

**THE CORRELATION BETWEEN STUDENTS' HABIT IN WATCHING  
ENGLISH MOVIES AND VOCABULARY MASTERY AT YP KI ABDUS  
SHOMAD KENCONG JEMBER**

**THESIS**



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**STATE ISLAMIC UNIVERSITY OF KIAI HAJI  
ACHMAD SIDDIQ JEMBER  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
2023**

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**THESIS**

Presented as partial fulfilment of requirements

For the degree of Bachelor Education (S.Pd)

Faculty of Tarbiyah and teacher Training

English Education and Department



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KENCONG JEMBER**

**THESIS**

It has been examined and approved as the requirements to obtain a bachelor  
degree of Sarjana Pendidikan (S.Pd.)

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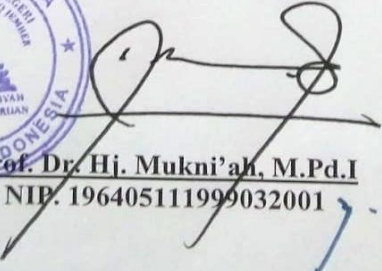
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## MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ ۗ

Meaning: Indeed, Allah would never change a people's state 'of favour' until they change their own state 'of faith'. QS Ar Ra'd - 11<sup>1</sup>



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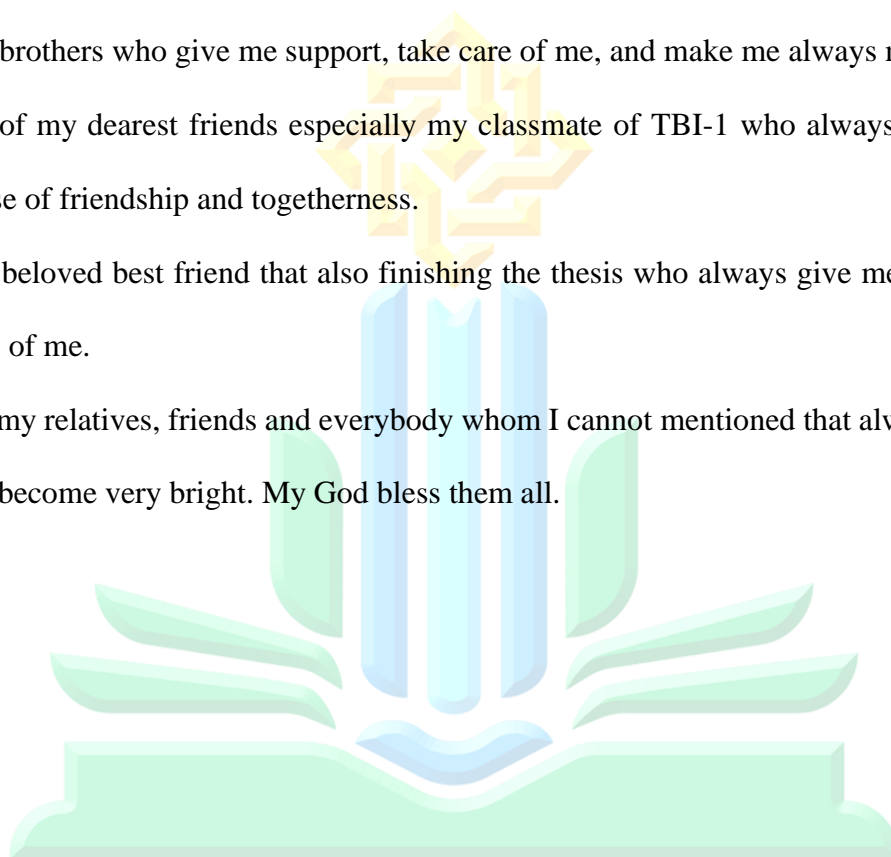
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<sup>1</sup> Departement Agama RI, Al-Aliyy: Al-Quran dan terjemah, (Bandung: CV Penerbit Diponegoro, 2005), 347.

## DEDICATION

From deepest of my heart, I dedicate this thesis to:

1. My lovely parents, my Mom Siti Hanifah and My Dad Moh. Agus Salim who give me the greatest love, affection, prayer and everything for my life.
2. My brothers who give me support, take care of me, and make me always motivated.
3. All of my dearest friends especially my classmate of TBI-1 who always teach me the sense of friendship and togetherness.
4. My beloved best friend that also finishing the thesis who always give me support and care of me.
5. All my relatives, friends and everybody whom I cannot mention that always color my life become very bright. My God bless them all.



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Alhamdulillah. Firstly, all praises due to Allah SWT for giving me mercy, blessing, Healthy, opportunity, and inspiration to finish my undergraduate thesis. Secondly, my sholawat and salam to prophet Muhammad SAW who has guided us from the darkness to the lightness and brought us from stupidity to the cleverness era.

The researcher really realized that this undergraduate thesis would not finish without help and guidance from other people who have given me an opportunity in this section. The researcher would like to express her gratitude and appreciation to the honorable people who gave their help, encouragement, and countless contribution to the researcher in the process of the study:

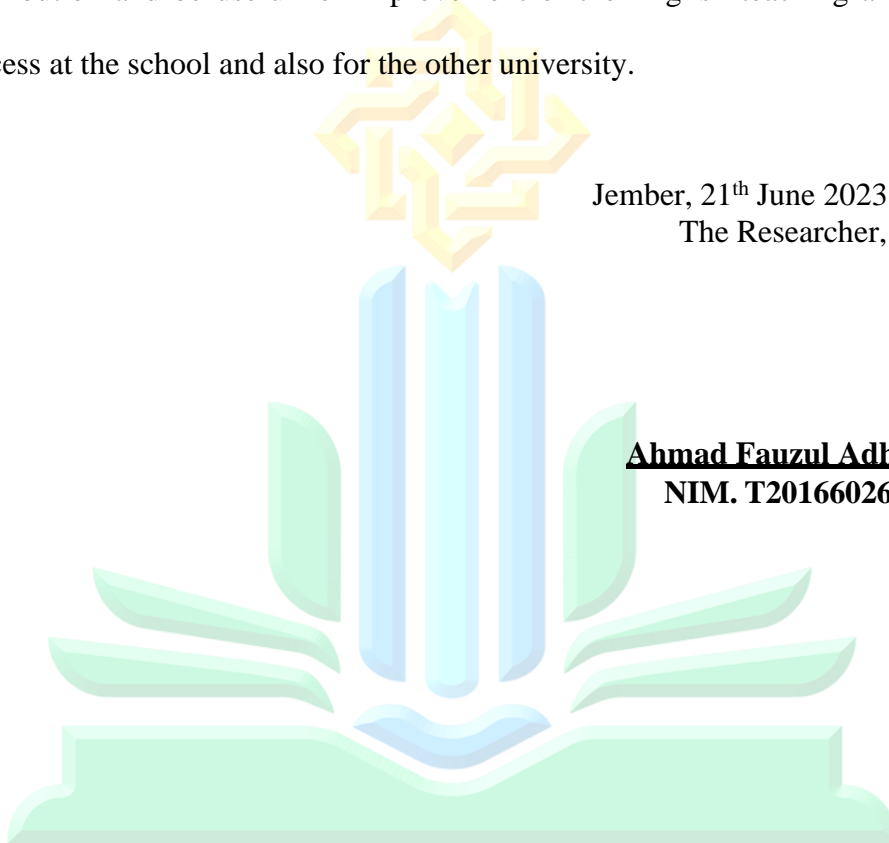
1. Prof. Dr. H. Babun Soeharto, S.E. MM, as a Rector of University Islamic Studies of Jember who has given opportunity for me to study in this University.
2. Prof. Dr. Hj. Mukni'ah, M.Pd.I as the Dean of the Faculty of Tarbiyah and Teacher Training University Islamic Studies of Jember who has facilitated me to study in this faculty.
3. Mr. Dr. Rif'an Humadi, M.Pd.I. as the head of Islamic Studies and Language Education Program who has facilitated me to study in this Language program.
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5. My advisor Ninuk Indrayani, M.Pd who helped, guided and supported me during the writing of the undergraduate thesis.
6. Mr. Moh. Sumargo Mustaqim. as the Director YP Ki Abdus Shomad Kencong Jember and Mr. M. Fathur Rohman as the teacher, and all students.s for giving

me permission and helping me during my research in YP Ki Abdus Shomad Kencong Jember.

The researcher realizes that this undergraduate thesis is still far from being perfect. However, the researcher hopes this undergraduate thesis could give contribution and be useful for improvement of the English teaching and learning process at the school and also for the other university.

Jember, 21<sup>th</sup> June 2023  
The Researcher,

**Ahmad Fauzul Adhim**  
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## ABSTRACT

**Ahmad Fauzul Adhim, 2023:** *The Correlation between Students' Habit in Watching English Movies and Vocabulary Mastery at YP Ki Abdus Shomad Kencong Jember.*

Most students like to watching a movies, which the movies used English language as the conversation. Subconsciously, the students learn vocabulary while they are watching English movies. Therefore, the researcher interests to find out the correlation between students' habit of playing watching English movies and their vocabulary mastery.

The research question in this research were Is there any correlation between students' habit of watching English movies and their vocabulary mastery and the objective of this research is to know the significant correlation between students' habit of watching English movies and their vocabulary mastery.

This research was correlation research in which the data were analyzed quantitatively, the researcher conducted at Yayasan Pendidikan Ki Abdus Shomad Kencong Jember in the year of 2022/2023. The researcher takes 32 students of diniyah class program students that folow language learning class as the whole population. In collecting the data, the researcher used habit questionnaire, and vocabulary test. In analyzing the data, the researcher used the Pearson product moment formula.

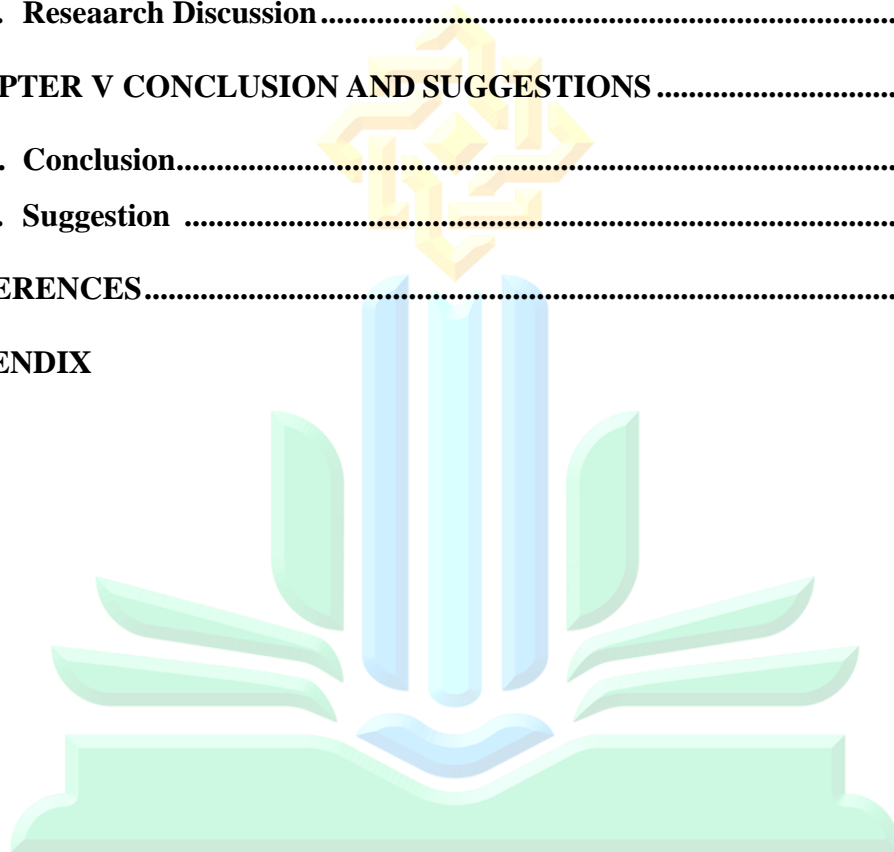
The result showed that there was enough correlation (0,766 with the value of signficant correlation is 0,766,>0,349) between students' habit in watching English movies and vocabulary mastery, ( $r_{xy} = 0,766 \geq r_{table} = 0,349$ ) in other words, there was enough correlation between X and Y variable. It means that  $H_a$  accepted and  $H_0$  rejected. This statement stated that the students habit in watching English movies has positive relationship to students' vocabulary mastery. That means in this study have significance correlation between the students habit in watching English movies and students' vocabulary mastery.

**Keywords:** students habit, watching english movies, vocabulary mastery

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# CHAPTER I

## INTRODUCTION

### A. Research Background

A crucial component of human life is language. It serves as a channel for interpersonal communication. The people require language to search for and provide information that will benefit them. Language is a tool that humans use to interact and communicate each other. With language, peoples can express their ideas and thoughts. There are various languages spoken around the world, ranging from local languages to international languages used as a means of communication between countries. English is an international language that is widely used today, and the majority of people use it for communication purposes.

Language is a device to communicate with others. According to Finocchiaro in Alwasilah, language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact<sup>1</sup>. Communicated itself means connecting, interact, and understanding message or information between two or more subject within communication. Including English language.

Technology is advancing rapidly in the current era has resulted in significant changes in various aspects of life. Modern technology today makes it easier for people to access information from various sources in real time. This is where the role of English language as a tools to communicate in various information exist

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<sup>1</sup> Alwasilah, A. Chaedar. 1993. Linguistik Suatu Pengantar. Bandung: Angkasa. 2.

becomes crucial. This is one of the important reasons to master English language as it is frequently used in various information media today.

This is undeniable, considering that English is an international language that is widely worldwide used. The use of English vocabulary is often found in social networking applications, online shopping apps, educational websites, television news, as well as entertainment media such as movies, music, and podcasts. It is also commonly seen in public places, both offline and online.

The importance of mastering English as a second language or foreign language is evident in its inclusion as a subject in formal education. Within the English language, there are four main skills to develop: listening, speaking, reading, and writing. However, in addition to these four skills, there is one more aspect that needs to be mastered, and that is vocabulary. Vocabulary refers to a collection of words in a language that carry meanings and are used to convey a message effectively.

Vocabulary is indeed a fundamental element in learning English. Barcroft states that initially, vocabulary may be seen as less important compared to grammar. However, the fact remains that without grammar, not much can be conveyed, but without vocabulary, nothing can be conveyed.<sup>2</sup> Vocabulary is one of the language components that needs to be mastered when students learn English. According to

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<sup>2</sup> J Barcroft. (2004). Second language vocabulary acquisition: A lexical input processing approach. *Foreign Language Annals*, 57

Megawati, vocabulary refers to the words we teach in a foreign language, in this case, is English vocabulary.<sup>3</sup>

There are two learning strategies for students to acquire new vocabulary, there are conventional and visual.<sup>4</sup> The conventional strategy is a simple method used by the teacher in teaching, such as the teacher teaching students new vocabulary and telling the meaning of the word. In the other hand, they can do visual learning strategies with or without a teacher teaching them, such as playing games, watching movies, listening to songs, and watching TV shows that use the English language. Both strategies have their own advantages. The conventional strategy focuses on direct interaction with the teacher, who can provide in-depth explanations and give immediate feedback to students. On the other hand, the visual learning strategy utilizes the power of visuals to aid memory and comprehension, and it provides opportunities for independent learning and enjoying the material in a more engaging way.

Using movies as a medium of learning for English provides a background of information that activates prior knowledge in students, which is crucial in stimulating the four language skills mentioned by Herron and Hanley in Canning. Watching movies as an activity not only provides entertainment but also captures students' interest and enhances their enjoyment in learning English.<sup>5</sup>

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<sup>3</sup> Megawati, M. (2017). Pengaruh Media Poster terhadap Hasil Belajar Kosakata Bahasa Inggris (Eksperimen di Sdit Amal Mulia Tapos Kota Depok). *Getsempena English Education Journal*, 106

<sup>4</sup> Thomas, Diana. *Flexible Learning Strategies in Higher and Further Education* (Cassell Education). London: Casseell. 1995:26.

<sup>5</sup> Canning-Wilson, C. (n.d.). Practical Aspects of Using Video in the Foreign Language Classroom. *The Internet TESL Journal*.

Movies are one of the most commonly encountered audiovisual media. Malley defines movie as a complete communication medium and a powerful information tools.<sup>6</sup> Movies contain messages, visuals, and ambiguities, making them rich resources for language learning. Watching movies has become a hobby or habit for many people, and it can be utilized as a language learning method by presenting authentic learning materials. Movies typically incorporate audio and visual elements along with text, which can assist students in understanding the meaning and spelling of new words. Through movie-watching activities, it is expected that vocabulary will be enriched, and English language skills, especially in memorizing the vocabulary.

Mastering English vocabulary is very important for fluent English communication. as Tarigan said, the quality of a person's language skills depends on the quantity and quality of the vocabulary they have<sup>7</sup>. This shows that vocabulary mastery is one way to improve their language skills. Watching movies is one of the ways to support vocabulary mastery, and students can watch English movies with subtitles. Movies have become a favorite pastime for those who enjoy watching movies. However, it is important to emphasize that the movies used for vocabulary learning purposes are English-language movies with translated subtitles. By using subtitles, it is expected that students can discover the meanings of terms, vocabulary, and idioms they hear and read through the running text, thereby increasing the quantity of their vocabulary memorization.

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<sup>6</sup> J. Michael O'Malley, & Lorraine Valdez Pierce. (1991). *Authentic Assessment for English Language Learners : Practical Approaches for Teachers*. Pearson Education ESL.

<sup>7</sup> Tarigan, Henry Guntur. (1993). *Strategi Pengajaran dan Pembelajaran Bahasa*. Bandung: Angkasa, 34.



After students hear various vocabulary words, they process them to form sentences, phrases, idioms, expressions, and terms that can be spoken and carry meaning. The information conveyed by students can be understood by others, thus facilitating the process of communication. According to Jeihan, having a good command of vocabulary can support someone's English language proficiency. Vocabulary becomes one of the supporting elements in speaking. If someone understands the meanings of vocabulary, especially in a foreign language like English, they will be able to speak using English more easily.<sup>8</sup>

Nuraeningsih state, at the high school level, students focus more on studying texts, grammar, and speaking<sup>9</sup>. According to the curriculum that was in effect in 1985, students were required to master 4,000 words, including 1,500 words learned during junior high school, to enhance their writing, speaking fluency, and reading comprehension abilities. In order to achieve optimal results when studying vocabulary, specific actions are needed to facilitate learning and make it more productive for students<sup>10</sup>. Each individual has potential within themselves bestowed by Allah, and one of them is vocabulary mastery. As stated in the Quran, Surah Al-Baqarah; 2:31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

<sup>8</sup> Jeihan, Cherissa dan Kadek Oktarina Wirottami. (2019). Studi Korelasi Antara Kebiasaan Menonton Film Berbahasa Inggris, Penguasaan Kosakata, dan Kemampuan Menulis Bahasa Inggris. Jurnal ilmiah Pendidikan. ISSN: 2354-5968 hal 174.

<sup>9</sup> Rusiana, Nuraeningsih, Improving Students' Vocabulary Mastery Through Tpr Storytelling, 50.

<sup>10</sup> Ari Nurweni And John Read, The English Vocabulary Knowledge Of Indonesian University Students, "English For Specific Purposes", 2, (1999), 162-163.

Meaning: And He taught Adam the names - all of them. Then He showed them to the angels and said, "Inform Me of the names of these, if you are truthful."<sup>11</sup>

From this verse, M Quraish Shihab interpreted that humans can memorize and understand vocabulary by learning in any way because Allah SWT has given us this potential.<sup>12</sup>

Learning process is not always in the class, learning can be done everywhere. Students also do not always face with the teacher to teaches vocabulary. Students can learn at anywhere, any time. Students watching English movie habit possibly way to enrich their vocabulary. Movie can be a challenge for students because they are often faster than instructor's speech however they can also be enjoyable and serve to reinforce certain aspect of English.

Based on the information from *Ustadz* Rohman, one of the keeper of Yayasan Ki Abdus Shomad Kencong, besides memorizing the Quran, the students at Yayasan Ki Abdus Shomad Kencong also have language classes, including Arabic and English. English language learning sessions are held every weekend on Saturdays or Sundays. Students do not always have face-to-face interactions with teachers to acquire new vocabulary. They can learn vocabulary anywhere, anytime, and through any method they prefer to do.

For more information, the students of Yayasan Ki Abdus Shomad Kencong studies in the outside the boarding school, such as MTsN 09 Jember, SMP N 1 Kencong, and SDS ASSUNIYAH Kencong. Based on the situation, the students

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<sup>11</sup> Muhammad Taufiq, Software Qur'an In Word, Version 1.2.0, Surah 002:31

<sup>12</sup> M. Q. Shihab, Tafsir Al-Mishbah: Pesan, Kesan Dan Keserasian Al-Qur'an, (Jakarta: Lentera Hati, 2002), 176-177.

have leisure time after school until 15.00 and after the evening Islamic study (*diniyah*) that finished at 20.30 until before the *Subuh* prayer. During this time, they are allowed to use their mobile phones and watch TVs. They are free to use their time for various activities, including watching the news, using social media, scrolling through TikTok videos, and watching movies, particularly Western movies. Occasionally, they watch movies together using their mobile phones. Additionally, it's worth mentioning that most students who enjoy watching movies together tend to have an expert vocabulary mastery.

A student who likes watching English movies usually will learn to these movies again and again. By doing so, the habit in watching to English movies will form in students' mind. The activity to watching English movies on PC will be done by him/her very easily. Watching an English movie is one of the extensive listening activity. This activity is happened in out of the classroom. In this case students can choose what they want to watch.

By watching movies, students can see and directly hear English conversations in the movie scenes, along with the assistance of subtitles that help them understand the meaning of the characters' dialogues. Watching subtitled videos in English may be one of the richest ways to provide authentic input as it combines three media: auditory, visual, and textual.<sup>13</sup> Using English movies with subtitle as a learning medium helps students easily become engaged and acquire new vocabulary.

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<sup>13</sup> Itagaki, S., Fukutani, R., Ando, A., & Horita, T. (2020). A Proposal of ELearning for Skills of Traditional Japanese Wood-Processing Including Evaluation of Condition of Cut Surface. In EdMedia+ Innovate Learning (pp. 1116-1124).

Watching movies helps enhance their vocabulary learning in a comfortable way. Regarding vocabulary acquisition, movies with subtitle play a significant role in expanding students' vocabulary. The combination of audio and visuals highly motivates students to achieve their learning goals. Additionally, watching subtitled movies can expose students to new vocabulary they haven't encountered before. By utilizing English movies with subtitle, it is hoped that students can enjoy the experience while updating their English vocabulary and motivate to learn. This approach can also increase the quantity and quality of English language learning for students.

Based on the information above, the researcher is interested in examining students' habits in watching English movies, their vocabulary mastery levels, and whether there is a correlation between students habits in watching English movies and their vocabulary mastery at Yayasan Ki Abdus Shomad. Therefore, the researcher intends to conduct a study entitled "**The Correlation between Students Habit in Watching English Movies and Vocabulary Mastery at YP Ki Abdus Shomad Kencong Jember.**"

## **B. Research Question**

Based on the information above, the research question was: Is there any significant Correlation between Students' Habit in Watching English Movies and Vocabulary Mastery in YP Ki Abdus Shomad Kencong Jember?

### **C. Research Objective**

Related to the problem, the researcher is aiming to investigate : There is a Significant Correlation between Student Habit in Watching English movies and Vocabulary Mastery in YP Ki Abdus Shomad Kencong Jember.

### **D. Significance of Research**

The result in this research are expected to have a positive outcomes as:

#### 1. Theoretically

This research is expected to add the existing knowledge regarding the relationship between students' habit of watching English movies and vocabulary mastery.

#### 2. Practically

For the Institute, this research is expected to give a source of information for students of the Faculty of Tarbiyah and Teacher Education, especially for students of the English Teaching program, to give information about the degree of correlation between student habit in watching English movie and vocabulary mastery. It can be used by lecturer to decide whether vocabulary mastery can be improved by listening to English movie. then for another researcher in investigating instructional models that can enhance the success of students' vocabulary mastery.

Then by doing this research, the researcher hopes that the result of the study will be useful to give the contribution of developing English learning vocabulary using media. Moreover, the researcher hopes teachers can use media as an

alternative way of teaching vocabulary. Therefore, the students will get the better achievement.

For the English teacher, the result of this study was expected to give inspiration to the English teachers in teaching vocabulary may can use song to increase student vocabulary mastery.

### E. Definition of Key Term

#### 1. Correlation

Correlation is a term that is a measure of the strength of a linear relationship between two quantitative variables. Correlation is useful in a wide variety of studies. The most useful applications of correlation are assessing relationships, assessing consistency, and prediction

#### 2. Students habit

The student, in this research, defines as someone who is learning and staying at an Islamic boarding school, named santri. Then, they have joined with a bilingual class (one of YP Ki Abdus Shomad Kencong program).

The habit can be defined as a usual way of behaving. James Clear, in his book "Atomic Habits," states that a "habit" is a routine or behavior that is performed regularly (and usually automatically).<sup>14</sup>

It can be conclude that students' habit in this research is the *santri* frequent actions in watching English movies outside of English class or their

<sup>14</sup> Clear, James. (2018). Atomic habits: an easy & proven way to build good habits & break bad ones . Penguin: Avery

free time, which they learn and practice some vocabularies subconsciously while they are watching a movies.

### 3. English Movie

Movie is a combination of efforts to convey messages through moving images, the utilization of camera technology, color, and sound. These elements are backed by a story that contains a message that the director wants to convey to the movie audience,<sup>15</sup>

Similar to movie, movie also refers to a moving image, but the term "movie" is more commonly used in the present era compared to "movie." "Movie" is also more frequently used in American English than in British English.

Most English movies that are watched utilize English subtitles. Subtitles serve as a bridge to connect communication with the audience, enabling them to understand the dialogues in a movie. Of course, we are already familiar with subtitles if we are accustomed to watching foreign movies.

### 4. Vocabulary

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.<sup>16</sup> In this research, vocabulary is not only a word or phrase but a sentence also.

<sup>15</sup> Astrid Susanto,. 1982. Komunikasi Massa I. Bandung: Bina Cipta,60.

<sup>16</sup> Hornby. A.S. (1995). Oxford Learner's Dictionary of Current English. London: Oxford University Press

## **F. Limitation of The Research**

The researcher sets up restrictions for this study. This research investigated the correlation between student habit in watching English movie with subtitle and Vocabulary mastery.

The researcher relies upon some limitations of this research:

1. The researcher analyzes the positive sides of the student habit of watching English movies.
2. The result may be changed by the time based on the changing conditions of the subject of the research.
3. There are some factors that it may influence the outcome of the research, such as, inaccurate scoring, and the condition of the students while filling questionnaire. Therefore, the consequence is the result of the correlation might not be accurated. The researcher realized the condition of the students may influence the result of the questionnaire, such as: boredom, illness, and many others.

Based on the limitations that have mentioned above, the result should be applicable only in classes with similar settings with the subjects of this study.

## **G. Systematics of Research**

Systematic of research is a general description that makes it easier for researchers to study an issue from chapter to chapter. The systematic discussion contains a temporary summary of the contents of the thesis.

The systematic discussion aims to show the outlines of the research so that it becomes easier for researchers to review and respond to its contents. The



research result perform in performed in 5 chapters, Each chapter is structured and formulated in a systematic discussion as follows:

1. The first chapter dicusses the introduction which it contains the background of the study, research questions, research objective, research hypothesis, the significance of the research, delimitation, limitation of the research, the definition of the key term, and research methodology. The research methodology contains research design that includes object research, location of the research, subject of the research, the data collection method, technique of data analysis, and systematic of the research.
2. The second chapter contains a review of related literature which includes four previous kinds of research from the earlier researchers that conducted almost similar research and theory about studentt habit in watching a movies and also vocabulary mastery.
3. The third chapter contains a research method in the present study. It consisted of research design, population and sample, variable of the study, population and sample, research instruments, data collection procedures and data analysis procedures
4. The chapter fourt contains the presentation of data and analysis which includes a description of the object of research, presentation of data, analysis and testing of hypotheses and discussion.
5. The chapter fifth is the closing containing the conclusions and suggestions.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses about the previous study, definition of habit, understanding habit, habitual learning, definition of vocabulary, definition of vocabulary mastery, levels of vocabulary, learning vocabulary, the importance of learning vocabulary, the movie.

#### A. Previous Study

The researcher found study that had completed and related to this research by Nur Hidayat (2016) an undergraduate thesis Improving Students' Vocabulary Achievement through Word Game. The result of this research showed that word game could help students to memorize the vocabulary items, motivate students, and make them more interested in learning vocabulary.

The second, this study conducted by Aulia Rachmawati (2018) entitled “The Relationship Between Students’ Habit in Watching English Movie and Their Listening Achievement (A Correlational Study on Fourth Semester Students of Department of English Education of Syarif Hidayatullah State Islamic University Jakarta Academic Year 2017/2018). The research finding indicated that there is very low relationship between students’ habit in watching English movie and their listening achievement. It proved by the (0.132) which lower than (0.361). It considered that alternative hypothesis ( $H_a$ ) in this research is rejected and the null hypothesis ( $H_o$ ) which state that there is no correlation between students’ habit in watching English movie and their listening achievement is accepted. In conclusion,

there is no correlation between students' habit in watching English movie and their listening achievement on 4th semester students of Department of English Education of UIN Jakarta in Academic Year 2017/2018.

The third study conducted by Nur Rifal Laili (2018) about the correlation between English reading habit and vocabulary mastery at eleventh graders of SMAN 1 PALANGKA RAYA. The population of the research were the eleventh grade students of SMAN 1 PALANGKA RAYA. The sample of the research consisted of 71 students. The technique of sampling was cluster random sampling. The technique in data collecting of English reading habit used questionnaire. The technique in data collecting of vocabulary mastery used multiple choice tests. The technique of data analysis used the Pearson product moment. There is positive correlation in low category between English reading habit and vocabulary mastery.

Another previous research that had been conducted by Nanik Sulastrri (2019), an undergraduate thesis Students' Strategy in Learning Vocabulary at English Department of STKIP PGRI. The result of this research showed that memory learning strategy could help the students' vocabulary mastery.

**Table 2.1 Similarities and Differences of Previous Study**

No	Research Title	The Correlation between Students' Habit in Watching English Movies and Vocabulary Mastery at YP Ki Abdus Shomad Kencong Jember.	
		Similarities	Differences
1	2	3	4
1	Journal entitled "Improving Students' Vocabulary Achievement through	a. The researcher and previous research focus on student	a. The previous researcher used word game to improving students

No	Research Title	The Correlation between Students' Habit in Watching English Movies and Vocabulary Mastery at YP Ki Abdus Shomad Kencong Jember.	
		Similarities	Differences
1	2	3	4
2	Word Game” by Nur Hidayat (2016)	vocabulary mastery.	vocabulary achievement. b. The previous researcher used classroom action research (CAR) design.
3	Thesis by Aulia Rachmawati (2018) entitled “The Relationship Between Students” Habit in Watching English Movie and Their Listening Achievement (A Correlational Study on Fourth Semester Students of Department of English Education of Syarif Hidayatullah State Islamic University Jakarta Academic Year 2017/2018).	a. The researcher and previous research use students habit in watching english movies as variable (x) b. The researcher and previous research use correlation design	a. The previous researcher focused on listening Achievement.
3	Thesis by Nur Rifal Laili (2018) entitled The Correlation between English reading habit and vocabulary mastery at eleventh graders of SMAN 1 PALANGKA RAYA	a. The researcher and previous research focus on student vocabulary mastery. b. The researcher and previous research use Corellation research design.	a. The previous research used english reading habit as variable (x) , while this research focused on habit in watching English movies.
4	Jurnal by Nanik Sulastri (2019), an undergraduate thesis	a. The researcher and previous research	a. The previous research used

No	Research Title	The Correlation between Students' Habit in Watching English Movies and Vocabulary Mastery at YP Ki Abdus Shomad Kencong Jember.	
		Similarities	Differences
1	2	3	4
	Students' Strategy in Learning Vocabulary at English Department of STKIP PGRI	focus on student vocabulary mastery.	qualitative method, while this research used quantitative method.

This research has some similarities and differences from the researches above. the similarity is, discuss about the students' vocabulary mastery, and the differences are, first, this research focused on the impact of student's habit in watching English movies with subtitle on vocabulary mastery. Second this research will use product moment in data analysis technique. The other distinctions are; taken all the participants as the population research, and used the quantitative method in measuring the objective result.

## B. Theoretical Framework

### 1. English Language Teaching

Learning English is become more important since English language become world massive used language and hold a many crucial aspect for human life. English learning teaching refers to the process of teaching and learning the English language. This process involves various techniques and methods which include vocabulary, grammar, reading, writing, listening, and speaking. Effective English learning teaching requires the use of appropriate learning resources, such as

textbooks and multimedia materials. Teachers and learners must also develop effective communication skills to ensure effective learning.

There is many way to motivate student to learn english language, Examining the motivational factors that affect students' success in English language learning is crucial, especially intrinsic and extrinsic motivation factors.<sup>17</sup> Intrinsic motivation factors are motivations that come from within the students, such as interest and the desire to learn English for personal purposes. Meanwhile, extrinsic motivation factors are motivations that come from external sources, such as pressure from family or societal demands to become proficient in English.

Other motivating factors that can affect students' successes include engaging and interesting teaching methods, a fun learning atmosphere, and the appropriate use of technology. To increase student motivation, teachers can employ several strategies, including:

1. Providing relevant and interesting teaching materials. Teachers can use various resources such as pictures, audio, and videos to make the materials more interesting and easily digestible for the students.

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<sup>17</sup> Urip Widodo, & Wijaya, R. S. 2020. FAKTOR-FAKTOR MOTIVASI DALAM PEMBELAJARAN BAHASA INGGRIS. ResearchGate. [https://www.researchgate.net/profile/Urip-Widodo-2/publication/343304603\\_FAKTORFAKTOR\\_MOTIVASI\\_DALAM\\_PEMBELAJARAN\\_BAHASA\\_INGGRIS/links/5f2243f192851cd302c889c0/FAKTOR-FAKTOR-MOTIVASI-DALAM-PEMBELAJARAN-BAHASA-INGGRIS.pdf?origin=publication\\_detail](https://www.researchgate.net/profile/Urip-Widodo-2/publication/343304603_FAKTORFAKTOR_MOTIVASI_DALAM_PEMBELAJARAN_BAHASA_INGGRIS/links/5f2243f192851cd302c889c0/FAKTOR-FAKTOR-MOTIVASI-DALAM-PEMBELAJARAN-BAHASA-INGGRIS.pdf?origin=publication_detail)

2. Providing recognition and rewards. Teachers can give praise or appropriate rewards after students successfully achieve specific learning goals in English.
3. Creating comfortable learning environments. Teachers can create a comfortable and enjoyable learning atmosphere that motivates students to learn.
4. Inviting active student participation during the learning process. Teachers can provide opportunities for students to discuss and interact during lessons, enabling them to feel more involved and active during the learning process.<sup>18</sup>

In conclusion, motivational factors play an essential role in students' success in English language learning. Intrinsic and extrinsic motivation factors can influence students' motivational levels, and strategies such as engaging teaching materials, recognition, comfortable learning environments, and active student participation during the learning process can help improve student motivation, Especially in vocabulary learning.

## **2. Students Habit**

### **2.1. Definition of Habit**

Usually, we do things seldomly for the first time. Most of our behaviors are recurrences of many different actions that we have executed mostly in numerous times even in routine basis. We repeat the action without much deliberation and

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<sup>18</sup> Santoso, H. B. (2018). Faktor-faktor pendukung peningkatan motivasi siswa dalam pembelajaran bahasa Inggris. *COMPETENT*, 2(1), 41-53.

require no mental effort. It means that most of human actions are habitual and habitual action includes process of human brain.

There are several definitions of habit brought up by some experts which has same meaning. Richards stated that; “Habit is a pattern of behavior that regular and which has become almost automatic as a result of repetition.”<sup>19</sup> 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 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.

Based on Verplanken defined habit as “learned sequences of acts that have become automatic responses to specific cues, and are functional in obtaining certain goals or end-states”.<sup>20</sup> Thus, the first feature of habits is that they have a history of repetition. The more frequently we perform a behavior, the more likely it becomes habitual.

Classic studies of habit learning distinguished this form of learning as a product of a procedural learning brain system that is differentiable from declarative

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<sup>19</sup> Richards, J. C. (1990). *The Language Teaching Matrix*. New York: Cambridge University Press, 128

<sup>20</sup> Bas Verplanken & Sheina Orbell, Reflections on Past Behavior: A Self-Report Index of Habit Strength1, “*Journal of Applied Social Psychology*”, 6, (2003), 1314



learning brain systems for encoding facts and episodes.<sup>21</sup> Habit are routines of behavior that are repeated regularly and tend to occur subconscious about them. Habitual behavior often goes unnoticed in person exhibiting it.

because a person does not need to engage in self analysis when undertaking routine tasks. Habituation is an extremely simple form of learning in which in an organism, after a period of exposure to a stimulus, stop responding to that stimulus in varied manners.

From the definition above, the researcher concludes that habit is something that is conducted repeatedly and continuously. In this study, the habit is intended as the students' habit in watching English movie in their daily activity wherever and whenever it is. A habit can be done at home, at the school, on the way and other places.

There was some factors that show someone's habit to do something, like watching English Movie. The factors of habit are frequency, repetition, automation. Someone's habit can grow up if someone conducts something in strength repetition, too long in interval of time, interest in action and the result of the actions pleasure

## **2.2.Character of Habit**

Based on the definition above, Verplanken named several characteristics of habit that can be practically used to measure habit strength. It called SRHI which stands for Self-Report Habit Index. He includes 2 habit characteristics, as followed:

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<sup>21</sup> Graybiel, A. M. (2008). Habits, Rituals, And The Evaluative Brain. Annual Review Of Neuroscience, 31(1), 359–387.

### 2.2.1. Behavior Frequency

Aarts and Dijksterhuis the conceptualization of habit as frequent past behavior has been known since traditional period of behaviorist school which focus their interest primarily on overt human behaviors as scientific object, and this concept of habit is strongly rooted in behaviorist approaches to learning theory.<sup>22</sup> They stated that habits are a number of repetitive behaviors. This statement is clearly reasonable at the surface level. However, it doesn't explain the whole aspect of habits. It doesn't explain how the habits are formed and at which frequency we could say that a behavior is a habit. This is similar to Gardner's conceptualization of habit. Gardner excluded the behavior frequency in habit features because it is unsatisfactory to the psychologist. The term 'behavior' is often used to refer to an action done frequently.<sup>23</sup>

Thus, it is true that to qualify behavior as a habit, frequency facet does not cover sufficient concept of habit. However, the frequency of behavior is definitely necessary and important feature in habit. A number of scholars have resulted that frequent past behaviors do predict future behaviors, and that direct relation between past and future action shows that people simply do things as they did in the past.

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<sup>22</sup> H Aarts & Dijksterhuis, Habit as Knowledge Structures: Automaticity in Goal-Directed Behavior, "Journal of Personality and Social Psychology", 1 (2000), 53-63.

<sup>23</sup> Benjamin Gardner, Habit as Automaticity, not Frequency, "The European Health Psychologist", 2, (June, 2012), 32

### 2.2.2. Automaticity

Automaticity is one characteristics of habit. It is likely to be responsible for why habits are experienced as natural element of daily life. Almost all activities we do every day from waking up in the morning, taking a shower, brushing teeth, having breakfast, and washing hands are felt so naturally done. Since it is done naturally, we find no difficulty in performing those habits, and what makes those habits felt easy is our automaticity. Barret defined automatic as default mode which is initiated by the simple registration of sensory inputs which in turn passively activate knowledge structures that shape perception and action.<sup>24</sup>

John Bargh , based on over a decade of research, suggested that four characteristics usually accompany automatic behavior<sup>25</sup>. More explanation of each features of habit is as follow:

#### 2.2.2.1. Awareness

A person may be unaware of the mental process that is occurring. Awareness is a psychological state that traditionally has often been used synonymously with the term “consciousness”. Another clear concept of term “awareness” was proposed by David LaBerge. LaBerge stated that an event of awareness is conjectured to involve the operation of attention which

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<sup>24</sup> Lisa Feldman Barret, Kevin N. Ochsner, and James J. Gross, On The Automaticity of Emotion, “Social Psychology and The Unconscious”, 4, (2007), 175

<sup>25</sup> John A Bargh. "The Four Horsemen of Automaticity: Awareness, Intention, Efficiency, and Control in Social Cognition" (PDF). New York University. Archived from the original (PDF) on February 22, 2014

is directed toward a representation of the self. Thus, the necessary thing in awareness is an attentional event that is added to the simple act of attending to an external object or event.

#### **2.2.2.2. Intentionality**

A person may not intentionally initiate a mental process. Intentions are formed from salient beliefs about the outcomes of an act, or the consequences if the behavior is executed. To be more specific, intention reflects attitude toward the behavior or act. It also reflects subjective norms and perceived control. Intentions also involve controlled reasoning process that people experience when they are consciously deliberating about intention depends on their level of motivation, ability, and opportunity.

#### **2.2.2.3. Efficiency**

Automatic mental processes tend to have a low cognitive load, requiring relatively low mental resources. When a person do a habitual activity, that person will not experience that the process of doing it as effortful and efficient. The idea of efficiency in this feature rests heavily in the aspect of quantity of attention, which mean automatic process require only minimal use of attention.

There is a theory in psychology which is known as capacity model theory. This theory conceived attention as a source of energy that can be flexibly allocated to any stage in the information-processing chain. Efficiency occupies a central place in capacity view of automaticity which

was proposed by Moors and De Houwe. This view described that processes were considered automatic to the extent that they operated independent of attentional resources, and the development of automaticity was described as gradual reduction in the need for attention with practice.

Automatic process use only minimal attentional capacity, so they may run parallel with other concurrent automatic or control processes, with no interference.

#### 2.2.2.4. Controllability

A person may not have the ability to stop or alter a process after initiation. Bargh states that these are simply common characteristics; not all are needed for a process to be considered automatic. For instance, stereotype activation has been described as an automatic process: it is unintentional and efficient, requiring little effort. However stereotype activation is accompanied by above chance awareness and if conflicting processing goals are available then it becomes controlled. Therefore, stereotype activation only satisfies two of Bargh's criteria, but is still considered to be an example of automatic processing.

### 3. Definition of Movies

Literature is a means of social expression, a mirror of life, and interpretation of human experiences that help us understand how to live. Literature can be divided into two major categories, they are fiction and non-fiction. According to Hornby, movie is a story, recorded as a set of moving pictures to be shown on television or at the

cinema.<sup>26</sup> Movie is called movie or motion picture is a story conveyed with moving images. It is produced by recording photographic images with cameras creating images using animation techniques or visual effect. Movie records physical reality but sees it differently from ordinary human experiences.

Some movie have become popular worldwide attractions by using dubbing or subtitling that translate the dialogue into the language of viewer. A recording of moving images that tells a story and that people watch on a screen or television. Movies, also known as movies, are a type of visual communication which use moving pictures and sound to tell stories or inform (help people to learn). So if the learners like watching movies, especially English movies, why they not try to watch movie in English? The learners can have fun and at the same time learn a lot of English. Movie is not only used for entertainment purposes but also education. It can be an effective median in teaching learning process because it stimulates students both receptive skill and productive skills. Movie can present information, explain the process and complex concepts, teach skill and influence attitude.

a. The functions of movie

1) As entertainment

Movie is popular for human being as entertainment. Many people prefer watching movie to relieve their stress.

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<sup>26</sup> Hornby. A.S. (1995). Oxford Learner's Dictionary of Current English. London: Oxford University Press, 34

## 2) 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.

## 3) 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

## b. Genres of Movie

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

2) Comedy movie is a genre of movie in which the main emphasis is on humour. These movies are designed to elicit laughter from the audience.

3) Drama is a movie genre that depends mostly on in-depth development of realistic characters dealing with emotional themes.

- 4) Horror movie is a movie genre seeking to elicit a negative emotional reaction from viewers by playing on the audience's primal fears.
- 5) Musical movie is a movie genre in which songs sung by the characters are interwoven into the narrative, sometimes accompanied by dancing.

#### 4. Vocabulary Mastery

##### 1. Definition of Vocabulary

Vocabulary is an element of language that links the four skills of listening, speaking, reading, and writing all together. It cannot be separated from learning a language. It plays an essential role in understanding a word.<sup>27</sup> Wilkins assumed that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed"<sup>28</sup>. Therefore a person needs to master vocabulary first to communicate with other people.

According to Hornby, defines mastery as a complete knowledge, or complete skills. Vocabulary mastery refers to the great skill in possessing words of language.<sup>29</sup>

Further Krashen stated that vocabulary mastery is also very important for the acquisition process.<sup>30</sup> Acquisition depends significantly in the comprehensible

27 D. Crystal, *The Cambridge Encyclopedia of The English Language*, (Cambridge: Cambridge University Press, 1995), 166. 16

28 Thornbhury S, *How to Teach Vocabulary*, (New York: Longman, 2007) 13.

29 Hornby. A.S. (1995). *Oxford Learner's Dictionary of Current English*. London: Oxford University Press, 721.

30 Krashen, S.D. & Terrel, T.D. (1995). *The Natural Approach*. Oxford: Pergman, 55.



input. The comprehensibility is dependent directly on the ability to recognize the meaning of the key elements in the utterance.

Cameron stated that learning word is not something that is done and finished yet. To master vocabulary is to learn new words, meaning, to increase vocabulary<sup>31</sup>. The learning includes the pronunciation, the meaning, the spelling, the usage, and the part of speech of the words. She also adds that learning words is a cycle process of meeting new words and initial learning, followed by meeting those words repeatedly, each time extending knowledge of what the words mean and how they are used in the foreign language. This means that every time learners meet those familiar words again, they directly improve their knowledge about the words.

Based on explanation above, the researcher concluded mastering vocabulary is one of the learners needs in order to understand the language. In English teaching learning process, mastering vocabulary well can help the students to understand the lesson. Moreover, the term mastery is having great skillfulness and knowledge of some subjects. So, vocabulary mastery is comprehensive knowledge to understand, recognize, and produce the group of words with the meaning.

## **2. Teaching Vocabulary**

One aspect of Indonesian students' weakness in mastering English is their lack of vocabulary. Vocabulary is one of the important parts of English language teaching besides other parts such as structure, pronunciation and intonation. Vocabulary plays a very vital role, because if a student is weak in vocabulary, then

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<sup>31</sup> Cameron, L. (2001). Teaching language to young learners. Cambridge:Cambridge University Press.Chicago, Encyclopaedia Britannica Inc. Oxford University Press.2003

he cannot communicate his thoughts and ideas as clearly as he wants both orally and in writing. students cannot express perfectly what he wants to convey when he speaks or writes. Likewise, they cannot properly understand the content of the texts they read because of the lack of vocabulary that forms sentences spoken and written as well as for reading and listening to news or conversations from various sources.

Language is like a body, the structure is the bones that form the frame while the vocabulary is the flesh that makes the body have a shape. Thus a person will not be able to communicate in the target language if his vocabulary is inadequate. Vocabulary teaching in schools has not been satisfactory. Many English teachers complain that their hard work in teaching is not matched by students' proficient vocabulary acquisition. One of the reasons may be incorrect teaching strategies.

One of the problems in vocabulary teaching is the selection of appropriate vocabulary to be taught at a particular level and to particular students. Therefore, the main problem in vocabulary teaching is how to identify vocabulary to be taught at each level of learning that suits the needs and ability levels of students. The general principle in selecting vocabulary is to consider the frequency factor. To be able to master vocabulary, a student should have the following knowledge about a word: meaning (arti), word use, word formation and word grammar. Meaning also needs to be emphasized, that a word in English has more than one meaning. For example, book can mean book or it can mean order. Therefore, a teacher should practice determining the meaning based on the context and also introduce synonyms and antonyms.

There are three phases of learning as it consists of the teaching phase which includes:

1. Stage one - Finding meaning

At this stage, students are given a list of new vocabulary words. And they are asked to find the meaning of the word, either through a dictionary, or asking friends in their group. The process of finding the meaning is done by the students themselves without the help of the teacher. After that, the meaning of the word that the students have found is discussed in a class discussion led by the teacher.

2. Second stage - Selecting vocabulary

At this stage, students are given vocabulary exercises. Students are given some incomplete sentences. And students choose the right vocabulary to complete the sentence.

3. Third stage - Using vocabulary

This stage is the practice of using the vocabulary that has been learned. This is the step of vocabulary mastery. Students are asked to write at least half a page of a book using each newly learned vocabulary. Then students speak, about 30 seconds for each word then 30 seconds for a combination of two vocabulary words. This oral speaking using the new vocabulary can be continued for one minute, two minutes, even up to three minutes if possible using one new vocabulary word.

Vocabulary is a very important component in supporting students' ability to master the ability to communicate in English, so in teaching

vocabulary it is recommended that learning activities are focused on student activities, those who learn are students, those who try to practice using vocabulary are students. The first stage of vocabulary mastery is to master the meaning of the vocabulary. This can be done in various ways such as students looking up the meaning of the word in the dictionary, finding the equivalent or opposite word, and so on.

### 3. Level of Vocabulary

According to Thornbury that state, classify the scale of the words level as follow<sup>32</sup>:

**Table 2.2 the scale of the words level**

Level	Words
Easy stars	200 words
Level one beginner	300 words
Level two elementary	600 words
Level three Pre-Intermediate	1200 words
Level four Intermediate	1700 words
Level five Upper-Intermediate	2300 words
Level six Advanced	3000 words

### 4. Receptive and productive vocabulary

According to Nation, receptive vocabulary refers to the words that

<sup>32</sup> Thornbury, S. 2002. How To Teach Vocabulary. England: Pearson Educational Limited, 59.

students recognize and understand when they read or listen to something. Productive vocabulary are words which the students understand, can pronounce correctly and use constructively in speaking and writing. Listening vocabulary is larger than his speaking vocabulary while his reading vocabulary is relatively larger than his writing vocabulary.

Therefore, it can be concluded that vocabulary can be presented in four units, they are reading, listening, speaking and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the word that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last is writing vocabulary that consists of the word people use in writing essays, reports, and letter.<sup>33</sup>

Nation also states that there are four kinds of vocabulary in the text, they are:<sup>34</sup>

2.1.1 High frequency words. These words are almost 80% of the running words in the text.

2.1.2 Academic words. Typically, these words make up about 9% of the running words in the text.

2.1.3 Technical words. These words are almost 5% of the running

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<sup>33</sup> Nation, *Teaching Vocabulary: Strategies and Techniques*, (Boston: Heinle Cengage Learning, 2008), 7-9

<sup>34</sup> Nation, *Teaching Vocabulary: Strategies and Techniques*, 10-11

words in the text.

2.1.4 Low frequency words. These are words of moderate frequency that did not manage to get into the high frequency list. They make up over 6% of the running words in the text.

## 5. Lexical and Grammatical

In vocabulary mastery Brown said that the student must understand the terms of part of speech are divided into two classes. According to brown English vocabularies are classified into.<sup>35</sup>

4.1) Lexical (content of words). It can be learned in small group around life situation. Lexical include:

### 4.1.1) Noun

Noun refers to a person, place or thing. It can be divided into subclasses. They are proper noun (Coir, Obama, and Anis), common noun (cat, woman, and man), concrete noun (table, chair, car), abstract noun (hope, love, understanding), count noun (books, pianos, and pencils), noncount noun (rice, gravy and knowledge), and group noun (bank and government).

### 4.1.2) Adjective

<sup>35</sup> Hatch. E & Brown. C. Vocabulary, Semantics, and Language Education, (New York: Cambridge, 1995), 1.

Adjective are used to describe particular nouns. For examples; heavy, dark, hard.

#### 4.1.3) Verbs

Verbs are words that denote action and exist in time. For examples; do, go, and listen.

#### 4.1.4) Adverb

Adverbs are similar to adjectives in many ways although they typically assign attributes to verb, clauses or entire sentences rather than to nouns. For examples; slowly, lonely at, and on.

### 4.2) Grammatical or function word

#### 5.2.1. Preposition

Prepositions are words that help locate items and actions in time and space. For examples: above, ahead, behind.

#### 5.2.2. Conjunctions

Conjunctions are sometimes called logical connectors because they clarify the relation between the linked clauses. For examples; and, or, but.

#### 5.2.3. Pronouns

Pronouns refer to nouns that have already been mentioned in the discourse or point ahead to a noun. For examples; me, he, she.

#### 5.2.4. Articles and Demonstratives

The Article (a, an, the) and demonstratives (this, that) are important to point out object and bring them to the listeners attention.<sup>36</sup>

In this research, the researcher aimed to measure the students understanding of both lexical and grammatical which was important for them to understand the position of noun, adjective, preposition in a sentence.

### 6. The Importance of Learning Vocabulary

It is important to know about learners strategies. Brown and Payne as quoted by Budi, mention five essential steps in vocabulary learning that represent what learners must do. The five steps are.<sup>37</sup>

1. Having sources for encountering new words.
2. Getting a clear image, either visual or auditory or both, for the forms of the new words.
3. Learning the meaning of the words
4. Making a strong memory connection between the forms and meanings of the words.
5. Using the word.

According to Thornbury, also show the importance of vocabulary in language learning. "If you spend most of your time studying grammar, your English will not

<sup>36</sup> Nina Sutrisno, English Intensive Course, 49 – 52.

<sup>37</sup> Hatch, Evelyn and Cheryl Brown. 1995. Vocabulary, Semantics, and Language Education. Cambridge: Cambridge University Press, 373.



improve much.<sup>38</sup> You will see most improvement if you learn more words and expression. You can see little with grammar, but you can say almost anything with words.

The importance of vocabulary is demonstrated daily in and out the school. Vocabulary must be mastered and enriched to gain a higher level of proficiency. The acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will unable to use the structures and functions we way have learned for comprehensible communication.<sup>39</sup>

### C. Hypothesis

Hypothesis is a predicated answer of research problems with a data .<sup>40</sup> The researcher tries to determine the hypothesis of this research. Based on the description above, the researcher has two hypothesis as follow:

1. Ha ( alternative hypothesis): there is significant correlation between students habit in watching English movie and vocabulary mastery at YP

Ki Abdus Shomad Kencong Jember.

2. Ho ( statistical / null hypothesis): there is no significant correlation between students habit in watching English movie and vocabulary mastery

at YP Ki Abdus Shomad Kencong Jember.

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<sup>38</sup> Thornbury, Scout. (2002). How to Teach Vocabulary. London: Longman, 13.

<sup>39</sup> Nunan, D. (1999). Language Teaching Methodology. Amsterdam: Prentice Hall,117.

<sup>40</sup> Suharsimi Arikunto, Prosedur Penelitian Suatu Pendekatan Dan Praktek (Jakarta: Pt. Rineka Cipta, 2006),102

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The researcher will apply a quantitative approach, collected objective data, and the analysis is more quantitative. This research contains numbers and used statistics because the researcher investigate the correlation between two variables, student habit of watching English movies (X variable) and student vocabulary mastery (Y variable). Correlation or correlation research is a study to determine the relationship and the level of the relationship between two or more variables without any attempt to influence the variable. So there is no variable manipulation.<sup>41</sup> Correlation method is most appropriate for this study, because it uses two variables to find out the relationship between students' habit in watching English movies with subtitle and students' vocabulary mastery and show if they have any positive or negative relationship and examining hypothesis.

The researcher used theory according Ary et al stated that a scatter plot illustrates the direction of the relationship between the variables. A scatter plot with dots going from lower left to upper right indicate a positive correlation and one with dots going from upper left to lower right indicates a negative correlation.

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<sup>41</sup> Fraenkel Jack R. and E. Wallen Norman., How to Design and Evaluate Research in Education, New York: McGraw Hill, 2008, 328.

Ary et al stated that Correlational research assessed the relationships among two or more variables in a single group.<sup>42</sup> The correlation is indicated by correlation coefficient represented with numbers from 0 to 1 showing the degree of relationship, and the direction of the correlation indicated with (-) showing negative correlation and (+) showing positive correlation. There were two possible results of a correlation study :

1. Positive correlation : Both variables increase or decrease at the same time. A correlation coefficient close to +1.00 indicate a strong positive correlation.
2. Negative correlation : Indicated that as amount of one variable increases, the other decreases. A correlation coefficient close to -1.00 indicate a strong negative correlation .

## **B. Research Subject**

The researcher conducted this research in the year of 2023 at YP Ki Abdus Shomad, located at Jalan Kartini no. 238 Krajan A Wonorejo Kencong Jember district. The reason why the researcher conducted this research at YP Ki Abdus Shomad Kencong Jember because the students are allowed to use their mobile phones and watch TVs while others pondok pesantren forbid the students to bring a phone. Many of them also attend language class programs that held on weekend, and also the students have been familiar with English vocabulary.

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<sup>42</sup> Donal Ary, At All. 2010. Introduction To Research In Education (8th Ed.). Canada: Wadsworth Cengage Learning, 349.

To determine the sample to be used in this research there is various sampling techniques that used. In this study, researchers used cluster sampling techniques. Cluster sampling technique is a technique used to determine the sample if the object to be studied is not based on individuals, but rather based on groups. In determining the type of cluster or group must be carefully consider what the features are Suharmi.<sup>43</sup>

Sampling involves asking a portion of the potential population instead of the total population and seeks to create a sample that is representative of the total population . Sample is the small group that is observed. A sample is a subset of the individuals in a population; there is typically data available for individuals in samples.<sup>44</sup>

According to Arikunto, if the subject is less than 100, better taken all of the population on the research is the study of population<sup>45</sup>. This study sample will take as all of students of Diniyah Study Program that following language learning class. Then the subject will consist of 32 students.

### **C. Research Instrument and Data Collection**

This section describes research instruments for collecting data. This includes the development of research instruments, the validity and reliability of the instrument.

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<sup>43</sup> Suharmi, A. 2006. *Prosedur Penelitian Suatu Pendekatan Praktis*. Jakarta: PT. Rineka Cipta,185.

<sup>44</sup> Hanlon, B., & Larget, B. (2011). *Samples And Populations*. Article: Department Of Statistics, 1–21

<sup>45</sup> Arikunto, Suharsimi. 2006. *Prosedure Penelitian Suatu Pendekatan Praktik*. Jakarta: Pt. Bina Aksara,134.

## **1. Research Instrument Development**

### **a. Questionnaire**

Questionnaire in this research is question or statements about the interest of students watching movie habit to find out information about how far their watching movie interest. Questionnaire is commonly used as a research method chosen to collect the data. The questionnaire consisted two sections. The first section aimed to collect the respondents' background such as gender, age, length of exposure, preferred genres, and preferred media in watching. The second section is the main questionnaire that aimed to measure the respondents habit in watching English movie.

In this study, the questionnaire will adoption related to previous study by Aulia Rachmawati from a study entitled *The Relationship Between Students Habit in Watching English Movie and Their Listening Achievement on Fourth Semester Students of Department of English Education of Syarif Hidayatullah State Islamic University Jakarta* which is close-ended question. Which are the contents have indicators that match what will study.

The questionnaire consists of 35 questions/statements with 5 options each. The statements are expressed either a positive/favorable or a negative/unfavorable attitude. The scoring of this questionnaire uses Likert

Scale,<sup>46</sup> which is a technique of the rating scale. It is requiring the respondents to make a response of a variety of categorizing into a scale.

For more details, the scale of movie watching activity questionnaire is presented in the following table:

**Table 3.1 Likert Scale for Movie Watching Activity**

<b>Positive</b>	<b>Points</b>	<b>Negative</b>	<b>Points</b>
<i>Selalu (Always)</i>	5	<i>TidakPernah (Never)</i>	5
<i>Sering (Often)</i>	4	<i>Jarang (Seldom)</i>	4
<i>Kadang-kadang (Sometimes)</i>	3	<i>Kadang-kadang (Sometimes)</i>	3
<i>Jarang (Seldom)</i>	2	<i>Sering (Often)</i>	2
<i>TidakPernah (Never)</i>	1	<i>Selalu (Always)</i>	1

The indicators of questionnaire is taken from Andrew Darnton theory about understanding habit, that is “Habit appears as a factor that influence behavior and routine practice”<sup>47</sup>. The indicator is described in the table below:

<sup>46</sup> Dorney, Zoltan. Questionnaires in Second Language Research, New Jersey:Lawrence Erlbaum Associates, Inc., Publishers, 2003,6.

<sup>47</sup> Darnton, Andrew. Habits, Routines and Sustainable Lifestyles, London:Department for Environment, Food and Rural Affairs, 2007,10.

Table 3.2 Indicator of Questionnaire

Variable (x)	Indicators	Kind of Statement		Totals
		Positive	Negative	
Habit in Watching English Movie	a. Habit as behavior			
	1. Attitude	11,12,13,14,5,16	10	7
	2. Frequency	1,2,3		3
	3. Automaticity	17,18,20,21	19	5
	b. Habit as practice			
	1. Materials (objects, hard infrastructure)	4,7,22,23,24,26,27,29	5,6,9 25,28	5 8
	2. Competence (skill and know-how)	30,32,33,34,35	31	6
	3. Image (meanings, ideas, interpretation)			
	<b>Total number of Questionnaire</b>			

### b. Vocabulary Test

Tests generally used to assess and measure student vocabulary learning outcomes, particularly cognitive learning outcomes, regarding mastery of subject matter under educational and teaching objectives.<sup>48</sup> In this study, the proficiency test used to measure student vocabulary mastery (variable Y). There are several kinds of test instruments in data collection, include: personality tests, aptitude

<sup>48</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, 266-267.

tests, achievement tests, intelligence tests, and test attitude. In this study, the achievement test is used to measure student vocabulary mastery. This test is include of 20 question that the form of multiple choice tests that consist of alternative answers. The total point or score for the test was a hundred. The indicator of vocabulary test consist:

**Table 3.3**  
**Indicator of Vocabulary Test**

No.	Indicators	Item Number	Total Item
1	Lexical word (noun, adjective, verb, adverb)	1,2,3,4,5,6	6
2	Grammatical word (preposition, conjunction, pronouns, articles and demonstratives)	7,8,9,10	4
3	Synonym and Oposite,	11, 12, 13, 14, 15	5
4	Appropriate word for the context.	16, 17, 18, 19,20	5
			20

## 2. Technique of Data Collection

### 1. Instrument of Validity

Validity means that whether the instrument that selects for use has reported valid scores. Each question of the questionnaire would do a validity test. Dona M. Johnson says that, a measure is valid if it measures what it is intended to



measure". Every test, whether it is a short, informal classroom test or a public examination, should be a valid the constructor can make it. The test must aim to provide a true measure of a particular skill that it is intended to measure, to the extent that is measures external knowledge and other skills at the same time, it was not be a valid test.

An instrument is considered valid if it can test the hypothesis that the researcher intended to test. The calculation of questionnaire validity used the correlation formula from SPSS version 20. There are two criteria for determined validity of test items, as follows:

- a. If  $r_{value} > r_{table}$  at the significance of 5%, it means that the instrument is valid.
- b. If  $r_{value} < r_{table}$  at the significance of 5%, it means that the instrument is not valid.

In this research, the validity test would give to 10 students of YP Ki Abdus Shomatd that exclude of the sample.the researcher gave them 35 items of questionnaire. Then the result would compare with  $r_{table}$ . If  $r_{table} < r_{value}$ , the items of the questionnaire would determine as valid. The researcher used SPSS version 27 to calculated the validity of each item.

As we know, in this pilot study the respondents are 10 and the researcher used 5% of significance level, so the result of  $r_{table}$  was 0.632 (see appendix ) from the criteria of questionnaire validity above, there were 35 items of questionnaire valid.(see appendix )

## 2. Instrument of Reliability

Reliability test refers to the consistency of the instrument even though is used repeatedly in a different time. There are two criteria to determine the reliability of test items, as follows:

- a. If  $\alpha\text{ cornbach} > r_{\text{table}}$  at the level of significance of 5%, it means that the instrument is reliable.
- b. If  $\alpha\text{ cornbach} < r_{\text{table}}$  at the level of significance of 5%, it means that the instrument is not reliable.

From the calculation of questionnaire reliability by using SPSS version 27, there was the result:

**Tabel 3.4 The Result of Reliability Test**

Reliability Statistics	
Cronbach's Alpha	N of Items
.981	35

In this study, the  $r_{\text{table}}$  for 10 respondent for try out questionnaire was 0.632 and the  $\alpha\text{ cornbach}$  was 0.981. In conclusion,  $\alpha\text{ cornbach} > r_{\text{table}}$  at the level of significance of 5% ( $0.981 > 0.632$ ), it means that the questionnaire was reliable.

## D. Technique of Data Analysis

### 1. Normality Test

Normality test is done to determine a normal distribution of data. The data in this research was checked by SPSS version 27. In SPSS, there are two kinds of normality test : Kolmogorov Smirnov Test and Shapiro Wilk Test.

The criterion of SPSS:

- a. If respondents  $\geq 50$ , the normality test uses Kolmogorov Smirnov.
- b. If respondents  $\leq 50$ , the normality test uses Shapiro Wilk

Because the respondents of this study were below 50, the normality test used Shapiro Wilk Test.

There are two criteria to determine normality of data:

- a. If the value of significance (sig)  $> 0.05$ , the data distribution is normal.
- b. If the value of significance (sig)  $< 0.05$ , the data distribution is abnormal.

### 2. Linearity

After checked normality test, then the writer did linearity test. Thus, linearity test used to know the relation between dependent and independent variable. The variables have linearity based on the testing criteria, as follow:

- a. If the value of significance (sig)  $> 0.05$ , it means the variable is linear.
- b. If the value of significance (sig)  $< 0.05$ , it means the variable is not linear.

After that, the researcher used parametric procedure with Pearson Product Moment Correlation Coefficient, in SPSS program. Pearson Product Moment Correlation Coefficient is useful to describe and to find out the significance of the correlation of influence between two variables<sup>49</sup>. The formula of Pearson Product Moment is:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{N\sum X^2 - (\sum X)^2 + N\sum Y^2 - (\sum Y)^2}}$$

Explanation:

$r_{xy}$  : Correlation coefficient

X : The value of variable X

Y : The value of variable Y

N : Number of subjects

$\Sigma$  : Number of values

The degree of correlation is represented by correlation coefficient or r. The range of r is from  $-1 \leq r \leq +1$ . If the value of r is close to 1, it means the correlation is strong. If the value of r is positive, that means the correlation is positive: if the value of variable x increases, the value of variable y will also increase. Meanwhile, if the value of r is negative, that means the correlation is negative: if the value of variable x increases, the value of variable y will decrease.

<sup>49</sup> Budi Susetyo, *Statistika untuk Analisis Data Penelitian*, (Bandung: PT. Refika Aditama: 2010), pp. 115.

To know the significant between two variables, the formula of Significance test is:

$$t_{count} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

In wich:

t count = t value

r = value of correlation coefficient

n = number of participants

In interpret the index score of  $r$  correlation product moment ( $r_{xy}$ ), usually used the interpretation such as follow.

**Table 3.5**  
**Pearson Product Moment Formula Coefficient Correlation Interpretation**

Score	Category
0.800-1.000	Very High Correlation
0.600-0.799	High Correlation
0.400-0.599	Fair Correlation
0.200-0.399	Poor Correlation
0.000-0.199	Very Poor Correlation or No Correlation

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter deals with findings and discussions. The result of data analysis was presented in findings and further explanation was presented in discussion.

#### A. Research Finding

In this chapter, the researcher presented the data that find through the research. Based on the analysis of data about vocabulary mastery in which the level of vocabulary mastery is divided into three categories. High, average and low vocabulary mastery. It can be concluded that the level of Students Vocabulary Mastery at the Diniyah class of YP Ki Abdus Shomad Kencong Jember.

##### 1. Vocabulary Mastery of Students

**Table 4.1 Score of Students Vocabulary Mastery Test**

No	Name	Score (Y)	Y <sup>2</sup>
1	AI	80	6400
2	ANH	80	6400
3	AKN	60	3600
4	AZ	80	6400
5	BAD	85	7225
6	DMA	90	8100
7	KAA	80	6400
8	MI	80	6400
9	MAA	70	4900
10	EAR	90	8100
11	MR	70	4900
12	NA	85	7225
13	NCA	80	6400
14	AD	60	3600
15	KA	75	5625
16	RA	90	8100
17	MGB	60	3600
18	SSB	90	8100

No	Name	Score (Y)	Y <sup>2</sup>
19	RAM	60	3600
20	TAA	80	6400
21	MFS	100	10000
22	ZDP	85	7225
23	AAI	80	6400
24	AA1	90	8100
25	AF	80	6400
26	AZA	80	6400
27	AH	80	6400
28	AA2	90	8100
29	GA	80	6400
30	RMNY	80	6400
31	MFF	80	6400
32	MFKR	90	8100
Total		<b>2560</b>	<b>207800</b>

Based on the table above, the highest score of students vocabulary mastery test is 28 and the lowest is 4. The total score (Y) is 2560 and the participants (N) are 32.

The next step is to calculate mean of students vocabulary mastery test by this pattern:

$$Y = \frac{\sum y}{N} = \frac{2560}{32} = 80$$

## 2. Students Habit in Watching English movies

Based on the analysis of data about habit in which level of habit is divided into two categories. High habit score is 27 students low habit score is 5 students. It can be concluded that the level of Students Habit in Watching English Movies at the Diniyah class of YP Ki Abdus Shomad Kencong Jember.

**Table 4.2 Score of Students Questionare Test**

<b>Name</b>	<b>SCORE (X)</b>
AI	133
ANH	135
AKN	79
AZ	140
BAD	143
DMA	143
KAA	155
MI	131
MAA	100
EAR	138
MR	133
NA	137
NCA	125
AD	81
KA	135
RA	144
MGB	68
SSB	141
RAM	77
TAA	139
MFS	159
ZDP	82
AAI	131
AA1	147
AF	149
AZA	127
AH	147
AA2	142
GA	151
RMNY	146
MFF	151
MFKR	149
<b>Total</b>	<b>4158</b>

Based on the table above, the highest amount of the habit in watching Movies movies is 27 and the lowest is 5. The score (X) is 4158 and the participants (N) are 32.

The next step is to calculate mean (X) of students habit in watching



English movies by this pattern:

$$X = \frac{\sum X}{\sum n} \times 100 = \frac{4158}{5600} \times 100 = 74,25$$

### 3. Testing Normality and Linearity

To analyze the data above, firstly the writer used SPSS version 27 to the test normality of the instruments in this research in order to know whether the students' habit of watching English movies and Students' Vocabulary mastery came from the distributed normal population with the significant 5%. The result of analyze on SPSS Program displayed below:

**Table 4.3**  
The Normality Test Result Data

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Unstandardized Residual	.114	32	.200*	.942	32	.085

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the table above, the researcher used Shapiro-Wilk because the respondents in this research were under 50. It can be seen that students' habit of watching an English movie and vocabulary mastery test was normally distributed because the value of significance is 0.085 and it is bigger than the value of 5%. It means that  $0.085 > 0.05$ .

After that, the writer also tested linearity using SPSS software to see the regression of relationship between two variables is linear. The table as follows:

**Table 4.4**  
**The linearity result of the data**  
**ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
Vocabulary score *	Between Groups	(Combined)	2825.000	24	117.708	4.708	.021
		Linearity	1758.810	1	1758.810	70.352	.000
Movies score	Within Groups	Deviation from Linearity	1066.190	23	46.356	1.854	<b>.204</b>
			175.000	7	25.000		
Total			3000.000	31			

From the table above, it can be seen that students' habit is watching English movies and their vocabulary mastery has linear regression because the significance value of Deviation from Linearity of the variables was found to be 0.204 and it is bigger than 5% which is  $0.204 > 0.05$ .

#### 4. Testing hypothesis Correlation between Students Habit in Watching English Movies and Their Vocabulary Mastery

The all data colculated by using product moment in order to prove the hypothesis of this research significant or not significant. Correlation coefficient can be calculated as below:

**Table 4.5 Correlation between Students Habit in Watching English Movies and Their Vocabulary Mastery**

No	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	133	80	17689	6400	10640
2	135	80	18225	6400	10800
3	79	60	6241	3600	4740
4	140	80	19600	6400	11200
5	143	85	20449	7225	12155

No	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
6	143	90	20449	8100	12870
7	155	80	24025	6400	12400
8	131	80	17161	6400	10480
9	100	70	10000	4900	7000
10	138	90	19044	8100	12420
11	133	70	17689	4900	9310
12	137	85	18769	7225	11645
13	125	80	15625	6400	10000
14	81	60	6561	3600	4860
15	135	75	18225	5625	10125
16	144	90	20736	8100	12960
17	68	60	4624	3600	4080
18	141	90	19881	8100	12690
19	77	60	5929	3600	4620
20	139	80	19321	6400	11120
21	159	100	25281	10000	15900
22	82	85	6724	7225	6970
23	131	80	17161	6400	10480
24	147	90	21609	8100	13230
25	149	80	22201	6400	11920
26	127	80	16129	6400	10160
27	147	80	21609	6400	11760
28	142	90	20164	8100	12780
29	151	80	22801	6400	12080
30	146	80	21316	6400	11680
31	151	80	22801	6400	12080
32	149	90	22201	8100	13410
<b>Total</b>	<b>4158</b>	<b>2560</b>	<b>560240</b>	<b>207800</b>	<b>338565</b>

The data above should be calculated by using product moment in order to prove the hypothesis of this research significant or not significant. By using SPSS software is to know whether the calculation that the writer did manually was correct and to make sure that there is no mismatching calculation between scores that the writer counted. The calculation of SPSS was described as follows:

**Tabel 4.6**  
**Correlation Analyze Used SPSS Corellation Product Moment**

		Movies score	Vocabulary score
Movies score	Pearson Correlation	1	<b>.766**</b>
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	19959.875	5925.000
	Covariance	643.867	191.129
	N	32	32
Vocabulary score	Pearson Correlation	<b>.766**</b>	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	5925.000	3000.000
	Covariance	191.129	96.774
	N	32	32

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From the 32 respondents, the index value of correlation was found to be 0.766. According to the table of correlation interpretations this number is classified into the high correlation class of 0.71 – 0.80, which means **that there is a high correlation between two variables.**

## B. Discussion

Increasing vocabulary mastery can be done by using English movie. By getting used to watch English Movies will have a significant influence in increasing vocabulary mastery. Through a questionnaire distributed to students, it was know that they are in the high level of watching

English Movies habit. Once the data was obtained, the students viewing habits subsequently given procurement vocabulary tests and the result also are in the high level.

### 1. Vocabulary Mastery of Students

Vocabulary is an element of language that links the four skills of listening, speaking, reading, and writing all together. It cannot be separated from learning a language. It plays an essential role in understanding a word.<sup>50</sup> Wilkins assumed that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed<sup>51</sup>. Therefore a person needs to master vocabulary first to communicate with other people.

According to Hornby, defines mastery as a complete knowledge, or complete skills. Vocabulary mastery refers to the great skill in possessing words of language.<sup>52</sup>

Further Krashen stated that vocabulary mastery is also very important for the acquisition process.<sup>53</sup> Acquisition depends significantly in the comprehensible input. The comprehensibility is dependent directly on the ability to recognize the meaning of the key elements in the utterance.

<sup>50</sup> D. Crystal, *The Cambridge Encyclopedia of The English Language*, (Cambridge: Cambridge University Press, 1995), 166. 16

<sup>51</sup> Thornbuhury S, *How to Teach Vocabulary*, (New York: Longman, 2007) 13.

<sup>52</sup> Hornby. A.S. (1995). *Oxford Learner's Dictionary of Current English*. London: Oxford University Press, 721.

<sup>53</sup> Krashen, S.D. & Terrel, T.D. (1995). *The Natural Approach*. Oxford: Pergman, 55.

Cameron stated that learning word is not something that is done and finished yet. To master vocabulary is to learn new words, meaning, to increase vocabulary<sup>54</sup>. The learning includes the pronunciation, the meaning, the spelling, the usage, and the part of speech of the words. She also adds that learning words is a cycle process of meeting new words and initial learning, followed by meeting those words repeatedly, each time extending knowledge of what the words mean and how they are used in the foreign language. This means that every time learners meet those familiar words again, they directly improve their knowledge about the words.

Based on explanation above, the researcher concluded mastering vocabulary is one of the learners needs in order to understand the language. In English teaching learning process, mastering vocabulary well can help the students to understand the lesson. Moreover, the term mastery is having great skillfulness and knowledge of some subjects. So, vocabulary mastery is comprehensive knowledge to understand, recognize, and produce the group of words with the meaning. Based on the table above, the highest score of students vocabulary mastery test is 28 and the lowest is 4. The total score (Y) is 2560 and the participants (N) are 32.

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<sup>54</sup> Cameron, L. (2001). Teaching language to young learners. Cambridge: Cambridge University Press. Chicago, Encyclopaedia Britannica Inc. Oxford University Press. 2003

The next step is to calculate mean of students vocabulary mastery test was 80. It could be concluded that the hypothesis has been proven, there is a significant Correlation between Students Habit in Watching English Movie and Vocabulary Mastery at the Diniyah class of YP Ki Abdus Shomad Kencong Jember. It means that, **the higher students habit in watching English Movies, the higher students vocabulary mastery.**

## 2. Students Habit in Watching English Movies

There are several definitions of habit brought up by some experts which has same meaning. Richards stated that; “Habit is a pattern of behavior that regular and which has become almost automatic as a result of repetition.”<sup>55</sup> 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 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.

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<sup>55</sup> Richards, J. C. (1990). *The Language Teaching Matrix*. New York: Cambridge University Press, 128

Based on Verplanken defined habit as “learned sequences of acts that have become automatic responses to specific cues, and are functional in obtaining certain goals or end-states”.<sup>56</sup> Thus, the first feature of habits is that they have a history of repetition. The more frequently we perform a behavior, the more likely it becomes habitual.

Classic studies of habit learning distinguished this form of learning as a product of a procedural learning brain system that is differentiable from declarative learning brain systems for encoding facts and episodes.<sup>57</sup> Habits are routines of behavior that are repeated regularly and tend to occur subconsciously about them. Habitual behavior often goes unnoticed in persons exhibiting it.

From the definition above, the researcher concludes that habit is something that is conducted repeatedly and continuously. In this study, the habit is intended as the students’ habit in watching English movies in their daily activity wherever and whenever it is. A habit can be done at home, at the school, on the way and other places.

There are some factors that show someone’s habit to do something, like watching English movies. The factors of habit are frequency, repetition, automation. Someone’s habit can grow up if someone conducts something in

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<sup>56</sup> Bas Verplanken & Sheina Orbell, Reflections on Past Behavior: A Self-Report Index of Habit Strength, “Journal of Applied Social Psychology”, 6, (2003), 1314

<sup>57</sup> Graybiel, A. M. (2008). Habits, Rituals, And The Evaluative Brain. Annual Review Of Neuroscience, 31(1), 359–387.



strength repetition, too long in interval of time, interest in action and the result of the actions pleasure

Watching movie is kind of entertainment. But we have to know that by watching movie we can learn English. We can enrich our vocabulary by frequently watching movie. Vocabulary will be familiar in our mind because we hear it frequently and use it in daily activity. Watching Movies is also a technique to provide material based on our intelligences that are audio and visual intelligence. Because of such advantages, watching Movies is possible to be a way of enriching vocabulary.

Watching Movies is also a technique to provide material based on our intelligences that are audio and visual intelligence. Because of such advantages, watching movie is possible to be a way of enriching vocabulary. Really the Nasution say that movie is very good in describing a process, if necessary by “slow motion” and each students can learn something from the movie, from the clever one or less intelligent.

It is necessary to learn vocabulary whenever a learner comes into contact with a new language and tries to use it. However, studying language causes some problems. Because many students consider that learning vocabulary is a boring activity, teacher should keep looking for way to make learning vocabulary easier and more pleasant. Therefore, the teacher should use appropriate technique and media.

Based on the analysis of data about habit in which level of habit is

divided into three categories. High habit is 27 students low habit is 5 students. It can be concluded that the level of Students Habit in Watching English Movies at the Diniyah class of YP Ki Abdus Shomad Kencong Jember.

Based on the table on research finding, the highest amount of the habit in watching Movies movies is 27 and the lowest is 5. The score ( $\bar{X}$ ) is 4158 and the participants (N) are 32. The next step is to calculate mean ( $\bar{X}$ ) of students habit in watching English movies was 74,25

### **3. Correlation between Students Habit in Watching English Movies and Their Vocabulary Mastery**

Using movie as a medium of learning for English provides a background of information that activates prior knowledge in students, which is crucial in stimulating the four language skills mentioned by Herron and Hanley in Canning. Watching Movies as an activity not only provides entertainment but also captures students' interest and enhances their enjoyment in learning English.<sup>58</sup>

Movie were one of the most commonly encountered audiovisual media. Malley defines movie as a complete communication medium and a powerful information vehicle.<sup>59</sup> Movie contain messages, visuals, and ambiguities, making them rich resources for language learning. Watching movie has become a hobby or habit for many people, and it can be utilized

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<sup>58</sup> Canning-Wilson, C. (n.d.). Practical Aspects of Using Video in the Foreign Language Classroom. The Internet TESL Journal.

<sup>59</sup> J. Michael O'Malley, & Lorraine Valdez Pierce. (1991). Authentic Assessment for English Language Learners : Practical Approaches for Teachers. Pearson Education ESL.

as a language learning method by presenting authentic learning materials. Movie typically incorporate audio and visual elements along with text, which can assist students in understanding the meaning and spelling of new words. Through movie-watching activities, it is expected that vocabulary will be enriched, and English language skills, especially in memorizing the vocabulary.

Mastering English vocabulary is very important for fluent English communication. as Tarigan said, the quality of a person's language skills depends on the quantity and quality of the vocabulary they have<sup>60</sup>. This shows that vocabulary mastery is one way to improve their language skills. Watching movies is one of the ways to support vocabulary mastery, and students can watch English movies with subtitles. Movie have become a favorite pastime for those who enjoy watching movies. However, it is important to emphasize that the movies used for vocabulary learning purposes are English-language Movies with translated subtitles. By using subtitles, it is expected that students can discover the meanings of terms, vocabulary, and idioms they hear and read through the running text, thereby increasing the quantity of their vocabulary memorization.

After students hear various vocabulary words, they process them to form sentences, phrases, idioms, expressions, and terms that can be spoken and carry meaning. The information conveyed by students can be

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<sup>60</sup> Tarigan, Henry Guntur. (1993). Strategi Pengajaran dan Pembelajaran Bahasa. Bandung: Angkasa,34.

understood by others, thus facilitating the process of communication. According to Jeihan, having a good command of vocabulary can support someone's English language proficiency. Vocabulary becomes one of the supporting elements in speaking. If someone understands the meanings of vocabulary, especially in a foreign language like English, they will be able to speak using English more easily.<sup>61</sup>

A student who likes watching English movies usually will learn to these movies again and again. By doing so, the habit in watching to English movies will form in students' mind. The activity to watching English movies on PC or Phone will be done by him/her very easily. Watching an English movie is one of the extensive activity to get new vocabulary with entertain the students. This activity is happened in out of the classroom. In this case students can choose what they want to watch.

By watching movies, students can see and directly hear English conversations in the movie scenes, along with the assistance of subtitles that help them understand the meaning of the characters' dialogues. Watching subtitled videos in English may be one of the richest ways to provide authentic input as it combines three media: auditory, visual, and textual.<sup>62</sup> Using English movies with subtitle as a learning medium helps students easily become engaged and acquire new vocabulary.

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<sup>61</sup> Jeihan, Cherissa dan Kadek Oktarina Wirottami. (2019). Studi Korelasi Antara Kebiasaan Menonton Film Berbahasa Inggris, Penguasaan Kosakata, dan Kemampuan Menulis Bahasa Inggris. *Jurnal ilmiah Pendidikan*. ISSN: 2354-5968 hal 174.

<sup>62</sup> Itagaki, S., Fukutani, R., Ando, A., & Horita, T. (2020). A Proposal of ELearning for Skills of Traditional Japanese Wood-Processing Including Evaluation of Condition of Cut Surface. In *EdMedia+ Innovate Learning* (pp. 1116-1124).

Watching movies helps enhance their vocabulary learning in a comfortable way. Regarding vocabulary acquisition, movies with subtitle play a significant role in expanding students' vocabulary. The combination of audio and visuals highly motivates students to achieve their learning goals. Additionally, watching subtitled Movies can expose students to new vocabulary they haven't encountered before. By utilizing English movies with subtitle, it is hoped that students can enjoy the experience while updating their English vocabulary and motivate to learn. This approach can also increase the quantity and quality of English language learning for students.

Based on the findings by using formula product moment, there is significant relation between students habit in watching English Movies and their vocabulary mastery. The value  $r = 0,766$ , it is proved by the value of product moment coefficient which show that  $r_{xy} > r_{table}$  which means there is a correlation between students habit in watching an English movies and their vocabulary mastery.

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## CHAPTER V

### CONCLUSION AND SUGGESTIONS

Based on discussion that proposed in previous other chapters, inferential the followings.

#### A. Conclusion

Based on findings and discussion to the previous research, the researcher concludes about correlation between students habit in watching English movie and their vocabulary mastery at the Diniyah class of YP Ki Abdus Shomad Kencong.

1. Based on the analysis of data about vocabulary mastery in which the level of vocabulary mastery is divided into three categories. High vocabulary mastery 28 students and low vocabulary mastery is 4 students. It can be concluded that the level of Students Vocabulary Mastery at the Diniyah class of YP Ki Abdus Shomad Kencong.
2. Based on result of product moment correlation test analysis with value  $X = 4158$  and  $Y = 2560$  produce  $r = 0,766$  meaning that there is significant relation between student habit in watching English Movies and vocabulary mastery. It is proved by the value of product moment coefficient which shows that  $r_{xy} > r_{table}$  which means there is a correlation between the students habit in watching English Movies with their vocabulary mastery.

## B. Suggestion

1. For English Teacher of YP Ki Abdus Shomad Kencong at Diniyah class

a. The use of media cannot be separated from teaching and learning process.

The use of Movies is very helpful for teachers during teaching and learning process because it can make students more interested to the material and make students learn happily.

b. The use of media in teaching is very helpful for students, such as watching English Movies to improve students' vocabulary.

2. For Students of YP Ki Abdus Shomad Kencong

a. The researcher suggests that vocabulary of the students can be improve by watching English Movies.

b. The researcher suggests that the habit of watching English Movies can be improve the students vocabulary.

3. For Researcher

It is suggested to other researcher to complete this research by conducting anyother researcher on watching English Movies.

Based on the explanation above the researchers would like to suggest other researcher, that the result of the study can be used as additional reference for further research with different sample and occasions. It is also suggest to else this thesis as additional reference.

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## Appendix 1

### Questionnaire

#### ANGKET KEBIASAAN SISWA

#### DALAM MENONTON FILM BERBAHASA INGGRIS

##### PETUNJUK:

- Bacalah dengan teliti terlebih dahulu sebelum menjawab setiap pertanyaan.
- Pengisian angket ini tidak mempengaruhi nilai sekolah, untuk itu jawablah pertanyaan dengan jujur dan sesuai hati nurani anda.
- Respon anda akan digunakan untuk penelitian dan nama anda tidak akan dipublikasikan.
- Kerjakan tanpa melihat jawaban orang lain karena tidak ada jawaban yang benar atau salah dalam angket ini.

##### INFORMASI DASAR:

Nama : \_\_\_\_\_ Kelas : \_\_\_\_\_

Jenis Kelamin (Lingkari): Laki-laki / Perempuan

Sudah berapa lama anda belajar bahasa Inggris? (Lingkari)

1-3 tahun      4 – 6 tahun      7 – 9 tahun      10 tahun/ lebih

Di mana biasanya anda menonton film berbahasa Inggris?

(Checklist. Pilihan boleh lebih dari satu)

Bioskop      Online Streaming

Televisi      Lain-lain (Sebutkan): \_\_\_\_\_ DVD

Sebutkan 3 film berbahasa Inggris favorit anda:

1. \_\_\_\_\_  
2. \_\_\_\_\_

3. \_\_\_\_\_

Sebutkan 3 genre film berbahasa Inggris favorit anda:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## CARA MENJAWAB SOAL

Lingkarkanlah salah satu jawaban yang menurut anda sesuai dengan keadaan anda.

### PERTANYAAN

1. Seberapa sering anda menonton film berbahasa Inggris?  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
2. Saya menonton film berbahasa Inggris kapanpun dan di manapun saat ada waktu luang.  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
3. Berapa jumlah film berbahasa Inggris yang anda tonton tiap bulan?  
a. >10 film b. 8 - 10 film c. 5 - 7 film d. 2- 4 film e. ≤ 1 film
4. Saya menonton film berbahasa Inggris dengan *laptop* atau *handphone* agar bisa menonton di mana saja.  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
5. Saya menonton film berbahasa Inggris dengan volume speaker yang kencang.  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
6. Saya menonton film berbahasa Inggris dengan menggunakan *headset* agar suara terdengar lebih jelas.  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
7. Saya menonton film berbahasa Inggris tanpa menggunakan subtitle.  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
8. Saya menonton film berbahasa Inggris dengan menggunakan subtitle bahasa Inggris.  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
9. Saya menonton film berbahasa Inggris dengan menggunakan subtitle bahasa Indonesia.  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
10. Saya merasa **tidak** nyaman saat menonton film berbahasa Inggris.  
a. Tidak pernah b. Kadang-kadang c. Jarang d. Sering e. Selalu
11. Menonton film berbahasa Inggris menambah kemampuan bahasa Inggris saya.  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
12. Saya mengetahui berbagai budaya Inggris karena menonton film berbahasa Inggris.  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
13. Saya merasa menonton film berbahasa Inggris meningkatkan kemampuan menyimak/Listening saya.  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
14. Menonton film berbahasa Inggris memberikan pengaruh positif pada saya.  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
15. Menonton film berbahasa Inggris membuat saya senang dan terhibur.  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah

16. Film berbahasa Inggris yang saya tonton memberikan motivasi dan inspirasi bagi saya.  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
17. Dengan menonton film berbahasa Inggris, saya menjadi lebih familiar dengan kata-kata dalam bahasa Inggris.  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
18. Menonton film membuat saya familiar dengan berbagai ungkapan dalam bahasa Inggris.  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
19. Saya suka mengulang bagian film berbahasa Inggris yang saya tonton saat saya tidak mendengar dengan jelas apa yang dikatakan aktor/aktris tersebut.  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
20. Ketika familiar dengan suatu ungkapan dalam sebuah film, saya tidak mendapat kesulitan untuk mengenalinya lagi walaupun dalam film yang berbeda.  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
21. Jika mendapatkan ungkapan baru saat menonton film berbahasa Inggris, saya langsung menggunakannya dalam kehidupan sehari-hari.  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
22. Saya dapat membedakan intonasi dan pengucapan kata yang benar dari menonton film berbahasa Inggris.  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
23. Saya dapat menirukan apa yang diucapkan para aktor dan aktris dalam film yang saya tonton.  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
24. Saya bisa mengerti jalan cerita dalam film berbahasa Inggris yang saya tonton.  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
25. Walaupun sering menonton film berbahasa Inggris, saya **tidak bisa** mengucapkan dengan jelas kata yang ada di dalam film.  
a. Tidak pernah b. Kadang-kadang c. Jarang d. Sering e. Selalu
26. Dalam film berbahasa Inggris, saya mengetahui bagaimana suatu ungkapan dipakai sesuai dengan konteksnya.  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
27. Saya bisa menceritakan kembali jalan cerita dalam film berbahasa Inggris yang saya tonton.  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
28. Saya merasa **tidak ada** ungkapan dalam film berbahasa Inggris yang dapat saya pakai dalam kehidupan sehari-hari.  
a. Tidak pernah b. Kadang-kadang c. Jarang d. Sering e. Selalu

29. Saya dapat mengerti kalimat-kalimat yang diucapkan oleh para aktor dan aktris di film berbahasa Inggris yang saya tonton.  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
30. Saya banyak belajar tentang bahasa Inggris dengan menonton film berbahasa Inggris.  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
31. Saya **tidak dapat** menemukan nilai-nilai moral yang terkandung dalam film yang saya tonton.  
a. Tidak pernah b. Kadang-kadang c. Jarang d. Sering e. Selalu
32. Saya mendapatkan kosakata baru saat menonton film berbahasa Inggris.  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
33. Saya dapat menemukan berbagai slang language (Bahasa gaul) di film berbahasa Inggris yang saya tonton.  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
34. Saya dapat mengerti emosi para aktor dan aktris saat melihat ekspresi mereka di layar film.  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
35. Dari film berbahasa Inggris yang saya tonton, saya dapat menggunakan bahasa formal atau tidak formal sesuai dengan siapa saya berbicara.  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah



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## Appendix 2

### Vocabulary Test

Nama : .....

Kelas: .....

• **Pilihlah salah satu jawaban yang dianggap benar**

- 1) Luna is celebrating her birthday. Now Luna feels .....
- a. sad            b. confuse        c. happy        d. upset        e. hungry
- 2) Dennis went to dentist two days ago because his ..... were in pain
- a. ear            b. finger        c. feet        d. teeth        e. back
- 3) Candy is ... , but honey is sweeter than candy
- a. sweet        b. hot            c. sour        d. bitter        e. weird
- 4) ..... is trying to find information about something.
- a. surfing        b. investigation        c. bring        d. jump        e. destruction
- 5) Donald is..... across the road.
- a. ran            b. ruin            c. running        d. runs        e. run
- 6) Pilihlah kata sifat(adjective) yang tepat untuk mendeskripsikan "fire".
- a. cold            b. hot            c. deep            d. high            e. far
- 7) Pilihlah kata ganti yang tepat. " ..... is talented actor."
- a. He            b. We            c. They            d. You            e. I
- 8) The ..... of the movies was captivating.
- a. act            b. acting        c. actor        d. action        e. acts
- 9) " ..... Bottle on desk is mine
- a. here            b. those        c. thick        d. that        e. these
- 10) Brenda need ..... pencil to write her exam.
- a. an            b. a            c. the            d. that            e. these
- 11) The apposite of safe
- a. unsafe        b. dangerous    c. terrible        d. guilty        e. smooth
- 12) The opposites of light?
- a. huge            b. alone        c. bright        d. dark        e. faint

13) The opposite of closes?

- a. opens      b. cover      c. glow      d. fear      e. tough

14) The opposite of quiet?

- a. calm      b. adult      c. hope      d. cool      e. noisy

15) The synonym of huge?

- a. big      b. awesome      c. small      d. little      e. ugly

**Please answer the question for number 16-20**

**My friend Tim**

His name is Tim. He is a .....(16) person and he is average height. He has got light brown .....(17) and short fair hair. He lives in Nottingham, which is a city in the UK. He works .....(18) Debenhams in Nottingham, and he really .....(19) his job. He is a sales manager for the sports clothing department. When He is not at work, he likes to .....(20) tennis with his friend Joe. At the weekends, he sometimes takes his family to Manchester to visit his mum.

16) a. play      b. at      c. slim      d. eyes      e. these

17) a. eyes      b. cat      c. loud      d. play      e. hand

18) a. and      b. from      c. on      d. at      e. read

19) a. play      b. real      c. wrong      d. sad      e. enjoys

20) a. hair      b. play      c. slim      d. at      e. eyes

**The Answer**

1. c      11. b

2. d      12. d

3. a      13. a

4. b      14. e

5. c      15. a

6. b      16. c

7. a      17. a

8. d      18. d

9. d      19. e

10. b      20. b

### Appendix 3

#### Spss normality test

**Table 4.**  
The Normality Test Result Data

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Unstandardized Residual	.114	32	.200*	.942	32	.085

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

#### Spss Linearity test



**Table 4.**  
The linearity result of the data

#### ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Vocabulary score * Movies score	Between Groups	(Combined)	2825.000	24	117.708	4.708	.021
		Linearity	1758.810	1	1758.810	70.352	.000
		Deviation from Linearity	1066.190	23	46.356	1.854	<b>.204</b>
Within Groups			175.000	7	25.000		
Total			3000.000	31			

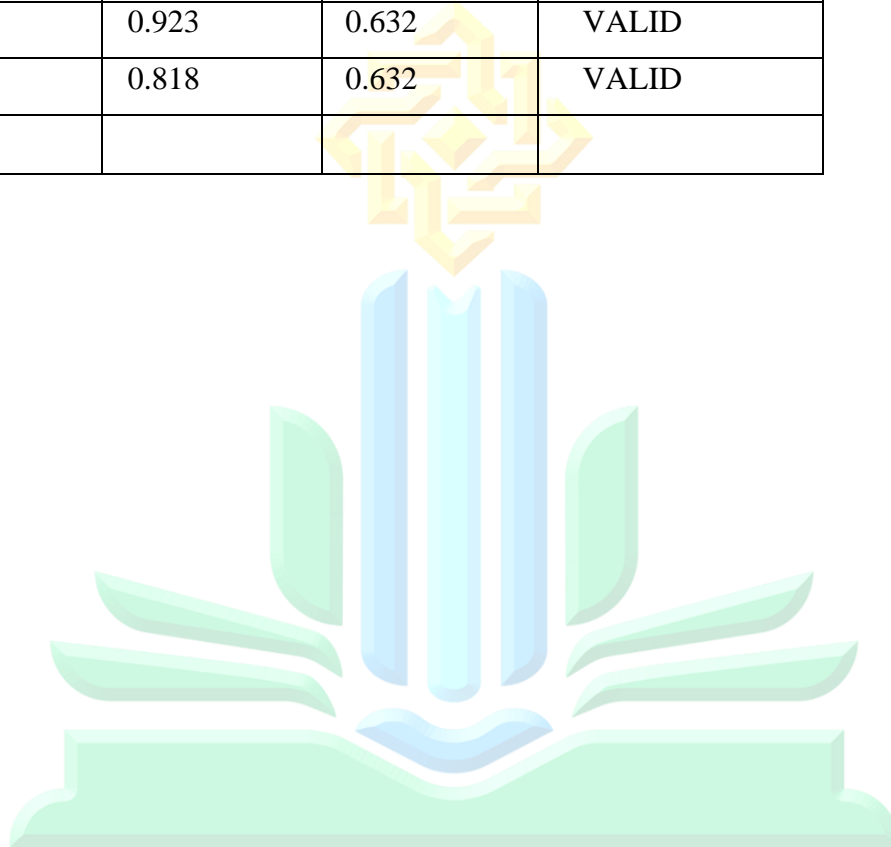


## Appendix 4

**Table 3.**  
**The result of validity test**

No Items	r Value	r Table	Information
1	0.682	0.632	VALID
2	0.677	0.632	VALID
3	0.794	0.632	VALID
4	0.716	0.632	VALID
5	0.894	0.632	VALID
6	0.832	0.632	VALID
7	0.768	0.632	VALID
8	0.832	0.632	VALID
9	0.841	0.632	VALID
10	0.755	0.632	VALID
11	0.841	0.632	VALID
12	0.749	0.632	VALID
13	0.772	0.632	VALID
14	0.707	0.632	VALID
15	0.642	0.632	VALID
16	0.741	0.632	VALID
17	0.862	0.632	VALID
18	0.905	0.632	VALID
19	0.775	0.632	VALID
20	0.706	0.632	VALID
21	0.949	0.632	VALID
22	0.783	0.632	VALID
23	0.715	0.632	VALID
24	0.826	0.632	VALID
25	0.742	0.632	VALID
26	0.773	0.632	VALID
27	0.737	0.632	VALID
28	0.915	0.632	VALID

No Items	r Value	r Table	Information
29	0.893	0.632	VALID
30	0.742	0.632	VALID
31	0.808	0.632	VALID
32	0.807	0.632	VALID
33	0.899	0.632	VALID
34	0.923	0.632	VALID
35	0.818	0.632	VALID

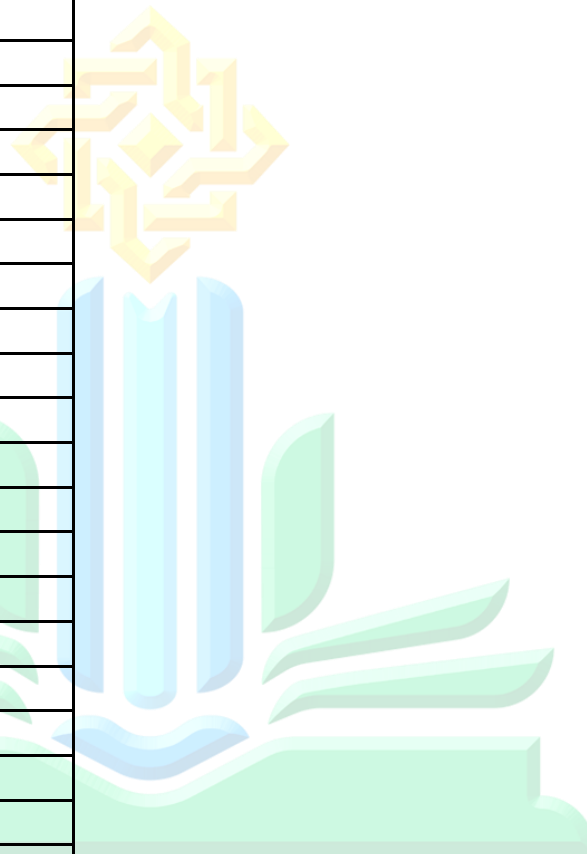


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## Appendix 5

### The Present List of Student who Following English class

No	Nama
1	AKMAL IBRAHIM
2	ADI NURIL HUDA
3	ADIBA KISWATUN NAJWA
4	ASTREILLA ZAHIRA
5	BILQIS ALIYAH DARMAWAN
6	DITA MUKTI ANGGRAINI
7	KIANU ALFA ALFATIH
8	MUHAMMAD ILYAS
9	M. ASYARIL ARFA
10	EGA AINUR ROHMAN
11	M. RIDHO
12	NAURA ADISKA
13	NIKEN CELIA ANJANI
14	AUREL DWIYANTI
15	KAYLA AZZAHRA
16	RINDANG ANANDA
17	M. GALIH BINTORO
18	SHOFIA SAKINA BALQIS
19	RUDI ANDARU MAHESA
20	TAFFANA AQILA AHSAN
21	M. FAREL SATRIO
22	ZAFERA DEANISA PUTRI
23	ALVIN AHMAD ILHAM
24	ALVIN ARDIYANTO
25	ANDIKA FIRMAWAN
26	AMIRAH ZALFA A
27	ATHAYA HAYILLAH
28	AZIZATUL ARIFAH
29	GIBRAN ALFAIH
30	RAFFI MEYKI NUR YANTO
31	M FERRY FIRMAWAN
32	M. FAHMI KAFABI R.

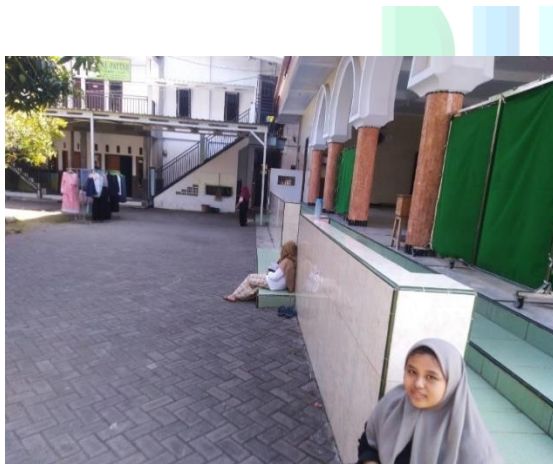


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Appendix 6



Picture 1.1 front yard of YP Ki Abdus Shomad



Picture 1.2 morning situation after reciting al quran together



Picture 1.3 front yard of YP Ki Abdus Shomad



## Appendix 7



Name	ANSWER																																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	Total		
AI	4	4	4	4	4	3	4	4	4	4	4	4	4	4	5	2	4	4	3	4	4	4	3	3	3	4	4	4	4	4	3	4	4	4	4	4	133	
ANH	4	3	4	4	4	4	4	4	3	3	3	3	4	4	4	3	4	5	3	5	4	4	4	4	4	4	4	4	5	5	3	3	4	4	4	135		
AKN	3	3	3	2	2	2	2	1	2	2	2	2	2	3	3	1	3	2	2	3	2	2	2	3	3	3	3	2	2	2	2	2	2	2	2	79		
AZ	4	4	4	4	4	4	5	5	4	4	4	4	4	4	4	2	5	4	3	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	3	140		
BAD	4	3	4	4	4	4	4	4	4	4	4	4	3	3	3	3	5	5	3	4	4	4	4	4	5	5	5	5	5	5	5	4	4	4	4	143		
DMA	4	4	4	4	4	4	4	5	4	4	4	4	5	5	4	2	4	4	3	4	5	5	4	5	4	4	5	4	4	3	4	4	4	4	4	143		
KAA	4	3	4	4	5	4	4	4	5	5	5	4	4	5	5	3	5	5	3	5	5	4	4	4	5	5	4	5	5	5	5	5	5	4	5	4	155	
MI	3	3	3	3	4	4	3	4	4	4	4	4	5	4	4	4	1	4	4	3	5	4	5	5	5	4	5	4	4	4	3	3	3	3	3	3	131	
MAA	3	3	3	4	3	3	3	3	3	4	3	3	3	3	3	1	3	3	3	1	3	3	3	3	3	2	2	2	3	3	3	3	3	3	3	3	100	
EAR	3	3	4	4	3	3	3	3	3	4	3	4	4	4	4	2	4	4	3	4	4	5	5	5	5	5	5	5	5	5	5	4	4	4	4	4	138	
MR	4	3	4	4	3	3	3	4	4	4	5	5	4	4	3	2	4	4	2	4	3	4	5	5	4	4	4	4	4	3	3	4	4	4	4	5	133	
NA	4	4	4	4	5	5	5	5	4	4	3	4	3	4	5	1	4	5	3	4	5	4	3	4	4	3	4	5	4	3	4	3	4	4	4	3	137	
NCA	4	4	3	4	4	4	5	4	3	4	3	3	3	3	2	2	3	3	2	4	4	5	4	4	4	4	4	4	4	5	3	3	3	3	3	5	125	
AD	3	3	3	3	3	3	3	3	3	3	3	4	2	2	2	2	1	1	2	1	2	3	2	2	2	3	2	2	2	3	2	2	2	2	2	1	2	81
KA	4	2	4	3	3	4	4	4	4	3	4	4	4	5	4	3	4	4	3	4	5	5	5	4	4	4	4	4	3	4	4	4	4	3	4	4	135	
RA	4	4	3	4	4	3	4	4	5	4	4	4	4	5	5	2	5	4	3	4	4	4	5	4	5	5	5	5	5	4	4	4	4	4	4	3	144	
MGB	2	2	2	3	3	2	2	2	2	2	2	1	2	2	2	1	2	2	1	2	1	2	3	2	2	2	2	2	1	2	2	2	2	2	2	2	2	68
SSB	4	4	4	4	4	5	4	4	3	4	4	4	4	4	4	1	4	5	3	4	3	4	4	4	5	4	4	5	5	5	5	5	5	4	4	4	141	
RAM	2	2	3	3	3	2	2	2	2	2	2	3	2	2	2	1	1	2	2	2	3	2	2	2	2	2	2	3	3	3	2	2	2	2	3	77		
TAA	4	3	4	5	4	4	4	4	4	3	4	4	4	4	4	3	4	2	4	4	4	4	4	4	5	5	5	5	4	5	3	4	4	4	4	139		
MFS	4	3	4	5	4	4	4	5	5	5	5	5	5	5	5	3	5	5	3	5	5	5	5	5	5	5	5	4	4	4	4	4	5	5	5	5	159	

ZDP	3	3	3	3	2	2	2	2	2	2	3	3	3	3	2	1	3	3	2	1	3	3	3	2	3	2	2	2	2	2	1	2	3	2	2	82
AAI	5	5	5	5	5	4	4	4	4	4	4	4	3	3	3	2	4	4	2	3	3	3	4	4	4	4	4	3	3	4	3	4	4	4	3	131
AA1	4	5	5	5	5	5	3	3	3	4	4	4	4	4	4	3	4	5	2	5	4	4	4	4	4	3	5	4	5	5	5	5	5	4	147	
AF	4	4	5	5	5	5	5	5	5	4	4	4	4	4	5	2	3	4	3	4	4	4	4	4	4	5	3	5	5	5	5	5	4	4	4	149
AZA	4	3	4	4	4	4	4	3	3	3	4	4	4	4	4	2	4	4	3	3	3	3	4	4	4	4	4	4	4	4	3	3	3	4	4	127
AH	4	4	4	4	4	4	4	4	5	5	5	5	5	5	4	2	4	4	3	5	5	4	4	4	4	3	4	4	4	4	4	4	5	5	5	147
AA2	4	5	5	5	5	5	5	5	5	4	4	4	4	4	4	1	4	4	3	4	4	4	4	4	4	3	4	4	4	4	4	4	3	4	4	142
GA	5	3	4	4	4	4	4	4	5	4	5	4	4	4	4	2	4	5	2	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	151
RMNY	4	4	4	4	4	5	5	5	5	4	4	4	4	5	4	2	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	5	146
MFY	5	4	4	4	4	4	4	5	5	5	5	5	5	5	4	2	4	4	3	4	5	5	5	4	4	4	5	5	4	5	4	4	4	4	4	151
MFKR	4	4	4	4	4	5	5	5	5	5	5	5	4	4	4	1	4	4	3	4	4	4	5	4	5	4	4	4	4	5	5	5	4	4	5	149
																																				4158



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Matrix of Research

Title	Variable	Sub Variable	Indicator	Source of data	Research Method	General Question:	HYPOTHESIS
THE CORRELATION BETWEEN STUDENTS HABIT IN WATCHING ENGLISH MOVIE	STUDENTS' HABIT IN WATCHING ENGLISH MOVIE	1. English Movies	1. Behavior 2. Automaticity 3. Types and genres of English movies	1. Observation 2. Questionare 3. Vocabulary test 4. Related document	1. Approach and kinds of research a. Quantitative  2. Data collection method a. Observation b. Interview c. Qustionare d. Vocabulary test e. Related document  3. Data analysis technique: <i>- Product Moment</i>	1. Is there any correlation in students habit in watching English movies to student English vocabulary skill at YAYASAN PENDIDIKAN KI. ABDUS SHOMAD KENCONG JEMBER?	Ha: There is a significant positive influence between students' habit in watching english movies to students' english movies to students' vocabulary mastery at YAYASAN PENDIDIKAN KI. ABDUS SHOMAD KENCONG JEMBER
HABIT IN WATCHING ENGLISH MOVIES AND STUDENTS VOCABULARY MASTERY AT YAYASAN PENDIDIKAN KI. ABDUS SHOMAD KENCONG JEMBER	STUDENTS VOCABULARY	1. Vocabulary Mastery	1. Receptive and Productive 2. Lexical and Gramatical 3. The important of learning vocabulary				H0: There is a significant positive influence between students' habit in watching english movies to students' vocabulary mastery at YAYASAN PENDIDIKAN KI. ABDUS SHOMAD KENCONG JEMBER

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Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Nomor : B-2803/In.20/3.a/PP.009/06/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala YP KI ABDUS SHOMAD KENCONG JEMBER

Jl. Kartini no.239 Wonorejo Kencong Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20166026  
Nama : AHMAD FAUZUL ADHIM  
Semester : Semester empat belas  
Program Studi : TADRIS BAHASA  
INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Correlation between Student Habit in Watching English Movies and Vocabulary Mastery at YP Ki Abdus Shomad Kencong Jember" selama 5 ( lima ) hari di lingkungan lembaga wewenang Bapak/Ibu Moh. Sumargo Mustaqim

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 04 Juni 2023

an. Dekan,

Wakil Dekan Bidang Akademik,



MASHUDI



## AUTENTICITY DECLARATION

The undersigned below:

Name : Ahmad Fauzul Adhim  
Student Number : T20166026  
Study program : English Education Department  
Faculty: Tarbiyah and Teacher Training  
Institute : State Islamic University Kiai Haji Achmad Siddiq of Jember

On this statement, I declare that this undergraduate thesis entitled “THE CORRELATION BETWEEN STUDENTS HABIT IN WATCHING ENGLISH MOVIES AND VOCABULARY MASTERY AT YP KI ABDUS SHOMAD KENCONG JEMBER” and all its content is truly the work of my own and I did not do the plagiarism or quotation in ways that are inconsistent with the prevailing ethic in the scientific community.

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J E M B E R

My sincerely  
Jember, June 20, 2023









**Ahmad Fauzul Adhim**  
**SRN. T20166026**

## Jurnal Penelitian

### Di YP Ki Abdus Shomad Kencong Jember

The Correlation between Students' Habit in Watching English Movies and Vocabulary mastery at YP Ki Abdus Shomad Kencong Jember

No.	Tanggal	Kegiatan	Paraf
1	Senin, 4 Juni 2023	Menyerahkan surat ijin penelitian kepada pengasuh YP Ki Abdus Shomad Kencong Jember	
2	Selasa, 5 Juni 2023	Asking permission and interview to the keeper and teacher.	
3	Rabu, 6 Juni 2023	Interview the students, and documentation	
4	Rabu, 6 Juni 2023	Try out the watching movies habit questionnaire and vocabulary test.	
5	Jumat, 8 Juni 2023	Take the students to do the watching movies habit questionnaire and vocabulary test, and documentation	
6	Senin, 10 Juni 2023	Penyerahan surat selesai penelitian	

Jember, 10 Juni 2023  
Kepala YP Ki Abdus Shomad



  
Moh. Sumargo Mustaqim

UNIVERSITAS KIAI HAJI ACHMAD SIDDIQ  
JEMBER



# YAYASAN PENDIDIKAN DAN SOSIAL ISLAM KI ABDUS SHOMAD

## KENCONG-JEMBER

1. Kartini No 237. Krajan A Wonorejo Kencong Jember 68167  
(082134866392)

### SURAT KETERANGAN PENELITIAN

NOMOR : 015/001/YPKAS/S, Ket/VI/2023

Yang bertanda tangan di bawah ini Kepala Yayasan Pendidikan dan Sosial Islam Ki Abdus Shomad Kencong Kabupaten Jember, menerangkan bahwa :

Nama : Ahmad Fauzul Adhim

NIM : T20166026

Semester : 14

Program Studi : Tadris Bahasa Inggris

Telah melaksanakan penelitian di Yayasan Pendidikan dan Sosial Islam Ki Abdus Shomad Kencong Jember mulai tanggal 04 sampai dengan 10 Juni 2023 dengan judul “ *The Correlation between Student Habit in Watching English Movies and Vocabulary Mastery at YP Ki Abdus Shomad Kencong Jember* “ dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan UIN KHAS Jember.

Demikian surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Jember, 10 juni 2023

Kepala Yayasan,



Moh. Sumargo Mustaqim

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4. MAN 3 Jember (2013-2016)
5. UIN Kiai Haji Achmad Siddiq Jember (2016-2023)

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