

**THE CORRELATION BETWEEN STUDENTS' HABIT IN WATCHING
ENGLISH MOVIE AND THEIR VOCABULARY MASTERY**
(A Descriptive Research at the Eleventh Grade of SMK Negeri 1 Enrekang)



A THESIS

*Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in Part Fulfillment
Of the Requirement for the Degree of Education in English Department*

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
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MOTTO AND DEDICATION

- *God's plan is always more beautiful than our desire.*
- *Learn from yesterday, live for today, hope for tomorrow.*
- *Never give up, fix mistakes and keep stepping.*
- *Love doesn't speak, but means anything.*
- *The more you give, the more you will get*

DEDICATION:

This skripsi is dedicated to:

- *My beloved parents (Mr. Yasim and Mrs. Risma).*
- *My beloved brothers (Muhammad Panji Anugrah, Muhammad Arya Rangga and Muhammad Rizki Alfatih).*
- *My beloved sisters (Nurhiqmah Yasim and Adinda Azzahra).*
- *My beloved friends (Firma, Icha, Ratna, Nurul, Riska, Ani, Satriani).*
- *All people around me.*

ABSTRACT

Mentari.2017. *Watching English Movie in Vocabulary Mastery* (A descriptive Research at the Eleventh Grade SMK Negeri 1 Enrekang), under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University (supervised by Erwin Akib and Radiah Hamid).

This research aimed to know the correlation between students habit in watching English movie and how the score of vocabulary mastery at the Eleventh grade of SMK Negeri 1 Enrekang.

This research employed Correlation Research with applying Quantitative Data Approach. There were two variables, they were independent variable (students' habit in watching English movie) and dependent variable (the students' vocabulary mastery). The sample of the research is Eleventh Grade of SMK Negeri 1 Enrekang consisting of 34 students. Samples were taken by purposive Sampling Technique. Researchers use questionnaire test and vocabulary test as a research instrument.

The result of the analysis showed that there is significant relation between student habit in watching English movie and vocabulary mastery. The value $X=30,764$ and $Y=79,058$ produce $r = 0,985$ meaning that there is significant relation between student habit in watching English movie and vocabulary mastery. It is proved by the value of product moment coefficient which shows that $r > 0.01$ which means there is a correlation between the students habit in watching English movies with their vocabulary mastery.

Keywords: Watching Movie, Vocabulary Mastery

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Mentari

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CHAPTER I

INTRODUCTION

A. Background

Language is the ability to acquire and use complex systems of communication. The people need language to look for and give people useful information. Communication holds the most important aspect in language, listening or reading cannot occur without communication. According to Clark (1970:71), language is the fundamental an instrument of communication. People talk as a way of conveying ideas to the others, grasp new facts, answer question, and so forth. A language has not only a structure but also a function to which that structure is put.

There are many elements of language learning. Vocabulary is the most obvious components and the first thing applied in language as communication. According to Hornby (1995), vocabulary is the total number of words, which makes up the language. It can be defined as the word we teach in the foreign language. Studying language can be started by learning vocabulary first. It is the most important element of language. Vocabulary is the central of language and it is important to the language students. Without mastering the vocabulary, students cannot communicate effectively and express their ideas in both oral and written form in order to discovering the meaning of what others say. Therefore, the students tend to focus on vocabulary.

To improve students mastery in vocabulary need strategies, it means as specific action by the student to make learning easier, faster, more effective. Learning strategies are possible help the learner to study vocabulary. Commonly, students get new vocabulary by two learning strategies; conventional and visual strategies. Conventional is the simplest strategy that is used by teacher in vocabulary teaching. For example; the teacher introduces the new word and give the meaning of words.

Learning process is not always in the class, learning can be done everywhere. Students also do not always face with the teacher to be taught vocabulary. Students can learn at anywhere, any time. Students watching English movie habit possibly way to enrich their vocabulary. The habit of watching movie provide opportunities to study language about vocabulary. Moreover, students should have a schedule for it is. In order to they can get new vocabularies and find many information about grammar to help language skill. Sometimes they also will find the problems about structure, difficult new vocabulary based on the dialogue by the native speaker. Then, they can look for the solution of the problems by asking to the teacher or look for the other reference. Indirectly, students will study about vocabulary of English by watching movie.

In fact, the students have problems in English during the teaching process. Based on the researcher experienced when observed students at SMK Negeri 1 Enrekang, the researcher found some problems in teaching English in the classroom especially in vocabulary. Most of the students think that English is difficult, they

could not enrich review their vocabulary. The researcher assumes that the use of English Watcing English Movie in learning English is appropriate for improving students vocabulary mastery.

Based on the explanation above, the researcher is interested to conduct the research entitled *“The Correlation between Students’ Habit in Watching English Movie and their Vocabulary Mastery at the Eleventh Grade of SMK Negeri 1 Enrekang”*. After doing this research, the researcher hopes that, the using of media like watching English movie in teaching can make the students feel more interested and pay more attention to the teacher. In addition, students are able to enrich their vocabularies so they can learn another English materials easily.

B. Problem Statement

The researcher formulates of the statements of the problem in questionform follows;

1. How is the vocabulary mastery of the Elevent Grade Students of SMK Negeri 1 Enrekang in Academic Year of 2017/2018?
2. Is there any correlation between students’ habit in watching English movie and their vocabulary mastery of the Eleventh Grade Students of SMK Negeri 1 Enrekang in Academic Year of 2017/2018

C. Porpose of the Study

Related to the assumption above, the research aims to know:

1. How is the vocabulary mastery of the Eleventh Grade Students of SMK Negeri 1 Enrekang in Academic Year of 2017/2018.
2. To know whether is correlation between students' habit and watching English movie in their vocabulary mastery of the Eleventh Grade Students of SMK Negeri 1 Enrekang in Academic Year of 2017/2018.

D. The Significance of the Study

The title of this research is "The Correlation between Students' Habit and Watching English Movie and Their Vocabulary Mastery at the Eleventh Grade of SMK Negeri 1 Enrekang". In understanding the topic of this research easily, the writer would like to present the definition of key terms, they are:

Habit is an acquired behavior or thought pattern that you have repeated so many times that it has become almost unconscious.

Habit in watching English Movie is an action watching English movie that is repeated in a long time span and the adjacent.

Vocabulary Mastery is an activity or the ability to understand and use words that are in a language, either spoken language, or in writing.

E. Scope of the Study

This research is restricted to the use of English movie as a teaching technique in learning vocabulary. The movie in this case is Madagascar 4. The researcher chose this movie because it uses simple language, pretty familiar vocabulary, funny, and educative enough. In this movie, the students must focus on two kinds of vocabularies those are noun and verb. The researcher does it because the

researcher want to get maximum result of the study and it will contribute advantage in English teaching and learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

Many studies have been performed by the researcher related to the use of strategies, approaches, techniques, or media, in improving vocabulary mastery of the students. Some of them are mentioned with their report as follows:

- Syafi'i (2013), conducted a research under the title "*Korelasi antara Kebiasaan Menonton Film Berbahasa Inggris dan Penguasaan Kosakata Siswa di SMKN 1 Salatiga*". The result has shown that there was a significant correlation between students' habit in watching English movie and vocabulary mastery with correlation coefficient $r = 0.790$, $p (0.01)$. It means that, the higher students' habit in watching English movie, the higher students' vocabulary mastery.
- Rahman (2012), conducted a research under the title "*Correlation between Frequency of Watching English Movies and Vocabulary Mastery of the Second Grade Students of MAN 1 Semarang in the Academic Year of 2011/2012*". The result has shown that there was a significant correlation

between frequency of watching English movies and vocabulary mastery. It was proven by the result of product moment coefficient value that is higher than r of table coefficient value. So, he concluded that the frequency of watching English movie can give effect to the vocabulary mastery.

- Hikmah (2009), her title is "*Developing Students' Vocabulary using Dora the Explorer Movie*". The result has shown that the use of watching movie to teach of English to the fourth grades of SDN 02 Subah Batang was an effective media in improving the students' vocabulary. It was proven by the result of achievement tests score. So, she concluded the use of movie can improve the students' vocabulary.

Based on the some previous studies above, the researcher found that use students' habit in watching English movie has correlation with vocabulary mastery in Ahmad Safi'i research and Arif Rahman research. While in Nurul Hikmah research by using movie as a strategy. Therefore, the researcher will apply the watching English movie to know correlation between students habit in watching English movie and their vocabulary mastery.

B. Some Partinent Ideas

1. Vocabulary

a. Definition of Vocabulary

There are a number of definition about vocabulary. Vocabulary is the total of words in a language. Good (1973:624) defines vocabulary as content

and function words of language which are learned so thoroughly so that become part of child's understanding, speaking, and later reading and writing vocabulary. It also means words having been heard or seen even though not produced by individual himself to communicate with others. Vocabulary is list of word, usually arranges in order and defined as dictionary, glossary, and lexicon, Webster (1983:304).

In English study is focus on the meaning, so the students must know the meaning of the vocabulary that they are learning, that they are read, listen, etc.

b. Kinds of Vocabulary

Vocabulary can be varied into various kinds of vocabulary. Harmer (1991: 159) also divides vocabulary into two types:

1. Active vocabulary refers to vocabulary that students have learned. They are expected to be able to use by the students.
2. Passive vocabulary refers to words, which students will recognized when they met them but they will probably not be able to produce.

Schail (1967) states that every person has three types of vocabulary as follow:

1. Active vocabulary is the words we customarily use in speaking and probably runs from 500 to 1000 words.
2. Reserve vocabulary is the word we know but we rarely use in speaking, we use them in writing.
3. Passive vocabulary is the words we recognize vaguely, but are not sure of the meaning, we never use them in either speaking or writing.

Terry in Karim (2000) divides vocabulary into four parts, they are:

a. Active Vocabulary

Numbers of words that are used by an individual as opposed to number she/he is able to understand.

b. Basic Vocabulary

Words and idiomatic expression is necessary for minimal use and working knowledge of a language.

c. Passive Vocabulary

Numbers of words understood by child as opposed to the number of words used.

d. Vocabulary Growth

Development of vocabulary with age, the speed of development depends on intellect and linguistic environment.

c. The Technique of Teaching Vocabulary

Gaims and Redman (2003), they mention two technique if teaching vocabulary. There are visual technique and verbal technique.

1. Visual Technique

a. Mime and Gestures

In this technique, the teacher can use real object and command. In real object, the teacher can use something available in the classroom such as door, whiteboard, board marker, clock, and so on. In using command, a teacher can give command such as open the window; open your book, etc. another example is teaching part of body, a teacher can give command such as raise your hand, put right on your head, etc.

b. Visual Aids

In this technique, the teacher can use pictures, photographs, flashcards, and whiteboards as the visual aid. One of the visual aids that possibly used is whiteboards.

The picture for vocabulary teaching come from many sources. It can be from the magazine, newspaper, or the student's handmade. Pictures can be used to explain the meaning of vocabulary items. The meaning of vocabulary is in the students mind before he is given the English word because he can understand it from the picture.

2. Verbal Technique

a. Use of Illustrative Situations (Oral or Written)

This technique can be useful when the words are abstract. In this technique teachers just explain the word so that teachers should use more than one situation or context to ensure that students understand what they explained.

b. The Use of Synonym and Definition

Synonym can be called the words that have similar meaning with other words. Teachers often use this technique to low level students; it would be justifiable at low levels to tell students that miserable mean very sad. Secondly, it is commonly used with higher level students and subsequently qualified, such as Male means man.

c. Contrasts and Opposites

In this technique, the teacher asks the students the opposite of something, for example, what is the opposite of sweet? What is the opposite of clever? etc.

d. Scales

It can be useful way to get new vocabulary if students have learned contrasting or related gradable items. If students know 'hot' and 'cold' teachers can ask students a framework for feeding in 'warm' and 'cool' and later 'freezing' and 'boiling'.

e. Example of the Type

The teachers can use illustration to get the meaning of subordinates, such furniture, vegetables, and fruits. It is a common produce to exemplify them e.g. table, chair, and bed are all furniture.

3. Translation

Translation is changing some words or sentences from second language or other language to native language with similar meaning. It is one of traditional method. This technique is usually used by the teachers when they taught vocabulary or text in teaching learning process.

Translation can be a very effective way of conveying meaning. It can save valuable time that might otherwise be spent on a largely

unsuccessful explanation in English, and it can be a very quick way to dispose of low frequency items that may worry the students but do not warrant significant attention.

According to Saraswathi (2004), in her book entitled “*English Language Teaching Principle and Practice*”, technique for teaching vocabulary is the teachers should consider the following:

1. At the elementary stage, teachers should use objects or real things to translate target language that is being studied into mother tongue. For example: pictures, slides, and labels.
2. Using gestures and symbols. It means that teachers should practice by doing action to explain words that is being studied like smile, jump, and walk.
3. At a higher level, teachers can use known vocabulary to teach unknown vocabulary, such as teachers can ask synonym, antonym, and hyponym some words to enrich the students' vocabulary.

For example: - Synonym = pretty, beautiful, charming

-Antonym = miser X spendthrift

-Hyponym = dog, cat, donkey, monkey (animals)

4. Using words set or words categories.

For example: - Pen, pencil, ink, paper (stationery)

- Breakfast, lunch, dinner, supper (meals)
- Menu card, waiter, tips, appetizer, dessert, soup, bill, buffer
(words associated with a restaurant)

5. Teachers can ask the definition and paraphrase some words to the students. For example: a sonnet is a poem of 14 lines.

6. Teachers can ask the students some words based on the situation.

For example: When you are thirsty, you drink water. When you are hungry, you eat food.

2. Habit

a. Definition of Habit

A habit is a routine of behavior that is repeated regularly and tends to occur subconsciously. Habitual behavior often goes unnoticed in persons exhibiting it, because a person does not need to engage in self-analysis when undertaking routine tasks. Habits are sometimes compulsory. New behaviours can become automatic through the process of habit formation. Old habits are hard to break and new habits are hard to form because the behavioural patterns which humans repeat become imprinted in neural pathways, but it is possible to form new habits through repetition (Wikipedia). Habit is something that is not conducted drastically but it is conducted slowly, repeatedly, and continuously, (Covey 1997:7), habit is a routine of behavior that is repeated regularly and tends to occur unconsciously.

b. Habitual Learning

In psychology, habituation is an example of non-associative learning in which there is progressive diminution of behavioral response probability with repetition of a stimulus. It is another form of integration. An animal first responds to a stimulus, but if subsequent responses. One example of this can be seen in a small cage; the birds initially react to it as though it were a predator, showing that it is only a very specific stimulus that is habituated to (namely one particular unmoving owl in one place). Habituation has been shown in essentially very species of animals, including the large protozoan stent or cerulean.

3. Learning Strategies

1. Definition

Learning strategies are specific action taken by the learner to make learning easier, faster, more directed, more effective. In this study watching movie habit is learning strategy (Thomas, 1995:26).

2. The Strategies of Teaching Vocabulary:

According to Thomas (1995:112), there are two strategies of teaching vocabulary, those are:

a. Conventional

Conventional strategy is common strategy by the English teachers. The teacher introduce to new words to the students and then the teacher give the meaning of those words. This strategy is too show teacher dominant in the class and it make students bored.

b. Visual

Visual strategy is different with conventional strategy. In teaching-learning process, teacher can use visual aid to enrich student's vocabularies.

Learning strategies are not always by teacher guide. It means the learner is able to make their own way in learning vocabulary. Students can be easy controlling their study without get bored.

4. General Concept of Movie

a. Definition of Movie

A film, also called a movie or motion picture, is a series of still or moving images. It is produced by recording photographic images with cameras, or by creating images using animation techniques or visual effect (Wikipedia).

Eliab (2001) state that analyzing movie the first thing is to understand the elements of movie. They are story, character, theme, setting, and style.

A good story is the basis for most successful films. A good story has a very clear beginning, middle, and end. The best way to organize the telling of a story is through proper balance of suspense and action.

A character is a person that created by movies' creator or sometimes events an animal who takes part in action of story. Based on the character function on the story, character can be classified to be two. They are main character and supporting character. The main character is the character that has many scenes on the story. Whereas, the supporting character is character that supports and helps the main character on the story.

Theme is main concepts and idea that underlies the story. Theme is revealed through the values of the character when confronting obstacles and resolving conflict in pursuit of their goal. It can be considered as the foundation and purpose of the story because without purpose the story will be trivial.

The setting refers to all of the information about the place, time and situation of the movie. The setting can be classified to be two kinds. There are physical setting and social setting. The physical setting is setting that can be understood by using sense, such as time and place. The social setting is setting that describes about the situation, lifestyle, culture,

language of the society. The last element of the movie is style refers to genre of movie.

The statement above can be concluded that movie is a form of entertainment that composed by some elements. Movie has five elements which we have to know and understand when watching a movie or reading story, because they are parts of the movies. If we don't know about it, we will not understand the substance of that movie. Film is a story, recorded as a set of moving pictures to be shows on television or at the cinema (Hornby, 1995:34).

b. Advantages of Movie

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 movie 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.

Film is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement. Film can be effective media in teaching learning process, because it stimulates students

both receptive skills (listening and reading) and productive skills (writing and speaking). Film can be more effective than other instructional media for relating one idea to another, for building continuity of thought, and for creating dramatic impact. It indicates that film is a useful way to improve students' vocabulary. Choosing the right film is very important too. A lesson will be much easier and interesting if we use film.

Movie has particular value, such as completing basic experience, provoking new inspiration, attracting attention, showing treatment of real object, explaining abstract things, etc.

Nasution (2005:104) states that the advantages of using movie in teaching and learning proses are:

1. Movie is very good in describing a process, if necessary by using "slow motion".
2. Each students can learn something from the movie, from the cleaver one or less intelligent.
3. Movies can take a child from one country to another country and from one period to another period.
4. Movie can be repeated if necessary to add clarity.

According to Azhar (2001:50), he states that disadvantages of using movie in teaching and learning proses are:

1. Procurement of English movie generally is expensive and cost a lot of time.
2. When the movie showed, the pictures will keep changing making all students are not able follow the information given through the movie.
3. Movies not always appropriate with the needs and desired learning objective.

A good film is a film that can meet the needs of students in relation to what has been learned. Hamalik argues that adhere to basic principles of 4-R is: “the right film is the right place at the right time used in the right way”.

c. Movie as a Media in Teaching Vocabulary

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.

Actually teaching learning process is a communication process. It has to be realized through conveying activity and changing message by the teachers or students. Teaching English as the foreign language for Indonesian students is not easy. The teacher is asked to use a suitable technique or media

to teach effectively because effective teaching is the basic factor for the successful learning process including learning vocabulary. The use of media such as movie is very important and also helps students more understand the message which the teacher gave them.

In other words, many special factors which help teachers to select appropriate media that should be used. Many kinds of media such as pictures, tape recorder, radio, television, and movie that are useful for teachers to achieve instructional goals of the teaching learning process and they can also be formed easily in our daily lives.

C. Conceptual Framework

The underlying theoretical framework of this research can be illustrated diagrammatically as follows:

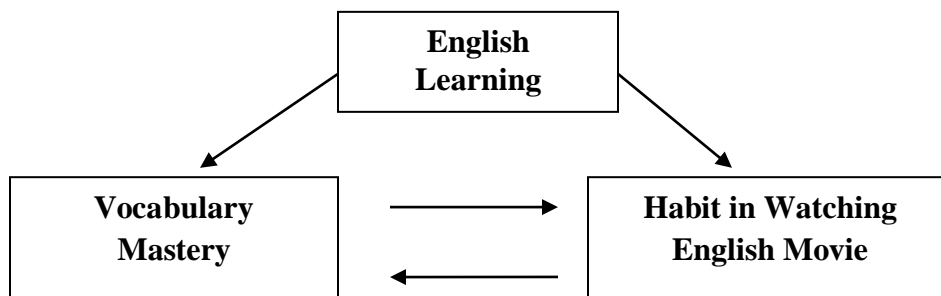


Figure 2.1 Conceptual Framework

The conceptual framework above explains the process of doing the research and result of the research. To input of the research is the variable refers to the material that used to know the habits of students in watching English movie and vocabulary mastery. The process of the research is answering the questionnaire watching English movie and answering the vocabulary test. At the end, this research aims to find out the result of the independent variable that there is significant correlation.

D. Hypothesis of the Study

Arikunto (2013) stated that, the hypothesis is temporary answer to the problem that still remains to be proven because it still has to be verified its truth. Alleged answer proficiency level is the truth that is temporary, which will be proven by the data collected through research.

Correlation based on the direction of the relationship, can be divided into positive correlation, negative correlation, and nil correlation. Positive correlation; if there is unidirectional relationship. It means that, if the value of X rises, the value of Y goes up. Negative correlation; if there is a relationship in the opposite direction. It means that, if the value of X raises, the value of Y down. Nil correlation; if the direction sometimes unidirectional, but sometimes the opposite direction.

CHAPTER III

RESEARCH METHOD

A. Research Design

Based on this research, researcher use a Correlational Study Design. The purpose of correlational study is to determine whether, and to what degree, a relationship exists between two or more variables (Gay, 1981). In this case, correlational research is used to determine whether there is a dynamics of the relationship between students' habit in watching English movie and vocabulary mastery at the Eleventh Grade Students of SMK Negeri 1 Enrekang in Academic Year of 2017/2018.

B. Population and Sample

a. Population

Population is all member of research subjects (Arikunto, 2013:130). Population is all individuals from whom the data are collected. Population in this research will be the Eleventh Grade Students of SMK Negeri 1 Enrekang in academic year of 2017/2018, total number is 140 students.

b. Sample

Sample is a part of the population which is investigated (Arikunto, 2013:130). If the research subject less than 100 is better to take all of it. So, it is regarded as population research. But if the research subject more than 100, the

researcher can take 10-15% or 20-25% from the population (Arikunto, 2013:134). The researcher will take 34 students from 140 students which consists of four class. The researcher will use the purposive sampling to get the sample because the students in the class have the vocabulary mastery ability is lower than with the other classes.

C. Research Variables and Indicators

1. Variables

This research used a clear object. Identifications of research variable needs to be done to assist the determination of the research design. There are two variables in this research, they are independent variable and dependent variabel. Independent variable is a variable that affects or is the cause of the changes or the emergence of the dependent variable (dependent). Independent variable in this study is the habit of watching English movie. Dependent variable is the variable that is affected or which become due because of the independent variable. Dependent variable in this study is vocabulary mastery.

2. Indicators

The indicator of this research is vocabulary, focussed on verb and noun.

D. Research Instrument

a. Questionnaire

Questionnaire, which aims to find information about the students' habit in watching English movie. In this case, the researcher used the questionnaire

enclosed that presented in a form such that the respondents were asked to choose one answer that suits the characteristics of him by giving the sign. Each item of question was provided with five alternative answer.

b. Test

This test was in the form of lists word tests. It was to measure whether there was an increase in students' vocabulary mastery after watching an English movie.

E. Data Collection Procedure

The researcher carried out two instruments to collect the data containing questionnaire and vocabulary test. They are:

First, the researcher distributed the questionnaire about the habit of watching English movie totaling 10 questions in the form of multiple choice with choice of A, B, C, D, and E. The questionnaire will used the score between 1 till 5. So, each answer choice was meant to symbolize the difference the levels habit of to watch English movie of the students. After that, to measure the student's vocabulary mastery, the researcher gave opportunity to the students watching an English movie titled Madagascar 4. *Third*, while watching, students close attention conversations on the movie so that students can answer the vocabulary mastery test later on. *Finally*, after watching the movie, the researcher distributed the vocabulary mastery test to measure the student's vocabulary mastery. After answering the test, the researcher collected all the tests from the students.

F. Technique of Analysis Data

After collecting data, the researcher will take some step to analyze data. The analysis step will as follow:

1. Introduction Analysis

Introduction analysis is to simplify the data in order to be able to be read and interpret easily. There are two data namely:

a. Questionnaire Data

The researcher categorized the score resulted of questionnaire data or also called independent variable (X) into the following criteria:

Table 3.1: The Score of Questionnaire

Criteria	Score
Always	5
Often	4
Sometimes	3
Seldom	2
Never	1

b. The Score of Vocabulary Test

While the students' vocabulary test is also called dependent variable (Y) are classified into the following criteria:

Table 3.2: The Score of Vocabulary Test

Criteria	Score
Excellent	81-100
Good	61-80
Fair	41-60
Poor	21-40
Very Poor	0-20

(Sugiono, 2012)

2. Hypothesis Analysis

After the data of watching English movie and vocabulary mastery are collected. The researcher examines research hypothesis by calculating and correlate the data of X and Y variables. The examination will use Pearson Product Moment.

The equation for Pearson (r) is as follow:

$$r = \frac{\sum xy}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

Where : r = correlation coefficient

$\sum X$ = the values for the X variable

$\sum Y$ = the values for the Y variable

\sum_{XY} = the values for XY variable

(Sugiyono, 2012)

3. Final Analysis

The result of correlation between X and Y variables will be compared with the value (0,01). If $r > 0,01$ or there is a correlation between students' habit in watching English movies and their vocabulary mastery. If $r < 0,01$ is not significant. It means that there is no correlation between students' habit in watching English movies and their vocabulary mastery. A positive correlation indicates that the score move together either increasing or decreasing. A negative correlation indicates that the scores on one variable rise and scores on other decrease. Correlation does not imply caution means two events are in some ways correlated does not mean that on necessarily cause the other. The ranging of correlation coefficient is as follow:

0, 00 - 0, 199 means very low correlation

0, 20 - 0, 399 means low correlation

0, 40 - 0, 599 means fair correlation

0,60 - 0,799 means high correlation

0,80 - 1,000 means very high 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. Finding

Based on the analysis of data about vocabulary mastery in which the level of vocabulary mastery is divided into three categories. High vocabulary mastery 17 students, moderate vocabulary mastery is 13 students, low vocabulary mastery is 4 students. It can be concluded that the level of Students' Vocabulary Mastery at the Eleventh Grade of SMK Negeri 1 Enrekang is high.

1. Vocabulary Mastery of Students

Table 4.1 Score of Students' Vocabulary Mastery

No	Name	Score (Y)
1	AYST	76
2	ASKT	77
3	FDAB	81
4	IRWT	81

5	SRTK	60
6	WLD	88
7	NRS	79
8	IMYT	79
9	RNWT	87
10	RSK	88
11	RIK	85
12	KSDR	87
13	HKMA	87
14	SRHT	79
15	INRS	60
16	TKM	75
17	MNT	77
18	ADTR	60
19	KHT	75
20	NQA	81
21	RYW	88
22	ASD	75
23	BFL	75
24	IKL	76
25	KHN	60
26	NAF	81
27	FRD	88
28	AAM	83
29	AGY	77
30	IPI	88
31	SKA	76
32	NAS	86
33	DYT	88
34	HYT	85
TOTAL		2688

Based on the table above, the highest score of students vocabulary mastery test is 17 and the lowest is 4. The score (Y) is 2688 and the participants (N) are 34.

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

$$\begin{aligned}
 Y &= \frac{\sum y}{n} \\
 &= \frac{2688}{34} \\
 &= 79.058
 \end{aligned}$$

2. Student's Habit in Watching English Movie

Based on the analysis of data about habit in which level of habit is divided into three categories. High habit is 16 students, moderate habit is 13 students, low habit is 5 students. It can be concluded that the level of Students' Habit in Watching English Movie at the Eleventh Grade of SMK Negeri 1 Enrekang is high.

Table 4.2 Score of Students' Quotionnare Test

Name	ANSWER										SCORE (X)
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	
AYST	3	3	4	5	4	2	3	2	4	2	32
ASKT	4	2	4	4	3	2	2	2	3	4	30
FDAB	2	2	3	1	4	3	2	2	3	2	24
IRWT	4	4	4	4	3	4	3	4	3	4	28
SRTK	2	2	3	1	2	2	2	3	3	4	24
WLD	3	2	4	1	3	4	4	2	2	3	37
NRS	3	2	4	4	2	2	1	2	2	3	25
IMYT	3	2	4	4	3	2	1	2	2	3	26
RNWT	2	3	3	4	2	3	4	2	2	2	27
RSK	4	4	5	5	3	4	4	4	4	3	40
RIK	3	3	2	3	2	2	1	3	3	2	24
KSDR	3	3	4	4	3	2	4	4	4	3	34
HKMA	4	3	5	5	2	4	4	3	3	4	37
SRHT	4	4	4	4	3	5	4	2	4	3	37
INRS	3	2	3	2	3	2	2	3	4	4	28
TKM	3	2	4	4	3	2	3	2	3	2	28
MNT	5	5	5	3	2	3	3	3	4	4	29
ADTR	4	3	2	3	2	2	3	3	3	4	37
KHT	4	3	4	4	2	3	4	3	4	4	35

NQA	5	5	5	3	3	2	3	4	5	2	37
RYW	3	3	5	1	2	3	4	4	4	3	32
ASD	4	4	4	5	2	2	5	3	4	3	36
BFL	3	3	4	3	3	1	3	3	3	4	30
IKL	3	3	3	2	3	1	3	4	4	3	29
KHN	4	5	4	2	2	3	2	2	3	2	29
NAF	3	3	2	4	3	3	2	2	3	3	28
FRD	3	3	2	4	3	3	2	3	3	3	29
AAM	4	3	2	2	3	2	2	3	4	2	27
AGY	5	3	3	3	3	2	3	3	4	3	32
IPI	3	3	5	2	3	3	2	2	2	2	27
SKA	5	4	4	5	3	3	3	4	2	4	37
NAS	2	2	3	5	2	2	3	3	2	1	25
DYT	2	2	5	2	2	2	3	2	3	3	26
HYT	3	4	3	5	4	4	5	3	5	4	40
TOTAL											1046

Based on the table above, the highest amount of the habit in watching English movies is 5 and the lowest is 1. The score (X) is 1046 and the participants (N) are 34.

The next step is to calculate mean (X) of students' habit in watching English movies by this pattern:

$$\begin{aligned}
 X &= \frac{\sum x}{n} \\
 &= \frac{1046}{34} \\
 &= 30.765
 \end{aligned}$$

3. Correlation between Students Habit in Watching English Movie 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 4.3 Correlation between Students' Habit in Watching English Movie and Their Vocabulary Mastery

No	X	Y	XY
1	32	76	2432
2	30	77	2310
3	24	81	1944
4	28	81	2268
5	24	60	1440
6	37	88	3256
7	25	79	1975
8	26	79	2054
9	27	87	2346
10	40	88	3520
11	24	85	2040
12	34	87	2958
13	37	87	3219
14	37	79	2923
15	28	60	1680
16	28	75	2100
17	29	77	2233
18	37	60	2220
19	35	75	2625
20	37	81	2997
21	32	88	2816
22	36	75	2700
23	30	75	2250
24	29	76	2204
25	29	60	1740
26	28	81	2268
27	29	88	2552
28	27	83	2241
29	32	77	2464
30	27	88	2376
31	37	76	2812
32	25	86	2150
33	26	88	2288

34	40	85	3400
Total	1046	2688	243221937

The all data is calculated by using product moment in order to prove the hypothesis of this research significant or not significant.

$$\begin{aligned}
 r &= \frac{\sum xy}{\sqrt{(\sum X^2)(\sum Y^2)}} \\
 &= \frac{79,058 \times 30,765}{\sqrt{(946,4522 \times 6429,8511)}} \\
 &= \frac{2432,21937}{\sqrt{6085546,719}} \\
 &= \frac{2432,21937}{2466,8901} \\
 &= 0,985
 \end{aligned}$$

B. Discussion

Increasing vocabulary mastery can be done by using English movie. By getting used to watch English movie will have a significant influence in increasing vocabulary mastery. Through a questionnaire distributed to students, it was know that they are in the higt level of watching English movie habit. Once the data was obtained, the students' viewing habits subsequently given procurement vocabulary tests and the result also are in the higt level.

1. Vocabulary Mastery of Students

Based on result of product moment correlation test analysis with value $X = 30,764$ and $Y = 79,58$ produce $r = 0,985$ meaning that there is significant relation between student habit in watching English movie and vocabulary mastery. It is proved by the value of product moment coefficient which shows that $r > 0.01$ which means there is a correlation between the students habit in watching English movies with their vocabulary mastery.

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 Eleventh Year of SMK Negeri 1 Enrekang. It means that, the higher students' habit in watching English movie, the higher students' vocabulary mastery.

2. Students Habit in Watching English Movie

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 movie 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.

Watching movie 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 cleaver 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.

3. Correlation between Students Habit in Watching English Movie and Their Vocabulary Mastery

Based on the findings by using formula product moment, there is significant relation between students habit in watching English movie and their vocabulary mastery. The value $r = 0,985$, it is proved by the value of product moment coefficient which show that $r > 0,01$ which means there is a correlation between students habit in watching English movie and their vocabulary mastery.

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 Eleventh Grade of SMK Negeri 1 Enrekang in Academic Year of 2017/2018.

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 17 students, moderate vocabulary mastery is 13 students, low vocabulary mastery is 4 students. It can be concluded that the level of Students' Vocabulary Mastery at the Eleventh Grade of SMK Negeri 1 Enrekang is high.
2. Based on result of product moment correlation test analysis with value $X = 30,764$ and $Y = 79,58$ produce $r = 0,985$ meaning that there is significant relation between student habit in watching English movie and vocabulary mastery. It is proved by the value of product moment coefficient which shows that $r > 0.01$ 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 SMK Negeri 1 Enrekang at Eleventh Grade
 - a. The use of media cannot be separated from teaching and learning process.
The use of movie 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 movie to improve students' vocabulary especially animated movie, for example Madagascar IV

2. For Students of SMK Negeri 1 Enrekang

- a. The researcher suggests that vocabulary of the students can be improve by watching English movie.
- b. The researcher suggests that the habit of watching English movie can be improve the students' vocabulary.

3. For Researcher

It is suggested to other researcher to complete this research by conducting any other researcher on watching English movie. 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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A

P

P E N D I C E S

APPENDIX I

QUESTIONNAIRE OF STUDENTS' HABIT IN WATCHING ENGLISH MOVIE

Nama :

NIS :

Kelas :

I. PETUNJUK PENGISIAN:

1. Sebelum menjawab pertanyaan, bacalah petunjuk pengisian dengan cermat.
 2. Kuesioner ini terdiri dari **10 pertanyaan**.
 3. Berilah tanda silang (X) pada salah satu pilihan **A, B, C, D,** dan **E** yang menurut anda tepat tanpa ada paksaan sesuai dengan keadaan yang sebenarnya.
 4. ***Semua jawaban benar tidak ada yang salah.*** Oleh karena itu, jawablah semua pertanyaan sesuai dengan keadaan yang anda alami dengan ***jujur.***
 5. Terima kasih atas partisipasi anda dan selamat mengerjakan
-
-

1. Seberapa sering anda menonton film bahasa Inggris setiap minggunya?
 - a) Sering
 - b) Selalu
 - c) Kadang-Kadang
 - d) Jarang
 - e) Tidak Pernah
2. Seberapa sering anda mendownload film bahasa Inggris setiap minggunya?
 - a) Sering
 - b) Selalu
 - c) Kadang-Kadang
 - d) Jarang
 - e) Tidak Pernah
3. Seberapa sering anda menemukan kosa kata sulit ketika menonton film bahasa Inggris?
 - a) Sering
 - b) Selalu
 - c) Kadang-Kadang
 - d) Jarang

e) Tidak Pernah

4. Seberapa sering anda menemukan kosa kata baru ketika menonton film bahasa Inggris?

- a) Sering
- b) Selalu
- c) Kadang-Kadang
- d) Jarang
- e) Tidak Pernah

5. Seberapa sering anda mencatat kosa kata baru yang anda temukan ketika menonton film bahasa Inggris?

- a) Sering
- b) Selalu
- c) Kadang-Kadang
- d) Jarang
- e) Tidak Pernah

6. Seberapa sering anda melihat kamus untuk mendapatkan arti kata didalam film bahasa Inggris yang telah anda tonton?

- a) Selalu
- b) Sering
- c) Kadang-Kadang
- d) Jarang
- e) Tidak Pernah

7. Seberapa sering anda menangkap kosa kata ketika menonton film Inggris?

- a) Selalu
- b) Sering
- c) Kadang-Kadang
- d) Jarang
- e) Tidak Pernah

8. Seberapa sering anda memahami susunan kalimat dalam film bahasa Inggris?
- a) Selalu
 - b) Sering
 - c) Kadang-Kadang
 - d) Jarang
 - e) Tidak Pernah
9. Seberapa sering anda mengucapkan kembali ungkapan-ungkapan yang ada pada film bahasa Inggris yang telah anda tonton?
- a) Selalu
 - b) Sering
 - c) Kadang-Kadang
 - d) Jarang
 - e) Tidak Pernah
10. Seberapa sering anda menulis ungkapan-ungkapan yang ada pada film bahasa Inggris yang telah anda tonton?
- a) Selalu
 - b) Sering
 - c) Kadang-Kadang
 - d) Jarang
 - e) Tidak Pernah

APPENDIX II

VOCABULARY MASTERY TEST

Nama :

NIS :

Kelas :

Tes penguasaan kosa kata ini terdiri dari tiga bagian. Setiap bagian mempunyai petunjuk mengerjakan tes. Jawablah tes penguasaan kosa kata ini dengan jujur, dan sesuai dengan kemampuan anda.

Bagian Pertama

Lengkapi setiap kosa kata di bawah ini sesuai dengan kosa kata yang digunakan dalam film yang telah anda tonton!

- | | |
|-------------|-------------|
| - L_FE | - CE_EBRA_E |
| - SN_W | - SHA_OW |
| - L_OK | - RE_EM_ER |
| - F_Y | - W_FE |
| - E_G | - HEA_ |
| - F_M_LY | - I_PROV_ |
| - A_VEN_URE | - PE_NUT |
| - CIR_US | |

Bagian Kedua

Susunlah setiap kosa kata yang teracak dibawah ini sesuai dengan kosa kata yang digunakan dalam film yang telah anda tonton!

- | | | | |
|-------------|---|-----------|---|
| - FNID | : | - KEHSA | : |
| - APREAP | : | - TOCOSUP | : |
| - GUSSE | : | - STROYDE | : |
| - SHPI | : | - GAEC | : |
| - PARDLEO | : | - POWEAN | : |
| - JESHFYLLI | : | - STAEL | : |
| - MIONISS | : | - CACHT | : |
| - BETTRU | : | | |

Bagian Ketiga

Lingkarilah 20 kosa kata dibawah ini yang termasuk kata kerja (Verb) dan kata benda (Noun) sesuai dengan film yang anda tonton!

- CLOWN
- ENGAGE
- HERE
- CAGE
- MESS
- CUTE
- CREW
- DEPLOY
- CUDDLY
- RELEASE
- CREATE
- RESEARCHER
- REACH
- FINE
- CHEESE
- STEALER
- DANGEROUS
- EGG
- LEAVE
- HURRY
- RESQUE
- AWESOME
- SQUID
- ADORABLE
- NOD
- EXCELLENT
- CRASH
- PENGUIN
- PATHETIC
- SHIP





CURRICULUM VITAE



Mentari was born on January 5, 1995 in Enrekang kabupaten Enrekang. She has 2 sisters and 3 brothers. She lives at Jl, Sukaria 10. She is a child from the couple of Yasim and Risma. She started her education, first was in elementary school at SDN 112 Belajen graduated in 2007. She continued her junior high school Pesantren Modern Darul Falah Enrekang and graduated in 2010 and senior high school SMA Muhammadiyah Kalosi and graduated in 2013. Then she entered to the English Education Department at Muhammadiyah University of Makassar.

At the end of her study, she could finish her thesis with title **The Correlation between Student's Habit in Watching English Movie and Their Vocabulary Mastery.**