

## **CHAPTER I**

### **INTRODUCTION**

This chapter is the general view of the problem which was described by the researcher. It consists of background of the problem, setting of the problem, limitation of the problem, purpose of the problem, importance of the research and definition of the terms. The general explanation about the plan of this research was described in this chapter.

#### **A. Background of the Problem**

English is one of the international languages used by many people in the world. Most of source of information including book, science, and technology are written in English. Brumfit in Kusuma (2010) states that English is an international language and the most widespread medium of communication. It is caused by the number and geographical areas of its speakers and the large number of non-native speakers who use it for part of their international contact. Thus it is not surprisingly that English role is getting more and more important in our life.

One of the most important language components is vocabulary. The mastery of it would be very helpful when students are learning foreign language having a great mastery on it; it would also facilitate him to comprehend the subject learnt in which it was in English. As can be concluded that the quality of someone's language skill depended on the quality and the quantity of vocabulary mastered, the more he mastered the vocabulary the better he use the language skill.

Vocabulary is one of the English components, which has to be mastered and

acquired by students in learning English. Using Allen's (2000:5) argument above as a starting point, it can be argued that vocabulary is a salient part of today's curriculum since the curriculum has been used. Vocabulary itself consists of several parts of speech they are noun, verb, adjective, and adverb.

Students need to master vocabulary as many as possible because vocabulary is the base to communication to each other and makes the other understand about what we have talked about. So, that is why in vocabulary mastery students need to master it. Vocabulary is also important because it is a basic part to understand the meaning of what people said and written. It is a major skill which should be mastered by the learners before they acquire other language skills, such as listening, speaking, reading, and writing.

One of the effective ways for students to enrich their vocabulary collection is by watching English Movies. The activity of watching English movie provide opportunities to study language about vocabulary. Watching English movies can be an alternative media for teenager-young adult to improve their mastery of English vocabulary in their free time. Gairns and Redman in Khalid (2013:21) state that using movies in teaching vocabulary is going to provide students with a very good framework (context) from which students will realize meaning of words easily and effectively.

Based on researcher's observation to the eleventh grade students of Al-Khoir boarding school Padang Lawas, one of their problems in using English in communicate to each others is vocabulary mastery. Some of the students could not speak much in English because the lack of English vocabulary. They often used

Indonesian language in communicate each others even during the lesson in the classroom they often combine between English and Indonesian language to communicate to their teacher.

However, the teacher usually gave them an assignment to memorize the English vocabularies minimum 3 words in a day and it always be practiced every week, but in fact some of the students still got difficulty to enrich their vocabulary in that way of learning. It might be caused by some of them are not seriously in doing the strategy of mastering the vocabulary given by their teacher. Some of them also admitted that they are not really interested in English subject so that it makes them quite lazy to improve their vocabulary mastery.

Meanwhile, some others students were able to communicate in English quite better than the others and they are able to mention some things or object pointed by the researcher. It seemed become a reason why it can happen to them. The researcher was curious whether the motivation to learn English or the strategies used by the teacher does not give any equal impact to the all students, especially in their vocabulary mastery.

One of the similar things found from the eleventh grade students was most of them have some English movie collections on their laptop or notebook. The researcher found that some of them spend their free time by watching those movies individually or together.

Meanwhile, the other students used some medias such as gadget which functioned as a dictionary and an habit like watching english movies. According to the situation mentioned above, the researcher was interested in doing a research

related to the correlation between watching English movies and vocabulary mastery. Based on the problem above the researcher gave the title to this research with **“The Correlation Between Students’ Habit in Watching English Movies and Their Vocabulary Mastery to the Eleventh Grade Students of Al-Khoir Boarding School Padang Lawas”**

### **B. Setting of the Problem**

Based on the problem described above, one of the students’ problems in using English in communicate to each others was vocabulary mastery. They could not mention the objects were pointed by the researcher in English language. It might be caused by the several things such as Firstly, students’ lack of vocabulary while the researcher check the students’ vocabulary they have to think a lot to remember what the researcher talk about. Secondly, students forgot what they learned in English because they think English is difficult, so that they did not want to learn it more. Thirdly, they said that English is boring because they do not understand a lot and they were not taught by the strategies to support their interesting in studying English.

Meanwhile, some others students were able to communicate in English quite better than the others and they are able to mention some things or object pointed by the researcher. students did not use any media except textbook and dictionary or an activity to support them in learning English. Meanwhile, the other students used some medias such as gadget which functioned as a dictionary and a device which can be used to watch English movies.

### **C. Limitation of the Problem**

According to the problem faced by the students in this research, the researcher only focused to see the correlation between students' habit in watching English movies and their vocabulary mastery to the eleventh grade students of Al-Khoir boarding school Padang Lawas.

### **D. Formulation of the Problem**

After the researcher limited the problem faced by the eleventh grade students related to their habit in watching English movies and their vocabulary mastery, it could be formulated as the following question "Is there any correlation between students' habit in watching English movies and their vocabulary mastery to the eleventh grade students of Al-Khoir boarding school Padang Lawas?"

### **E. Purposes of the Research**

The purpose of this research could be stated as to find out whether there was any correlation between students' habit in watching English movies and their vocabulary mastery to the eleventh grade students of Al-Khoir boarding school Padang Lawas.

### **F. Significance of the Research**

The research would be useful for the students as the aim of this research. The purpose was to find out the correlation between students' habit in watching

English movies and their vocabulary mastery. The significance of this research was aimed for the students and the teacher. Those are could be stated as follows:

1. For the students : This research hopefully may help the students to know their vocabulary mastery and want to improve it and enrich it so that they could be able to use English as a tool of communication.
2. For the teachers: this research hopefully could give information to the teachers about the students' vocabulary mastery and the activity of watching English movies could be a regular activity during they teach in the classroom so that the students' vocabulary mastery will be improved automatically.

#### **G. Definition of the Terms**

In order to avoid misinterpretation about key terms used, the researcher explained them as follows:

1. **Habit** is a pattern of behavior that regular and which has become almost automatic as a result of repetition (Jack Richard et al. 1990)
2. **Vocabulary Mastery:** Cameroon (2001:75) stated that vocabulary is a word if they can recognize its meaning when they see it. The researcher concludes that vocabulary mastery is an ability of a learner in recognizing words of certain language.
3. **Movie :** According to Hornby (1995), movie is a story, recorded as a set of moving pictures to be shown on television or at the cinema.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher puts some theories related to the simple present tense, writing descriptive and review of related findings to compare the difference this research paper among several result of some researches which take watching English movies and vocabulary mastery as their variables of the research. Conceptual framework also becomes the part on this chapter. The description of theories and findings of another researches could be seen in this chapter.

#### **A. Review of Related Theories**

##### **A.1 The Definition of Media**

Media will help to establish the conditions for the learners to identify or describe something. There are some experts who give their opinion dealing with media:

Media are any person, material or events, those establish conditions which enable the learners to acquire knowledge, skills, and attitudes. (Gerlach, 1980:241). Media are the means (usually audiovisual or electronic) for transmitting or delivering messages. (Locatis, Atkinson, 1984: 3)

From the definition above, it can be said that media are the means for transmitting or delivering messages to motivate students in learning. There are a lot of media in teaching learning process. Gerlach and Elly (1980: 274) classify

media into five types:

- a. Picture. They form as photograph of any object or events which can be presented in text book, illustration, bulletin board materials, slides, filmstrips, frames, or overhead transparencies.
- b. Audio recording. Recording are made on magnetic tape, on disc, or on motion picture sound tracts. These are the actual events or sound effects reproductions.
- c. Motion picture or video tape recording. They are moving images produced in color or black and white from live action or graphic representation. Objects or events can be in normal, slow, time lapse or stop motion.
- d. Real things. They include people, events, objects, and demonstration. Real things are actual objects or events. Simulation is a copy of real situation designed to be as similar as possible to the actual events.
- e. Programmed and computer-assisted instruction. They are the sequences of information (verbal, visual, or audio) designed to elicit predetermined responses. The most common examples are programmed textbook or instructional program prepared for computers.

Visual aids are the things that help the teacher implant the idea of what is presented in the mind of the students (Brown 1964: 7). The term visual aids can be interpreted as many substances which play an important role in teaching and learning process. Gadge (1979) states that hey help students to master the material which are presented by the teacher more easily. Audio visual aids can



also be defined as any material which is employed as a vehicle to support the presentation of the stimulation which makes up the events of instruction.

## **A.2. The Nature of Audio Visual Selecting**

How can we select movies which are good for the students? David Kleeman, the director of the American Center for Children and Media in his article “Selecting Good Movies” said ask your self the following questions: Firstly, “Does the movie actively engage the pupils, physically or intellectually?” When the students watch the movie, they do not have to be passive. It can prompt questions, kindle curiosity, or teach activities to pursue when they watch it.

Secondly, “Do program’s creators respect this program?” Teachers do not have to like every movie their students like. In fact young learners need their own district culture. But the teacher should assure that program’s creators understand and respect how children grow and learn.

Thirdly, “*Do the students see others like themselves on television?*” Young children believe that movies reflect the real world. To not see people like themselves-in race, ethnicity or physical ability, for example – may diminish their self worth.

Fourthly. “How do the makers of this movie regard the young learners?” Some program creators see young people as consumers to be sold to. Others see them as students to be educated, as future citizens to be engaged in the community, or simply as children, whose work is play.

Thus, before we choose a movie as our teaching media, we have to consider the above questions. According to Brown et al (1977:78), there are six principles of media selection: the first is content. Do the medias (i.e. video) have significant selection with the lesson? The chosen of certain media must be confirmed to the lesson (message) to be given to the students. The second is purpose. The use of audio visual aids should contribute to the teaching learning process significantly. It means that media can facilitate the teaching learning process.

The third is price. Before buying certain visual aids, a teacher should consider whether the cost or money is in accordance with the educational result derived from its use. The fifth is circumstances of use. In choosing an audio visual aid, a teacher should take into account the environment (school) where he teaches. Teachers should think whether the aid would function effectively in that environment.

The sixth is Learners' verification. A teacher should think whether the aid has been tested to certain students. He or she should consider if the tested students are similar to the students who he or she teaches. The seventh is validation. A teacher must think whether there are data providing that the students learn accurately through the use of the aid.

Those principles of media selection are to choose the appropriate media that is used to teach the students. By using an attractive and good teaching media, we hope that the goal of teaching English will be achieved and the students are motivated to study English since they will feel they are learning to do something

useful with the language.

In another words, any special factors which help the teacher to select appropriate media should be used. Many kinds of media such as still pictures, tape recorder, overhead projector, radio, television, computer, etc. are useful for the teacher to achieve instructional goals of the teaching-learning process and they can also be easily formed in our daily lives.

### **A.3. The Definition of Movie**

According to Hornby (1995), movie is a story, recorded as a set of moving pictures to be shown on television or at the cinema. As the running, movie is not only made based on imagination, nut also directed to break up the facts that almost faded.

Malley (1991) defines movie as a supercharged medium of communication and a powerful vehicle of information. It is packed with messages, images, and ambiguity, and so represents a rich terrain to be worked and reworked in the language learning classroom. Roell (2010) states that movies are a great medium to use not only to practice English, but also to facilitate intercultural learning. Furthermore, by considering those theories, the writer defines English movie as a media of communication which provides natural and authentic English.

In addition, According to Blake (2009), an English language movie, even if only a few scenes are used, provides students with natural and authentic English. He only states that films or scenes in English are a source of activities such as vocabulary-building tasks, classroom discussion, writing, and listening

comprehension. Watching English movie is a mental action once we devote our ongoing attention and interest to the film in order to follow it to its end (Hanich 2014).

From the definitions above, the researcher concludes that watching English movie is a mental process which we give our attention and interest to the authentic English spoken discourse in order to follow it to its end.

#### **A.4. The Functions of Movie**

According to Alessi (2001), a movie can be an alternate a tool for some people to gain some inspirations. There are some of the benefits of movie in practical ways:

- a. As entertainment.* Film is popular for human being as entertainment. Many people prefer watching film to relieve their stress.
- b. As education.* Movie can be used to support in education. As media audiovisual, movie can help the students to accept their material in school or campus. By watching English movie students able to learning language, able to improve knowledge, rich the information, etc.
- c. As information.* Movie give the useful information for people. It also gives the information to other country about cultures, politics, socials, economic, governments, history, etc

### **A.5. Genres of Movie:**

Talking about movie, Paul (2000) states that there are some flows or genres of movie can be classified and enjoyed by the viewers nowadays depend on their interest such as:

*a. Action film* is a film genre in which one or more heroes are thrust into a series of challenges that require physical feats, extended fights and frenetic chases.

*b. Comedy film* is a genre of film in which the main emphasis is on humour. These films are designed to elicit laughter from the audience

*c. Drama* is a film genre that depends mostly on in-depth development of realistic characters dealing with emotional themes.

*d. Horror film* is a film genre seeking to elicit a negative emotional reaction from viewers by playing on the audience's primal fears

*e. Musical film* is a film genre in which songs sung by the characters are interwoven into the narrative, sometimes accompanied by dancing.

### **A.6. The Nature of Habit**

Richards (1990: 128) stated that; “Habit is a pattern of behavior that regular and which has become almost automatic as a result of repetition. When one is doing a habit, it diminishes the conscious attention with which his/ her acts are performed. It means that he or she is not aware what he or she is doing because

the acts are often done by him or her several times. It all begins in one's mind. Intentional thoughts become intentional actions.

Intentional actions become repetitive actions. Repetitive actions become automatic actions. Automatic actions become habits. Furthermore, it can be concluded that habit is an effect of repeated acts that becomes a patterned behavior which will be a usual manner because of its frequent repetition.

#### **A.7. Indicators of Habit**

Dubray (1990) contends that habit can be acquired by doing exercise. In acquiring a habit, the repetition must grow and be strengthened. Furthermore, he mentions the main factors dealing with the growth of habit as follows:

- a. The number of repetitions, as every repetition strengthens the disposition left by previous exercise;
- b. Their frequency: too long an interval of time allows the disposition to weaken, whereas too short an interval fails to give sufficient rest, and results in organic and mental fatigue;
- c. Their uniformity: at least change must be slow and gradual, new elements being added little by little;
- d. The interest taken in the actions, the desire to succeed, and the attention given;
- e. The resulting pleasure or feeling of success which becomes associated with the idea of the action. It can be concluded that the aspect of habit are related to

repetition, frequency, uniformity, interest taken in action and it resulting pleasure.

### **A.7. The Definition of Vocabulary**

Mangieri (2006) says that Vocabulary is the set of words understood by a person and used for effective communication. Vocabulary can be broken down into four branches: listening vocabulary, speaking vocabulary, reading vocabulary and writing vocabulary. There is a correlation between vocabulary and learning to read and comprehend or make sense of reading. Increasing vocabulary is known as vocabulary building.

Laufer (1997) states that vocabulary learning is at the heart of language learning and language use. In fact, it is what makes the essence of language. Without vocabularies, speakers cannot convey the meaning and communicate to each others in a particular language. Vocabulary is an important aspect in teaching language, as stated by Edward (1997), that vocabulary is one of the important factors in all language teaching; students must continually learn words as they learn structure and as they practice sound system

According to Linse (2005), sometimes, it is difficult to determine the words that students related to vocabularies such as: meaning, spoken or written forms, collocations, connotations, grammatical behavior, etc. based on the importance of vocabulary, teachers should consider some types of vocabulary that can be taught to young learners.

There are a number of vocabulary definition. Vocabulary is the total of words in a language. Simon and Schuster define vocabulary into four meanings:

- a. List of words and often, phrase, abbreviations, inflectional forms, etc.
- b. Arranged in alphabetical order and defined or otherwise identified as in dictionary or glossary.
- c. All the words recognized and understood although not necessary used, by particular person.
- d. Interrelated group of non verbal symbols, science, gestures, etc used for communication or expression in particular art, skill etc.

According to Hornby, vocabulary is the total number of words, which makes up the language. It can be defined, roughly, as the words we teach in the foreign language. In English study is focus on the meaning, so the students must be know the meaning of the vocabulary that they are learning, that they are read, listen, etc.

#### **A.7. The Kinds of Vocabulary**

According to Scrivener (1994:74) there are two kinds of vocabulary learnt by the students, they are:

- a. *Active vocabulary*. Active vocabulary means “the words the should be using in their speech, writing. The speaker may have to master some limit of vocabulary of this active vocabulary in communication. Although they have to reproduce the speech with the listener, according to the situations they can



choose the word mastered. For example : in discussion, teaching process, and others meeting.

*b. Passive vocabulary.* Passive vocabulary means that the words they needed merely to comprehend especially, in their reading. The speaker in this situation will not reproduce some sentences but they are asked to be receiver of the message by comprehending the passage or listening to some broadcast. The kinds of vocabulary is needed in the advanced level for example, written passage such as newspaper, periodical, literature, textbook, etc.

#### **A.8. Aspect in Learning Vocabulary**

In learning vocabulary, there are some elements that have to be considered. Ur (1996) defines what should be learnt in learning vocabulary. Some of them are as following:

- 1) Form: pronunciation and spelling the learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling).
- 2) Collocation. A collocation is two or more words that often go together. These combinations just sound right to native English speakers, who use them all the time. An example of collocation that many learners of English may be familiar with is the different adjectives that are used to describe a good-looking man and a good-looking woman.
- 3) Aspects of meaning (1): appropriateness. Appropriateness means something that is suitable or acceptable for a particular situation. It includes how people

choose appropriate words to be used in a particular situation based on the context.

4) Aspects of meaning (2): meaning relationships. How the meaning of one item relates to the meaning of others can also be useful in teaching

- Synonyms: items that mean the same, or nearly the same; for example, *bright*, *clever*, *smart* may serve as synonyms of *intelligent*.

- Antonyms: items that mean the opposite; *rich* is an antonym of *poor*.

- Hyponyms: items that serve as specific examples of a general concept or superordinate term; *dog*, *lion*, *mouse* are hyponyms of *animal*. In linguistics, it is a specific term used to designate a member of a class.

5) Word formation. Word formation is the creation of new words. It is the formation of words in a language by the processes of derivation and composition. Based on the explanation, it can be concluded that vocabulary mastery is the ability to master words in certain language, including understanding the pronunciation, spelling, collocation, appropriateness, synonyms, antonyms, hyponyms, and formation of words.

### **A.9. Ways to Enrich Vocabulary**

According to Hatch and Brown(1995), there are five steps for students in learning vocabulary, they are:

1. Encountering the new words
2. Getting the words forms
3. Getting the word meaning

4. Consolidating word form and the meaning memory

5. Using the words

Based on the statements above, the researcher concludes learning vocabulary of language needs more practices and patient. The learner have to search some mediums, strategies to enrich vocabulary. Students also used the vocabulary in both oral and written. And the last, learning vocabulary need the long time.

## **B. Review of Related Findings**

There were some researches about descriptive text and simple present tense. Some researchers have conducted the studies related with this research, “The Correlation Between Students’ Activity in Watching English Movies and Their Vocabulary Mastery to the Eighth Grade Students of SMPN 5 Rambah Hilir”. The studies below related with the researcher’s research: In this research, the researcher wants to make a comparison among several findings of other researchers which took vocabulary or movie as their tittle of the research. Some of those researches are follows :

There were some researches about descriptive text and simple present tense. Some researchers have conducted the studies related with this research, “The Correlation Between Students’ Habit in Watching English Movies and Their Vocabulary Mastery to the Eleventh Grade Students of Al-Khoir boarding school Padang Lawas”. The studies below related with the researcher’s research: In this research, the researcher wants to make a comparison among several findings of

other researchers which took vocabulary or movie as their title of the research. Some of those researches are follows :

Purwoningsih (2007) on his research entitled "*Using Visual Dictionary In Teaching Vocabulary To The Elementary School Students*" concluded that There is a significant difference on the vocabulary achievement between the students who have been taught using visual dictionary and those who have been taught using the conventional way. The use of visual dictionary is more effective than the use of conventional way in teaching vocabulary for the fourth graders of Elementary School. This conclusion is on the basis of the result of the pre-test and post test score analysis. The mean of the difference score between the pre-test and post-test of the experimental group is higher than the mean of the difference score between the pre-test and post-test of the control group. Since the mean difference of both groups is significant, the visual dictionary technique is more effective than the conventional way.

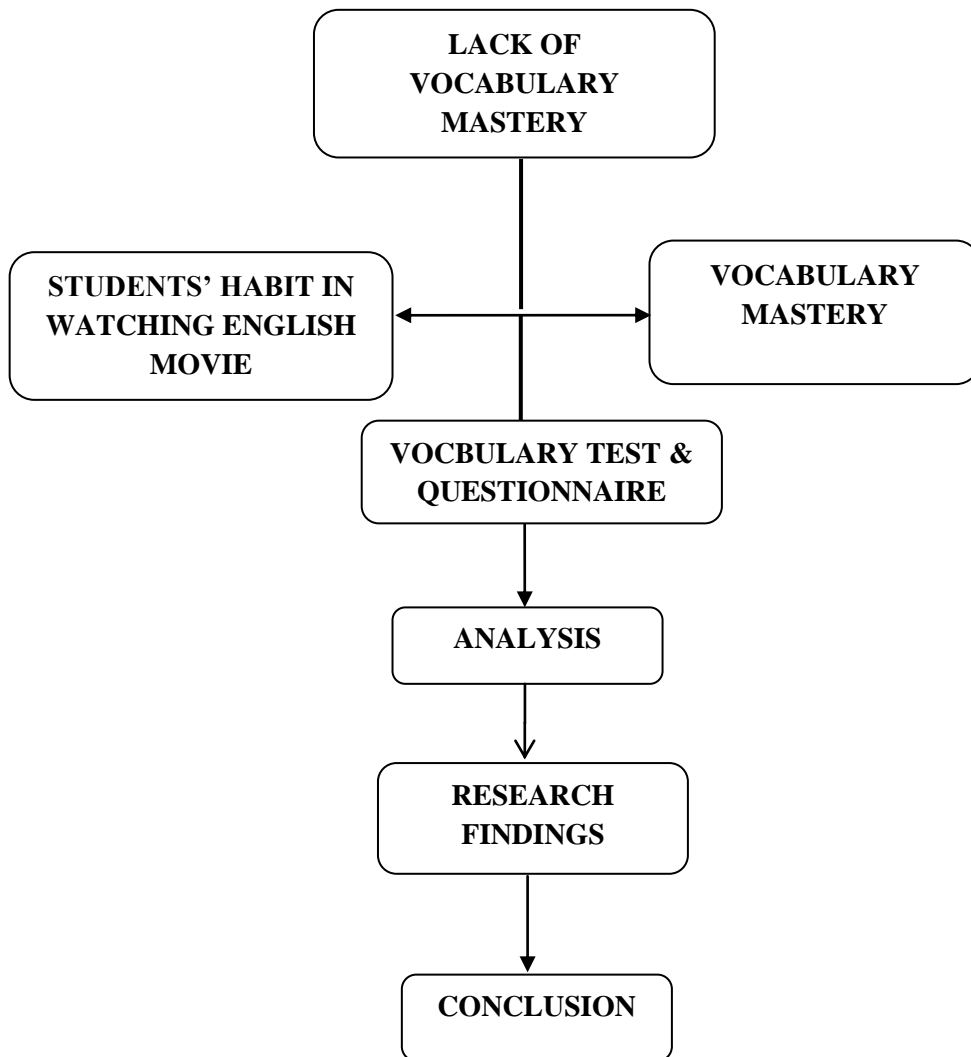
Badruddin (2012) in his study entitled Correlation Between Frequency of Watching English Movies and Vocabulary Mastery of the Second Grade Students of MAN 1 Semarang in the Academic Year of 2011/ 2012 proved that both the students' frequency of watching English movies and vocabulary mastery have a positive correlation. According to the data which has been analyzed, the result shows that there is a correlation between students' frequency of watching English movies and students' vocabulary mastery with the result of  $r_{xy}$  (product moment coefficient) value 0.584 is higher than  $r_t$  (0.244) at the significant level of 5%.

Chayati (2019) In Her Research Entitled *‘The Correlation Between Habit Of Watching English Movie And Vocabulary Mastery Towards Listening Comprehension At The Eleventh Grade Students of SMKN 6 Surakarta In Academic Year 2018/2019’* The result of the first hypothesis testing shows that the coefficient correlation between habit of watching English movie and listening comprehension is 0.731 (sig. 0.000<0.05). It was found that there is a positive and significant correlation between students’ habit of watching English movie (X<sub>1</sub>) and listening comprehension (Y) at the eleventh grade of SMKN 6 Surakarta at the academic year 2018/2019. It could be stated that the alternative hypothesis is accepted. The level of correlation is strong correlation. Habit of watching English movie has contribution to Listening comprehension as much as 53.4%. It means that the increase of habit of watching English movie would be followed by the increase of listening comprehension. The higher student’s habit of watching English movie, the higher listening comprehension will be.

### **C. Conceptual Framework**

Conceptual framework was a diagram of the outline this research, the researcher described the process of the research into a diagram in order to ease the reader to understand the outline of the research was conducted by the researcher by the following diagram:

**Figure 1. Conceptual Framework**



The researcher wanted to analyze students' habit in watching English movie and the correlation with their vocabulary mastery. The researcher used a concept of the the research to find out the student's habit in watching English movie a questionnaire and the researcher also asked them to do a written test to measure their vocabulary mastery.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter explains about the design of the research includes the place will be taken for doing the research, the population and sample of the research, and also the technique in collecting and analyzing the data taken at the eleventh grade students of Al-Khoir boarding school Padang Lawas. This chapter explains about the direction of this research and also the procedure will be taken by the researcher in collecting data.

#### **A. Research Design**

This research was designed as a quantitative research. As the topic indicates the primary aim of the study is to reveal the correlation between students' habit in watching English movies and their vocabulary mastery. So, this research wants to find out the possible relationship between the two variables. In other words, this research is quantitative research method because the description of this research used numbers and statistical calculation results where the main purpose of this research is to find a correlation from two variables so this research can be categorized as a correlational research. According to Gall and Borg (2003:320), correlation research refers to studies in which the purpose is to discover relationship between variables through the use of correlation statistics. For further, it explained that the basic design of correlation research is very simple, involving nothing more than collecting data on two or more variables for





was the second semester students of English Study Program in year academic 2019/2020.

### **C. Population and Sample**

#### **1. Population of the Research**

The population of the research was the eleventh grade students of Al-Khoir boarding school Padang Lawas. The total population of the eleventh grade students was 25 students. According to Arikunto (2010) population is a set or collection of all elements processing one or more attributes of interest. In this case, the researcher was interested to take the population of the research to the eleventh grade students of Al-Khoir boarding school Padang Lawas in academic year 2020/2021. The total population of the eleventh grade students can be seen on the following table:

**Table 3.1. Population of the Eleventh Grade Students in Al-Khoir Boarding School Padang Lawas**

<b>No</b>	<b>Class</b>	<b>Number of Students</b>
1	Class XI	25
<b>Total</b>		<b>25</b>

#### **b. Sample of the Research**

Sample is a fraction of the number and characteristics possessed by this population, or a small part of members of the population taken pursuant to certain procedures so as to represent the population. In this research, the researcher took the sample by using total sampling method. Based on the table above, the

researcher used a total sampling method in determining the participant of the research which means that the total of population in this research was taken as the sample. It was caused by the small number of the population it means that in this research, the researcher used 25 students as the subject of the research.

#### **D. Instrumentation**

According to Arikunto (2002:136), research instrument is a device used by the researcher while collecting data to make his work become easier and get a better result, complete and systematic in order to make the data easy to be processed. Because there were two variables that the researcher wanted to observe such as students' habit in watching English Movie and their vocabulary mastery, two instruments were used in this research such as:

1. *Questionnaire*. It was one of important instruments to collect the data. It consists of a series of question and other prompts for gathering information from respondents. Questionnaire items can relatively be closed or open ended (Nunan, 1992:143). This questionnaire is closed item. A closed item was one in which the range of possible responses is determined by researcher. It was used to measure the variable of habit of watching English movie.

In this research, the researcher made the questionnaire of students habit of watching English movie by some indicators, Dubray (1990) contends that habit can be acquired by doing exercise such as: *frequency, interest, result, uniformity* and *repetition*. The questionnaire will be developed and modified by the researcher. The researcher used the questionnaire out to examine students' habit in watching English movies. There were 25 statements were given in the

questionnaire. Meanwhile, the scoring system of questionnaire used Likert Scale. According to Solmaz, A Likert scale is a type of rating scale, often found on survey forms or questionnaires that measures how people feel about something which can be useful in many different situations. The score ranges from 1 to 4 which can be seen below.

**Table 3.2. Score Range of Questionnaire**

<b>Positive Statements</b>	<b>Score</b>	<b>Negative Statements</b>
Sangat Setuju	4	Sangat Tidak Setuju
Setuju	3	Tidak Setuju
Tidak Setuju	2	Setuju
Sangat Tidak Setuju	1	Sangat Setuju

Scoring System of Habit of watching English movie Questionnaire In filling the questionnaire, the students were asked to give checklist in the choice that they thought and felt nearly match with them and their actually experienced. Each statement of questionnaire has four alternatives: “Sangat Setuju” (SS), “Setuju” (S), “Tidak Setuju” (TS), and “Sangat Tidak Setuju” (STS).

**Table 3.3. Blueprint of the Questionnaire**

<b>Indicators</b>	<b>Number of Items</b>		<b>Frequency</b>
	<b>Item (+)</b>	<b>Item (-)</b>	
Frequency	1, 2, 3	4,5,	5
Interest	6,7, 11	8, 9, 10	6
Result	12, 13,	14, 15, 16	5
Uniformity	17, 18, 19,23	20, 21, 22,24	8
Repetition		25	1
	<b>Total</b>		<b>25</b>

2. *Vocabulary Test*. It was used to measure the students’ vocabulary mastery. A test is a method of measuring a person’s ability, knowledge, or performance

in a given area (domain) (Brown, 2004:3). This test is to know the students' vocabulary mastery and listening comprehension. The indicators of vocabulary test used are word grammar, collocation, appropriateness, synonym, antonym, and hyponym. The type of test of vocabulary mastery was multiple-choice. There were four alternatives answers in every item, consisting one correct answer and three destructors. The researcher tried the test out to examine the validity and reliability of the data. The researcher used 25 items of vocabulary test. The score of each item is 1 if the answer is correct. If the answer is incorrect, the score is 0. The source of the vocabulary test was taken from <http://journal.uin-alauddin.ac.id/index.php/Eternal/article/view/2388>

#### **D. Technique of Collecting the Data**

The data collecting is the successive step to conduct. The researcher wanted to know about the students' habit in watching English Movie as well as their vocabulary mastery. The collecting the data for this research was divided into two parts such as:

##### *1. The Habit of Watching English Movies*

As the researcher wanted to know about the students' habit in watching English movie, the researcher gave them a questionnaire related to their activity in watching it. There were 25 questionnaire items and the indicators of the items which was the frequency of their habit in watching English movie.

##### *2. Vocabulary Mastery*

As stated in the previous section, to measure the students' vocabulary

mastery, the researcher gave a written test of vocabulary test. There were 25 items in the test in form of multiple choices.

### **E. Technique of Analyzing the Data**

In order to answer the research problems, the data that had been gathered was analyzed and interpreted with regard to the research design. The data was in numerical form, statistical analysis was applied by using SPSS application to ease the researcher in computing the result of the test.

To find out whether or not there is a correlation between students' habit in watching English movie and their vocabulary mastery, the correlation coefficient showing the degree as well as the direction of the relationship between the two variables was computed. As the data is in the form of interval scale because there was always a possibility that the result of the study will show no relationship between the variables, the researcher used SPSS Application program to calculate result of the students' test in both variables.

#### **a. Vocabulary Mastery**

As the instrument used as the tool of research in this study are in the form of objective test to measure their vocabulary mastery. The vocabulary test was consisted of 25 items and they are in the form of multiple choices. To get the real score of the vocabulary test for each student, the researcher used the following formula:

$$M = \frac{x}{N} \times 100 \%$$

Where :

M = student's score

X = Total of correct answer

N = Total of items.

To conversions from percentage to letter grades, one common method of assigning letter grades was based upon the following table.

**Table 3.4. Students' Score in Vocabulary Test**

Score	Letter Case	Quality
85 – 100	A	Excellent
70 - 84	B	Good
55 – 69	C	Fair
50 – 54	D	Poor
0 – 49	E	Very Poor

Arikunto (2002)

**b. The Correlation Between Students' Habit In Watching English Movies And Vocabulary Mastery**

To find out the result of correlation between the habit in watching English movies and vocabulary mastery, the researcher followed some steps, they are :

- a) After get the score of  $r_{xy}$ , the researcher gave interpretation to the  $r_{xy}$  score
- b) To determine the correlation criteria by applying the indexes of correlation, as follows :

**Table 3.5. The Scale of Level Index of Correlation**

<b>The score of <i>r</i> Product Moment</b>	<b>Interpretation</b>
0,00 – 0,20	Very Low Correlation
0.20 - 0.40	Low Correlation
0.40 - 0.70	Fair Correlation
0.70 - 0.90	Sufficient Correlation
0.90 – 1,00	High Correlation

Sudijono (2012:193)

- c) To determine the significant standard of 5% and 1% and testing the hypothesis.
- d) Making conclusion with comparing the score of correlation *r* Product Moment with the *r* Table. Product moment of correlation formula with rough numbers can be seen on the following formula:

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

(Hartono 2010: 79)