

CHAPTER I

INTRODUCTION

This chapter provides an overview of the researcher's problem. It includes the research's background, setting, limitations, purpose, importance, and definitions of terms. The general description of the research plan is also explained in this chapter.

1.1 Background of The Research

Vocabulary is an essential component of the English language that must be mastered. Language acquisition might begin with a solid comprehension of the language. Vocabulary is critical for language acquisition; thus, students should master it. Vocabulary helps pupils develop a firm understanding of language learning. Without a sufficient vocabulary, children may fail to communicate effectively and express ideas clearly, both orally and in writing, making it difficult to understand what others say.

Vocabulary refers to the total number of words that you have. Vocabulary is the entire set of words a person knows or uses when they discuss a given topic in a particular language, (Alfaidar). This definition indicates that vocabulary is the fundamental or initial aspect that one should become proficient in when acquiring a language, specifically English, followed by other components in English skills, such as listening, speaking, reading, and writing. This vocabulary can support a high level of mastery of skills in English. Vocabulary is one of the central

elements of teaching every language; students need to acquire words as they learn the structure and exercise the sound system.

Meanwhile, effective strategies are essential to enhance vocabulary mastery, especially for students. Some methods that can be employed include reading dictionaries, extensive reading, and increasing communication. Reading dictionaries is an effective way to expand vocabulary. By reading dictionaries, students can learn the meanings of new words and how to use them in sentences. Additionally, extensive reading is crucial in enriching vocabulary. Students are exposed to language used in different contexts by reading English books, articles, or stories.

Furthermore, increasing communication is also an effective strategy for expanding vocabulary. Students can practice communicating in English with classmates or native English speakers. By actively engaging in communication, students become accustomed to using the language they have learned and can also acquire new vocabulary through interactions with others. In this era of technological advancements, one practical approach to enriching students' vocabulary mastery is watching English movies. Learning is not only limited to the classroom; the learning can be performed in any location. Learners can study anytime and anywhere. Using movies to learn vocabulary gives students a solid framework to grasp word meanings efficiently and effectively (Ruth).

Animation is a captivating and versatile technique that holds a prominent place in the world of movie-making. Animated movies are one type of media you can use to learn a language. Animated movies fall under audiovisual media.

Audiovisual media includes animated movies. Animation movies are defined (Silvanias a sequence of images put onto a screen to provide the appearance of motion using animation. An animated movie is defined as a fast-paced series of still pictures combined to create the impression of motion.

The researcher, therefore, characterizes animated movies as having colorful text with sound and quickly moving graphics. Regarding the benefits of watching animated movies, the impact is particularly significant regarding illustration and stimulation. Animated films can visualize complex concepts in a visually engaging and easily understandable manner, making them highly effective educational tools. Through vibrant and imaginative visuals, animated movies can transport viewers to fantastical worlds, fueling their imagination and inspiring creative thinking. By presenting abstract ideas visually concretely, animated movies facilitate comprehension and make learning more enjoyable and accessible.

Beyond illustration, animated movies in their portrayal of symbolism and character development. Animated characters have the advantage of transcending the limitations of live-action actors, allowing for boundless creativity in their design and portrayal. Animators can infuse characters with unique traits, mannerisms, and expressions to convey deep symbolism and evoke emotional connections with the audience. Watching English films provides an opportunity to acquire language-related vocabulary (Daneshfard et al.). Through this approach, students can learn a wealth of grammar information, which aids in acquiring new vocabulary and improving language skills.

Based on the observation data and pre-luminary test in the English Education Study Program at the University of Pasir Pengaraian, it is known that students of the English language education study program, Students do not use English in everyday communication, both inside and outside of the classroom. Most only combine English and Bahasa, and some only in Bahasa. This phenomenon often occurs, and it is suspected to be due to several fundamental problems. First, a lack of English vocabulary mastery is a significant obstacle to developing English language skills. Students who lack vocabulary often have difficulty understanding English texts, speaking fluently, and writing effectively. Second, the vocabulary learning strategies used by students are less effective. Students need to apply practical strategies to expand their vocabulary to overcome this.

Besides that, one of the noteworthy findings by the researcher was the students' strong affinity for watching movies. The observations were made by asking nine questions, with the result that 98.4% of them watched animated English films. 37.5% of them watch more than 10 movies, 10% of students watch 7-10 movies, 29.7% of students watch 3-6 movies, and the remaining 21.9% only watch 1-2 movies. From this phenomenon, the researcher is interested in conducting the research entitled "The Correlation Between Students' Frequency of Watching English Animation Movies and Their Vocabulary Mastery." Through this research, it is anticipated that the findings will reveal whether there is a positive correlation between the habit of watching English movies and students' vocabulary mastery.

1.2 Setting of the Problem

According to the problems above, one of the obstacles students face when using English is how much mastery of English vocabulary they have in communicating with other people. This can result in issues surrounding students' use of English language skills and their general development as language learners. This problem was caused by the students' lack of vocabulary mastery. Students will face trouble understanding things in English or conveying their message if they do not have enough vocabulary.

Second, they might solve the problems with English language proficiency using strategies that students use to improve their English skills. If the techniques are inappropriate, they will be less motivated to learn and expand their vocabulary. Hence, we need to assess the method used to improve lexis mastery. This research investigates the association between students' frequency of watching English animated movies and their vocabulary mastery in the English Study Program at Pasir Pengaraian University. This study demonstrates successful ways to improve student vocabulary knowledge and provides recommendations for future improvement in English communication abilities.

1.3 Limitation of the Problem

This study is recommended to limit the findings of research based on the problem in this study. First and foremost, the results of this research should only be limited to the English Study Program at Universitas Pasir Pengaraian. Thus,

the research results may not generalize to different educational contexts or language educational programs.

Second, this research only limits the correlation between student watching an English animation movie and their vocabulary mastery. This study does not directly explore how other factors that could potentially affect vocabulary mastery, such as learning in the classroom, self-study habits, or exposure to English in various contexts, contribute to such mastery. This study has some limitations to consider in interpreting the research findings, and the need for further research to gain a more comprehensive understanding of the correlation between the frequency of watching animated movies and vocabulary mastery of students studying English language programs is also recognized.

1.4 Formulation of the Problem

The researcher focused only on the correlation between students' watching English animation movies and their vocabulary mastery. The question can be formulated as: "Is there any correlation between the frequency of students' watching English animation movies and their vocabulary mastery in the students of the English Study Program at the University of Pasir Pengaraian?"

1.5 Purpose of The Research

Reflecting the assumption above, this research intends to determine the correlation between students' watching animated movies in English and the vocabulary mastery of the English Study Program of Pasir Pengaraian University. The research is expected to provide valuable insights into the potential role of

English films in promoting language learning, as investigated by analyzing the correlation between these two factors. The findings of this research can provide valuable insights for students, educators, and curriculum designers in designing effective language learning strategies and incorporating multimedia resources, such as English language films and incredibly animated films, into the language learning process. Ultimately, this research aims to find effective strategies for improving students' vocabulary skills in the English Study Program.

1.6 Significance of The Research

The reason why this research is necessary is because this research can be helpful for:

1. The students: This research hopefully can help students realize their mastery of vocabulary and want to learn more vocabulary by using the strategy of watching English movies regularly or other methods.
2. Researcher: This research will benefit other researchers greatly by serving as a reference for further research on similar topics.

1.7 Definition of Key Term

1. Correlation

Correlation refers to the monotonic relationship between two variables. If a relationship between two variables is monotonic, then (1) if one variable increases, the other variable also (they increase together) or (2) if one variable decreases, the other variable decreases (they decrease together), (Schobar, Patrick)

2. Frequency

Frequency measures how often an event occurs within a given time interval

(Brown, H.D)

3. Animation Movie

(Filipe Costa Luz) states that animation is used in many facets of visual culture, ranging from full-length films to prime-time sitcoms, from cartoons on television and the internet to display features on various new communication technologies.

4. Vocabulary

(Daneshfard et al.), Vocabulary refers to a set of words used by a specific language's speakers.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

The researcher determines that theories are imposed on research in this chapter. Experts cover some parts of this research. The definition, nature, function, and related findings were reviewed to compare the differences from the research conducted in this chapter. Some researchers' results show that watching English movies and vocabulary mastery are variables in the research. The researcher examines prior studies relevant to this research, and the final section of this chapter summarizes a conceptual framework.

2.1 Review of Related Theories

2.1.1 Definition of Media

Media plays a crucial role in education. It serves as a platform for delivering instructional materials. A media can be identified by its technology, symbol system, and processing capability. The transparent qualities of a media include its technological properties, mechanical and electronic aspects that influence its operation, and, to some extent, its shape and physical attributes. (Kozma) Media is a means (usually audiovisual or electronic) through which a message is transmitted or communicated (Locatis, Atkinson, 1984: 3). Media helps create situations where students can identify or explain something.

Various experts have varied perspectives on media. Media is any person, substance, or event that generates conditions for pupils to gain knowledge, skills, or attitudes (Gerlach, 1980, p. 241). According to Arief S. Sadiman (1990), stated that media are anything that the message communicates from the sender to the

recipient at the address to incidences of thought process stimulus condition, feeling, interest, and attention of students, so that students can learn. Based on these definitions, Media is a means to convey messages or engage students in learning. Media plays a vital role in education. It helps visualize abstract concepts, enhances student engagement, and facilitates better understanding. Media enriches students' learning experiences by presenting information in various forms, such as images, videos, or audio. Additionally, media can enhance the attractiveness of learning by incorporating interactive elements like simulations or games.

However, it is crucial to remember that the media is only a tool in teaching. Learning success depends not only on the appropriate use of media but also on sound instructional design, effective teaching roles, and students' motivation to learn. Therefore, educational media use should be tailored to the context and learning objectives.

2.1.2 Media Contributions

Pradiva Hamarik said that using media in the teaching and learning process can stimulate learning activities and psychologically impact students. (Jerrold E. Kemp) that the contribution of media to the teaching and learning process is: (Jerrold E. Kemp) that the contribution of media to the teaching and learning process is:

1. Material is more standardized
2. Learning activities are more interesting
3. Learning activities are more interactive

4. Can improve learning quality
5. Can perform the learning process at any time and anywhere
6. Improve the positive attitudes of students, enhance the learning process, and give positive value to teachers

2.1.3 Type of Media

Different types of learning materials have distinct qualities. Media use various sensory cues (sight, hearing, touch, taste, and smell) to identify specific traits. Media can be divided into three categories: visual, audio, and audiovisual. All three can be utilized as teaching aids to enhance students' comprehension of information.

1. Visual media

Visual media conveys information via verbal communication symbols. A proper understanding of these symbols is required for the message delivery process to become effective and efficient. Moreover, the visual can act to catch students' attention, explain presentation materials, and demonstrate or amplify facts that can be forgotten if not presented in a visual form.

2. Audio Media

Audio media is related to the sense of hearing. Messages conveyed through audio media can be verbal or non-verbal auditory symbols. The message conveyed via audio media can be verbal or non-verbal auditory symbols. In the context of learning, audio media is understood as study

materials that are presented aurally to raise thoughts, emotions, attention, and students' capabilities, so that the learning process runs efficiently. Regarding efficient instructional development, audio media is cost-effective and enjoyable, and teachers and students can quickly develop and use this resource. Instructional materials might be delivered in a structured, set, definite format or as instructional media for self-learning.

3. Audiovisual Media

According to (Sudewi and Fadilah), Audiovisual media consists of electrical visuals and sound elements stored on videotapes. These units then playback the electronic images with video cassette players or video players. Audiovisual media, also known as multimedia, is the combination of both audio and visual components. With its comprehensive characteristics, audiovisual media can compensate for the disadvantages of audio or visual media alone. Motion richness is essential for audiovisual media, increasing its functions and capabilities when combined with audiovisual media. This medium has the potential to deliver more nuanced and realistic messages.

2.1.4 Animation Movie

Though there are many different types of audio-visual media, the use of motion pictures, specifically animated films, as an instructional medium is the main emphasis of this study. In reality, a motion picture is a moving image created either through visual demonstration or in-person events (Silvani) In the meantime,

an animated film specifically uses the artist's imagination and drawing skills to visualize a character (William, 2007).

According to Brown et al. (1983) and Heinrich et al. (2002), animation in motion pictures is also a technique where the producer uses persistence to create the illusion that the inanimate thing is alive and capable of movement. In summary, an animated film is a specific type of film. Additionally, seeing an animated film helps improve pupils' linguistic skills. It provides experiences that serve as a foundation for vocabulary development (Brown et al., 1983), which can assist them in putting words together to form a narrative (Zulfadlan & Arifin, 2013). In this instance, kids can learn new words and expressions to enhance their vocabulary knowledge by viewing animated movies and observing the language and expressions used by the characters. By doing this, it might also assist them in expressing their thoughts in writing. Additionally, viewing animated films gives pupils the chance to see how well language is used in everyday situations.

2.1.5 Advantages of Using Animation Movies in Learning English

Animated films offer several advantages over other genres when it comes to learning English vocabulary. Firstly, the captivating visuals used in animated films help students easily associate images with the vocabulary being learned, making it easier to understand and remember words. Additionally, the clear context in which vocabulary is used in animated films allows students to see and hear words in meaningful sentences, enhancing their comprehension and

retention. The effective repetition of vocabulary through dialogues and songs in animated films further reinforces understanding and memory.

Moreover, the use of gestures and facial expressions by animated characters helps students connect vocabulary with appropriate movements and expressions, deepening their understanding and recall. The creative visualization techniques employed in animated films make it easier for students to grasp abstract or complex vocabulary, expanding their overall understanding of English words.

Lastly, the incorporation of music and songs in animated films adds a fun and engaging element to vocabulary learning, making it more enjoyable and memorable for students. In conclusion, animated films provide a powerful tool for expanding English vocabulary, thanks to their captivating visuals, clear context, effective repetition, use of gestures and facial expressions, creative visualization, and integration of music and songs.

2.1.6 Definition of Vocabulary

As per the rate given by the members, give on a given time. If you want to master vocabulary, knowing what vocabulary means is important. When learning a new language, one of the key aspects is vocabulary. A vocabulary is more of a bunch of words that are used to give a meaning and probably an idea in the making of the sentence. That means that it will complicate the development of four skills in language use by minimizing vocabulary domination. Vocabulary is the most crucial component of amazing skills since it impacts how well kids

speak, listen, read, and write (Fahrurrozi). According to Hornby (2006: 1645), It is a list of all known or human terms, all words in the language, the words that people use while discussing a specific subject, and words and intentions, that are primarily found in foreign language textbooks. From the fourth point 'point in Hornby, can be concluded that the vocabulary as a whole is known or used person's words when speaking specific subjects in certain languages. (Laufer) states in fact that the crux of language learning and language use is vocabulary learning. Vocabulary is a fact of language. The speakers can not exchange meaning in a specific language or talk without vocabulary. Vocabulary is an important part of language teaching because Edward (1997) vocabulary work is an important part of all language teaching; Students continue to learn words at the same time as they learn structure and practice the sound system.

Vocabulary is a set of words known to one (Caroline T. Linse). However, determining the word's relation students to vocabulary is sometimes difficult, such as describing: meaning, forms of oral presentation or writing, collocation, meaning, behavior of paragraph, etc. As vocabulary is such an important aspect of learning to read and write, teachers should be aware of the types of vocabulary that can be taught to young learners. This needs to be calibrated to the students taught. Every language has its basic element which can be stated in terms of the above vocabulary it's just a way of effective communication which can only be possible if all the words are used in their exact meaning. Moreover according to all the definitions stated in the above opinion. Vocabulary is all the words that a

person uses in a true able to communicate in a language Vocabulary contributes greatly to the language of learning new languages.

However, studying the vocabulary is not easy in particular. Some students often have difficulty remembering and using these words in the sentence. Therefore, teachers should encourage them to create the English teaching method and the method of implementing the new vocabulary becomes easier and fun.

2.1.7 The Type of Vocabulary

It can be classified into oral and print form (Hiebert, Elfrieda H.) The sound of a, in common human speech or reading out loud, is oral. Whenever somebody reads or writes something in the heart rather than the vocabulary, they look here ~ the print form and submit that. There are two types of vocabulary; productive and recipes of these types of accurate disclosure below:

A. Productive vocabulary

You generally use productive vocabulary when you express your thoughts verbally or in writing. That is, any word he knows in both speaking and writing is most familiar to him. These terms are examples of productive vocabulary, which can be employed both spontaneously and in writing (Hiebert & Kamil, 2005: 3) These are words well-known and well-used. On the other hand, Haycraft in Hath and Brown (1995: 370) Productive vocabulary refers to terms that children comprehend, pronounce correctly, and utilize effectively in speaking and writing.

B. Receptive vocabulary

Vocabulary is the words a person can understand when they listen or read. These are words often unknown or understood mixed with a lot of text. (Hiebert and Kamil, 2005: 3). Receptive vocabulary refers to words that pupils recognize and understand when they appear in context but cannot generate correctly (Hath and Brown's Straw Craft, 1995: 370).

Out of these above types, we know about two types of vocabulary. They are very productive and receptive to vocabulary. Now, this brings up our productive vocabulary, speaking, and writing. But of course, receptive vocabulary is reading and listening. According to Judy, one needs to know four different vocabularies and be able to read, talk, listen, and write every skill. They are:

1) Reading Vocabulary

Vocabulary reading refers to the words we recognize when reading a text.

We can count and comprehend words outside our oral lexicon. He has the second-largest vocabulary. Reading is essential for expanding one's vocabulary.

2) Speaking Vocabulary

Our words are spoken by our vocabulary. We have a rather small oral vocabulary. For all discussions and instructions, adults use 5,000 to 10,000 words.

3) Listening, and vocabulary listening refers to the words we hear and understand. For information, the fetus can hear the sound from 16 weeks

old. Furthermore, children chime out as long as they are awake and new words are learned like this at every time of life.

2.1.8 Aspects of Vocabulary Learning

There are several things to consider when learning vocabulary. (Kaboocha) defines what should be learned when studying vocabulary. Some of them are:

1. Form: Pronunciation and spelling Students must understand how to pronounce and spell a word.
2. Placement. Collocation is when two or more words are often used together. For native English speakers who routinely utilize this combination, this dish sounds wonderful. English learners may be familiar with collocations such as describing a gorgeous man and a beautiful woman using various adjectives.
3. Important aspect (1): implementation. Suitable in the circumstances; proper: appropriate behavior. It means that when humans worry about saying the right thing in the right situation based on context.
4. Aspect of meaning (2): meaning relationship. This might also be useful for teaching the transfer of one object's meaning to another object's meaning.
 - a. Synonyms: Synonyms refer to words or phrases with similar meanings, such as smart and intelligent.
 - b. Antonyms: words with the opposite meaning, e.g. rich is the antonym of poor.

- c. Hyponym: Animal hyponyms include dog, lion, and mouse, which serve as specific examples of a larger notion or superteam. In linguistics, this term refers to a member of a specific class.

5. Word Formation

Vocabulary is the word generation. It is the derivation and composition of the formation of words in a language. In short, vocabulary is mastery of the words of a particular language concerning pronunciation, spelling, collocations, consonants, synonyms, antonyms, hyponyms, and phrases.

2.1.9 The importance of vocabulary in learning English

Writing, listening, speaking, and reading are four language competencies, of which vocabulary is most essential. In a foreign language, you may consider the learned vocabulary as vital equipment, for without knowing the vocabulary of a foreign language, it will be hard to converse well with each other. That means vocabulary development is grasping not just the word but the word's meaning or meanings. (Dakhi) argue that vocabulary is a significant part of language usage. To improve and develop skills in academics or communication, the school's second language learners' foundation of language learning is vocabulary. Therefore vocabulary.

2.2 Review of Related Findings

The researcher studied how different strategies, approaches, techniques, and media can improve students' vocabulary mastery. In their report, they provide a few examples:

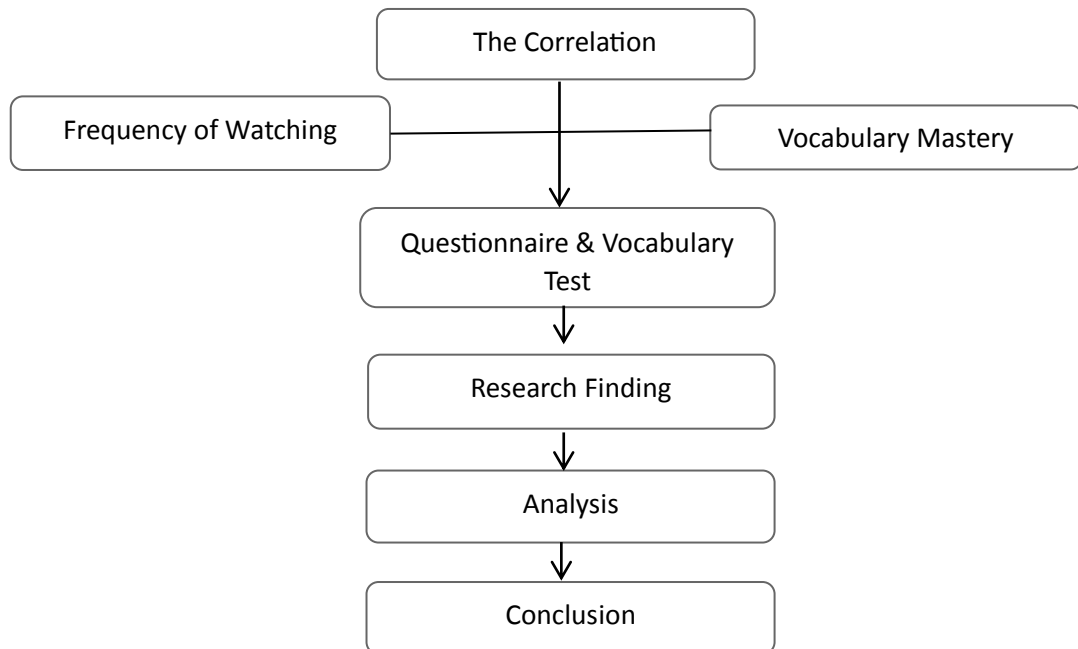
1. Saiful, Hamid Ismail Abdullah, and Rina Asrini Bakri (2019) investigated *the relationship between watching English movies and vocabulary mastery in SMAN 1 Bontonompo Selatan Gowa Regency*. The study's findings revealed a substantial association between the frequency with which students watch English-language movies and their vocabulary competence. The studies listed below are important to the researcher's research: in this study, the researcher aims to compare the findings of various prior researchers whose research titles included vocabulary or movies.
2. Badrudin, Dahniar (2016), *The Correlation Between Student Habit in Watching English Movie At the Second of SMAN 1 Aggeraja* ."The studies listed below are relevant to the researcher's research: in this study, the researcher wishes to compare the findings of numerous previous researchers who used vocabulary or movies as the title of their research.
3. Sujadi Juliana, Wulandari Fariska (2021), " *Study of Students Vocabulary Difficulties Students of Food Technology Major*."The studies listed below are relevant to the researcher's research: in this study, the researcher wishes to compare the findings of numerous previous researchers who used vocabulary or movies as the title of their research.

The results and findings of the research above could be used to conclude that the majority of students still have trouble mastering vocabulary. Based on whether watching English movies and mastering vocabulary are correlated, the above research shows that the two variables are correlated.

2.3 Conceptual Framework

The conceptual framework helps to make sense of a research problem in the framework of developing and analyzing research. This is a road map to concepts and organizes the work with a linear connection to concepts, ideas, and theories that are in that field. Vocabulary refers to a list of terms and their meanings, typically found in foreign language instruction books.

A vocabulary is the set of words that make up a language. Language learning begins with this fundamental aspect. Students struggle to comprehend their English teacher's explanation without additional vocabulary. Habit is an act that is frequent and nonstop. In this research, the habit means the student's daily activity of watching English movies at any time and any place.



2.4 Hypothesis

The hypothesis was tested using Pearson's Product Moment method in SPSS. The product-moment correlation test uses the following criteria: Comparing the calculated significance (Sig) to a preset significance. Hypotheses were stated in the following formats:

- a. H_0 = It is not true that there is a significant correlation between the frequency of students' habit of watching English animated movies (X) and students' English vocabulary mastery (Y) if Sig count > Sig α (0,05).
- b. H_1 = There is a major relationship between the frequency of occurrence of students' habit of x watching English animated movies (X) and students Bahasa Inggris (Y) if Sig count < Sig α (0,05)

CHAPTER III

RESEARCH METHOD

This chapter explains the research design covering a place to be taken to research, the population and sample research, as well as data collection and analysis techniques taken by the students of the English Study Program at the University of the Pasir Pengaraian. This chapter explains the direction of this research and also the procedure to be used in collecting data.

3.1 Method and Research Design

The Correlational Study Design was used in the study. This type of study design is useful for establishing whether or not there is a correlation between two or more variables, and if so, how strong that correlation is. The research is fundamentally based on the use of quantitative methods. These methods are pivotal in the process of data collection and analysis. Quantitative methods allow for a more structured and systematic approach to research, where numerical data is collected, analyzed, and interpreted to reach conclusions.

Therefore, this research has the potential to identify the possibility of a correlation between the two variables under study. The use of quantitative methods and statistical calculations enable this identification. In other words, this study falls under the category of quantitative research methods due to its reliance on statistical calculations.

The main goal of this study is to find a correlation between two variables. This goal is integral to the research as it shapes the direction and focus of the

study. This research can be classified as correlational because it is possible to find a correlation between two variables. There are two kinds of research variables in this study. Research variables are specific elements or objects in research that are being studied and serve as the subject of the research, according to the opinion of Arikunto (2002). Here, mastery of vocabulary is the dependent variable while the independent variable is the frequency of students in watching English animation movies.

The dependent variable, in this context, is a variable that is influenced by other variables, known as free variables. (Sugiyono) defines bound variables as "a variable that becomes due, due to the free variable". This means that the dependent variable's value depends on the value of the free variable. On the other hand, the free variable is the variable that causes or influences changes in other variables. Sugiyono (2019: 39) defines free variables as "the variable which changes or occurrence of dependent variables (bound) which it affected or is the cause". This study investigates these variables and their interactions.

3.2 Setting of The Research

This research was conducted in the English Study Program of the University of Pasir Pengaraian in Rokan Hulu District. The problem of the research is the correlation of two variables studied in the frame of the English Study Programme. More specifically, the researchers want to explore the relationship between the mentioned variables and how they contribute to students' language development.

3.3 Population and Sample

a. Population

According to (Suharsimi Arikunto), A population is a static collection of all things being studied (e.g., one or more relevant features). The researcher wants to research a sample of students in the study program English at the University of Pasir Pengaraian.

b. Sample

The sample is part of the population studied (Suharsimi Arikunto). In this research, a purposive sampling technique will be used for sampling. This approach is particularly useful when investigating specific subgroups or exploring unique phenomena within a population. To determine the sample size, researchers must do so with various considerations, including whether or not the sample has a habit of watching English-language animated films and the frequency of viewing. Researchers took a sample of 32 respondents from the English study program students.

3.1 Table of Sample

NO	Semester	Number of Students
1	Semester IV	6
2	Semester VI	9
3	Semester VIII	9
4	Semester IX	8
Total		32

3.4 Instrumentation

Instruments are tools chosen and employed by researchers in their collection efforts to make these activities more methodical and facilitated (Suharsimi Arikunto). Data will be acquired through surveys and tests. These are written questions intended to collect information from responders. This research uses a set of questions to assess students' interest in watching English. Movies provide opportunities to learn and explore interests. The test will assess pupils' vocabulary mastery based on their completed surveys.

1. Questioners

A questionnaire designed to gather data regarding students' viewing frequency of English-language films: in this instance, the researcher employed the enclosed questionnaire, which was formatted so that the respondents were requested to select an answer by providing a sign that best suited their qualities. Five different answers were given for each question. Students can answer “Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree” for each question.

2. Vocabulary Test

According to Arikunto (2002: 127): A test is a set of questions or activities that assess an individual's or group's skills, knowledge, intelligence, abilities, or talents. The test has three main sections. It's the first part you have to match the words, then in the second part you arrange the scrambled letters in the word and last but not least you have to choose the most appropriate answer. The questions are from the material covered in the vocabulary. The students will be scored

concerning 0–100, with 0 constituting the lowest and 100 constituting the highest score.

3.5 Research Instrument Reliability and Validity

1. Reliability

A good study instrument is both valid and reliable in measuring what is supposed to be measured. Reliability is an essential feature of every excellent test; to be valid, a test must first be dependable as a measuring instrument.

2. Validity

a. Content Validity

A good test should be valid, meaning it should measure only what it is designed to measure. If a test performs this, it is considered valid. All exam items must align with what students have learned.

b. Construct Validity

Construct validity requires the presence of certain learning theories and constructs that support the development of abilities and skills. If a test includes a construct, it is capable.

3.2 Coefficient Correlation Interpretation

Reliability	Interpretation
0.800-1.000	Very high reliability/validity
0.600-0.799	High reliability/validity
0.400-0.599	Fair reliability/validity
0.200-0.399	Poor reliability/validity
0.000-0.199	Very poor reliability/validity

3.6 Technique of Collecting Data

The data was gathered to carry out the research procedure. The author is interested in the relationship between the habit of watching English-language films and vocabulary mastery. Data collection for this project is separated into two parts: 1. The Frequency of Watching English Movies

As a writer looking to see if there is a link between the frequency with which English animation movies are seen and vocabulary ability, we will present a questionnaire regarding their viewing habits. The researcher distributed 20 questionnaires, with the items indicating the frequency with which they watched English language films.

2. Vocabulary Mastery

As previously explained, to determine the level of vocabulary mastery, the author created a vocabulary test. This vocabulary test is divided into three parts. The first part is to fill in the matching word, the second part is to arrange the

scrambled letters into a word, and the last part is to choose the most appropriate answer.

3.7 Technique of Analyzing the Data

To solve research issues, the research strategy evaluates and interprets the data collected. The SPSS program is used to assist researchers in determining test results by combining numerical data and statistical analysis. To assess whether there is a relationship between the students' frequency of watching English animation movies and their vocabulary mastery, a correlation coefficient is produced, which shows the degree and direction of the correlation between the two variables. Because his data is in the form of an interval scale, and there is always the possibility that learning outcomes may not show a relationship between the variables, the researcher uses the SPSS application program to calculate the student test results in both variables.

a) Questionnaire

A questionnaire designed to gather information about students' viewing habits of English-language films. In this situation, the researcher employed the enclosed questionnaire, which was constructed so that respondents could choose an answer by indicating which symbol best described their qualities. Each question received five distinct responses. Students can answer each question with "Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree".

3.3 The Score of the Questionnaire

Criteria	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

b) Vocabulary Mastery

An objective test to gauge their vocabulary proficiency served as the research tool in this study. There are three sections to the vocabulary test. Matching words is the first task; organizing the jumbled letters into a word is the second; and selecting the best response is the final step. The researcher applies the following formula to determine each student's actual vocabulary test score:

$$M = x/n \times 100\%$$

Where :

M = Student Score

X = Total of Correct Answer

N = Total of Items

To convert percentages to letter grades, one frequent way was to use the table below.

3.4 Score Range of Questionnaire

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)

c) The Correlation Between Student Habits In Watching English Movies and Vocabulary Mastery

The researcher took the following actions to ascertain the outcome of the correlation between vocabulary mastery and the frequency of viewing English animated films: - After obtaining the rxy score, the researcher provided an interpretation of the rxy score

- To ascertain the correlation criteria by applying the correlation indexes, as follows

3.5 The Scale of Level Index of Correlation

The Score of r Product Moment	Interpretation
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

Sudjino (2012:

193)

- To establish the significance level of 5% and 1% and test the hypothesis.
- Concluding with comparing the Score Correlation r Product Moment with the r Table.