THE USE OF ENGLISH MOVIE ASSISTED ROLE PLAYING TECHNIQUE TOWARD STUDENTS' VOCABULARY MASTERY

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Abstract

The result of this research showed that the experimental group got better than the control group. In experimental group the highest score gained by the students was 90 and the lowest score was 60. While in control group the highest score was 75 and the lowest score was 35. The students of two groups had different achievement vocabulary after treatment. The students' vocabulary achievement in experimental group was increasing and the score was high, but the control group the students' vocabulary achievement was still low. It meant that there was a significant difference on students' vocabulary achieved by students who have been taught using English movie assisted role playing technique. In line with the result: the researcher suggested that English movie with role playing technique to be used as an aid to teach students vocabulary mastery. The purpose was to create a situation that made students are interested and more active for learning English.

Key words: *English Movie, Role Playing Technique, Vocabulary Mastery.*

A. Background of the Study

English is a language that has been recognized as the international language. It means that the people who come from diverse religious, economic, social and culture, has had a media agreed to communicate with each other, namely English.¹ This action can be done in four kinds of language skills (listening skill, speaking skills, reading skills and writing skills) that should be mastered by people, especially for language learners in Indonesia in learning English as a Foreign Language.

Jumariati states that vocabulary learning is the important aspect in learning a foreign language student can improve much if they can learn more words and expression.²

A person said to "know" a word if they can recognize its meaning when they see it. It means that in vocabulary learning, we have to know, understand the meaning, and can use it in sentence.³ So, even your grammar is excellent you just won't be able to communicate your meaning without wide vocabulary. English as a foreign language in Indonesia, it is hard for students to learn English

¹ Pearson C. Judy. 2002. *Human Communication*. (New York: McGraw-Hill, 2002), p.23

² Jumariati, " *Improving the Vocabulary Mastery of EFL Students*," (Published Thesis of University Lampung, 2010), p.14

³ Cameron, Lyne. *Teaching Language to Young Learners*. (New York: Cambridge University Press, 2001), p. 75

without much vocabularies. Vocabulary is one of the important things if we want to speak a language especially English.

In teaching English in the classroom, many teachers have applied the media when teaching a language but it is still not enough without other media to overcome the difficulties the students in learning English to increase their vocabularies. Some teachers have used many media to teach a language such as: games, pictures, songs, cartoon and movie as the media to increase student vocabulary. In this study, movie is chosen as media for teaching vocabulary. Movie is one of the audio-visual aid. Film also called a movie is a series of still or moving images. It is produced by recording photographic images with camera or by creating images using animation techniques or visual effects. Using English movie can very pleasing and interesting for the students. Movie can be an excellent media to use because from the writer view that there are many student interested in movies because they watch movies as an entertainment. They can learn about language style, culture and also native speaker's expression. So they can improve their English vocabulary easier. Beside of English movie as media the researcher also uses role playing method in helping students to improve their vocabulary.

Media such as a movie is has a very significant roles to motivate the students to learn vocabulary and to make the atmosphere of teaching and learning more interesting. They will feel there is something new and different from what they usually get in their class. The researcher hopes that with use movie media assisted role playing method can make the students add knowledge after use the movie media to more active in the class and more confident to express their feeling.

In the second grade class of MTsN 02 Kota Bengkulu is divided into 2 classes, they are VIII A and VIII B. in VIII A class there are 30 student, they are 20 female, and 10 male. VIII B also has 30 students that is consist of 9 male and 21 female. The total of students that there are in the second grade are 60 students. English teacher in MTs N 02 Bengkulu Ali Sadikin Said that, while he taught English in second grade of MTs N 02 Bengkulu there is no obstacle, but some of the students still lack especially in vocabulary and grammar.⁴ Based on the previous above, the researcher will conduct this research for vocabulary Mastery. It necessary to prove the use of English Movie to improve vocabulary. It is researcher's motivation and reason to conduct this research again.

⁴ Sadikin, Ali. *Interview*. 16 Februari 2016.

B. Vocabulary

1. Definition of Vocabulary

Vocabulary is one of the language components which should be mastered by English learners. Vocabulary has role, which parallel with phonology and grammar to help the learner mastering four language skills. Finocciaro explains that "the students' vocabulary can be divided into two kinds, namely active vocabulary and passive vocabulary". Active vocabulary refers to the words in which the students can understand and pronounce correctly can use them in speaking or in writing used by person to encode his idea. Passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing. The words or vocabularies can be spoken and also written.⁵ Another opinion by Marianne Celce and Murcia Elite Olshtain, "There are two kinds of vocabulary: they are function words and content words".⁶

1. The function words are those vocabulary items that belong to closed word classes (i.e. word classes that do not readily admit new items or lose old ones: pronouns, auxiliary verbs, prepositions, determiners and adverbs).
2. The content words are those vocabulary items that belong to open word classes (words classes that readily accept new words and discard old ones).

The content words can be divided into three general classes:

- a). Words that refers to a person, a place or a thing that we might call them nouns.
- b). Words that express an action, an event or a state are called verbs.
- c). Words are used to describe the qualities of thing or action are called adjectives and adverbs.

Thornbury stated without grammar very little can be conveyed, without vocabulary nothing can be conveyed.⁷ Only with sufficient vocabulary one can express his ideas effectively, can understand the language task and foreign language conversation. With the limited vocabulary the students will have the difficulties in learning and understanding the foreign language.

According to Kamil & Hiebert in their article accessed from internet, they broadly define; vocabulary is knowledge of words and word meanings.⁸ Richards says that vocabulary is one of the components of language and one of the first things applied linguists turned their attention to.⁹

⁵ M.Finocchiaro. *English As a Second Language* "From Theory to Practice"(New York: Regent Publishing Company,1974)p.73

⁶ Marianne Celce-Murcia Elite Olshtain, *Discourse and Context in Language Teaching: A Guide for Language Teachers*, (New York: Cambridge University Press, 2000), p. 76.

⁷ Scott Thornbury. *How to Teach Vocabulary*, (London: Longman,2002),p.13.

⁸ Kamil and Hiebert. *A Focus on Vocabulary*.(USA: Pacific Resources For Education And Learning,2007), p.45

⁹ Richard, Jack C. *Curriculum Development in Language Teaching*, (Cambridge: University Press, 2001). P.12.

Meanwhile, Hornby defines vocabulary is a total number of words which make up a language with definition or translations. According to the definitions above I concluded that vocabulary is a word that a person knows in a particular language and one of components of language that has a meaning and definition.

2. General Concepts of Media

Media in a process of teaching is not a new thing for the teacher. Most of the teachers use media to help them giving particular information to the students. Media itself according to Azhar is a tool that to convey or deliver the message of learning. He also said that media is a component of learning resource or physical vehicle that contain instructional material on students' environment that can stimulate student to learn.¹⁰

There are a lot of media in teaching and learning processes. Nasution classify media into 5 type: a). Blackboard, This teaching tool is very populer, used by traditional or modern school and can be combined with other teaching tools such as radio, TV. Tool is used in every method of teaching. Blackboard can be used for writing that makes pictures, graphs, diagrams, maps and so on with white or colored chalk. b).Picture, Picture can be collected from various sources such as calendars, magazines, newspapers, pamphlets from travel agents, and etc. c). Model, Models can be an imitation of real objects such as model cars, trains, houses, animals, etc. d). Collection Various collections can be organized as a variety of textiles, stones, dry leaves, currency, stamps, etc. e). Map and Globe, Geography and history lessons will be crippled without a map. kinds of maps shall be provided on each part of the world, also our economy, population, and so forth.¹¹

3. General Concept of Movie

In this study, I use movie as media of teaching English vocabulary. A movie is one of the visual aids that can be used in a class, it makes lessons more fun. But movies or film can also teach people about history, science, human behavior and any other subjects. Some films combine entertainment with instruction, makes the learning process more enjoyable. In all its forms, cinema is an art as well as a business, and those who make motion pictures take great pride in their creation. An opinion movie given by Summer film is: A roll of material which is sensitive to light and which is used in camera for taking photographs or moving

¹⁰ Arsyad, Azhar. Media Pembelajaran. (Jakarta: Rajawali Pers, 2011), P.4.

¹¹ Nasution. Teknologi Pendidikan. (Jakarta: Bumi Aksara, 2005), P.102.

pictures for the cinema and a story, play, etc. recorded on film to be shown in the cinema, on television, etc.¹²

Meanwhile, Azhar define movie as picture in a frame where frame by frame is projected through the projector lens mechanically so that the pictures in the screen looks alive¹³. Jesse states that movie is a photographic record of an artistic performance, but not an artform in it's own right.

Based on the definition of movie I can conclude that movie is a photographic record of history, science, and human behaviour that projected through the projector lens and shown in the cinema or television.

4. Role Playing Technique

The role playing technique is a method of instruction in which participants act out designated role relevant to real-life situation. The role playing/simulation technique follows from the interactional view.

The role-play will help the students to achieve the fluency. Harmer claims that role play can be used to encourage general oral fluency or to train student for specific situation, especially where they are studying for specific purpose. For example, the students in vocational school are drilled to practice several function to book a hotel's room.¹⁴

Moreover, according to Ladousse role play is an enjoyable activity and does not threaten the students. This activity leads the students to play such a drama. The student will playing role to be another person in certain situation.¹⁵ Afdillah indicates, "Many students will be more creative and active to play their role because the teacher gives opportunities to students to explore their actions" ¹⁶. Also, according to Ladousse, "Perhaps the most important reason for using Role Play is that it is fun" ¹⁷. Role-play gives students the chance to practise the language in real life situations in an interesting and fun way and at the same time stimulates unmotivated students to share and use the language when they play their roles in front of the class.

¹² Summers, Della.. Dictionary of English Language and Culture. (Harlow; Longman Group U.K. Limited, 2005), P.12.

¹³ Arsyad, Azhar. (2011). Media Pembelajaran. (Jakarta: Rajawali Pers,2011), p.49.

¹⁴ Harmer, J. How to Teach English. (Edinburgh Gate: Perason Education,1998),p.86.

¹⁵ Ladousse. Role Play. (New York: Oxford University press, 2009), p.5.

¹⁶ Afdillah, N, M. The Effectiveness Of Role Play in Teaching Speaking. Master dissertation, Department of English Education, Faculty of Tarbiyah and Teachers' Training, (Hidayatullah State Islamic University, Jakarta, 2015), p.20.

¹⁷ Ladousse, G. P. Role play. (Oxford University Press, UK, 2004), p. 29.

5. Previous Studies

Before the researcher conducted this research, the researcher had read some researcher which had relevance. There were some studies that have been constructed in vocabulary, and the summary of the studies as follow, Santoso (2008) conducted the research about The Effect of Vocabulary Cards Technique Toward Students Vocabulary Mastery (A Study at The Second Year of SMPN 3 Padang Jaya, Where The result, his research show that the memorizing vocabulary using cards give positive effect toward teaching Vocabulary and this technique increases the student's vocabulary.

The previous study of Santoso and Yuliana have similarity with this research that focus on Teaching Students Vocabulary in English learning. Beside of the similarity their research have difference too. For example, Santoso used cards technique, Yuliana used game technique and this research used enumeration technique. It means that differences of research used different technique to teach vocabulary. Conclusion of research above, two techniques and this research were positive effect of using games, cards and enumeration technique in increasing student's vocabulary in the each research.

6. Hypothesis of the Research

Based on the research problem above, the researcher states hypothesis of the research are:

- 1.1. Null hypothesis: there is no significant difference between students who are teach using English movie assisted role playing technique to increase students vocabulary.
- 1.2. Alternative hypothesis: there is significant difference between students who are teach using English movie assisted role playing technique to increase student vocabulary .

C. Method and Procedure

1. Research Design

This research was quasi experiment design where there were two classes: they were experiment class and control class. This design is often used in classrooms when experimental and control groups are such naturally assembled group as intact classes, which may be similar¹⁸. Intact classes mean that the eightth grade students in the experimental group and the control group have the same competence, and the same English teacher.

¹⁸ John W. Best, and James V. Kahn. *Research in Education*. Tenth Edition. (USA: Pearson Education Inc, 2006), P. 183.

This study attempts to find out the effect of English movie assisted role playing technique toward students' vocabulary mastery. All of them were given pre-test and post-test. The pre-test were given before treatment. After the treatment, the two classes were given post-test. The result of the post-test compared with pre-test score of each class. It was done in order to see the effect of English movie assisted role playing technique toward students' vocabulary mastery. The first class is control class used the conventional method and the second class used role playing technique.

Table 1.1 The Design of Experiment

Class	Pre-Test	Treatment	Post-Test
Experimental	01	X	02
Control	03	X0	04

Notes :

01 : Pre-test of experiment class

02 : Post-test of experiment class

03 : Pre-test of control class

04 : Post-test of control class

X : Treatment

X0 : No treatment

3. Population, and Sample

According to Creswell, the population is the group of individuals having one characteristic that distinguishes them from other groups.¹⁹ The researcher takes population in the second grade students of MTs N 02 Bengkulu in the academic year of 2017/2018. The population of the students in the second grade of MTs N 2 Bengkulu are 210 students, which is consist of seven classes. The population number can be seen in table below:

Table 1.2 Population Data

NO	CLASS	MALE	FEMALE	NUMBER
1	VIII A	10	20	30
2	VIII B	9	21	30
TOTAL		19	41	60

¹⁹ Jhon Creswell, Educational research: Planning, Conducting, and Evaluating Quantitative Research, 4th. (Boston: Pearson Education, 2012), p. 39.

Source: MTs Negeri 02 kota Bengkulu, Academic Year 2017/2018

A sample is a part of a population²⁰. This research will use purposive sampling. Purposive sampling is sample elements judged to be typical, or representative, are chosen from the population²¹. There are 60 students at the same level that is taken as sample. The writer takes two classes as the sample, and divides into two group, 30 students for the experimental group and 30 students for the control group. The writer takes sample based on some factors: (1) the same competence and (2) taught by the same teacher. The writer takes the data from their English teacher. After getting the sample, the writer determined the group randomly by using coin.

The sample of the research is divided into two classes experimental group and control group. The total of the experimental group is 30 students, 10 male and 20 female. Meanwhile the control group is also consist of 30 students, 9 male and 21 female and the total both of classes are 60 students.

4. Technique of Data Analysis

The next step of analyzing is classifying the students' score into the categories. The measurement of the students' ability is interpreted as follows:

Tabel 1.4

The Criteria of the Students' Achievement Criteria of Mastery

Total Score	Grade
86 – 100	Excellent
71 – 85	Good
56 – 70	Average
41 – 55	Poor
>40	Very Poor

Since this research will be quasi experimental research. The data will be analyzed by using T-Test (Independent sample Test) in order to compare the pre and post test results. The T-Test formula will be used to find out T-Count. The formula will be used SPSS 16.0 and analyze by using T-Test of SPSS. The researcher would count the data by using SPSS (Statistical Package for the Social Science) was a computer application that provide

²⁰ Ary, Donald. *Introduction to Research in Education*. (New York: University Press, 1974), P. 148.

²¹ Ary, Donald. *Introduction to Research in Education*. (New York: University Press, 1974), P. 156.

statistical analysis of data. The researcher also counts data by using accede formula.²²as follow:

a. If F count $\leq$ F tables we will use the A formula

$$t \text{ count} = \frac{X_1 - X_2}{S_{diff}}$$

$$X_1 = \frac{\sum X_1}{N_1}, \quad X_2 = \frac{\sum X_2}{N_2}$$

$$S_{diff} = \sqrt{\frac{\sum x_1^2 - \frac{(\sum x_1)^2}{n_1} + \sum x_2^2 - \frac{(\sum x_2)^2}{n_2}}{n_1 + n_2 - 2}} \left[\frac{1}{n_1} + \frac{1}{n_2} \right]$$

It means that the both samples have equal variance. Thus, we can use the t-test for independent score were equal varians (formula A). In other word, the following t-test formula was valid.

b. If F count $\geq$ F tables we will use B formula

$$t \text{ count} = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{N_1 - 1} + \frac{S_2^2}{N_2 - 1}}} \text{Type equation here.}$$

Where :

X_1 =the mean score on sample 1

X_2 =the mean score on sample 2

t count = the coefficient of the differences rate of the two samples

S_{diff} = standard error of difference

$\sum x_1^2$ = the total squared score on sample 1

$(\sum x_1)^2$ = the squared of total score on sample 1

$\sum x_2^2$ = the total squared score on sample 2

$(\sum x_2)^2$ = the squared of total score on sample 2

N_1 = the total object of sample 1

N_2 =the total object of sample 2

The t forms of the formula will be called t count. T-count will be compared to table at $\alpha = 0,05$ and corresponding *df* two result many occus.

1. If T-count $>$ T-table; H_1 will be accepted and H_0 will be rejected
2. If T-count $<$ T-table; H_0 will be accepted and H_1 will be rejected

²² Gay, educational Research (Islamabad : National Book Foundation, 2000), p.105.

The calculation of t-test for post test in this research was compared to watch out the improvement of students' reading comprehension after the treatment given.

4. Instrument of Research

Data collection is collecting information that relates to inquiry, information that be believed will respond to the research question. The data are not the answer to the research question: they are the raw material out of which responses to the question will probably emerge.²³ For collection data, the writer uses three instruments, test, observation and documentation.

1. Vocabulary Test

Vocabulary test is used to find out the effectiveness of using English movie with role playing technique in teaching vocabulary. This test applied in the experimental and controlled class to find out of the score of the students' achievement in vocabulary mastery. It conducted or no in the end of the meeting, and it was as a comparative between experimental and controlled class. There were 20 vocabulary questions in the multiple choice.

2. Observation

Observation will be used to monitor the students' activities during the teaching learning process. Researcher observes the situation in the class during lesson, response, and attitude of students when they were given explanation, doing task, and to know their difficulties.

In conducting this quasi experimental research, the researcher decide to use observation form. The observation appraises the activities during the teaching and learning process. How teacher carry out the material what teacher will arrange the classroom and also the students' response. It can also be used to appraise the students' motivation during teaching learning process, to see their difficulties , their problem, their understanding to the material which given.

3. Documentation

Hopkins stated that document surrounding curriculum or other educational concern can illumine rationale and purpose in interesting ways. The use of such material can provide background information and understanding what issues that will not

²³Donald Freeman. Doing Teacher Research from Inquiry to understanding.(Canada. Heinle and Heinle Publisher, 1998), p.90

otherwise be available. The documentary kind of data that consist of notes, book transcript, newspaper, magazine, meeting, summary, agenda and so on. This method will be used to know the condition of students and teacher, structure of school organization, profile, and location of school.²⁴

5. Technique of Data Collection

Data Collection is done by observing a situation, setting or interaction using the constructed instrument. In this research, the data is taken from:

1. Pre-Test

This test can be called as the pre-test before the treatment of this research. The pre test is aimed is to know the students mastery in vocabulary before the treatments carried out. In the testing process, the students have to remember vocabulary by themselves. This result of the test becomes the evaluation before the use of English movie assisted role playing technique on students' vocabulary mastery is applied in the class.

2. Treatment

After giving the pre-test to the both class, the treatment was conducted for six meeting. For experiment class, the researcher applied English movie assisted role playing technique. Meanwhile for control class, only used conventional method like usual. After applying pre-test in experimental class, the researcher was given treatment based on lesson plan by using role playing technique.

3. Post-Test

Post- test is conducted after the students get different treatments. A class is taught by using role playing technique and B is taught without role playing technique. From the score of this test, the researcher is intended to find out the effectiveness of using English movie assisted role playing technique on students' vocabulary mastery. The result of the scoring then is compared with pre-test. In this case, the researcher knows how far is the effectiveness of using English movie assisted role playing technique on students' vocabulary mastery.

²⁴ David Hopkins. *A teachers Guide to Classroom Research*. (Buckingham: Open University Press, 2008), P. 122.

D. Results and Discussion

1. The Result of vocabulary English movie Test

1.1 The description of pre-test scores in the experimental group

1.1.1 The frequency of the students pre-test and post-test in the experimental group can be seen in figure 1.

The description of pre-test scores in the experimental group

Figure 1

Graphic for the frequency of pre-test and post-test scores in experimental group.

From the graph above, it can be seen that the highest frequency of students' pre-test score in experimental group was in average category, while the lowest was in excellent category and good category. And then, the highest frequency of students' post-test score in experimental group was in good category and the lowest was in poor category and very poor category. The distribution of pre-test and post-test in experimental group can be seen in table:

Table 1.5

The score distribution in experimental group

Score		Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
Interval	Category	(Students)	%	(Students)	%
86-100	Excellent	0	0%	2	6,6%
71-85	Good	0	0%	19	63,3%
56-70	Average	12	40%	9	30%
41-55	Poor	8	26,6%	0	0%
< - 40	Very poor	10	33,3%	0	0%

Based on the table, the pre-test in the experimental group there was 0 (0%) student in excellent category, 0 (0%) students in good category, 12 (40%) students in average category, 8 (26,6%) students in poor category and 10 (33,3%) students in very poor

category. While in the post-test, there was 2 (6,6%) students in excellent category, 19 (63,3%) in good category, 9 (30%) students in average, and 0 (0%) students in poor category, 0 (0%) student in very poor category.

1.1.2 The total frequency of the students post-test in the control group can be seen on figure 2.

The description of pre-test scores in the control group

Figure 2

Total score of students pre-test and post-test in the control group

From the graph above, it can be seen that the highest frequency of students' pre-test score in control group was in the very poor category, while the lowest in excellent category and good category. And then, the highest frequency of students' post-test score in control group was in poor category and the lowest was in excellent category.

The distribution of pre-test and post-test scores in control group can be seen in table:

Table 1.6

The score distribution in control group

Score		Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
Interval	Category	(Students)	%	(Students)	%
86-100	Excellent	0	0%	0	0%
71-85	Good	0	0%	2	6,6%
56-70	Average	3	10%	9	30%
41-55	Poor	9	30%	13	43,3%
< - 40	Very	18	60%	7	23,3%

	poor				
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Based on the table, the pre-test in the control group, there was 0 (0%) student in excellent category, 0 (0%) students in good category, 3 (10%) students in average category, 12 (50%) students in poor category, and 9 (30%) students in poor category and 18 (60%) students in very poor category. While in the post-test, there was 0 (0%) student in excellent category, 2 (6,6%) students in good category, 8 (26,6%) students in average category, 13 (43,3%) students in poor category, and 7 (23,3%) students in very poor category.

3.1 Paired Sample t-test Analysis

3.1.1 Statistical Analysis on the Result of Pre-test and Post test in Experimental Group

The following is the statistic description of samples pre-test and post-test in experimental group.

Table 1.12
Statistic Description of Experiment Group

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretestexperiment	50.83	30	12.040	2.198
	posttestexperiment	75.83	30	7.437	1.358

Based on the paired sample statistic (table 1.11), the mean of vocabulary pre-test in the experimental group was 50.83 and the standard deviation was 12.040 The mean of writing achievement post-test in the experimental group was 75.83 and the standard deviation was 7.437.

Table 1.13
Paired Sample Test of Experiment Group

Paired Samples Test

	Paired Differences				T	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
				Lower				Upper

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretestexperiment - posttestexperiment	25.000	10.986	2.006	29.102	20.898	12.464	29	.000

The result of the paired sample t-test, paired sample difference in mean between pre-test and post-test of students' vocabulary in the experimental group was 25.000 with standard deviation of 10.986 and t-obtained was 12.464 at the significant level 0,05 and the degree of freedom 29 and the value of t-table was for two tailed tst was 2.048.

From table1.12 , it can be seen that t-obtained 12.464 was higher than the critical value of t-table 2.048 It can be stated the research hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It means that there was significant difference on students' vocabulary mastery within the students in the experimental group, who were taught using role playing technique and that of those who were not.

3.1.2 Statistical Analysis on the Result of Pre-test and Post-test in the Control Group

Table 1.14 shows the statistic description of samples pre-test and post-test in control group as follows:

Table 1.14
Statistic Description of Control Group

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretestcontrol	41.17	30	10.478	1.913
	Posttestcontrol	52.83	30	11.721	2.140

Based on the paired sample statistic above, the mean of pre-test in the control group was 41.17 and the standard deviation was 10.478 The mean of post-test in the control group was 52.83 and the standard deviation was 11.721.

Table 1.15
Paired Sample Test of Control Group

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretestcontrol - posttestcontrol	11.667	9.767	1.783	15.314	8.019	6.542	29	.000

The result of paired sample t-test, paired sample difference in mean between pre-test and post-test of writing in the control group was 11.667. With standard deviation of 9.767 and t-obtained was 6.542 at the significant level 0,05 and the degree of freedom 29 and the value of t-table was 2.048.

From table 1.15, it can be seen that t-obtained 6.542 was higher than critical value of t-table 2.048. It can be stated that the research hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. It means that there was significant difference in vocabulary achievement within the students in the control group.

3.2 Independent Sample t-test Analysis of Students' vocabulary mastery

In order to find out whether or not there was significant differences on students' vocabulary mastery in using English movie between the students who were taught by using role playing and those who were not, the result of post-test score on students' vocabulary mastery in the experimental group were compared by using independent sample t-test.

Table 1.16**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test	Equal variances assumed	10.003	.002	9.676	58	.000	25.000	2.584	30.172	19.828
	Equal variances not assumed			9.676	48.318	.000	25.000	2.584	30.194	19.806

The independent sample showing the comparison of post-test of experimental group and control group displayed then differences both scores. It was identified that t count 9.676 higher than t table 2.048 the conclusion that alternative hypothesis was accepted and null hypothesis was rejected. It means that there was significant differences on students' vocabulary achievement scores between the students who were taught by using English movie assisted role playing technique and those who were not.

B. Discussion

The present research has shown that there was significant difference on students' vocabulary mastery of English movie using role playing technique. From the result above, we can see that the result of students' post-test was higher than the result of pre-test. After doing the post-test, the result showed a statically significant difference on students vocabulary mastery between the students who were taught by using English movie assisted role playing technique and those who were not. The mean score of the post test of the experimental group was higher than the mean score of the control group. It was understood that English movie assisted role playing technique gave significant difference on students' vocabulary mastery between the students who were taught by using English movie assisted role playing technique and those who were not.

The mean post-test of experimental group was compared to mean of control group. The result showed that t count 9.676 higher than t table 2.048. It means that there was significant difference on students' vocabulary mastery between both of group. This shows that English movie assisted role playing technique could give a significant contribution in developing students vocabulary at the second grade of MTsN 2 Bengkulu.

In other hand, in this research, it was found that some changes in the students' learning performance. First, the students in the experimental group active and they could understand easily how to get vocabulary mastery by using English movie assisted role playing technique. In the experimental group, the researcher applied English in the form of role playing technique to help the students get vocabulary mastery. Here, English movie and role playing technique play important rules in helping students improve their vocabulary.

Second, English movie assisted role playing technique using could be effective and students can express their ideas to improve students' on vocabulary mastery. Most of first grade students in the experimental group had better development and improvement in their post-test scores compared to their scores in the pre-test. It can be seen from the result of the students' gains taken from pre-test and post-test and compared post-test. As the students in the control group were not get the treatment of English movie, the result of students' post-test scores were not significantly improved. The students in the control group got lower scores in the post test. Furthermore, English movie made the students more comfortable in teaching learning process. In order words, English movie assisted role playing technique helps the students to improve their vocabulary and students can be more active in the classroom.

The result of this research shows that English movie assisted role playing technique could help the English teacher in increasing students vocabulary and students don't get bored. It could be conclude that teaching English movie as media and role playing as the technique can be used and very useful for the teachers to overcome students lack in vocabulary.

E. Conclusion and Suggestion

Based on the findings of the research that had been done in title "The Effect of English Movie Assisted Role Playing Technique on students' vocabulary Mastery (A Quasy Experimental Research at The second Grade of MTsN 2 Kota Bengkulu in the Academic Year 2017/2018)", it can be concluded that there was significant difference between the students who were taught by using English movie assisted role playing technique and those who were not. It is proved by the difference of the mean score between experimental group

and control group. The mean score of pre-test result of experimental group was 50,83 , and the mean score of control group was 40,43 and the mean score of post-test result of experimental group was 75,83 , and control group was 52,83. It means that English movie assisted role playing technique was effective to improve students' vocabulary mastery.

The result of the research shown that the use of English Movie in teaching English can improve students' vocabulary mastery, From the result of the research, the researcher expects that this study can give some benefits in teaching English for junior high school students. Thus, the researcher would like to give some suggestions: First the English teacher especially the teacher who teaches in junior high school should be create the enjoyable situation in teaching learning process. It will make students interest in learning English. Teacher should use media in teaching English, not only use book or LKS. English movie with role playing technique also can be a good media in teaching vocabulary. By using English movie in teaching vocabulary, students will be more enthusiasts and more active to join in learning English.

Second, the school as the main institution should complete the facilities and media in the class. By using facilities and media, the teaching learning process can run more effectively. By using media in teaching learning process will make students interest and enjoyable in teaching learning process.

Third, This study is only of many efforts in improving students' vocabulary mastery. This study is done by implementing English movie with role playing technique as the media in teaching vocabulary. It is expected for the other researcher that the result of this study can be used as a starting point for further research conducted in the future in order to create a better teaching learning process.

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