

**THE CORRELATION BETWEEN STUDENTS' HABIT IN WATCHING  
ENGLISH MOVIE AND THEIR VOCABULARY ACHIEVEMENT AT  
THE ELEVENTH GRADE OF SMA MUHAMMADIYAH 1 UNISMUH  
MAKASSAR**

*(A Descriptive Quantitative research at the Eleventh grade students' of SMA  
Muhammadiyah 1 UNISMUH Makassar)*



**A THESIS**

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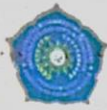
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Day / Date	Chapter	Note	Sign
01/Januari/23	1-5	- Perhatikan huruf besar kecilnya. - Diantumkan sumber referensinya - Referensinya ditambah.	
25/Januari/23	1-5	- Analisis korelasi variabel X & variabel Y - Referensi yang baru	
05/Februari/23	4	- Result	
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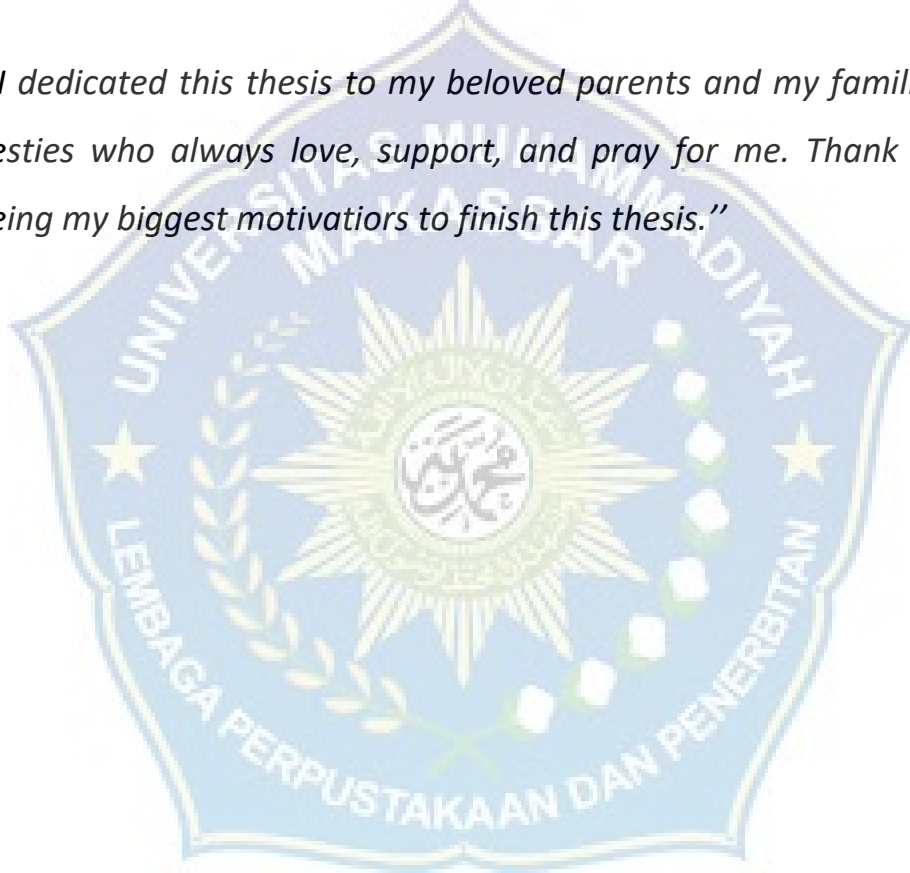
Andi Khaerani Nur Khadijah

## MOTTO

“Sing like no one’s listening, love like you’ve never been hurt, dance like nobody’s watching, and live like it’s heaven on earth.”

## DEDICATION

*“I dedicated this thesis to my beloved parents and my families, and besties who always love, support, and pray for me. Thank you for being my biggest motivators to finish this thesis.”*





## ABSTRACT

**ANDI KHAERANI NUR KHADIJAH.2023.** *The Correlation Between Students' Habit in watching English Movie and Their Vocabulary Achievement at The Eleventh Grade of SMA Muhammadiyah 1 UNISMUH Makassar ( a descriptive quantitative research at eleventh grade of SMA Muhammadiyah 1 UNISMUH Makassar).* Thesis of English Education Department. The faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Andi Tenri Ampa and Muhammad Zia Ulhaq.

The objectives of the research was to find out the correlation between students habit in watching English movie and vocabulary achievement at the Eleventh grade of SMA Muhammadiyah 1 Unismuh Makassar. The researcher used Descriptive Quantitative research. The population of this research was 50 students at the eleventh grade of SMA Muhammadiyah 1 Unismuh Makassar, which consist of 25 students for sample was taken by using questioner and Vocabulary test.

Based on the findings, it was found that there was no significant correlation between students' watching English movie habit and students' vocabulary achievement. It was weak correlation. The correlation was proved by the score of students' watching English movie habit with 92 % and the students' vocabulary achievement 92 %. From the data analysis alternative hypothesis  $H_0$  was accepted and hypothesis  $H_1$  was rejected. It was because the result of  $r$  calculation was lower than  $r$ -table ( $0.111 < 0.396$ ). It means there was no Significant correlation between watching English movie and vocabulary achievement.

**Keywords :** *Correlation, Students' Habit, Vocabulary Achievement*

## ABSTRAK

**ANDI KHAERANI NUR KHADIJAH.2023.** *Hubungan antara Kebiasaan Siswa dalam Menonton Film Bahasa Inggris dan Prestasi Kosakata Mereka di Kelas XI SMA Muhammadiyah 1 UNISMUH Makassar (penelitian kuantitatif deskriptif di kelas XI SMA Muhammadiyah 1 UNISMUH Makassar).* Skripsi Jurusan Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh Andi Tenri Ampa dan Muhammad Zia Ulhaq.

Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara kebiasaan siswa dalam menonton film berbahasa Inggris dan pencapaian kosakata di kelas XI SMA Muhammadiyah 1 Unismuh Makassar. Peneliti menggunakan penelitian Deskriptif Kuantitatif. Populasi penelitian ini adalah 50 siswa kelas XI SMA Muhammadiyah 1 Unismuh Makassar yang terdiri dari 25 siswa. Sampel diambil dengan menggunakan angket dan tes kosakata.

Berdasarkan temuan, ditemukan bahwa tidak ada hubungan yang signifikan antara kebiasaan siswa menonton film berbahasa Inggris dan pencapaian kosakata siswa. Itu korelasi yang lemah. Hubungan tersebut dibuktikan dengan skor kebiasaan siswa menonton film berbahasa Inggris sebesar 92% dan pencapaian kosakata siswa sebesar 92%. Dari analisis data hipotesis alternatif  $H_0$  diterima dan hipotesis  $H_1$  ditolak. Hal ini dikarenakan hasil  $r$  hitung lebih rendah dari  $r$  tabel ( $0,111 < 0,396$ ). Artinya tidak ada hubungan yang signifikan antara menonton film berbahasa Inggris dan pencapaian kosakata.

**Kata Kunci :** *Korelasi, Kebiasaan Siswa, Prestasi Kosakata*

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3. **Dr. Ummi Khaerati Syam, S.Pd., M.Pd.**, The Head of English Education Department of FKIP Muhammadiyah University of Makassar and also to the all lecturers who have taught me during the years of my study.
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Makassar, 05 September, 2023  
The Researcher

Andi Khaerani Nur Khadijah

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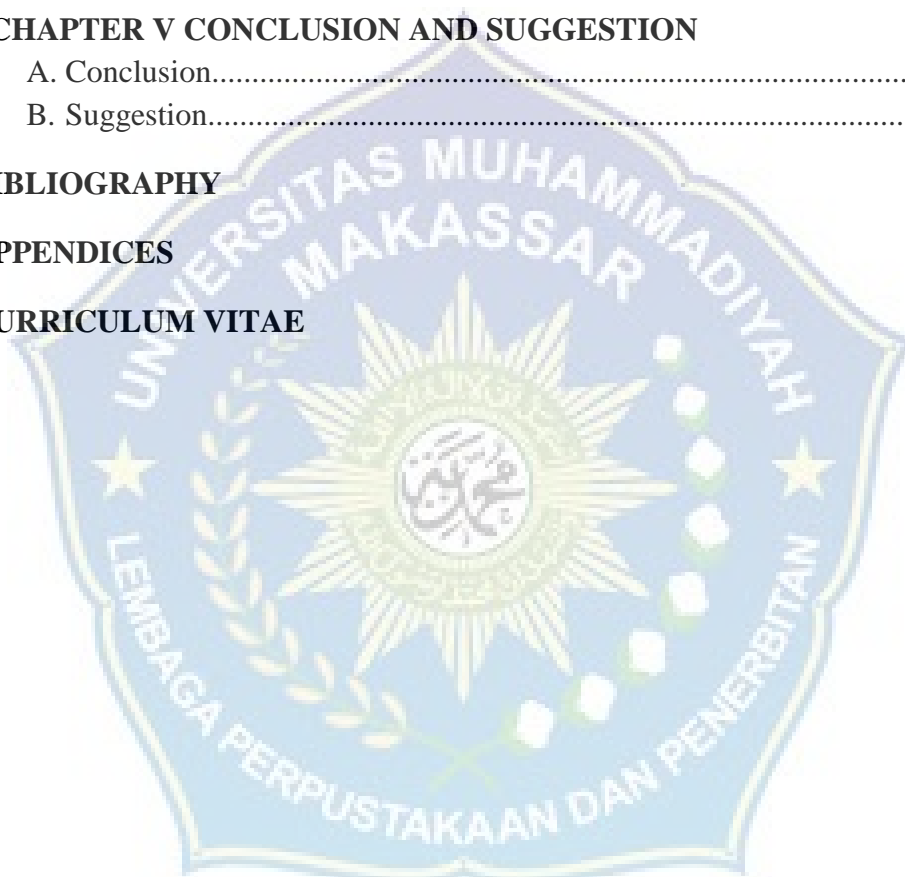
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## CHAPTER I

### INTRODUCTION

#### A. Background

Learning language is very important, because before we start to learn we must know about vocabulary. Since students cannot communicate successfully both orally and in writing, they must be aware of what they are hearing and what the words mean when listening. It is impossible to overstate the importance of understanding vocabulary. (Hornby: 2010) defines vocabulary as "all the words that a particular person knows and uses." Expanding one's vocabulary is one of the most difficult parts of learning English as a second or foreign language. Therefore, learning vocabulary is one of the most important things to do.

The importance of language in human life cannot be emphasized. It involves interacting with other people. Language is necessary for humans to find and convey information that is meaningful to society. Language is very important for communication because without language, one cannot read or listen well. People need language to express their emotions, ideas and desires. In addition, without language it is impossible to communicate effectively and correctly. Therefore, language is one of the most important elements that affect human life and culture.

Vocabulary refers to the total number of words in a language. When learning a language, acquiring vocabulary is a good idea to start with. This is

the most important aspect of language. Vocabulary is the heart of language, and it is very important for children to understand it. Students who do not have a good vocabulary will find it difficult to communicate effectively and convey their ideas both in oral and written form.

Students should learn a lot about texts, grammar, and reading short story books in English, as well as master vocabulary to help them write and speak correctly in the language. However, children continue to have difficulty learning new words. Students struggle to expand their vocabulary. They also have difficulty memorizing new words, so their vocabulary is limited. A strategy that becomes a special reference for students to make learning more comfortable, efficient, and successful, is needed to improve students' vocabulary knowledge. In general, students learn new words by one of two methods: traditional or visual. For example, visual lectures introduce new words and assign meaning to words, but the most basic technique for teaching vocabulary in lectures is traditional.

Learning does not have to take place in a classroom; it can take place everywhere. Students don't always face the teacher when learning vocabulary. Students can learn at any time and from any location. Students' practice of watching English films may be a means for them to expand their vocabulary. The habit of watching movies provides opportunities for vocabulary development. Students should also have a schedule for it is. To assist them improve their language skills, students can acquire new vocabulary and access a wealth of grammar material. They may also have issues with

structure or challenging new language depending on the native speaker's discourse. Then students can seek the teacher for help or look for another reference to find a solution to their concerns. Students will learn about language in a roundabout way of English by watching movie.

The practice of watching movies provides an opportunity to learn vocabulary in a foreign language. Furthermore, students should set aside time to watch English films as this allows them to learn new vocabulary and gain access to a wealth of knowledge about new vocabulary or words that will help their language skills. They may also learn challenging new vocabulary, but from these words, they seek solutions to problems by asking the teacher or consulting other sources. Students will learn English vocabulary indirectly through watching movies.

Therefore, the researcher interest raise the title because the researcher want to know there is any correlation between watching movie to improve vocabulary mastery in the Eleventh Grade of SMA Muhammadiyah Makassar.

Based on the statements above the researcher interest to do the research by entitled: ***The Correlation Between Students' Habit in Watching English Movie and Their Vocabulary Achievement at the Eleventh Grade of SMA Muhammadiyah 1 Unismuh Makassar***. After doing this study, the researcher thinks that incorporating media into the classroom, such as watching an English movie, will increase student interest and attention to the

teacher. Students can also expand their vocabulary, making it easier for them to learn new English content.

## **B. Problem Statement / Research Question**

Based on the previous background, the researcher formulates the research questions as follow:

1. Is there significant the correlation between students' habit in watching English movie and their vocabulary achievement at the Eleventh Grade of SMA Muhammadiyah 1 Unismuh Makassar?
2. How is the correlation the students' habit in watching English movie and their vocabulary achievement at the Eleventh Grade of SMA Muhammadiyah 1 Unismuh Makassar?

## **C. Research Objectives**

In relation to the problem statements above, the objectives of the research are:

1. To know the correlation between students habit in watching English movie and vocabulary achievement at the Eleventh grade of SMA Muhammadiyah 1 Unismuh Makassar.
2. To describe how the correlation between students habit in watching English movie and their vocabulary achievement at the Eleventh grade of SMA Muhammadiyah 1 Unismuh Makassar.

#### **D. Significant of the Research**

This research will be expected to be useful information for English teachers and students, such as:

1. English Teachers

This research can inform instructors about the importance of watching English Movie in terms of vocabulary achievement, and the findings of this research can inform them about the habits of watching English films which are necessary for vocabulary success.

2. Students

Hopefully, the outcomes of this research can inform students' habits in watching English Movie and their vocabulary achievement. That way, students can be inspired and encouraged to take vocabulary seriously so that they can work with different types of texts with easy.

#### **E. Scope of the Study**

In this research, the researcher will be focus on using English movie as a teaching technique in learning vocabulary. The tittle of movie is “Tangled”. The researcher choose this movie because it use simple language, quite familiar vocabulary, and is quite educational. In this movie, students just focus on two types of vocabulary, namely verb and adjective.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Findings

Many researchers have been conducting studies related to this research, there are as follow:

Hikmah (2009) in her research, the results showed using Movie to teach English to fourth graders at SDN 02 Subah Batang is a very good way to improve their vocabulary. This is evidenced by the results of the achievement test. Thus, it can be concluded that using movies can help students improve their Vocabulary.

Anita (2013) in her research, her discovered that the research questions showed that there was a minimal connection between two variables of movie watching habit and low language competence. If the value of  $r = xy$  is 0.278,  $H_1$  is approved and  $H_0$  is refused. As a result, it is possible to conclude that there is no meaningful relationship between the two.

Imam (2015) in his research, he conducted a research on the relationship between watching movies and listening skills in 5th semester students. The findings of the study show a very weak relationship, with a correlation coefficient index value of 0.177. It's fair to say that their friendship is not very significant.

Faliyanti (2018) in her research, It is shown based on the research calculation by using correlation product moment, it is obtained that is 0,798,

and is 0,320 in significant 5% and 0,413 in significant 1%. The average of students' habit in watching English movie is 61. The average score of vocabulary mastery is 60,12.

Aliyah (2020) in her research show that there was significant correlation between vocabulary mastery with reading comprehension, and there was significant correlation between students' reading habit and vocabulary mastery simultaneously with reading comprehension.

Syafi'i (2013) in his research conducted a study, the results in this study indicate that there is a significant relationship between students' habits of watching English films with vocabulary mastery with a correlation coefficient of  $r = 0.790$ ,  $p (0.01)$ . This means that the higher the students' habit of watching English films, the higher the students' vocabulary mastery.

Based on some of the studies above, the researcher found that there are several research methods used to determine the use of students' habits in watching English Movie that had a correlation with vocabulary mastery. And than there are the similarities and differences between previous study and this research. The similarities are using the same data analysis technique and the same data collection method, namely a questionnaire and a vocabulary test. the differences between the privileged study and this research are focus on vocabulary achievement to get maximum learning outcomes and will give students an advantage in learning English.

## **B. Some Pertinent Ideas**

### **1. Conceptual of Habit**

#### **a. Definition of Habit**

Habits are learned responses to specific circumstances that a person repeats for the same thing over and over again. Furthermore, a habit is something that is done on a regular basis. Dollard and Miller define habit as a firm and long-lasting relationship or connection between stimulus and response in a person's personality. It establishes a person's habit in relation to their surroundings.

Covey (1997) Habit is something that is not consistently applied, but it is imposed anyway. Slowly, steadily, and consistently. According to Meriam Webster.com, a habit is defined as a behavior or pattern acquired via frequent repetition or psychological exposure that manifests itself in regularity or increased performance capacity.

According to Andrews (1903), Habit from the point of view of psychology, is a more or less fixed way of thinking, desire, or feeling that is obtained through the repetition of previous mental experiences and hence it is called a habit. Besides Habits according to (Covey 1997:7), are habits or routines that occur repeatedly on a regular basis and tend to occur unconsciously. In addition, something that is not done drastically but is done slowly, repeatedly, and continuously. repeated regularly and tends to unconsciously every day.



A habit is a behavior that most people engage in unconsciously. This is what people usually refer to as habits. Applying habits in daily life will have a beneficial impact because excellence is a habit that can only be developed through repetition of preferred behaviors. We may be in awe of students when we observe them working attentively without using words. It was a better course of action than Aristotle suggested, but only because it was feasible. Can also respond that those who consistently perform remarkable feats that seem admirable in our view are, in their eyes, the norm because they have the capacity to do so.

b. Habitual Learning

Habituation in In psychology, is an example of non-associative learning in which the probability of a behavioral response decreases with repeated exposure to a stimuli. This is a different type of integration. It can be argued that habituation learning is the process of learning by repetition. Students practice a strategy over and over, and this exercise is used to help them learn something new and enhance their performance. As a result, we should become accustomed to learning the English method as social beings or Indonesian citizens. Some Indonesian students may find that viewing movies helps them improve their vocabulary, grammar, pronunciation, spelling, and other skills.

### C. Conceptual of Watching English Movie

#### a. The Definition Movie

A movie, often known as a motion picture or a movie, is a collection of still or moving images. It's not only based on the imagination, but it's also meant to break up the fact that's about to vanish. According to Hornby (1995), a film is a tale told through a series of moving images that can be viewed on television or at a movie theater. It is created by taking photographs with a camera and then generating visuals using animation or visual effects.

#### b. The functions of Movie

In this era, movie is become a popular thing. People enjoy to watching movie and movie become their habit or daily activity. Movie has some function that can be explain below:

##### 1) As entertainment

Humans like movies as a form of entertainment. To avoid stress, many people prefer to watch a movie. People can be made to laugh, cry, and enjoy themselves while watching a movie. It is extremely handy for movie buffs.

##### 2) As Education

Education can benefit from the use of movies. As a form of audiovisual media, movies can assist students in accepting their material at school or on campus. Watching an English movie

allowed them to listen, increase my knowledge, and learn new things, among other things.

### 3) As Information

Movie can make people enjoy and forget their problem. It is the reason why most of people like watching movie. Movie is not only prefer one genres but there are some genres.

#### c. The Genres of Movie

People can relax and forget about their concerns by watching a movie. As a result, the vast majority of individuals like watching movies. Movies are separated not only into genres, but also into sub-genres. The following are the movie genres:

1. An Action movie is a film genre in which one or more heroes are thrown into a series of tasks requiring physical feats, explained fights, and fast-paced chases.
2. A Comedy film is a type of movie in which the major focus is on humour. The purpose of this movie is to make the audience laugh.
3. Drama is a movie that focuses on the creation of realistic characters who cope with emotional issues.
4. A Horror movie that aims to produce a negative emotional response from viewers by appealing to their basic anxieties.
5. A Musical movies is one in which the characters' songs are integrated into the story, sometimes accompanied by dance.

## **D. Concept of Vocabulary**

### a. Definition of Vocabulary

For students, vocabulary is really important. Students are expected to have a strong command of the skills of reading, writing, speaking, and listening. can assist pupils in regaining a solid grasp of a huge number of terms. Vocabulary is crucial in learning English, as previously said. Students must increase their vocabulary because English learners frequently struggle due to a lack of vocabulary. When they are writing in English, they sometimes have difficulty expressing themselves since they do not know how to do it in written language. As a result, the conclusion is that vocabulary is one of the most crucial aspects of English communication.

Tarigan (1984) shows the importance of vocabulary in language learning. States that language skills depend on how much mastery of the vocabulary is paid up, most likely someone is easily skilled using the language. While explain that vocabulary is essential for successful use of language because without extensive vocabulary, people cannot use the structures and functions they might have learned for communication that can be understood.

In addition , the vocabulary has such benefits like to improve speaking ability and easily understand reading in English. The main benefits of mastering vocabulary with the many words we must use and understand will make it easier for us to speak and understand the meaning

of reading in books that use English. Vocabulary is able to improve the ability to read English texts. Vocabulary will indeed be very helpful in honing English skills. Good reading and even writing.

b. The types of vocabulary

1. Receptive vocabularies are phrases that kids recognize and understand in context but cannot produce on their own.
2. Students' productive vocabulary is made up of terms they understand, can pronounce correctly, and can employ in speech and writing.

We can conclude from the students' ability to master various vocabularies. Students may acquire enough about the core or a basic knowledge of words in order to comprehend what they hear or read, but not enough about syntactic limitations, register conformity, or collocations to be able to form words themselves. In this study, the author focuses on the application of receptive vocabulary types because in this study it is focused on students' listening and reading skills.

c. The kinds of vocabulary

Harmer (1991: 159) also divides vocabulary into two types namely :

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.

d. The strategies of Teaching vocabulary

Since not all students immediately understand the meaning of a given word, it is difficult to teach vocabulary, so the teacher's task is to find ways to replace mindless repetition with more effective techniques.

Vocabulary is very difficult to teach because of the complexity of linguistics, semantic and psycho-cognitive aspect. So teacher should keep looking for ways to substitute rote repetition with more effective techniques. There are two kind strategies of Teaching vocabulary :

1. Conventional

Conventional strategy is common strategi by the English teachers. The teacher introduce to new words to the student and than teacher give the meaning of those words. This strategy is too shows techer dominant in the class and it make student bored.

2. Visual Strategy

Visual strategy is a vocabulary learning technique where students can easily organize their learning without feeling bored. Because this learning technique is not always guided by the teacher and students can maintain their own learning words which is where this visual strategy is different from the general way.

#### e. Concept of Vocabulary Achievement

It is possible to determine the success of acquiring vocabulary by looking at how students have already attained it through the approach and therapy provided. Bloom's taxonomy has three parts that influence a student's perception of the information being taught: emotive, cognitive, and psychomotor. The term achievement comes from the word "achieve." Based on the Oxford Advanced Learner's Dictionary Hornby (2010:11), "achieve" means:

1. To succeed in reaching a particular goal, status or standard, especially by making an effort for a long time.
2. To succeed in doing something or causing to happen.
3. To be successful, while achievement means:
  - a) Something that somebody has accomplished successfully, particularly through their own effort and expertise.
  - b) Achieving anything is an act or a process.

According to Tarkashvand (2010), there are a variety of approaches that can be employed to improve students' vocabulary achievement. The only way to develop vocabulary is to remember certain words. Making a note or a list of words is another technique to learn vocabulary, as is repeatedly memorizing the words through exercises. Among the various approaches that can be utilized in teaching learning processes and enhancing students' vocabulary accomplishment, English teachers should

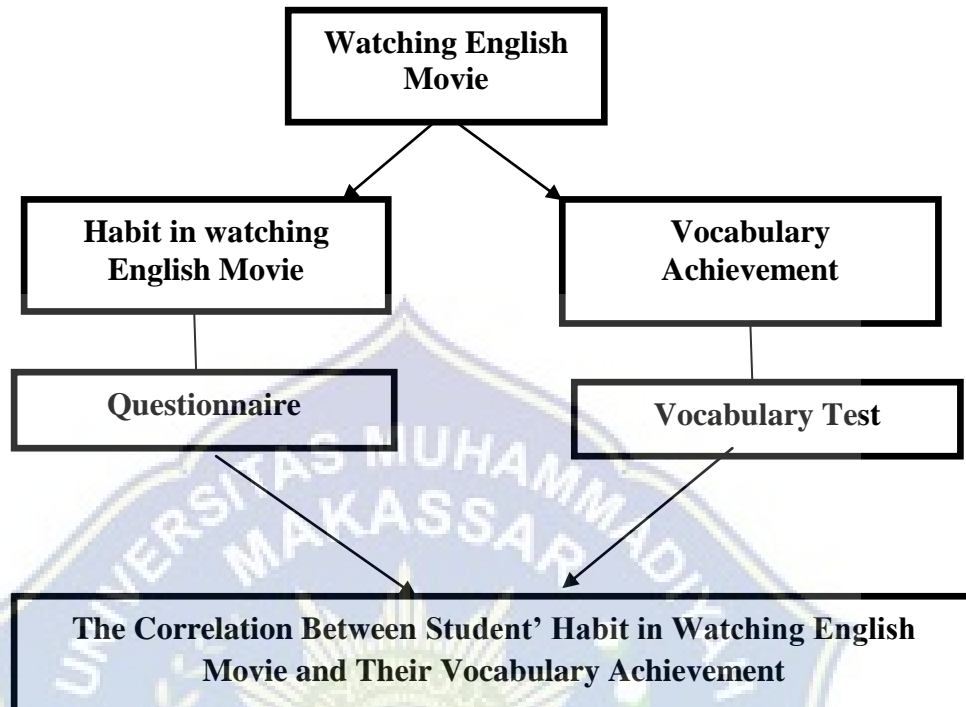
think about certain techniques that are used in teaching vocabulary in order to make learning activities more appealing and effective.

Ghaedrahmat (2014) explain that stated for both foreign and second language learners, vocabulary acquisition is become increasingly important. However, chance vocabulary acquisition has a number of flaws, including the fact that it takes time and is unexpected. Students are asked to collect various information based on various sources of knowledge. The goal is to obtain more accurate learning outcomes. In addition, it can develop various kinds of knowledge, behavior and skills of students.

Mahyudin (2011) said individual differences play an important role in academic achievement of students. Many attempts have been made to address the issue of low academic achievement, and certain elements that explain academic achievement have been identified. Furthermore, understanding students' learning styles and how they affect academic achievement is critical for teachers because it is the first step toward assuring students' success.



### E. Conceptual Frameworks



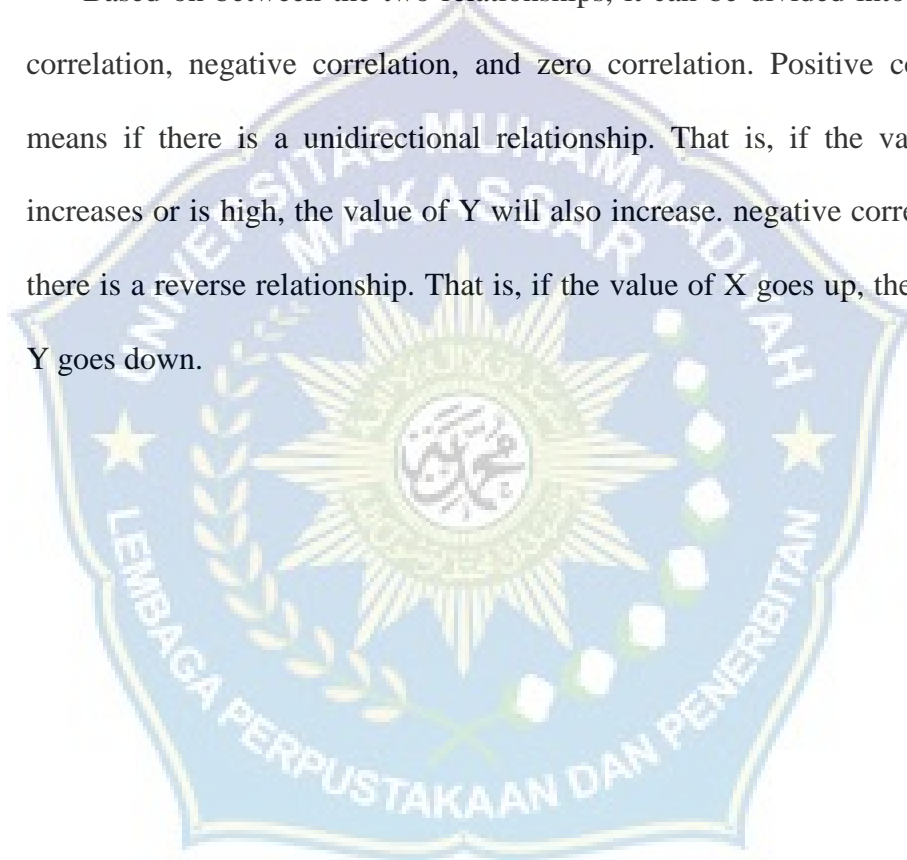
**Figure 2.1 Framework**

The conceptual framework above describes the research conduct by the researcher. This research is a quantitative research with correlational method. The correlation method is the most appropriate for this research, because it uses two variables to determine the relationship between students' habits in watching English Movie and students' vocabulary achievement. This study will use two instruments, namely a questionnaire and vocabulary test. The researcher hope to know the authentic data correlation between students' habit in watching English Movie and Their vocabulary Achievement at the Eleventh Grade of SMA Muhammadiyah Makassar.

## F. Hypothesis of The Study

Arikunto (2013) explains that the hypothesis is a temporary answer to a problem that still has to be proven because the truth still has to be found out. The level of proficiency in the answer is a temporary truth, which will be proven through the data collected by the researchers.

Based on between the two relationships, it can be divided into: positive correlation, negative correlation, and zero correlation. Positive correlation means if there is a unidirectional relationship. That is, if the value of X increases or is high, the value of Y will also increase. negative correlation; if there is a reverse relationship. That is, if the value of X goes up, the value of Y goes down.



## **CHAPTER III**

### **RESEARCH METHOD**

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

This research is focus on Students Habits in Watching English Movies and Students Vocabulary Achievement The researcher employe a quantitative descriptive technique with the correlational method in this study. For this study, the correlation approach is choose since it employs two variables to determine the association between students' habits of watching English movies and their vocabulary achievement.

According to Gay ( 1981) In this case, correlational research is use to determine whether there is a correlation between students' habits of watching English movie with vocabulary achievement in class XI SMA Unismuh Makassar.

#### **B. Indicators of Research**

In this research indicators of this study are the correlation between students habit in watching movie in English and vocabulary achievement.

##### **1. Habit in Watching English movie**

In this research there are indicator of vocabulary achievement as follow:

**Table 2.1 Indicator of Students habit in Watching English movie**

NO	Aspect	Indicators
1	Frequency	Watching English movie routine everyday
		Watching English movie routine every weeks
		Watching English movie routine every weekend
		Watching English movie for several time
2	Repetition	Always watching English movie in home
		Always watching English movie in another place
3	Behavior	Watching English movie when they are bored
		Watching English movie when they are alone
		Watching English movie in the night

## 2. Vocabulary Achievement

In this research there are indicator of vocabulary achievement as follow:

**Table 2.2 Indicator of Vocabulary Achievement**

NO	Indicators	Competency	Kinds of item	Number
1	Verb	Understand the meaning of verb	Multiple choice	
		Use vocabulary well based on the context		

2	Adjective	Understand the meaning of adjective	Multiple choice	.
		Use adjective well based on the context		
				<b>Total: 25</b>

### C. Population and Sample

#### a. Population

Class XI students of SMA Muhammadiyah 1 Unismuh Makassar in the academic year 2022/2023 consisting of two classes totaling 68 students are the subjects of this study. There are 25 students in social studies class, and 25 students in science class.

#### b. Sample

The researcher uses purposive sampling technique. According to Sugiyono (2010), states that the definition of purposive sampling is a technique for determining research samples through a careful consideration process. In this study, researchers only take 25 students as samples, namely from the Eleventh grade in science class SMA Muhammadiyah 1 Unismuh Makassar.

At school there are two parallel classes and I choose one of them as a sample because according to the English teacher, the second class has the same level of English proficiency. That way, the results representative.

And the researcher use class XI Science as the sample which consists of 25 students.

#### **D. Instrument of the Research**

The researcher employes a vocabulary test and a questionnaire as instruments in this study. The test use a vocabulary test to determine a student's vocabulary proficiency, as well as a questionnaire to determine a student's habit of watching English Movie.

##### **1. Questionnaire**

Questionnaires are generally use as the research method choose to collect data. The questionnaire in this study is a questionnaire statement about students' habits in watching English movie to find out information about how they know English through a film entitled . The researcher chose the scale column and points based on the scale as indications for strongly (1) Never, (2) Seldom, (3) Sometime, (4) Often, and (5) Always. The questionnaire consists of 17 statement items related to watching English Movie habits.

##### **2. Vocabulary Test**

Vocabulary test is a stimulus instrument given to someone, which aims to get answers that are use to decide as a core number. The researcher used a single test double trial technique, with this technique the author only uses one test but does two experiments. The test consists of 25 items. The score is 5 for correct answers and 0 for each incorrect answer. This test is

intended to assess students' ability to understand the spoken language and their memory of the vocabulary learned in English movie.

### E. Data Collection

The researcher uses a list of questions and a vocabulary test as a data collection technique for research where the researcher gave a questionnaire to the students first and then gave a vocabulary test to the students. Questionnaires use to obtain data on students' habits in watching English Movie and their vocabulary achievement, while tests use to collect vocabulary data.

### F. Data Analysis

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

1. Scoring the vocabulary test of students correct answer by using this formula:

$$Score = \frac{\text{Students' Correct Answer}}{\text{Total Number of Items}} \times 100$$

$$X = \frac{\sum x}{n}$$

Where :

X : Mean Score

$\sum x$  : Total of raw score

N : Number of Students'

2. Classifying the students' score into the following criteria :

SCORE	CLASSIFICATION
81-85	Very Good
61-80	Good
41-60	Fair
21-40	Poor
<20	Very Poor

(source: Suharsimi Arikunto, 2009:245)

*Tabel 3.2 Score Classifying the Students'*

3. Scoring the questionnaire of students

The likert scale is employed to gauge the students' habit of watching English movies as a result of the questionnaires researcher's findings.

Total calculating frequency and the percentage of students' score in questionnaire:

$$S = \frac{R}{N} \times 100\%$$

Where:

S = Score of the Questionnaire

R = Number of Correct Answer

N = Number of Questionnaire Items

Classification	Score of Statements
Always	5
Often	4
Sometime	3
Seldom	2
Never	1

*Tabel 3.3 The Classification of Questionnaire Score*



4. To calculate the correlation research using by SPSS.

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

where:

$r_{xy}$  = Correlation between x and y

$X = (X_i - \bar{X})$

$Y = (Y_i - \bar{Y})$

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_t^2 - (\sum x_t)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}}$$

5. To find the significance coefficient correlation :

Value of  $r$  could be used to show coefficient correlation between the variables as shown below;

- a. Positive Correlations: Both variables improved or decreased at the same time. A correlation coefficient close to +1.00 indicated a strong positive correlation.
- b. Negative correlations: Indicated that as the amount of one variable improves other decreases. A correlation coefficient closed to -1.00 indicated a strong negative correlation.
- c. No correlation: indicates any relationship between the two variables. A correlation coefficient of 0 indicates no correlation. Correlation characteristics would determine the direction of the

correlation, the closeness of the correlation could be grouped as follows;

The value of r	Interpretation
>0.800-1.00	Very strong correlation
>0.600-0.800	Strong correlation
>0.400-0.600	Moderately correlation
>0.200-0.400	Weak correlation
>0.000-0.200	Very week correlation (no correlation)

(Sujarweni, 2015:6)

*Table 3.4. Interpretation of the value of r*

To see whether the correlation between students' watching English movie habit and vocabulary achievement was significant or not, the researcher would apply the following comparison between r analysis and r table as follow:

If  $r_{\text{analysis}} > r_{\text{table}}$ , the correlation is positive

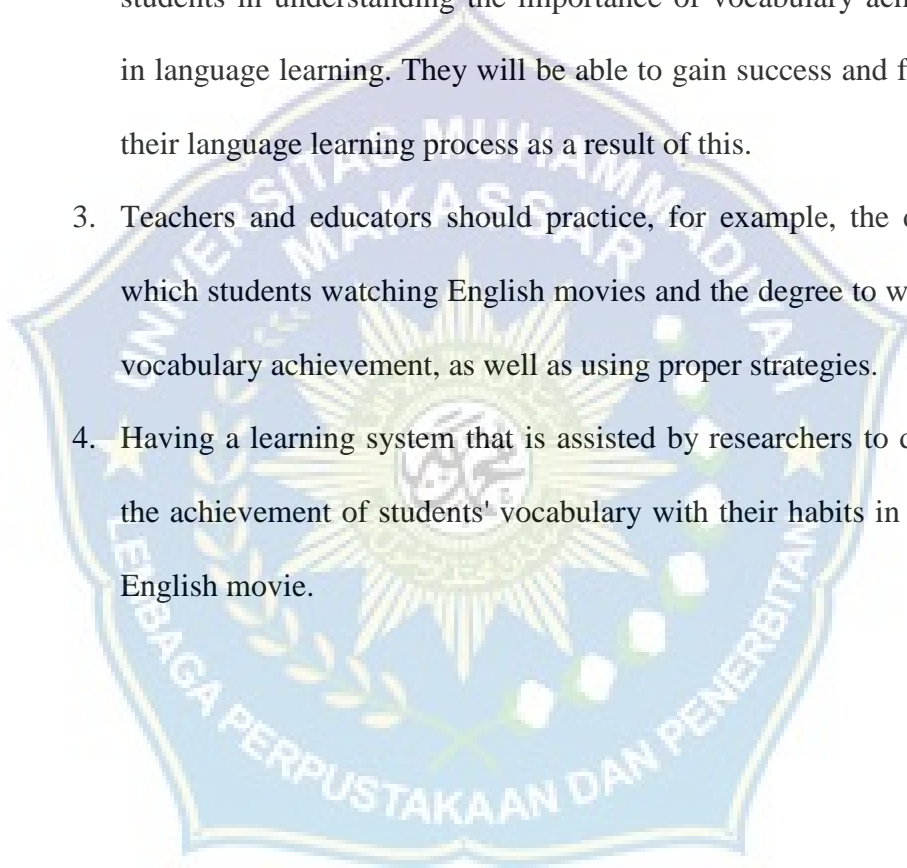
If  $r_{\text{analysis}} < r_{\text{table}}$ , the correlation is negative

If  $r_{\text{analysis}} = r_{\text{table}}$ , the correlation is zero

#### **G. Expected Outcomes of the Research:**

The result of this research was expected to be useful information for many people such as:

1. This may be helpful information for them as they do this type of research. Furthermore, this information might help them improve their language research skills.
2. Hopefully, this will raise their awareness of the need to get to know English films and expand their vocabulary. It will also support students in understanding the importance of vocabulary achievement in language learning. They will be able to gain success and fluency in their language learning process as a result of this.
3. Teachers and educators should practice, for example, the degree to which students watching English movies and the degree to which they vocabulary achievement, as well as using proper strategies.
4. Having a learning system that is assisted by researchers to determine the achievement of students' vocabulary with their habits in watching English movie.



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter was presents the finding and discussion of the research. The findings consist of the score of students' habit, score of students' vocabulary achievement and the correlation both of them. In the discussion part, the writer described the findings detail as follows.

#### A. Finding

This test was conducting at Class XI students of SMA Muhammadiyah 1 Unismuh Makassar in the academic year 2022/2023. For the classes the researcher took Science class as the sample which was test using questionnaire and vocabulary test. The data which were analyzed a list of questions and a vocabulary test as a data collection technique for research where the researcher gave a questionnaire to the students first and then gave a vocabulary test to the students. Questionnaires use to obtain data on students' habits in watching English Movie and their vocabulary achievement , while tests use to collect vocabulary data.

##### 1. Analyzed the classification of students' habit in watching movie

The researcher was conducted research question in the first chapter. The researcher employed the questionnaire to answer the research question. The questionnaire was give at the same time with test. The purpose of the questionnaire was to measure the students' habit in watching English movie. The students were assigned to answer the questionnaire by giving

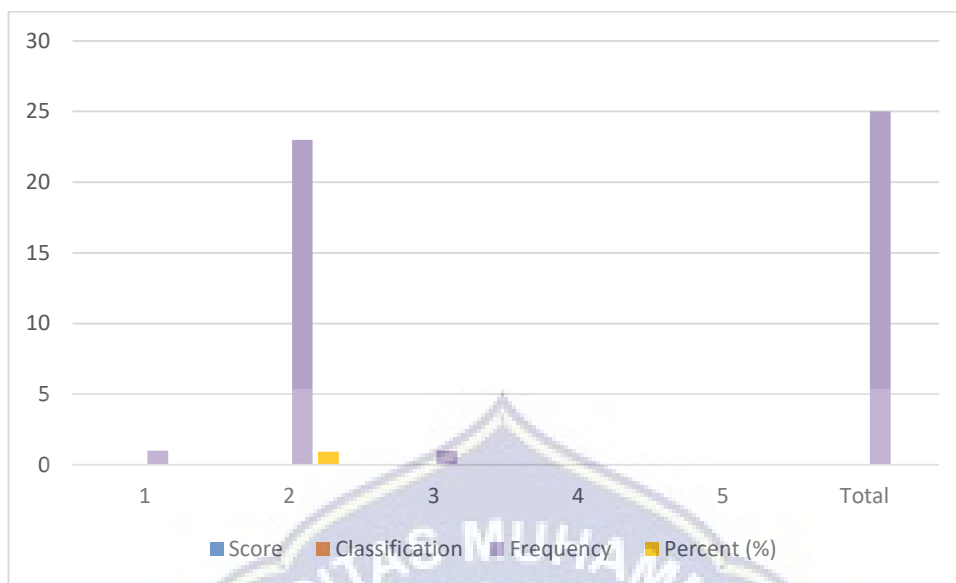
checklist in the table of likert scale related to their own opinion. After the researcher got the students' score, she would classify the score in five categories. The table below showed the student classification in questionnaire.

No	Score	Classification	Frequency	Percent (%)
1	81-85	Very good	1	4 %
2	61-80	Good	23	92 %
3	41-60	Fair	1	4 %
4	21-40	Poor	0	0
5	>20	Very Poor	0	0
<b>Total</b>			25	100

*Table 4.1 Categorization of students' habit*

The table showed that there were 25. Based on the analysis of data used calculation percentage from Gay formula showed that from 25 students of XI SMA Muhammadiyah 1 UNISMUH Makassar, 1 students in Fair category of habit with percentage 4% and 23 students in Good category with percentage 92 %, and 1 students in Very Good category with percentage 4 %. The level of students' habit in watching English movie was very high with frequency of 23 and percentage 92 %. It means that most of students in XI class of SMA Muhammadiyah 1 UNISMUH Makassar enjoy and like watching English movie.

To looked clearly the students' watching English movie habit result, the researcher presents the following chat as follows:



*Figure 4.1. Watching English movie habit*

The chart showed that most of students in class XI SMA Muhammadiyah 1 Unismuh Makassar like to watching English movie. It was presented in the chart with very high score from 25 students with percentage of 92 %.

After the percentage of students was classified the researcher would analyzed the main score of student questionnaire. The result of mean score can be seen form the table below:

Variable	Total Score	Total Respond	Main Score
<b>Students' habit</b>	1789	25	68.8

*Table 4.2. Classification of students' main score in students' habit*

The table showed that the main score of students' habit was 68.8 with the total score 1789 and total respond 25. It pointed that most of students' habit was watching English movie.

## 2. Analysis the Classification of students' vocabulary achievement

To answer the research question in the first chapter, the researcher gave vocabulary test for students. The purpose of the test was to measure the students' vocabulary achievement after watching English movie. The students were assigned to answer 20 vocabulary test based on their knowledge. The score was calculating by individual score. After analyzing the students' score the researcher classified the score into five categories. The table below shows the students classification in vocabulary test.

No.	Score	Category	Frequency	Percent (%)
1	81-85	Very good	0	0
2	61-80	Good	23	92 %
3	41-60	Fair	2	8 %
4	21-40	Poor	0	0
5	>20	Very Poor	0	0
Total			25	100

*Table 4.3. Categorization of students' vocabulary achievement*

Based on the analysis of data by using calculation percentage showed that from 25 students of XI SMA Muhammadiyah 1 UNISMUH Makassar, 23 students in Good category of vocabulary achievement with percentage 92 %, and 2 students in category fair of vocabulary achievement with percentage 8 %. The level of students' vocabulary achievement was intermediate frequency of 23 and percentage 92 %. It means most of the

students achieve the current vocabulary from It means most of the students achieve the current vocabulary from watching English movie.

To see clearly the students' watching English movie habit result, the researcher presents the following chat as follows:



*Figure 4.2. Vocabulary Achievement*

The chart showed that the students in XI SMA Muhammadiyah 1 UNISMUH Makassar has a good vocabulary achievement. It was presented in the chart with intermediate score from 23 students with percentage of 92 %.

After the percentage of students was classified the researcher would analyzed the main score of student questionnaire. The result of mean score can be seen form the table below:



Variable	Total Score	Total Respond	Main Score
Vocabulary Achievement	1775	25	68.2

*Table 4.4 classification of students' main score in students' vocabulary achievement*

The table showed that the main score of vocabulary achievement was 68.2 with the total score 1775 and total respond 25 student.

### **3. Analysis the Classification of correlation between students' habit and vocabulary achievement**

After calculating the total score of the variables, students' habit (X) and vocabulary achievement (Y) the researcher was carried on to investigate the correlation between both of them. This was analyzed by using pearson product moment. The pearson product moment correlation was simbolize with  $r$ . Getting the score of  $r$ , firstly the score of  $\sum XY$ ,  $\sum X$ ,  $\sum Y$ ,  $\sum X^2$  and  $\sum Y^2$  were found out, and those were presented in table 4.5 as follows.

No	Participants	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	MF	63	60	3969	3600	3780
2	RG	70	65	4900	4225	4550
3	FA	65	70	4225	4900	4550
4	FM	74	60	5476	3600	4440
5	AL	65	70	4225	4900	4550
6	AR	75	70	5625	4900	5250
7	AN	66	80	4356	6400	5280

<b>8</b>	<b>NM</b>	<b>69</b>	<b>75</b>	<b>4761</b>	<b>5625</b>	<b>5175</b>
<b>9</b>	<b>AA</b>	<b>66</b>	<b>70</b>	<b>4356</b>	<b>4900</b>	<b>4620</b>
<b>10</b>	<b>DF</b>	<b>79</b>	<b>65</b>	<b>6241</b>	<b>4225</b>	<b>5135</b>
<b>11</b>	<b>SF</b>	<b>71</b>	<b>70</b>	<b>5041</b>	<b>4900</b>	<b>4970</b>
<b>12</b>	<b>FR</b>	<b>46</b>	<b>70</b>	<b>2116</b>	<b>4900</b>	<b>3220</b>
<b>13</b>	<b>GZ</b>	<b>67</b>	<b>70</b>	<b>4489</b>	<b>4900</b>	<b>4690</b>
<b>14</b>	<b>IM</b>	<b>80</b>	<b>75</b>	<b>6400</b>	<b>5625</b>	<b>6000</b>
<b>15</b>	<b>CA</b>	<b>66</b>	<b>75</b>	<b>4356</b>	<b>5625</b>	<b>4950</b>
<b>16</b>	<b>AA</b>	<b>80</b>	<b>75</b>	<b>6400</b>	<b>5625</b>	<b>6000</b>
<b>17</b>	<b>NS</b>	<b>83</b>	<b>70</b>	<b>6889</b>	<b>4900</b>	<b>5810</b>
<b>18</b>	<b>TR</b>	<b>78</b>	<b>75</b>	<b>6084</b>	<b>5625</b>	<b>5850</b>
<b>19</b>	<b>NF</b>	<b>80</b>	<b>75</b>	<b>6400</b>	<b>5625</b>	<b>6000</b>
<b>20</b>	<b>MR</b>	<b>71</b>	<b>65</b>	<b>5041</b>	<b>4225</b>	<b>4615</b>
<b>21</b>	<b>AG</b>	<b>70</b>	<b>70</b>	<b>4900</b>	<b>4900</b>	<b>4900</b>
<b>22</b>	<b>DL</b>	<b>71</b>	<b>80</b>	<b>5041</b>	<b>6400</b>	<b>5680</b>
<b>23</b>	<b>FH</b>	<b>74</b>	<b>80</b>	<b>5476</b>	<b>6400</b>	<b>5920</b>
<b>24</b>	<b>NM</b>	<b>80</b>	<b>70</b>	<b>6400</b>	<b>4900</b>	<b>5600</b>
<b>25</b>	<b>SZ</b>	<b>80</b>	<b>70</b>	<b>6400</b>	<b>4900</b>	<b>5600</b>
<b>TOTAL</b>		<b>1789</b>	<b>1775</b>	<b>129567</b>	<b>126725</b>	<b>127135</b>

*Table 4.5 analysis correlation between students' watching movie habit (X) and vocabulary achievement (Y)*

Where :

$$N : 25$$

$$\sum XY : 127135$$

$$\sum X : 1789$$

$$\sum Y : 1775$$

$$\sum X^2 : 129567$$

$$\sum Y^2 : 127135$$

Next those score of  $r$  was calculated by the pearson product moment correlation formula as follows.

$$\begin{aligned}
 r &= \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}} \\
 r &= \frac{25(127135) - (1789)(1775)}{\sqrt{\{25(129567 - (1789)^2)\}\{25(126725) - (1775)^2\}}} \\
 r &= \frac{3178375 - 3175475}{\sqrt{\{3239175 - 3200521\}\{3168125 - 3150625\}}} \\
 r &= \frac{2900}{\sqrt{\{38654\}\{17500\}}} \\
 r &= \frac{2900}{\sqrt{\{676445000\}}} \\
 r &= \frac{2900}{26008.55} \\
 r &= 0.111
 \end{aligned}$$

The analysis showed that the  $r$ -calculation was 0.111

At the result of Students' watching English Movie habit and vocabulary achievement in XI SMA Muhammadiyah 1 UNISMUH Makassar, it was found that  $r = 0.111$ . The correlation of them was in weak correlation level based on standard of correlation moment. That was  $r = 0.396$  which lied between 0.000-0.200 in classificantion table.

Furthermore, to investigate the hypothesis whether this value ( $r$ ) was significant or not the writer have to compared with  $r$ -table. The significance of variable (X) and variable (Y) with number of sample (25) students was 0.396 in the level significance 5% (0.05).

The manifestation of the correlation analaysis stated that the correlation between students' watching english movie habit and vocabulary achievement was negative because  $r$  was lower than value of  $r$  table (  $0.111 < 0.396$  ).

The result showed that hypothesis  $H_0$  was accepted and hypothesis  $H_1$  rejected . It means there was no significant correlation between the students' watching english movie habit and vocabulary achievement of XI SMA Muhammadiyah 1 UNISMUH Makassar .

## **B. Discussion**

The purpose of the data analysis in this study was meant to measure the correlation between the students' watching English movie habit and vocabulary achievement.

## **1. Students' Habit in Watching English Movie**

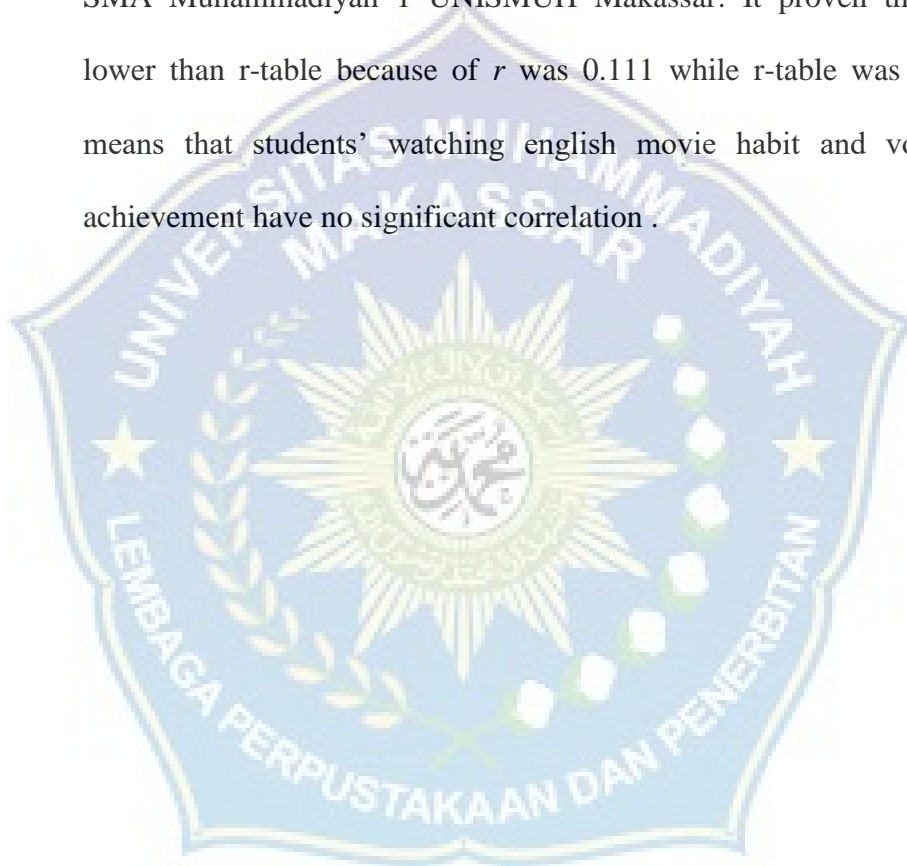
This questionnaire consisted of 17 numbers of statement for analyzing the students' watching English movie habit . After analyzing the data, students' watching English movie habit at XI SMA Muhammadiyah 1 UNISMUH Makassar was found that the mean scores (X) was 68.8 . It indicated that score was a intermediate score. The maximal and minimal score was 83 and 46. This result pointed that most of the students enjoyed to watching English movie as their way to learn English.

## **2. Vocabulary Achievement**

This vocabulary test consisted of 20 numbers of multiple-choice for analyzing the students' vocabulary achievement . After analyzing the data, students vocabulary achievement at XI SMA Muhammadiyah 1 UNISMUH Makassar was found that the mean scores (Y) = 68.2. It indicated that score was intermediate score. The maximal and minimal score was 80 and 60. It means most of the students achieve the current vocabulary from watching English movie. This result pointed that students enjoy to used movie in achieve a lot of vocabulary, so their score was intermediate. The result above was supported by Anderson (2000) which states that watching several movies was positively correlated with higher performance on vocabulary assessments. Students did some efforts in watching movie such as encountering the new words and getting the new word.

### **3. Correlation Between Students' Watching English Movie Habit and Vocabulary Achievement**

The result of correlation between students' watching English movie habit and vocabulary achievement was 0.111. It was a weak correlation between students' habit and vocabulary achievement of XI SMA Muhammadiyah 1 UNISMUH Makassar. It proven that  $r$  was lower than  $r$ -table because of  $r$  was 0.111 while  $r$ -table was 0.396. It means that students' watching english movie habit and vocabulary achievement have no significant correlation .



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

Based on discussion that proposed in previous other chapters, inferental 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 Achievement at the Eleventh Grade of SMA Muhammadiyah 1 Unismuh Makassar in Academic Year of 2022/2023.

1. Based on analysis of data about Vocabulary Achievement in which the level of Vocabulary Achievement is divided into five categories. There are 25 students in Eleventh Grade Science at SMA Muhammadiyah 1 Unismuh Makassar, 23 students in Good category of vocabulary Achievement with percentage 92%, and 2 students in category fair of Vocabulary Achievement with percentage 8%. The level of students Vocabulary Achievement was intermediate frequency of 23 and percentage 92%. It means most of the students achieve the current Vocabulary from watching English Movie. It can be concluded that the level of students vocabulary achievement at the Elevent Grade of SMA Muhammadiyah 1 Unismuh Makassar is high.
2. The result of The correlation between students watching English movie habit and Vocabulary achievement was 0.111. It was a week correlation

between students habit and vocabulary achievement of XI SMA Muhammadiyah 1 Unismuh Makassar. It proven  $r$  was lower than  $r$ -table because of  $r$  was 0.111 while  $r$ -table was 0.396. It means that students watching english movie habit and vocabulary achievement have no significant correlation.

### **B. Suggestion**

1. For students of SMA Muhammadiyah 1 Unismuh Makassar
  - a. The researcher suggest that Vocabulary of the students can be improve by watching English Movie.
  - b. The researcher suggest that the habit of watching English Movie can be improve the students vocabulary.

2. For English Teacher of SMA Muhammadiyah 1 Unismuh Makassar

The use of media in teaching is very helpful for students, such as watchling English movie to improve students vocabulary especially animated movie, for example Tangled.

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 researcher would like to suggest other researcher can be new references in the future. Study can be used as additional references for further researcher with different sample and occasions.



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**APPENDIX I**  
**QUESTIONNAIRE**

Factors of Habit	Questions	Optional				
		A	O	S	S	N
Frequency	You are watching English movie routines everyday					
	You are watching English movie routines once a week					
	You are watching English movie more than 2 hours a day					
	You are watching English movie twice a week					
	You are watching English movie more than one movie a day					
	You are watching English movie in holiday					
	You used several time for watching English movie					
Repetition	You are always watching English movie in home					
	You are always watching English movie in bioskop					
	You are repeat watching English movie until twice or more					
	You used to watching English movie since junior high school					
	You used to watching English movie since senior high school					
Behavior	You watch English movie when you are bored					
	You watch English movie when you are alone					
	You watch English movie in the middle of night					
	You watch English movie when you are insomnia					
	There is a new film, and you are watch hurried					
	There are some option TV programs, and you choose to Watching English Movie					
	You are open youtube and you choose watching English movie					

*Adapted from: Datsir (2019)*

## APPENDIX II

CHOOSE THE BEST ANSWER BY CROSSING A, B, C OR D!

1. Friend with whom a Child plays, what is the definition of the underlined word?
  - a. Playmate
  - b. Kids
  - c. Playhouse
  - d. Playground
2. 'Things for children to play' is the meaning of....
  - a. Play
  - b. Toy
  - c. Story
  - d. Attic
3. What is the different meaning of fun?
  - a. Joy
  - b. Boring
  - c. Amusing
  - d. Enjoyment
4. The word sad has the same meaning as....
  - a. Forget
  - b. Careless
  - c. Cheerless
  - d. Charming
5. What is the different meaning of Pass away?
  - a. Live
  - b. Expire
  - c. Depart
  - d. Die
6. Small furry animal often kept as a pet is the classification of....
  - a. Monkey
  - b. Donkey
  - c. Mill
  - d. Cat
7. The witch, Gothel, is Rapunzel unreal mother, the word underline has similar with...
  - a. Mother tongue
  - b. Mommy
  - c. Step mother
  - d. Adopted mother
8. The word lost taking by someone has the similar meaning with...

- a. Dissapear                      c. Kidnaped  
b. Disbelieve                    d. Kindergarten
9. "Female ruler of an independent state that has a royal family" is the categorization of...
- a. King                              c. Queen  
b. Princess                        d. Prince
10. What is the matching word of *castle*?
- a. Palace                          c. Forest  
b. Home                            d. Cotage
11. What is the contrary meaning of *evil*?
- a. Good                              c. Horrible  
b. Immorality                      d. Unpleasant
12. The word *transform* has the same meaning as....
- a. Discover                        c. Unchanged  
b. Change                         d. Maintain
13. "*Wife of king*" is the definition of...
- a. King                              c. Queen  
b. Princess                        d. Prince
14. "*Very young child or animal*" is the name of....
- a. Adult                            c. Mature  
b. Grown                            d. Baby
15. What is the opposite word of *young*?
- a. Youthful                        c. Old  
b. Infant                            d. Little
16. The word *grown* has similar meaning with...
- a. Adult                            c. Young  
b. Immature                        d. Childish
17. What is the opposite word of *refuse*?
- a. Say no                          c. Accept  
b. Reject                            d. Decline

18. Very small town situated in country area, the term of the underlined words is....
- a. House                      c. Forest  
b. Village                     d. jungle
19. The word beautiful has the similar meaning with...
- a. Ugly                         c. Unsightly  
b. Unattractive             d. Good-looking
20. "Something we want to do or get in our life" is the definition of...
- a. Drama                      c. Dream  
b. Dress                        d. Deal
21. The word go out without excuse has the same meaning as...
- a. Run away                 c. Holiday  
b. Go up                        d. Walking
22. Land in a tropical country, covered with thick forest, the category of the underlined words is...
- a. Town                        c. Tree  
b. Jungle                      d. Man-village
23. The contrary meaning of guy is...
- a. Gentlemen                c. Male  
b. Man                         d. Woman
24. Journey to a place and back again is the meaning of...
- a. Trip                         c. Wait  
b. Go                          d. Keep on
25. The word disappointed has the similar meaning with...
- a. Please                      c. Satisfy  
b. Dissatisfy                d. Delight

**APPENDIX III****KEY ANSWER OF VOCABULARY TEST**

- |              |              |
|--------------|--------------|
| <b>1. B</b>  | <b>11. B</b> |
| <b>2. A</b>  | <b>12. D</b> |
| <b>3. B</b>  | <b>13. A</b> |
| <b>4. A</b>  | <b>14. A</b> |
| <b>5. A</b>  | <b>15. A</b> |
| <b>6. A</b>  | <b>16. C</b> |
| <b>7. A</b>  | <b>17. A</b> |
| <b>8. B</b>  | <b>18. C</b> |
| <b>9. A</b>  | <b>19. B</b> |
| <b>10. A</b> | <b>20. A</b> |





## APPENDIX IV

## CALCULATION OF STUDENTS' QUESTIONNAIRE

Number of students	Items of questionnaire																Total	
	Frequency							Repetition					Behavior					
	P1	P2	P3	P4	P5	P6	P7	Q1	Q2	Q3	Q4	Q5	R1	R2	R3	R4		R5
MF	3	4	3	2	1	5	2	5	2	3	4	4	5	5	5	5	5	63
RG	4	4	5	3	5	4	4	4	5	5	5	5	4	5	2	1	5	70
FA	3	4	2	5	5	5	5	4	4	1	3	3	4	4	4	5	4	65
FM	5	4	5	1	3	4	3	3	5	5	3	4	3	4	5	5	5	74
AL	3	5	3	5	5	3	3	3	3	5	3	3	5	4	3	4	5	65
AR	5	3	5	5	4	4	4	5	5	3	5	5	5	4	4	4	5	75
AN	2	2	2	5	3	5	3	3	5	5	5	4	5	5	3	4	5	66

<b>AA</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>69</b>
<b>DF</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>66</b>
<b>SF</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>79</b>
<b>FR</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>71</b>
<b>GZ</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>46</b>
<b>IM</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>67</b>
<b>CA</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>80</b>
<b>AA</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>2</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>66</b>
<b>NS</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>80</b>
<b>TR</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>83</b>
<b>NF</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>78</b>
<b>MR</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>80</b>
<b>AG</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>2</b>	<b>5</b>	<b>71</b>
<b>DL</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>70</b>

<b>FH</b>	4	4	4	5	5	3	3	5	4	4	3	3	5	5	5	4	5	<b>71</b>
<b>NM</b>	5	5	3	5	5	3	4	4	4	5	5	3	5	4	4	5	5	<b>74</b>
<b>SZ</b>	5	5	3	5	4	4	5	5	5	5	4	5	5	5	5	5	5	<b>80</b>
<b>MS</b>	5	5	5	5	5	5	3	4	4	5	5	5	5	4	5	5	5	<b>80</b>
<b>Total Score (<math>\sum\pi</math>)</b>																		<b>1789</b>
<b>Nilai Rata -rata</b>																		<b>68.8</b>
<b>Max</b>																		<b>83</b>
<b>Min</b>																		<b>46</b>

## APPENDIX V

## CALCULATION OF STUDENTS' VOCABULARY TEST

Number of Students	Results																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	5	5	5	0	0	0	5	5	5	5	0	5	5	0	0	5	5	5	0	0	60
2	5	5	5	5	5	0	5	5	0	0	5	5	0	0	5	5	5	0	0	5	65
3	5	0	5	0	5	5	5	5	5	5	5	5	0	5	5	0	5	5	0	0	70
4	5	5	5	0	0	5	5	5	0	0	5	5	5	5	5	0	0	0	5	0	60
5	5	5	5	0	5	5	0	5	5	0	5	5	0	5	5	5	5	5	0	0	70
6	0	0	5	5	5	5	0	5	5	0	5	5	5	0	0	5	5	5	5	5	70
7	5	5	0	0	5	5	5	5	5	0	5	5	5	0	5	5	5	5	5	5	80
8	0	5	0	5	5	5	0	5	5	0	5	5	5	5	0	5	5	5	5	5	75
9	5	5	5	0	0	0	5	5	5	5	5	5	0	0	5	5	5	5	5	0	70

10	5	5	0	5	5	0	5	5	5	0	0	5	5	5	0	0	5	5	0	5	65
11	0	5	5	5	5	5	0	0	5	5	5	5	5	0	0	5	5	5	5	0	70
12	5	5	5	5	5	0	0	5	5	5	5	5	5	0	0	0	5	5	5	0	70
13	0	0	5	5	5	5	5	5	5	0	0	5	5	5	5	5	0	0	5	5	70
14	5	5	5	5	5	0	0	0	0	5	5	5	5	5	5	5	0	5	5	5	75
15	0	0	5	5	5	5	5	5	5	0	5	5	5	5	5	0	5	5	5	0	75
16	5	5	5	5	5	5	5	0	0	0	0	5	5	5	5	5	0	5	5	5	75
17	5	5	5	5	5	0	0	5	5	5	5	5	0	0	5	5	0	0	5	5	70
18	0	5	0	5	0	5	5	5	5	5	5	5	5	5	0	5	5	5	5	0	75
19	5	5	5	5	5	5	5	0	0	5	5	5	5	5	5	0	0	0	5	5	75
20	0	5	0	5	0	5	5	5	5	5	5	5	5	0	5	5	0	0	0	5	65
21	5	5	5	5	5	5	5	0	0	5	5	5	5	0	0	5	5	5	0	0	70
22	5	5	5	5	0	0	5	5	5	5	5	0	0	5	5	5	5	5	5	5	80
23	5	5	5	5	5	5	5	5	5	0	0	5	5	5	5	0	0	5	5	5	80

24	5	5	5	5	0	0	0	5	5	5	5	5	5	0	5	5	5	5	0	0	70
25	0	0	5	5	5	5	5	5	0	5	5	5	5	5	5	0	0	5	5	0	70
<b>Total</b>																				<b>1775</b>	
<b>Average</b>																				<b>68.2</b>	
<b>Max</b>																				<b>80</b>	
<b>Min</b>																				<b>60</b>	



## APPENDIX VI

## r-Table

n	Taraf Signifikan		n	Taraf Signifikan		n	Taraf Signifikan	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	12	0,176	0,230
14	0,532	0,661	38	0,320	0,413	15	0,159	0,210
15	0,514	0,641	39	0,316	0,408	17	0,148	0,194
16	0,497	0,623	40	0,312	0,403	20	0,138	0,181
17	0,482	0,606	41	0,308	0,398	30	0,113	0,148
18	0,468	0,590	42	0,304	0,393	40	0,098	0,128
19	0,456	0,575	43	0,301	0,389	50	0,088	0,115
20	0,444	0,561	44	0,297	0,384	60	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

Name : Nur Maudy Sardyfa

Class : XI IPA

Choose the best answer by crossing A, B, C or D!

1. Friend with whom a Child plays, what is the definition of the underlined word?
 

<input checked="" type="checkbox"/> a. Playmate	<input type="checkbox"/> c. Playhouse
<input type="checkbox"/> b. Kids	<input checked="" type="checkbox"/> d. Playground
2. "Things for children to play" is the meaning of...
 

<input type="checkbox"/> a. Play	<input type="checkbox"/> c. Story
<input checked="" type="checkbox"/> b. Toy	<input checked="" type="checkbox"/> d. Attie
3. What is the different meaning of fun?
 

<input type="checkbox"/> a. Joy	<input type="checkbox"/> c. Amusing
<input checked="" type="checkbox"/> b. Boring	<input checked="" type="checkbox"/> d. Enjoyment
4. The word sad has the same meaning as...
 

<input type="checkbox"/> a. Forget	<input checked="" type="checkbox"/> c. Cheerless
<input checked="" type="checkbox"/> b. Careless	<input checked="" type="checkbox"/> d. Charming
5. What is the different meaning of Pass away?
 

<input checked="" type="checkbox"/> a. Live	<input type="checkbox"/> c. Depart
<input type="checkbox"/> b. Expire	<input checked="" type="checkbox"/> d. Die
6. Small furry animal often kept as a pet is the classification of...
 

<input type="checkbox"/> a. Monkey	<input type="checkbox"/> c. Mill
<input type="checkbox"/> b. Donkey	<input checked="" type="checkbox"/> d. Cat
7. The witch, Gothel, is Rapunzel unreal mother, the word underline has similar with...
 

<input type="checkbox"/> a. Mother tongue	<input checked="" type="checkbox"/> c. Step mother
<input type="checkbox"/> b. Mommy	<input checked="" type="checkbox"/> d. Adopted mother
8. The word lost taking by someone has the similar meaning with...
 

<input checked="" type="checkbox"/> a. Dissappear	<input type="checkbox"/> c. Kidnaped
<input type="checkbox"/> b. Disbelieve	<input checked="" type="checkbox"/> d. Kindergarten
9. "Female ruler of an independent state that has a royal family" is the categorization of...



Name : *fatahillah*

Class : *XI IPA*

Choose the best answer by crossing A, B, C or D!

1. Friend with whom a Child plays, what is the definition of the underlined word?
 

<input checked="" type="checkbox"/> Playmate	c. Playhouse
b. Kids	d. Playground ✓
2. "Things for children to play" is the meaning of...
 

a. Play	c. Story
<input checked="" type="checkbox"/> Toy	d. Attic ✓
3. What is the different meaning of fun?
 

<input checked="" type="checkbox"/> Joy	c. Amusing ✓
b. Boring	d. Enjoyment
4. The word sad has the same meaning as...
 

a. Forget	<input checked="" type="checkbox"/> Cheerless ✓
b. Careless	d. Charming
5. What is the different meaning of Pass away?
 

a. Live	c. Depart
b. Expire	<input checked="" type="checkbox"/> Die ✓
6. Small furry animal often kept as a pet is the classification of...
 

a. Monkey	c. Mill
b. Donkey	<input checked="" type="checkbox"/> Cat ✓
7. The witch, Gothel, is Rapunzel unreal mother, the word underline has similar with...
 

a. Mother tongue	<input checked="" type="checkbox"/> Step mother ✓
b. Mommy	d. Adopted mother
8. The word lost taking by someone has the similar meaning with...
 

a. Dissappear	c. Kidnaped
b. Disbelieve	<input checked="" type="checkbox"/> Kindergarten ✓
9. "Female ruler of an independent state that has a royal family" is the categorization of...

Appendix 1

Name : *Fatmahanikah*

Class : *X1 IPA*

Questionnaire of Students Habit in watching English Movie

Clue :

1. In this questionnaire there are 21 statements regarding of watching habit of English movie. Look carefully at each statement.

2. Put a checklist (x) for answers that you think are appropriate.

Always = 5

Often = 4

Sometime = 3

Seldom = 2

Never = 1

Factors of Habit	Questions	Optional					
		A	O	S	S	N	
Frequency	You are watching English movie routines every day.				✓		2
	You are watching English movie routines once a week.				✓		1
	You are watching English movie more than 1 movie a day.				✓		2
	You are watching English movie twice a week.						3
	You are watching English movie more than one movie a day.				✓		2
	You are watching English movie in holiday.				✓		2
	You used several time for watching English movie.				✓		2
Repetition	You are always watching English movie.				✓		3
	You are always watching English movie.				✓		2
	You are repeat watching English movie 1 and 2 or more.				✓		2
	You used to watching English movie since junior high school.				✓		3
	You used to watching English movie since senior high school.				✓		2
Behavior	You used to watching English movie since college students.				✓		2
	You watch English movie when you are bored.						5
	You watch English movie when you are alone.				✓		3
	You watch English movie in the middle of night.				✓		2
	You watch English movie when you are insomnia.				✓		2
	There is a new film, and you are watch hurried.				✓		1

Appendix 1

Name : Dita Lestari

Class : XI IPA

Questionnaire of Students Habit in watching English Movie

Clue :

- In this questionnaire there are 21 statements regarding of watching habits in English movie. Look carefully at each statement.
- Put a checklist (✓) for answers that you think are appropriate.

- Always = 5
- Often = 4
- Sometime = 3
- Seldom = 2
- Never = 1

Factors of Habit	Questions	Optional					
		A	O	S	S	N	
Frequency	You are watching English movie routines everyday			✓			3
	You are watching English movie routines once a week.			✓			3
	You are watching English movie more than 2 hours a day				✓		2
	You are watching English movie twice a week.	✓					5
	You are watching English movie more than one movie a day			✓			3
	You are watching English movie in holiday.					✓	1
Repetition	You used several time for watching English movie.				✓	✓	1
	You are always watching English movie in home.			✓			3
	You are always watching English movie in bioskop.				✓		2
	You are repeat watching English movie until twice or more.				✓		2
	You used to watching English movie since junior high school.				✓		2
	You used to watching English movie since senior high school.					✓	1
Behavior	You used to watching English movie since college students.			✓			X
	You watch English movie when you are bored.					✓	1
	You watch English movie when you are alone.					✓	1
	You watch English movie in the middle of night.			✓			3
	You watch English movie when you are insomnia.	✓					5
	There is a new film, and you are watch hurried.					✓	1

**Dokumentasi**







**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT  
Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 E-mail :lp3munismuh@plasa.com



TRABUNGAN  
LP3M

Nomor : 2986/05/C.4-VIII/IX/1443/2022

Lamp : 1 (satu) Rangkap Proposal

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak / Ibu Kepala Sekolah

SMA Muhammadiyah 1 Unismuh Makassar

di -

19 Safar 1444 H  
15 September 2022 M

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 11223/FKIP/A.4-II/IX/1444/2022 tanggal 14 September 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **ANDI KHAERANI NUR KHADIJAH**

No. Stambuk : 10535 1113116

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"The Correlation Between Students Habit In Watching English Movie and Their Vocabulary Achievement at the Eleventh Grade of SMA Muhammadiyah 1 Unismuh Makassar"**

Yang akan dilaksanakan dari tanggal 20 September 2022 s/d 20 Nopember 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

Dr. Ir. Abubakar Idhan, MP.  
NBM 101 7716



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
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Nomor : 11223/FKIP/A.4-II/IX/1444/2022  
 Lampiran : 1 (Satu) Lembar  
 Perihal : Pengantar Penelitian

Kepada Yang Terhormat  
**Ketua LP3M Unismuh Makassar**  
 Di -  
 Makassar

*Assalamu Alaikum Warahmatullahi Wabarakatuh*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Andi Khaerani Nur Khadijah  
 Stambuk : 105351113116  
 Program Studi : Pendidikan Bahasa Inggris  
 Tempat/ Tanggal Lahir : Ambon / 05-10-1998  
 Alamat : Bontomajannang

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: *The Correlation Between Students habit in Watching English Movie and their Vocabulary Achievement at the Eleventh grade of Sma Muhammadiyah 1 Unismuh Makassar*

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

*Wassalamu Alaikum Warahmatullahi Wabarakatuh.*

Makassar, 18 Safar 1444 H  
 14 September 2022 M

Dekan



Erwin Akib, M.Pd., Ph.D.  
 NBM. 860 934



MAJELIS DIKILITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
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Telp. (0411) 72011 (Sekretaris)  
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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Andi Khaerani Nur Khadijah  
NIM : 105351113116  
Judul Penelitian : 'The correlation between students habit in watching English Movie and their Vocabulary Achievement at the Eleventh grade of SMA Muhammadiyah 1 Unismuh Makassar  
Tanggal Ujian Proposal : 08, September, 2022  
Tempat/Lokasi Penelitian : SMA Muhammadiyah 1 Unismuh Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	11/Oktober/2022	Antar Surat	Siti Muhajirah S.Pd	<i>[Signature]</i>
2	13/Oktober/2022	Memperkenalkan diri ke siswa	Siti Muhajirah S.Pd	<i>[Signature]</i>
3	13/Oktober/2022	Memberikan pretest yang berupa angket tentang kebiasaan siswa dalam menonton film berbahasa Inggris	Siti Muhajirah S.Pd	<i>[Signature]</i>
4	27/Oktober/2022	Memberikan treatment menonton film berbahasa Inggris kepada siswa dalam kelas	Siti Muhajirah S.Pd	<i>[Signature]</i>
5	27/Oktober/2022	Memberikan posttest berupa Vocabulary Test kepada siswa	Siti Muhajirah S.Pd	<i>[Signature]</i>
6	15/November/2022	Meminta ttd kepada Kepala sekolah dan Guru pamong	Siti Muhajirah S.Pd	<i>[Signature]</i>





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Web: www.unismuh.ac.id

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7				
8				
9				
10				

15, November, 2022

Terakreditasi Institusi BAN-PT

Mengetahui,

Ketua Program Studi,  
FKIP Unismuh Makassar

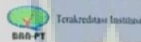


Dr. Umi Khaerati Syam, S.Pd., M.Pd  
NBM: 977.807

Pimpinan/Kepala sekolah/Instansi



Nur Ahmad S. Bd  
NBM: 138.7898 / 129.8089





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 Alamat: Jln. Sultan Alauddin No. 259 Makassar Telp. 081241840935  
 Email: smichi703@gmail.com Website: <https://amamuhammadiyah1unismuhmksr.sch.id>

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**SURAT KETERANGAN PENELITIAN**

Nomor : 234/SKP/SMA Muh. 1-UM/I/2023

*Assalamu 'alaikum Warahamtullahi Wabarakatuh*

Yang bertanda tangan dibawah ini :

Nama : Drs. Amir MR., M.M  
 Jabatan : Kepala Sekolah  
 Unit Organisasi : SMA Muhammadiyah 1 Unismuh Makassar  
 Alamat : Jl. Sultan Alauddin No. 259 Makassar

Dengan ini menerangkan bahwa :

Nama : Andi Khaerani Nur Khadijah  
 No. Stambuk : 105351113116  
 Fakultas : Keguruan dan Ilmu Pendidikan Unismuh Makassar  
 Jurusan : Pendidikan Bahasa Inggris

Benar telah melaksanakan observasi/pengumpulan data pada tanggal 20 September 2022 s/d 20 November Desember 2022 dalam rangka penulisan tesis dengan judul :

*"The Correlation Between Students Habit In Watching English and Their Vocabulary Achievement at The Eleventh Grade of SMA Muhammadiyah 1 Unismuh Makassar"*

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.  
*Jazakumullah Khaeran Katsiraan.*

*Wassalamu 'alaikum Warahmatullahi Wabarakatuh*

Makassar, 19 Januari 2023

Kepala Sekolah,

  
 Drs. Amir MR., M.M  
 NBM. 792813



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
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Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

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**SURAT KETERANGAN BEBAS PLAGIAT**

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,  
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Andi Khaerani Nur Khadijah

NIM : 105351113116

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	10 %	10 %
2	Bab 2	22 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	5 %	10 %
5	Bab 5	5 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 20 Juni 2023

Mengetahui

Kepala UPT Perpustakaan dan Penerbitan,



Muhammad S. Humi, M.I.P.  
NBM. 964 591



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**LETTER OF ACCEPTANCE**  
0822/BG-FKIP/LOA/B/VIII/1445/2023

Dear ANDI KHAERANI NUR KHADIJAH

It is our pleasure to inform you that, after reviewing your paper:

THE CORRELATION BETWEEN STUDENT'S HABIT IN WATCHING ENGLISH MOVIE AND THEIR VOCABULARY ACHIEVEMENT AT THE ELEVENTH GRADE OF SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR

The manuscript ID: 997

Detail checklist:

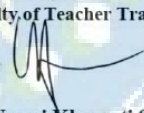
Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **English Language Teaching Methodology**, ISSN (paper) 2828-1586 ISSN (online) 2810-0352. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at [eltm@bg.unismuhmakassar.ac.id](mailto:eltm@bg.unismuhmakassar.ac.id)

Makassar, 21 August 2023 M  
5 Shafar 1445 H

Head of English Education Department  
Faculty of Teacher Training and Education

  
**Dr. Umami Khaerati Syam, S.Pd., M.Pd.**  
NBM. 977 807





**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**BERITA ACARA UJIAN SKRIPSI**

Hari ini Kamis, Tanggal 15 Shafar Tahun 1445 H bertepatan dengan tanggal 31 Agustus Tahun 2023 M bertempat di kampus Universitas Muhammadiyah Makassar Jl. Sultan Alauddin No. 259 Makassar telah dilaksanakan ujian Skripsi Mahasiswa Program Studi *Pendidikan Bahasa Inggris*

MAJELIS : 8

NO	NAMA/STAMBUK	NILAI PENGUJI				NILAI RATA-RATA	KET
		I	II	III	IV		
1	Andi Khaerani Nur Khadijah 105351113116	3.4	3.86	3.3	3.66	3.55	B+
2	Muh. Sul Fitrah 105351114316	3.6	3.86	3.3	3.66	3.61	B+
3	Edwin Maulana Yusuf 105351121916	3.33	3.86	3.07	3.66	3.48	B

Tim Penguji

N a m a

Tanda Tangan

1	Prof. Dr. Hj. Andi Tenri Ampa, M. Hum.	1	
2	Junaid, S.Pd., M.Pd.	2	
3	Dzur Rifah Mahmudah, S.Pd., S.Psi., M.Pd.	3	
4	Dr. Muh. Arief Muhsin, S.Pd., M.Pd.	4	

Cat :Nilai Hasil Ujian Diisi oleh Sekretaris Penguji dan Masing-masing Penguji  
Menandatangani Berita Acara untuk Validasi Hasil Ujian

## CURRICULUM VITAE



**Andi Khaerani Nur Khadijah**, was born on 05 October, 1998 in Ambon. She is the three child from five siblings. Her father is Mr. Andi Mappaguttu, and her mother is Mrs Haslinda Subuh. She have four brother. She start study at SD Inpres Tetebatu 1 in 2004 to 2010. In 2010, she continued her Junior High School at SMPN 1 Pallangga. She continued at SMAN 3 Sungguminasa in 2013 and finished it in 2016. Finally she continued her study as ordinary students specializing in English Education Department in Faculty of Teacher Training and Education at Universitas Muhammadiyah Makassar. At the end of her study, she successfully completed her thesis entitled “ The Correlation Between Students Habit in Watching English Movie and their Vocabulary Achievement at The Eleventh Grade of SMA Muhammadiyah 1 Unismuh Makassar”.