Arikunto, *Prosedur Penelitian.*, P.176

the writer uses the sample of female classes. They have four class of female. The writer uses the papers which has number of class and then choose two classes. The classes consisted of experimental class and control class. The experimental class consists of 30 students and control class 30 students. The writer conducts 60 students from 229 students of the eighth grade students of MTs N 1 Langsa.

Table 3.3 The classifications of experimental and control class.

No	Kind of Class	Class	Total
1	Experimental Class	VIII ⁵	30
2	Control Class	VIII ¹	30
			60

D. Operation Definitions

Vocabulary is an important to learn English. In this research, to mastering vocabulary, the students should be known the fluency of the words and understand the meaning of the words. The fluency in this research is the student must fluent in pronunciation the word. Furthermore, meaning the word is the students have understood the word's meaning. They able to translate the word in language (English to Indonesia or Indonesia to English).

So, the writer will give the test in form oral test and writing test. The oral test, the student should mention some words with good pronunciation. And the writing test, the students must translate the word or mention the word from the picture. The test has the purpose to know the students' vocabulary mastery before

researcher uses the media for teaching vocabulary. It is pre-test. Meanwhile after uses the media is post-test. The form of post-test is same with pre-test but different the questions.

E. Technique and Instrument of Collecting Data

The instrument in this research is use test (pre-test and post-test). A test is a systematic procedure in which the individuals tasted are presented with a set of constructed stimuli to which they respond, the responses enabling the tester to assign the numeral tests.³² In this research, researcher is going to use pre-test to know existing students' knowledge of vocabulary before implementing movie maker media. Meanwhile, the post-test is implemented after using movie maker media in learning vocabulary. The writer used pre-test to know students' understanding about vocabularies. Then, this test was given in the first meeting before the treatment applied. However, to find whether the intervention in experimental group is significantly different from control group, the second test was given after learning vocabulary mastery by using the media in post-test. Therefore, the time allocation for the test was 80 minutes in which 40 minutes for one meeting of pre-test and 40 minutes for one meeting of post-test.

F. The Steps in Conducting Research

The writer made some steps in conducting the research with the time set that was two weeks from five meetings of each class started from the presentation of the study. The first, the writer accepted the school permission by following to

³² Kerlinger, dikutip dari Sukardi, *Metodologi Penelitian Pendidikan Kompetensi dan Prakteknya*, (Jakarta : PT Bumi Aksara, 2008), P.138

the lesson plan arranged. Second, the write begin to explain the meaning of the material and the mention some words which is related the text of the material by using movie maker media. The writer was doing this study for five meetings. The treatment was conducted in the middle of meeting. The meeting consists of pre-test, treatment three meetings and the post-test was the end of meeting.

1. Before join in the class, the writer must be prepare the media to teach in classroom. The teacher created the media by using Movie Maker about the words which difficult and unfamiliar.
2. The writer began the lesson by greeting, motivating, and brainstorming in pre-activity. In brainstroming, some questions were given to the students about the subject in order to stimulate their knowladge of the subject and the writer set the goal of it.
3. The writer was given some time to the students for watched the video and replay it for several times. After watched the video, the writer some questions about words and the meaning of words in the video.
4. The writer presented the lesson, and delivery a copy of learning material to discussied. The activity is discussion about text and the traslate of text.
5. The writer concluded the material and corrected students' error in vocabulary so that they would not do it again.
6. The writer gave a material over view for the next meeting before ending the teaching learning process.

G. Technique of Data Analysis

The process of data analyze will conduct from preparation activiy to last cycle. The data will be gathered by using test. The data from the test will analysis by using numerical data, and then it is compare between students' score in pretest and posttest. Pretest gives before students gets the treatment. The aim of pretes is to know vocabulary mastery before get treatment. And posttest, to know the last students' vocabulary mastery after get treatment. The result of analysis data would be answered the research question and to draw some conclusion of the research. To analysis the result of data, the writer uses SPSS Statistics 17.0.

CHAPTER IV

DISCUSSION AND THE RESULT OF RESEARCH

A. Research Finding

In this research, the writer collected the data were obtained through test (pretest and posttest). The data will presented on the table like mean, median, standard deviation, the heights and lowest scores. Then, the data will analysis to answer the hypothesis of research. The results of data and discussed of research results is served.

1. The Results of Data Pretest and Posttest

On the research, the writer uses pretest to know beginning ability students in vocabulary mastery. Pretest would give on experimental class and control class. The each student gets twenty items test. There are ten items to oral. Aim of it is to know students' pronunciation and ten items else is writing test. It is to know how students' vocabulary mastery before gets treatment.

Whereas, the purpose of posttest is to know the results students' vocabulary mastery after used treatment in classes. Then, the results will compare with the result of pretest; it is to know improvement of students' vocabulary mastery before and after using media.

a. The Result of Data Pretest and Posttest on Experimental Class

On experimental class, the researcher is uses Movie Maker media to improve students' vocabulary mastery as long as two weeks. Based

on the explained about pretest and posttest in this case, there are the result of data pretest and posttest.

Table 4.1 The Raw Scores of Experimental Class

No	Students	Score	
		Pretest	Posttest
1	ASF	60	80
2	AH	70	85
3	AZ	60	75
4	AN	65	80
5	CL	50	65
6	CA	60	65
7	CM	65	70
8	DA	60	65
9	DK	70	80
10	ER	70	85
11	FH	65	75
12	HW	60	65
13	KN	50	65
14	MZ	45	60
15	NH	50	70
16	NU	55	75
17	NR	55	65
18	NZ	60	70
19	NS	65	75
20	NF	60	70
21	NM	70	80
22	NA	70	75
23	NI	50	70
24	NN	55	65
25	RS	50	65
26	RI	45	55
27	SR	50	60
28	SA	60	70
29	SM	45	60
30	SA	45	60

1) The Result of Pretest

Based on the table, we can see the score's compare between pretest and posttest. In this case, the pretest was given by answered the question from researcher. To know mean, median, mode, standard deviation, the highest and lowest scores, the writer was carried out the data analysis of it.

Table 4.2 Tabel of Criteria Students Score

No	Grade	Qualification	Range Score
1	A	Excellent	100 – 85
2	B	Good	84 – 70
3	C	Average	69 – 55
4	D	Poor	54 – 50
5	E	Very Poor	49 – 0

Table 4.3 Descriptive Statistic of Pretest

N	Valid	30
	Missing	0
Mean		57,8333
Median		60,0000
Mode		60.00
Standard Deviation		8,37518
Minimum		45,00
Maximum		70,00

Based on the table above, we can know that samples of the research are 30 students. It shows that mean score is 57,8333. It is mean that more of them get scores 57,83. If we look at from table 4.2, mean of experimental class is 69 – 55 or “average”. Whereas, the value of median and mode is 60. The highest of pretest who is gets student is 70 and the score lowest is 45. To know how much students that get score highest and lowest, we should known frequency of the data. There are the result of analysis data’s pretest.

Table 4.4 Frequencies of Pretest

		Frequency	Percent	Valid percent	Cumulative percent
Valid	45,00	4	13,3	13,3	13,3
	50,00	6	20,0	20,0	33,3
	55,00	3	10,0	10,0	43,3
	60,00	8	26,7	26,7	70,0
	65,00	4	13,3	13,3	83,3
	70,00	5	16,7	16,7	100,0
	Total	30	100,0	100,0	

The table is explain about from 30 students that followed test, four students get score 45, this is the score minimum. It means there are four students have vocabulary mastery weakness. Meanwhile, six students have score 50, three students has score 55, four students

have score 65, and much students get score 60. Besides that, only five students have good score is 70. It means, from 30 students just 5 students who have good vocabulary mastery.

2) The Result of Posttest

The researcher was gave beginning test, then the experimental class tailed treatment. In this class, researcher used treatment by Movie Maker media to improve students' vocabulary mastery for eighth grade. The students got treatment as much as three meeting. After they have treatment, students would give still test. It is posttest. From given the explain above, aim of it to know improvement students' vocabulary mastery. The scores of posttest will be reference the writer to compare between posttest that before and after got treatment. There are the table deskriptive statistic of posttest.

Table 4.5 Descriptive Statistic of Posttest

N	Valid	30
	Missing	0
Mean		70,0000
Median		70,0000
Mode		65,00
Standard Deviation		7,87839
Minimum		55,00
Maximum		85,00

From the table above, this research have 30 students as sample. It shows value mean is 70. Based on table of criteria students' score, there are students' vocabulary mastery in level good. The value of median is 70 and mode 65. Meanwhile, the lowest score is 55 and highest score is 85. There are the result of analysis data frequency of posttest.

Table 4.6 Frequencies of Pretest

		Frequency	Percent	Valid percent	Cumulative percent
Valid	55,00	1	3,3	3,3	3,3
	60,00	4	13,3	13,3	16,7
	65,00	8	26,7	26,7	43,3
	70,00	6	20,0	20,0	63,3
	75,00	5	16,7	16,7	80,3
	80,00	4	13,3	13,3	93,3
	85,00	2	93,3	93,3	100,0
	Total	30	100,0	100,0	

Based on the table, students who got score 75 – 85 are 11 students from 30 students. Whereas the lowest score is 55 that just one student got it. It means, there significant improvement in vocabulary mastery after studied by using Movie Maker. Meanwhile the more students got score 60 – 70 are eighteen students. The score is between average and good.

b. The Result of Data Pretest and Posttest on Control Class

Like explained above the aim and function of pretest and posttest in experimental class, in control class will do test too. But in control class, researcher not apply Movie Maker media in learning vocabulary. In control class, researcher teach vocabulary by using textbook. Much of the meeting are three meet during two weeks.

There are the result score of pretest and posttest on control class in table below.

Table 4.7 The Raw Scores of Control Class

No	Students	Score	
		Pretest	Posttest
1	AF	50	55
2	AD	55	65
3	AH	45	55
4	DA	50	65
5	DN	55	60
6	FDO	60	70
7	FH	65	70
8	FD	60	60
9	HH	65	75
10	HS	45	60
11	JD	55	65
12	KS	65	75
13	MG	60	70
14	MY	55	60
15	MT	50	60
16	MA	45	50

17	MR	60	60
18	NU	50	60
19	NM	65	75
20	ND	65	75
21	NN	65	75
22	NZ	60	70
23	NF	65	50
24	ON	70	70
25	OM	45	55
26	OU	70	75
27	PP	70	70
28	PS	65	70
29	RI	60	65
30	RK	55	65

1) The Result of Pretest

Pretest in control class was given before students got treatment from researcher. Like with the experimental class, they would 20 questions. Ten items to oral test, and else is items writing test. From the table 4.7, the researcher got the result score of pretest. Then, it was analysed and the result of analysis below.

Table 4.8 Descriptive Statistic of Pretest

N	Valid	30
	Missing	0
Mean		57,8333

Median	60,0000
Mode	65,00
Standard Deviation	7,84366
Minimum	45,00
Maximum	70,00

Based on the tabel, the researcher got the value mean is 57,83. If we can see on the table of criteria students score, so the common, the qualification of students' vocabulary mastery is poor. Meanwhile, the score of median is 60 an mode that got was 65. The score minimum of pretest is 45, and the score maximum is 70. There are the table frequency that was got below.

Table 4.9 Frequencies of Pretest

		Frequency	Percent	Valid percent	Cumulative percent
Valid	45,00	4	13,3	13,3	13,3
	50,00	4	13,3	13,3	26,7
	55,00	6	20,0	20,0	46,7
	60,00	6	20,0	20,0	66,7
	65,00	7	23,3	23,3	90,0
	70,00	3	10,0	10,0	100,0
	Total	30	100,0	100,0	

Based on table 4.9 above, it can explain that students which got score 45 is four students in percentage 13.3%. This number of

frequency and score percentage is equal with students who is get score 50. There are the number of frequency and score percentage same too, the frequency is 6 with percentage is 20%. It has score 55 and 60. There seven students who was got score 65 with percentage 23.3 percent, meanwhile students who was got score good or 70 just 3 students. It means, in this class just 3 students who have good vocabulary mastery.

2) The Result of Posttest

After make the pretest, on the next meeting researcher gives material that is the same with experimental class. However, the researcher have been using textbook in this class when taught vocabulary. In this case, the control class get posttest too. It is uses to compare result pretest and posttest them. The following is result analysis of data posttest on control class.

Table 4.10 Descriptive Statistic of Posttest

N	Valid	30
	Missing	0
Mean		64,5000
Median		65,0000
Mode		60,00
Standard Deviation		50,00
Minimum		50,00
Maximum		75,00

From the table of descriptive statistic of posttest in control class, obtained the mean is 64,5 with median 65. Based on this pronouncement, we can know that after studied with the textbook, the students' vocabulary mastery in control class is average. Meanwhile, the mode is 60. The score minimum is 50 whereas the score maximum is 75. There is the frequency who get them below.

Table 4.11 Frequencies of Posttest

		Frequency	Percent	Valid percent	Cumulative percent
Valid	50,00	2	6,7	6,7	6,7
	55,00	3	10,0	10,0	16,7
	60,00	8	26,7	26,7	43,3
	65,00	5	16,7	16,7	60,0
	70,00	7	23,3	23,3	83,3
	75,00	5	16,7	16,7	100,0
	Total	30	100,0	100,0	

Based on the table above, it can conclusion that there are two students get lowest score. The students who get average score are sixteen students. and twelve students got the good score is 70 – 75. The highest score of posttest in control class is 75.

After did analysis data of pretest and posttest on the two of classes, there are the result of study that signifikan difference between before and after using media. On the two of classes have

improve vocabulary mastery. This can see on the result of pretest and posttest.

2. The Comparison of Experimental and Control Class Data

To compare the data of experimental and control class makes easy, the data will an armful in the table. The data are mean, median, mode, standard deviation the score minimum and maximum from experimental and control class.

Table 4.12 Comparison of Pretest and Posttest Students

No	Class	N	Highest Score	Lowest Score	Mean	Median	Mode	Standar Deviasi
1	Experi mental	30	70	50	57,83	60	60	8,37
2		30	85	55	70	70	65	7,87
3	Control	30	70	45	57,83	60	65	7,84
4		30	75	50	64,50	65	60	50

Based on the tabel above, we can see the comparison of data pretest and posttest between experimental class and control class. From the datas, can explain that numerical of students in two of classes equal are 30 students. The highest score of pretest on two of classes is 70, whereas the score of posttest in experimental class is 85 and control class is 75. The lowest score of pretest in experimental class is 50 and control class is 45. Meanwhile, the lowest score of posttest on experimental class is 55 and control class is 50.

The price mean of pretest from two of classes is equal. It is 57.83. Meanwhile, the price mean of posttest in experimental class is 70 and control class is 64.50. The value median of pretest in experimental class

and control class is same. It is 60, whereas on posttest in experimental class is 70 and 65 in control class. The mode of pretest on experimental class is 65 and mode on pretest in control class is 60.

If look at from the explain above on table the comparison, the conclusion that is students' vocabulary mastery for eighth grade students at MTs N 1 Langsa can improve in two of classes. But, there are the significant difference between the data of experimental class and control class.

B. T-test of Pretest and Posttest Experimental and Control Class

The aim of T-test in this research is to determine whether Movie Maker media implemented can improve students' vocabulary mastery in learning English. To can know it, the researcher needed the data of pretest and posttests from two classes as sample this research. To get the price of T-test, the writer would do analyses of data by using SPSS Statistic 17.0 program. There is the result of data on the table below.

Table 4.13 The Summary of t test Between Pretest and Posttest Experimental Class and Control Class

Class	T_{count}	Df	Sig. (2-tailed)	Explanation
<i>Pretest – Posttest experimental class</i>	-14,642	29	0.000	Sig.(2-tailed) < 0,05 = verysignificant
<i>Pretest – Posttest control class</i>	-6,325	29	0.000	Sig.(2-tailed) < 0,05 = verysignificant

Based on the table, the result of data analysis of pretest and posttest on experimental class show that the result of T_{count} is -14.642, df=29, and Sig. (2-tailed)=0,000. It means that the price of T-test is smaller than the significance

level of 0.05 ($0,000 < 0,05$). Thus, the result of T-test show that learns by using Movie Maker media can improve achievement students in vocabulary mastery.

In addition, after did analysis data, get the result of T-test on control class with T_{count} is -6,325, $df=29$, and $Sig. (2-tailed)=0,000$. The cognizant that the price of T-test is smaller than the significance level of 0,05 ($0,000 < 0,05$). So, the result of T-test show that learns by using textbook can increase the achievement students in vocabulary mastery.

From the table, we can find out there are differences and improving significantly by using Movie Maker media based of experimental class between before and after treatment. From this data, the result T_{count} on experimental class is bigger from T_{count} on control class. It is $-14.642 > -6,325$. The sense is learning by using Movie Maker media more than effectively to improve the vocabulary mastery.

C. The Result of Hypothesis Testing

The first hypothesis in this study is:

- a. If the significant level is bigger than T-table (0.05%), the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. Thereby, there are the significant difference between uses Movie Maker media with textbook media.
- b. If the significant level is smaller than T-table (0.05%), the alternative hypothesis (H_a) is rejected and null hypothesis (H_0) is accepted. Thereby,

there are not the significant difference between uses Movie Maker media with textbook media.

Then, to know whether there or not the significant difference between the significant levels with T-table, the researcher used SPSS 17.0 program to analyses the data. The result of analysis on the table below.

Table 4.14 Difference T_{Count} and T_{Tabel}

T_{Count}	2.48
Sig. (2-tailed)	0.19
T_{tabel}	2.00
Sig. (2-tailed)	0.05

From the data's analyses, acquisition the result of T_{Count} is 2.48. This result obtained by analysis of posttest data on experiment class and control class. And also, it gets the significant level is 0.19. Meanwhile, the value of T-table is 2.00 with the significant level is 0.05. Based on the result that is any difference between T_{Count} and T-table. T_{Count} is bigger than T-table (2.48 > 2.00).

Because T_{Count} is bigger than T-table, so the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. It means study by using Movie Maker can improve students' vocabulary mastery at school MTs Negeri 1 Langsa.

D. Discussion

Teaching vocabulary through Movie Maker media in classroom is one of the efforts made to improve students' vocabulary mastery. The result from the teaching process found that after the students are given the treatment by teacher, students looked more focus on the material taught. In this research, there are three steps in teaching. *First*, the teacher is given pretest. The pretest has the function to examine beginning ability students in vocabulary mastery before teacher gives treatment. *Second*, the teacher is given treatment. After given pretest, the teacher is implementing the Movie Maker media when teaching vocabulary. The treatment is doing as long as three meets. The function of it is to improve students' mastery especially in vocabulary. *Third*, after pretest and treatment to know whether there is improvement the students' mastery in vocabulary, the teacher gives posttest for their examine. In this case, can analysis the data of pretest and posttest than compare the result.

Based on the result of tests, teaching vocabulary by using Movie Maker media, it is makes easy the students in vocabulary mastery. Remember the word with away watch the video which was created the teacher by using Windows Movie Maker. The word in Movie Maker is unfamiliar and difficult concerned with material. In media, there are seven of vocabularies, the way to say it and the meaning of the words. The researcher is add the music instrument to make students spirit when learn. Turning of the media is before teacher discussed the topic. It is turned during two or three presented.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding there are the significance difference in eighth grade students at MTs Negeri 1 Langsa before learning uses Movie Maker media with after learned used Movie Maker media. Significance level of a hypothesis is the truth value of the hypothesis is accepted or rejected. In this case, the significance level of research is 0.05%. On the significance level of 0.05, the score of T_{table} is 2.00. By comparing the “t” that the researcher has got calculation $T_{count} = 2.48$ and the value of “t” on the $T_{table} = 2.00$. It is known that T_{count} is bigger than $T_{table} = 2.48 > 2.00$.

Because the T_{count} is bigger than T_{table} , the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. The implication of this conclusion that Movie Maker media is effective significantly to improve students' mastery in vocabulary.

B. Suggestion

In this opportunity, the writer like to aim some suggestions that are considered to have a useful way in teaching vocabulary mastery. Teacher should use the Movie Maker as a media in teaching vocabulary mastery. This media improved the students' vocabulary mastery and developed the students' score of study. Learn through animation and digital movie can hope them to be creative

and building self skills. Moreover, as a facilitator, the teacher should provide opportunities to students, so that they can occur their own ideas and share with their friends in learning vocabulary mastery. It also gives possitive effect for the students who need to vocabulary a lot.

Finally, this research is not perfectly yet, it is suggested for the future reseracher further research on the similiar area, especially on using Movie Maker as media in teaching vocabulary mastery. The researcher hopes indeed this research will be help for the other researcher in the future on the same problem.

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