

**THE CORRELATION BETWEEN STUDENTS' HABIT IN WATCHING
ENGLISH MOVIE AND VOCABULARY ACHIEVEMENT**

**(A Descriptive Research at the First Semester of Muhammadiyah University
of Makassar)**



A Thesis

*Proposed as the Fulfillment to Accomplish Sarjana Degree
At faculty of Teacher Training and Education
Makassar Muhammadiyah University*

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FACULTY OF TEACHER AND TRAINING EDUCATION
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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
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Motto

Do what you should do in the world

and

Remember

“Allah Maha Baik”

I dedicated this thesis to

My beloved parents and my families

ABSTRACT

IRMASURYANI DATSIR. 2019. *The Correlation between Students' Habit in Watching English Movie and Vocabulary Achievement (A Descriptive Research at the First Semester Of Muhammadiyah University Of Makassar)* Guided by Sulfasyah, and Awalia Aziz.

The problem statements of this research was formulated in three problem statements i.e. (1) How is watching English movie habit at the first semester in English Department students of Muhammadiyah University of Makassar (2) How is vocabulary achievement at the first semester in English Department students of Muhammadiyah University of Makassar (3) is there a correlation between watching English movie habit and vocabulary achievement at the first semester of English Department students of Muhammadiyah University of Makassar.

The objective of this research was to find out the correlation between watching English movie habit and vocabulary achievement at the first semester of English Department students of Muhammadiyah University Makassar.

The method of this research was a descriptive correlation research which consisted of two instrument in collecting the data. The instruments was questionnaire and vocabulary test. This research was done at class IC in the First Semester Of Muhammadiyah University Of Makassar with the total of sample is 26 students.

The result of the research showed that out the correlation between watching English movie habit and vocabulary achievement is no significant correlation. From the data analysis r calculation was lower than r -table ($0.343 < 0.388$). In other word, the Alternative hypothesis H_0 was accepted and hypothesis H_1 was rejected

Key words: correlation, vocabulary, significant, habit, achievement, watching

ABSTRAK

IRMASURYANI, DATSIR.2019. Hubungan antara Kebiasaan Siswa dalam Menonton Film Berbahasa Inggris dan Kosakata yang Diterima (*Penelitian Deskriptif di Semester Pertama Universitas Muhammadiyah Makassar*). Dibimbing oleh Sulfasyah dan Awalia Azis.

Rumusan masalah pada penelitian ini dibagi menjadi tiga rumusan masalah. (1) Bagaimana nilai kebiasaan siswa dalam menonton film berbahasa Inggris pada semester pertama di jurusan bahasa Inggris Universitas Muhammadiyah Makassar. (2) Bagaimana nilai kosakata yang diterima pada semester pertama di jurusan bahasa Inggris Universitas Muhammadiyah Makassar. (3) Apakah ada hubungan antara kebiasaan siswa dalam menonton film berbahasa Inggris dan kosakata yang diterima pada semester pertama di jurusan bahasa Inggris Universitas Muhammadiyah Makassar.

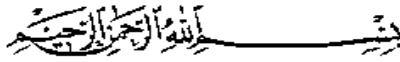
Penelitian ini bertujuan untuk mengetahui hubungan antara kebiasaan siswa dalam menonton film berbahasa Inggris dan kosakata yang diterima pada semester pertama di jurusan bahasa Inggris Universitas Muhammadiyah Makassar.

Penelitian ini menggunakan metode deskripsi hubungan yang terdiri dari dua instrumen dalam mengumpulkan data. Instrumennya adalah kuesioner dan tes. Penelitian ini dilakukan di kelas IC pada semester pertama di Universitas Muhammadiyah Makassar dengan total sampel 26 siswa.

Hasil penelitian ini menunjukkan bahwa hubungan antara kebiasaan siswa dalam menonton film berbahasa Inggris dan kosakata yang diterima tidak memiliki hubungan yang signifikan. Data analisis perhitungan r adalah lebih rendah dari r -table ($0.343 < 0.388$). Dengan kata lain hipotesis H_0 diterima dan hipotesis H_1 ditolak.

Key words: *hubungan, kosakata, signifikan, kebiasaan, terima, menonton*

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TABLE OF CONTENTS

TITLE	i
SURAT PERJANJIAN	ii
SURAT PERYATAAN.....	iii
APROVAL SHEET.....	v
CONSELING SHEET... ..	vi
MOTTO.....	vii
ABSTRACT.....	viii
ACKNOWLEDGMENT.....	ix
TABLE OF CONTENTS.....	xi
LIST OF TABLE.....	xiii
LIST OF FIGURE.....	xiv
LIST OF APPENDICES.....	xv
CHAPTER I INTRODUCTION	
A. Background	1
B. Research Question.....	3
C. Objective of the Study	3
D. Significance of the Study	4
E. Scope of the Study	4
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Understanding The Literature Review	5
B. Presenting the Literature Review	6
1. Vocabulary	6
1.1 The definition of vocabulary	6
1.2 The kinds of vocabulary	7
1.3 The important of vocabulary	7
1.4 The aspect of vocabulary	8
1.5 The ways to enrich vocabulary	10

2. Habit	11
2.1 The definition of habit	11
2.2 The factors habit of watching English movie	13
3. Movie.....	14
3.1 The definition of movie.....	14
3.2 The function of movie	14
3.3 The genres of movie.....	15
C. Conceptual Framework.....	15
D. Hypothesis.....	16

CHAPTER III RESEARCH METHOD

A. Research Design.....	18
B. Research Variables and Indicators	18
C. Population and Sample.....	19
D. Research Instruments	20
E. Data Collection.....	22
F. Data Analysis.....	22

CHAPTER IV FINDINGS AND DISCUSSIONS

A. Findings	28
B. Discussion	36

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	38
B. Suggestion.....	38

BIBLIOGRAPHY.....	39
--------------------------	-----------

APPENDICE	40
------------------------	-----------

CURRICULUM VITAE.....	48
------------------------------	-----------

LIST OF TABLE

Table 3.1	indicator of questionnaire.....	20
Table 3.2	liker scale.....	23
Table 3.3	interval of students' score	23
Table 3.4	interval score of students' percent.....	24
Table 3.5	interpretation of the value of r	26
Table 4.1	categorization of students' habit.....	28
Table 4.2	classification of students' main score in students' habit.....	30
Table 4.3	categorization of students' vocabulary achievement	30
Table 4.4	classification of students' main score in students' vocabulary achievement	32
Table 4.5	analysis correlation between variable X and variable Y	32
Table 4.6	correlation between variable X and variable Y	35

LIST OF FIGURE

Figure 2.1	conceptual framework	16
Figure 4.1	watching English movie habit	27
Figure 4.2	vocabulary achievement	30

LIST OF APPENDIX

Appendix 1	list of participant	40
Appendix 2	questionnaire	41
Appendix 3	vocabulary test	42
Appendix 4	answer key of vocabulary test	44
Appendix 5	table score of questionnaire	45
Appendix 6	table score of vocabulary test.....	46
Appendix 7	<i>r</i> result	47
Appendix 8	table-r	48

CHAPTER I

INTRODUCTION

A. Background of the Research

Vocabulary is commonly defined as all word known and by a particular person. It is one of language aspect and it is the most important components of language as communication tool. According to Laufer (1997) vocabulary is the heart of language learning and language use. It is describe that vocabulary is important because it is a primary skill which should be mastered by the learners before they acquire other language skills such as listening, speaking, writing, and reading. Learning a language can't start by learning its vocabulary first. It is relevant with the statement of Hatch and Brown (1995) vocabulary is the foundation to build language, which plays a fundamental role in communication. When people have a limited vocabulary they will get difficult in communication.

In learning process students study about texts and grammar, but in the fact student still find difficulties in enrich their vocabulary. They are get difficult in memorizing the new words and they have limited vocabulary. Based on the researcher experience in students of first semester of English department of muhammadiyah university Makassar students who have habit in watching English movie, have higher vocabulary than those who don't have. It means that habit in watching English movie have an important role in the students' vocabulary. Thus, it is important to find out the ways that will be useful to help the students improving their vocabulary.

Habit is a common action that has done by people. Habit also means people behavior that has done continuously. According to Sujatmiko (2014) habit is repeated action in the same form which are consciously performed and have clear goals. Usually people used to do something because people love it or people do repeatedly. Habit from the standpoint of psychology, is a more or less fixed way of thinking, willing or feeling acquired trough previous repetition of mental experience (Andrews, 1903)

The habit of watching English movie is provided opportunity to acquire language about vocabulary. (Twyman,2009). More ever students should have a schedule for it. They can get new vocabularies and find more information about grammar to help language skill, especially to enrich their vocabulary. Something they will also find the problem about structure, difficult new vocabulary based on the dialogue by the native speaker. Than, they can look for the solution at the problem by asking to the lecturer or look for the other references. In directly, students will study vocabulary of English by habit in watching English movie.

Film, movie or moving picture are produced by recording photography images with cameras, or by creating images using animation techniques or visual affects. Film or movie are cultural artifacts created by specific culture with reflect those cultures and in turn affecting them. It is considerate to be an important art from, a source of important entertainment and a powerful method for educating or indoctrination citizen.

Teaching English now days has become more challenges than ever. In order to help the students master the language skills and in increasing the proficiency of

language skill, teacher has to provide teaching material of good quality that is encouraging and interesting. Movie is provided exposures to “real language” used in authentic settings and in the culture context which the foreign language is spoken. Movie is an enjoyable source of entertainment and language acquisition (Merta, 2013). Based on the explanation lecturer/teacher have to prefer using the movie as a supplementary source to their teaching activity.

Based on the problem describe above, the researcher is interest to conduct a research about the correlation between students’ watching English movie and vocabulary achievement at the first semester in English department of muhammadiyah university of Makassar.

B. Research Question

Vocabulary is the most important aspect in learning English. Most students are difficult to memorize the vocabulary and find a good strategy in learning vocabulary. Relate to the background above, the following problem statement in necessary answer:

1. How is the score of students’ watching English movie habit at the first semester in English department students of muhammadiyah university of Makassar ?
2. How is the score of students’ vocabulary achievement at the first semester in English department students of muhammadiyah university of Makassar ?
3. is there are the correlation between watching English movie habit and vocabulary achievement at the first semester in English department students of muhammadiyah university of Makassar ?

C. Objectives of the Research

Based on the problem mentioned above, this research intends to uncover the following objectives:

1. To find out the students' watching English movie habit at the first semester in English department students of muhammadiyah university of Makassar ?
2. To find out the students' vocabulary achievement at the first semester in English department students of muhammadiyah university of Makassar ?
3. To find out the correlation between students' watching English movie habit and vocabulary achievement at the first semester in English department students of muhammadiyah university of Makassar ?

D. Significant of the Research

There are many significant of the research which can be useful for:

1. The students

This research is expected to help the students to increase their vocabulary achievement from watching English movie habit or other technique.

2. The teacher

The researcher expects that this research can be useful for English teacher to provide a creative and alternative solution to solve the problem in teaching English. The researcher also hopes that teacher can apply this way in their teaching activity

3. The researcher

This research is expected to give great contribution to the other researcher as a reference for further studies on similar topic.

E. Scope of the research

There are some kinds of positive habit for students that can help them to achieve vocabulary, such as reading book, singing English song, play game and watching movie. In this research the researcher focus on the students' habit in watching English movie to make students easy to enrich vocabulary.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Understanding the Literature Review

There were some previous research has a similarity with this research about an analysis the correlation between the students habit and vocabulary enrichment by using English movie strategy. The first research was conducted by Munir (2016:1) with the title *The Effectiveness of Teaching Vocabulary by Using Cartoon Film Toward Vocabulary Mastery of EFL Students*. This research aimed to find out the effectiveness of using cartoon film in teaching vocabulary of the fourth grade students at MI AL Hidayah 02 Betak. This study used a test in pre-test an post-test. The population of the research is the fourth grade students while the sample is 25 students. The result of the research showed that $t_{count} > t_{table}$ ($5,20 > 1,71$). It indicates that cartoon film was suitable to teach vocabulary. So from the result the researchers suggest to the English teacher that cartoon film was effective to teach vocabulary for young learners. The similarity with this research was using movie or film as a strategy toward students vocabulary and the different was the previous research using a specific movie like cartoon but in this research generally using English movie.

The second research was conducted by Wulan (2016:6) in his thesis with the title *A Correlational Study on Habit in Watching Animation Movies, Vocabulary Mastery, and Writing Skill of The Eleventh Grade Students of SMA Negeri 4 Surakarta in The Academic Year of 2015/2016*. This research was aimed

to analyze the correlation between study on habit in watching animation movies. Vocabulary mastery and writing skill at SMA Negeri 4 surakarta. This study used a test and questionnaire. The population of the research is all the eleventh grade students while the sample is 31 students taken by cluster random sampling technique. She said that habit in watching animation movie and vocabulary mastery could increase the student's writing skills. The similarity with this research was using movie as a strategy in teaching but the different was the previous research focus to increase students writing skills and in this research the writer focus on student vocabulary achievement.

B. Presenting the Literature Review

1. The General Concept of Vocabulary

a. The definition of vocabulary

Vocabulary is the set of words that owned by people. It is defined as all of the words that people understand and could use to develop a new sentence. According to Hornby (2006) vocabulary is all the words that a person know or uses and it is all the words in a particular language. Based on the definition we could see that vocabulary is all the words in a language that are familiar and used by a person to communicate with each other.

Vocabulary is one of the elements in language learning. Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to (Richard,2001). Vocabulary is one of the most important parts of language. Language will not be formed without vocabulary. Every language in this world has vocabulary which is different from one and

other, either in the way of pronunciation or writing, though the purpose of giving the meaning is the same to express the existence of something either an abstract or concrete thing.

b. The kinds of vocabulary

Vocabulary is a very important role in English language. It is one element that can link the four skills of English. Vocabulary has some kinds, According to Jim, (1994) there are two kinds of vocabulary:

1) Active vocabulary

Active vocabulary means “the words should be using in their speech, writing. The speaker may have to master some limit of vocabulary of this active vocabulary in communication. Although they have to reproduce the speech with the listener, according to the situations they can choose the word mastered. For example: indisscussion, teaching process, and others meeting.

2) Passive vocabulary

Passive vocabulary means that the words they needed merely to comprehend especially, in their reading. The speaker in this situation will not reproduce some sentences but they are asked to be receiver of the message by comprehending the passage or listening to some broadcast.

c. The important of vocabulary

Vocabulary is the first basic important aspect for learning English by learners. When the students mastering vocabulary, they are able to communicate both orally and written well. Also, by having a lot of vocabularies, the learners are hoped to master four skills in English such as reading, speaking, writing, and

listening. According Nunan (1991) vocabulary is essential for successful second language use because, without an extensive vocabulary, the learners will be unable to use the structures and functions we may have learned for comprehensible communication. From the statement it can be concluded vocabulary is the first element in English. It must be mastered well by young learners to support the English mastery.

d. The aspects of vocabulary

Besides consisting of various type of vocabulary, it is also has some aspect. There are some aspects in learning vocabulary. According to Mardianawati (2012), there are five vocabulary aspects as follows:

1) Meaning

When the teacher delivering the students about the meaning, the teacher should explain that a word may have more than one meaning when it is used in different context. In order to discover the meaning, the teacher can use ways such as guided discovery and using dictionaries.

2) Spelling

In learning vocabulary, spelling is important because it aids in reading and as the connector of letters and sounds. Spelling there may be different acceptable written forms for the same words within the same variety of English, due to the fact that they belong to different varieties as happens with many British or American English terms (Kareem, 2000).

3) Pronunciation

Pronunciation is the way in which a particular person pronounces the words of language (Hornby, 2006). Most of words have only one pronunciation, but sometimes a word has two or more pronunciations. It can be seen from some words are “ present”, which pronunciation /ˈpreznt/ and /prɪˈzent/ and the word “read”, which pronunciation /ri:d/ and /red/. English pronunciation is difficult to learn because it is not related to the spelling of words. The students want to able to speak English well with understandable pronunciation so that they can communicate without annoyance and it makes receiver easier to communicate.

4) Word Classes

Word classes are categories of word. According to Hatch and Brown (1995) the word classification is based on their functional categories which are called part of speech. There are parts of speech should be practiced fluently to the students such as nouns, verbs, adjectives, adverbs, pronouns, preposition, conjunctions, and interjections.

5) Word Use

Word use is how a word, phrase, or concept is used in a language. Word use may also involve grammar and thus be the subject of profound analysis (Mardianawati, 2012)

e. The way to enrich vocabulary

Teachers have always been naturally interested in how learners go about learning vocabulary. If we know more about learner strategies and what works well, we can help learners get more benefit strategies. According to Brown and

Payne in Hatch and Brown (1995) did an analysis that resulted in a very clear model where the strategies fall into five essential steps:

1) Encountering new words.

The first essential step for vocabulary learning is encountering new words that are having a source for words. The young learners strategies here included learning new words by reading books, listening to TV and reading newspapers and magazines. Dictionaries are also sources where new words and new uses for old words can be encountered. Another indication that encountering new words can be more effective in others is with interactive video materials. When students have seen an object or an action, their desire to know the word more increase, it makes the learners can learn new words quickly.

2) Getting the word form.

The importance of getting clear image of the form of a word become appears when students asked to give definitions for words. Beginning students are particularly likely to make mistakes that are obviously related to confusions of the form of the one word with the form of other words.

3) Getting the word meaning.

Getting the words meaning, language learners may also need different kind of definition of distinctions depending on the words being learned and the reason for need them.

4) Consolidating word form and meaning in memory.

In this step, the students do the exercises in order to make strong memory connection between the form and the meaning of the words. Many kinds of

vocabulary learning drills such as flashcards, matching exercises, crossword puzzles, strengthen the form-meaning connection.

5) Using the word.

The final step in learning words is using the words. It has goal to provide a mild guarantee that words and meanings will not fade from memory once they are learned.

2. The General Concept of Habit

a. The definition of habit

There are some definition of habits, as follows;

1) Habits are routines of behavior that are repeated regularly and tend to occur subconsciously about them. Habitual behavior often goes unnoticed in a person exhibiting it, because a person does not need to engage in self-analysis when undertaking routine tasks. Habituation is an extremely simple form of learning, in which in an organism, after a period of exposure to a stimulus, stop responding to that stimulus in varied manners. Habits are sometimes compulsory.

2) Habit is something that is not conducted drastically but it is conducted slowly, repeatedly, and continuously, (Covey 1997:21)

3) According to Meriam Webster.com, habit is stated as a behavior a pattern acquired by frequent repetition or psychological exposure that shows itself in regularity or increase in facility of performance.

From the definition above, the researcher concludes that habit is something that is conducted repeatedly and continuously. In this study, the habit is intended as

the students habit in watching English movie in their daily activity wherever and when ever it is. A habit can be done at home, at the school, on the way and other places.

b. The habits' factors

The habit is activity that people doing in several time by repetition or behavior. It is can affecting people to keep doing the activity because they are enjoy. According to Verplanken (2010), there are some factors that affect someone's habit:

a. The frequency

Frequency measures the number of times something occurs in a specific amount of time. Frequency is the number of times something happens within a particular period, or the fact of something happening often or a large number or times. For example, if someone visits the grocery store twice a week, her shopping frequency is 2 visits per week.

b. Repetition

The action of repeating something that has already been said or written. Repetition is the act of doing or saying something over and over and over again.

c. Behavior

Behavior is an individual phenomena that is characterized by observable, measurable movement of some part of the body through space and time. Behavior is dynamic and occurs in real and the result in measurable time in at least one aspect of the environment.

Based on the definitions above the researcher concludes that a habit can grow if someone conducts something in strong repetition, too long an interval of time, interest in actions and the result of the students' action is pleasure.

3. The General Concept of Movie

a. The definition of movie

A film also called a movie or motion pictures is a series of still or moving images. It is not only made based on imagination, but also directed to break up the fact that almost fade. According to Hornby (1995) film is a story, recorded as a set of moving pictures to be shown on television or at the cinema. It is produced by recording photographic with camera, or by creating images using animation technique or visual affect.

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

Movie is popular for human being as entertainment. Many people prefer watching movie to relieve their stress. Movie can make people laugh, sad and enjoy. It is very useful for people and most of people like movie.

2) As education

Movie can be used to support in education. As media audio visual, movie can help the students to accept their material in school or campus. Watching English

movie was able to learning language, able to improve knowledge, rich the information, etc.

3) As information

Now day people need much information from several sources. One of the famous sources is movie. Movie give the useful information for people. It also gives the information to other country about cultures, politics, socials, economic, governments, history, etc.

c. The genres of movie

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. The genres of movie as follows:

- 1) Action movie is a movie genre in which one or more heroes are thrust into a series of challenges that require physical feats, extended fights and frenetic chases.
- 2) Comedy movie is a genre of movie in which the main emphasis is on humour. These movies are designed to elicit laughter from the audience
- 3) Drama is a movie genre that depends mostly on in-depth developmen to frealistic characters dealing with emotional themes.
- 4) Horror movie is a movie genre seeking to elicita negative emotional reaction from viewers by playing on the audience's primal fears
- 5) Musical movie is a movie genre in which songs sung by the characters are interwoven into the narrative, sometimes accompanied by dancing.

C. Conceptual Framework

This research is focus on the correlation between students' watching English movie habit and vocabulary achievement.

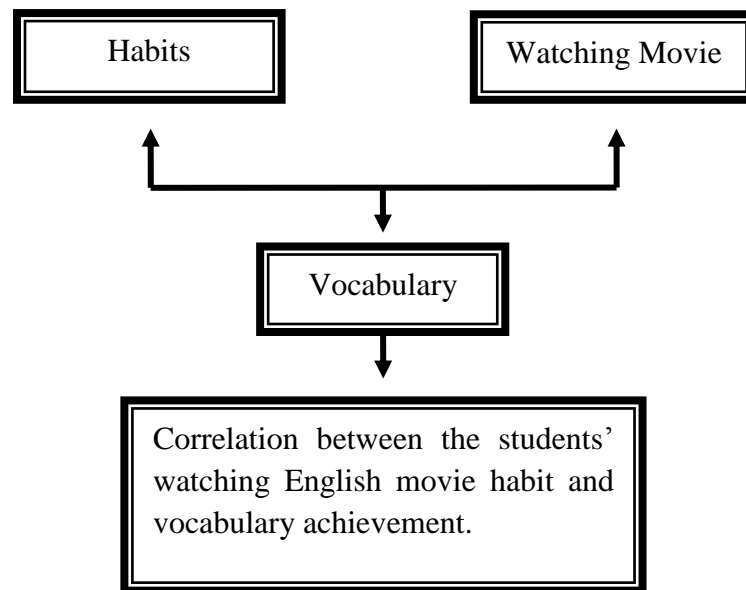


FIGURE 2.1 Conceptual Framework

This research focus to see whether there was correlation or not between students habit in watching English movie and the vocabulary achievement. Vocabulary was very important for students. They will be easy to communicate with other if they have a lot of vocabulary.

Watching english movie was very popular activity, most people enjoy to watching movie. It was suitable way for students because by watching english movie they could found a lot of vocabulary without having to learn formally.

D. Hypothesis of the Research

Based on the review literature and conceptual framework describe before, the researcher tried to formulate the hypothesis of research as follows :

1. H_0 : There was no correlation on the students' watching English movie habit and vocabulary achievement.
2. H_1 : There was any correlation on students' watching English movie habit and vocabulary achievement.

CHAPTER III

RESEARCH METHOD

Research method was a method that will be used in investigated a problem. On the topic that has been discussed, the researcher using descriptive correlation method to investigate the problem about the Correlation between the Students' Watching English Movie Habit and Vocabulary Achievement.

A. Research Design

This research used descriptive correlation method which analyzing the correlation between the student's watching English movie habit and vocabulary achievement.

B. Research Variable and Indicators

1. Variable

There were two variables in this research such as independent variable (X) and dependent variable (Y) :

a. The independent variable (X)

The independent variable (X) was the variable that controled and manipulated by the researcher. In this research independent variable was watching English movie habit.

b. The dependent variable (Y)

The dependent variable (Y) was the reasons that is measured. Dependent variable could be influenced by independent variable. In this research the dependent variable was the student's vocabulary achievement.

2. Indicator

The indicator of this research was the correlation between students' watching English movie habit and vocabulary achievement.

C. Population and Sample

1. Population

The population of this research was the first semester of muhammadiyah university of Makassar, academic year 2018/2019. Consisted of eight classes (IA, IB, IC, ID, IE, IF, IG, and IH), each class consists of 25 students. Thus, the total number of population was 200 students.

2. Sample

The researcher used purposive sampling technique. There are eight Classes (IA, IB, IC, ID, IE, IF, IG, and IH), the researcher chooses one, it was 1 C as a sample and the number of sample was 26 students.

D. Research Instrument

In this study the researcher used questioner and test to know the correlation between the students' watching English movie habit and vocabulary achievement. There were two research instruments that the writer used, they were:

a. Questionnaire

Questionnaire was commonly used as a research method chosen to collect the data. Questionnaire in this research was questionor statement about students' habit in watching English movie to find out information about howfar those watching English movie. The researcher chose columns of scale and point based on the scale as an indication for strongly agree (5), agree (4), undecided (3), disagree (2),

and strongly disagree (1). The questionnaire consists of 20 items of statements.

The students' watching English movie habit indicated by the following 3 indicator

:

Table 3.1 Indicator of Questionnaire

No.	Indicator 1 : Frequency
1.	You are watching English movie routines everyday
2.	You are watching English movie routines once a week
3.	You are watching English movie more than 2 hours a day
4.	You are watching English movie twice a week
5.	You are watching English movie more than one movie a day
6.	You are watching English movie in holiday
7.	You used several time for watching English movie
	Indicator 2 : Repetition
8.	You are always watching English movie in home
9.	You are always watching English movie in bioskop
10.	You are repeat watching English movie until twice or more
11.	You are used to watching English movie since junior high school
12.	You are used to watching English movie since senior high school
13.	You are used to watching English movie since collage study
	Indicator : 3 behavior
14.	You watch English movie when you are bored
15.	You watch English movie when you are alone
16.	You watch English movie in the middle of night
17.	You watch English movie when you are insomnia
18.	There is new movie and you are watch in hurried
19.	There are some option TV programs and you are choose to watching English Movie
20.	You are open youtube and you choose watching English movie.

b. Test

Test was a stimulus instrument which is given to a person, which the purpose to get the answer which was used to decide as core number. The researcher used single test double trial technique, with this technique the writer only used one test but doing as many twice try out. The test consisted of 20 items. The score was 5 for correct answer and 0 for each incorrect answer.

Based on the vocabulary test there were 6 variables that tested, there were 20 numbers dependen the each variables :

- Synonym on the test number 1, 8, and 12
- Anthonym on the test number 6 and 13
- Word meaning on the test number 2, 7, and 14
- Homonym on the test number 4, 11 and 15
- Content word on the test number 5, 10, 16, 18, and 20
- Conjunction on the test number 3, 17, 19 and 9

E. Data Collection

The researcher used questionnaire and vocabulary test as the techniques to collect the data for the research. The questionnaire was used to obtain the data for the student's habit in watching English movie while the test was used to collect the data of vocabulary.

F. Technique of Data Analysis

The data from the instruments were analyzed by these formulas as follows:

1. Calculating the individual score of the students' vocabulary achievement score by using the following formula:

$$\text{Individual Score} = \frac{\text{student's correct answer}}{\text{total number of items}} \times 100$$

(Sudjana, 1999)

2. Classifying the students' responses in questionnaire of students' habit into five likert scales:

Table 3.2 likert scale

No	Items	Score
1	Strongly Agree	5
2	Agree	4
3	Undecided	3
4	Disagree	2
5	Strongly Disagree	1

(Sugiyono, 2012:135)

3. Classifying the students' score in questionnaire of students' habit and vocabulary achievement score into five scales:

Table 3.2 Interval of Students' score

No	Range	Level
1.	90 – 100	Very good
2.	75 – 85	Good
3.	50 – 69	Fair
4.	30 – 49	Poor
5.	10 – 29	Very poor

(Pusat Kurikulum, 2006)

4. Calculating the percentage of the students score in questionnaire of students' habit and vocabulary achievement by using the following formula:

$$P = \frac{Fq}{N} \times 100\%$$

Where:

- P : Percentage
 Fq : Frequency of the score
 N : Number of Sample

(Gay, 1981:298)

5. Classifying the students' percent in questionnaire and vocabulary test into five scales:

Table 3.4 the interval score of students' percent.

Interval Score	Category
81-100%	Very high
61-80%	High
41-60%	Intermediate
21-40%	Low
<-20%	Very low

(Gay, 1981:285)

6. Calculating the mean score by using the formula:

$$X: \frac{\sum x}{N}$$

Where :

- X : Mean Score
- $\sum x$: Total Score
- N : Total Response

(Gay, 1981:298)

7. Calculating the correlation of both variables by using the formula:

In finding out the correlation between students' habit in watching English movie and vocabulary achievement, the researcher applied the product moment correlation. The formula is Pearson Product Moment Formula as follow :

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

Where:

- r : Product moment correlation coefficient of variable X and Y
- $\sum XY$: The sum of the product multiplying of vocabulary test scores and the questioners' scores
- $\sum X$: The sum of watching English movie habit scores
- $\sum Y$: The sum of vocabulary achievement scores
- $\sum (X)^2$: The sum of watching English movie habit square
- $\sum (Y)^2$: The sum of vocabulary achievement square
- N : The total number of sample

Pearson (1948)

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;

Table 3.5 Interpretation of the value of r

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 Weak Correlation (No Correlation)

(Sujarweni, 2015:6)

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 analysis > r table, the correlation is positive

If r analysis < r table, the correlation is negative

If r analysis = r table, the correlation is zero

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 the first semester of English department in muhammadiyah university of Makassar in the academic year 2018/2019. For the classes the researcher took I C as the sample which was test using questionnaire and test. The data which were analyzed in this research was the correlation between questionnaire and test. The researcher analyzed the data include the mean, percentage and the correlation.

1. Analysis the Classification of students' habit in watching English 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.

Table 4.1 Categorization of students' habit

No	Score	Category	Frequency	Percent (%)
1	90 - 100	Very good	0	0
2	70 - 89	Good	24	92.31%
3	50 - 69	Fair	2	7.69%
4	30 - 49	Poor	0	0
5	10 - 29	Very poor	0	0
TOTAL			26	100

The table showed that there were 26. Based on the analysis of data by using calculation percentage from Gay formula showed that from 26 students of first semester in muhammadiyah university of Makassar, 2 students in very low category of habit with percentage 7.69% and 24 students in very high category with percentage 92.31%. The level of students' habit in watching English movie was very high with frequency of 24 and percentage 92.31%. It means that most of students in class I C enjoy and like watching English movie.

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

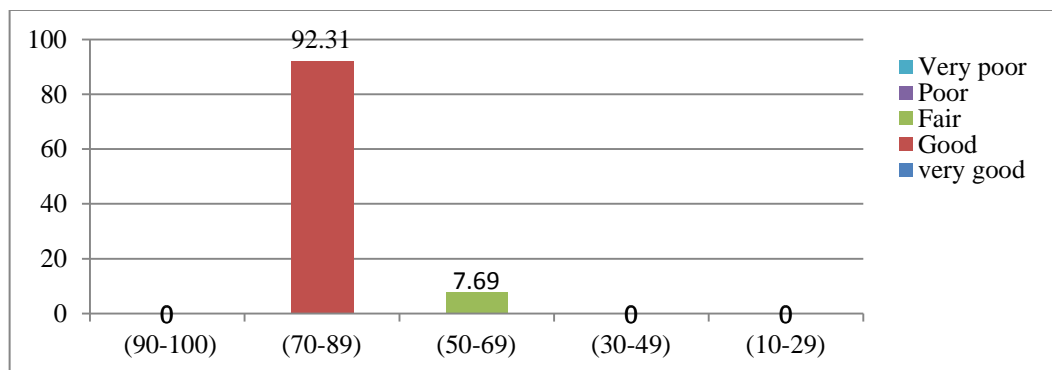


FIGURE 4.1: Watching English Movie Habit

The chart showed that most of students in class I C at the first semester Muhammadiyah University of Makassar like to watching English movie. It was presented in the chart with very high score from 24 students with percentage of 92.31%.

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:

Table 4.2 classification of students' main score in students' habit

Variable	Total score (ΣX)	Total respond (N)	Main score
Students' habit	1976	26	76

The table showed that the main score of students' habit was 76 with the total score 1976 and total respond 26. 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.

Table 4.3 Categorization of student's vocabulary achievement

No	Score	Category	Frequency	Percent (%)
1	90 – 100	Very good	5	19.23%
2	70 – 89	Good	11	42.31%
3	50 – 69	Fair	4	15.38%
4	30 – 49	Poor	6	23.08%
5	10 – 29	Very poor	0	0
TOTAL			26	100

Based on the analysis of data by using calculation percentage from Gay formula showed that from 26 students of first semester in muhammadiyah university of Makassar, 9 students in very low category of vocabulary achievement with percentage 34.76 %, 6 students in low category of vocabulary achievement with percentage 23.08% and 11 students in intermediate category of vocabulary achievement with percentage 42.31%. The level of students' vocabulary achievement was intermediate frequency of 11 and percentage 42.31%. 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:

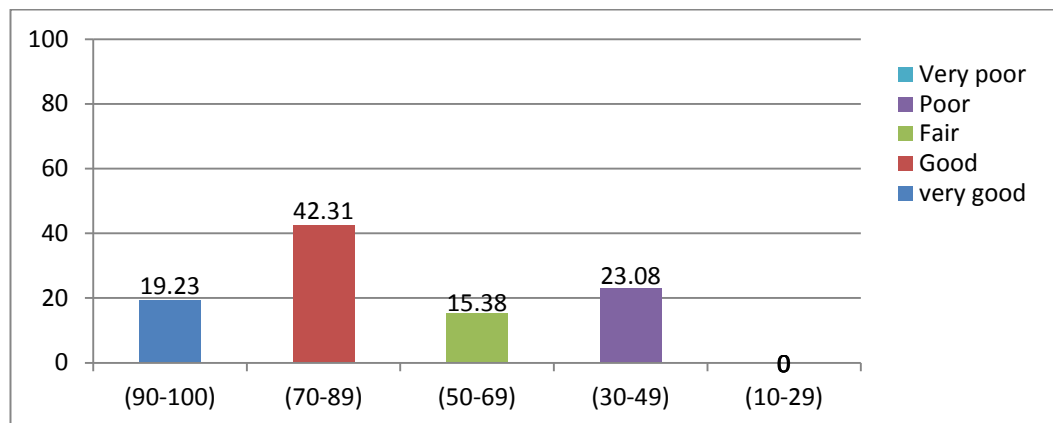


FIGURE 4.2: Vocabulary Achievement

The chart showed that the students in class I C at the first semester Muhammadiyah University of Makassar has a good vocabulary achievement. It was presented in the chart with intermediate score from 11 students with percentage of 42.31%.

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:

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

Variable	Total score ($\sum X$)	Total respond (N)	Main score
Vocabulary achievement	1730	26	67

The table showed that the main score of vocabulary achievement was 67 with the total score 1730 and total respond 26

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 4.3 as follows.

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

NO	Participants	X	Y	X ²	Y ²	XY
1.	24	77	50	5929	2500	3850
2.	7	79	30	6241	900	2370
3.	3	76	85	5776	7225	6460
4.	14	79	30	6241	900	2370
5.	9	75	75	5625	5625	5625
6.	1	75	75	5625	5625	5625
7.	15	72	90	5184	8100	6480
8.	6	74	90	5476	8100	6660
9.	4	80	75	6400	5625	6000
10.	19	72	30	5184	900	2160
11.	20	87	80	7569	6400	6960
12.	17	75	80	5625	6400	6000
13.	18	79	50	6241	2500	3950
14.	21	81	95	6561	9025	7695

15.	23	81	30	6561	900	2430
16.	16	72	65	5184	4225	4680
17.	11	82	50	6724	2500	4100
18.	5	67	85	4489	7225	5695
19.	10	69	75	4761	5625	5175
20.	13	72	75	5184	5625	5400
21.	8	70	80	4900	6400	5600
22.	12	76	70	5776	4900	5320
23.	26	80	100	6400	10000	8000
24.	25	74	30	5476	900	2220
25.	2	74	35	5476	1225	2590
26.	22	78	100	6084	10000	7800
TOTAL		1976	1730	150692	129350	132410

Where :

$$N : 26$$

$$\sum XY : 132410$$

$$\sum X : 1976$$

$$\sum Y : 1730$$

$$\sum X^2 : 150692$$

$$\sum Y^2 : 129350$$

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

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

$$r = \frac{26(132410) - (1976)(1730)}{\sqrt{\{26(150692) - (1976)^2\}\{26(129350) - (1730)^2\}}}$$

$$r = \frac{3442660 - 3418480}{\sqrt{\{3917992 - 3904576\}\{3363100 - 2992900\}}}$$

$$r = \frac{24180}{\sqrt{\{13416\}\{370200\}}}$$

$$r = \frac{24180}{\sqrt{4966603200}}$$

$$r = \frac{24180}{70474.13}$$

$$r = 0.343$$

The analysis showed that the r-calculation was 0.343

To make sure the result of pearson product momen the researcher calculate the correlation between both of variable in SPSS.18. It was presented in the following table.

Table 4.6 correlation between students' habit and vocabulary achievement

Correlations

		STUDENTS' HABIT	STUDENTS' VOCABULARY
STUDENTS' HABIT	Pearson Correlation	1	.343
	Sig. (2-tailed)		.081
	N	26	26
STUDENTS'	Pearson Correlation	.343	1

VOCABULARY	Sig. (2-tailed)	.081	
	N	26	26

Based on the application of SPSS and pearson product moment in analyzing the correlation between students' watching English movie habit and vocabulary achievement at the first semester students of Muhammadiyah University of Makassar, it was found that $r = 0.343$. The correlation of them was in weak correlation level based on standard of correlation moment. That was $r = 0.343$ which lied between 0.0200-0.400 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 (26) students was 0.388 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 ($0.343 < 0.388$).

The result showed that hypothesis H_0 was accepted and hypothesis H_1 was rejected . It means that there was no significant correlation between the students' watching english movie habit and vocabulary achievement of the first semester in Muhammadiyah University of 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 20 numbers of statement for analyzing the students' watching English movie habit . After analyzing the data, students' watching English movie habit at the first semester English department in muhammadiyah university of makassar was found that the mean scores (X) was 76. It indicated that score was a high score. The maximal and minimal score was 87 and 67. This result pointed that most of the students enjoyed to watching English movie as their way to learn English. According to Khoshniyat and Dowlatabadi (2014) believe that using English movies can empower ELLs with extensive vocabulary lists, syntax, and other language skills that enable them to improve their English proficiency.

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 the first semester English department in muhammadiyah university of makassar was found that the mean scores (Y) = 67. It indicated that score was intermediate score. The maximal and minimal score was 100 and 30. 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 viewing 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 0.343. It was a weak correlation between students' habit and vocabulary achievement of the first semester of English department of Muhammadiyah university Makassar in academic year 2018/2019. It proven that r was lower than r -table because of r was 0.343 while r -table was 0.388. It means that students' watching english movie habit and vocabulary achievement have no significant correlation .

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the analysis and discussion in the previous chapters, it can be concluded 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 92.31% and the students' vocabulary achievement 42.31%. 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 ($0.343 < 0.388$). It means there was no significant correlation between watching English movie and vocabulary achievement.

B. Suggestion

First the writer hopes that the students increase their vocabulary achievement from watching movie and other technique. Than the lecturers should give some interesting technique and give high motivation in teaching, so the students easy increase vocabulary. Last, for further research, the writer should focus their research on the teaching technique to enhance the students' vocabulary in other that they can get better achievement.

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Appendix 1

List of participant

No	Name	Number of Studets	Class	NIM
1.	FahrianiNurajijaDanopa	24	I C	105351107618
2.	Muhammad AlifIdris	7	I C	105351105918
3.	NurSyamsiPutri	3	1 C	105351105518
4.	Muhammad Alpriansyah	14	1 C	105351106618
5.	Sri Wahyuni	9	1 C	105351106118
6.	AstitiWahab	1	1 C	105351105318
7.	WikaRukmayana	15	1 C	105351106718
8.	NurmuslimahQadri	6	1 C	105351105818
9.	NurFaindah	4	1 C	105351105618
10.	NurIrfani	19	1 C	105351107118
11.	Muhammad AlifMandar	20	1 C	105351107218
12.	FuadRahmanDarwis	17	1 C	105351106918
13.	Magfirayanti	18	1 C	105351107018
14.	Astiani	21	1 C	105351107318
15.	Fitriani	23	1 C	105351107518
16.	AliffaUmayya	16	1 C	105351106818
17.	NurInsan	11	1 C	105351106318
18.	Sri WahyuniDayanti	5	1 C	105351105718
19.	Nursanti	10	1 C	105351106218
20.	Sri Jusda	13	1 C	105351106518
21.	SyahruniRamadhani Anwar	8	1 C	105351106018
22.	RB. AmaliaNurislami	12	1 C	105351106418
23.	AisyahAnastazia	26	1 C	105351107818
24.	FitrianiHr	25	1 C	105351107718
25.	FiraAnugrawati	2	1 C	105351105418
26.	NurulKhaerani	22	1 C	105351107418

Appendix 2
Questionnaire

Factors of Habit	Questions	Optional				
		SA	A	U	D	SD
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					
	You used to watching English movie since college students					
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					

Appendix 3
Vocabulary Test

Read the following sentence and determine the correct answer by choosing A, B, C, or D.

1. Find out the synonym of underline words. He is a fastrunner .
A. Quick
B. Slow
C. Energetic
D. Calm
2. Luna is very dedicate to his mother.
A. Polite
B. Devoted
C. Agreeable
D. Considerable
3. The dog keeps running with the other dogs
A. Adjective
B. Verb
C. Preposition
D. Adverb
4. is a sale on parrots at the etstore ?
A. They're
B. Their
C. There
D. They
5. She has beenfor two hours.
A. Cook
B. Cooked
C. Cooking
D. Cooks
6. Find out the antonym of underline word. She is foolish.
A. Dumb
B. Brainly
C. Idiotic
D. Wise
7. This course focuses primarily on the history of early civilizations.
A. Objectively
B. Mainly
C. Actively
D. Subjective
8. Find out the synonym of underline word. I require three big boxes.
A. Need
B. Threw
C. Found
D. Got
9. She bought her old car to the garage.
A. Pronoun
B. Verb
C. Preposition
D. Adverb
10. I have those students.
A. Test
B. Tested
C. Testing
D. Tests
11. Parrots have many colors infeathers.
A. Their
B. They
C. They're
D. There
12. Find out the synonym of underline word. Heve you looked at the invoice ?
A. Pen
B. Bill
C. Sheet
D. Paper
13. Find out the antonym of underline word. That seems expensive.
A. Overpriced
B. Great
C. Wealthy
D. Inexpensive

14. Mr. Paul will demonstrate how this computer works.
A. Guess C. Estimate
B. Learn D. Show
15. A parrot like Hector can repeat words.
A. You're C. Your
B. You D. It's
16. Sandra her task.
A. Has Been Completed C. Has Completing
B. Have Completed D. Has To Complete
17. I put my shoes between my sister's and brother's in the house.
A. Adjective C. Preposition
B. Verb D. Conjunction
18. Diana will the house tomorrow.
A. Leave C. Leaving
B. Left D. Leaves
19. She was the best students in this university.
A. Adjective C. Preposition
B. Verb D. Adverb
20. We not sleeping.
A. Is C. Are
B. Am D. Was

Appendix 4

Answer Key Of Vocabulary Test

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

Appendix 5

Calculation Of Students' Questionnaire

NO	RESULT																				SCORE
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	3	5	4	3	3	4	5	5	2	4	4	4	4	4	3	3	3	3	5	4	75
2	3	4	3	4	4	4	3	5	3	4	3	4	5	4	4	4	3	3	4	3	74
3	2	3	4	4	3	5	3	5	3	4	4	4	5	5	5	4	3	3	4	3	76
4	2	5	5	5	3	5	4	4	2	4	4	4	5	5	4	4	4	4	4	3	80
5	3	3	3	4	3	4	4	5	1	4	2	3	4	4	4	3	3	3	4	3	67
6	3	4	3	4	4	5	4	4	2	4	4	4	5	4	4	3	3	3	4	3	74
7	2	5	5	5	4	4	3	4	3	3	4	4	4	4	3	4	4	4	5	5	79
8	3	3	3	4	4	4	4	4	2	5	3	4	4	4	4	4	3	2	3	3	70
9	3	5	5	4	3	4	4	5	2	3	3	3	5	4	5	3	3	3	4	4	75
10	3	3	3	4	3	5	4	4	1	3	3	4	5	4	4	4	3	3	3	3	69
11	3	5	4	4	3	5	5	5	2	4	4	4	5	5	5	4	3	3	5	4	82
12	3	5	4	5	3	5	4	4	2	4	3	3	5	4	4	3	3	4	4	4	76
13	3	4	3	1	4	5	4	5	2	4	4	4	5	5	5	3	3	3	2	3	72
14	3	5	4	4	4	5	3	5	3	5	3	4	4	4	5	3	3	3	5	4	79
15	3	5	5	5	3	5	4	4	1	3	3	3	5	5	5	2	2	3	4	2	72
16	3	3	3	4	4	5	4	5	2	2	5	4	5	4	4	4	3	2	3	3	72
17	3	3	3	4	4	5	5	4	2	3	3	4	5	5	4	4	3	2	5	4	75
18	3	4	4	5	4	5	5	5	1	4	4	4	5	4	5	3	3	4	4	3	79
19	3	4	4	4	4	4	3	5	2	3	4	4	5	5	4	3	3	2	3	3	72
20	3	5	4	4	3	5	4	5	4	5	4	5	5	5	5	5	5	3	4	4	87
21	3	5	5	4	4	5	4	4	1	5	4	4	5	5	5	3	3	3	5	4	81
22	3	3	3	4	4	5	5	5	3	3	4	4	5	5	5	4	3	3	4	3	78
23	3	5	5	4	5	5	4	4	1	4	4	4	5	5	5	4	3	4	4	3	81
24	3	3	4	3	5	4	4	5	2	4	5	5	5	5	3	4	3	3	3	4	77
25	3	4	4	3	4	5	3	5	3	4	4	4	5	4	4	3	3	3	3	3	74
26	3	5	4	5	3	5	4	5	3	5	3	5	5	4	4	3	3	3	4	4	80
TOTAL																				1976	
AVERAGE																				76	
MAX																				87	
MIN																				67	

Appendix 6

Calculation Of Students' Vocabulary Test

NO	Result																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1.	0	0	0	5	0	0	0	5	5	0	0	5	5	0	5	0	5	5	5	5	50
2.	0	0	0	0	0	0	0	0	5	0	0	0	0	5	0	0	5	5	5	5	30
3.	5	5	5	5	5	5	5	0	5	5	5	5	5	0	5	0	5	5	5	5	85
4.	0	0	0	0	0	0	5	5	0	0	0	5	5	0	0	0	5	0	0	5	30
5.	5	5	5	5	5	0	0	0	5	5	5	0	5	5	5	0	5	5	5	5	75
6.	5	5	5	5	0	0	5	5	5	0	5	5	5	5	0	5	0	5	5	5	75
7.	5	0	5	5	5	0	5	5	5	5	5	5	5	5	5	5	5	5	5	5	90
8.	5	0	5	5	5	5	0	5	5	5	5	5	5	5	5	5	5	5	5	5	90
9.	5	0	5	5	5	5	0	5	5	5	5	0	5	5	5	0	0	5	5	5	75
10.	0	0	0	0	0	0	0	0	5	0	5	0	5	0	0	0	0	5	5	5	30
11.	5	0	5	5	5	0	5	5	5	5	5	0	5	5	5	0	5	5	5	5	80
12.	5	0	5	5	0	5	5	5	5	0	5	5	5	5	5	5	5	0	5	5	80
13.	5	0	0	5	5	5	0	0	5	0	5	0	5	5	0	0	0	0	5	5	50
14.	5	5	5	5	5	5	5	5	5	0	5	5	5	5	5	5	5	5	5	5	95
15.	5	0	0	0	0	0	5	5	0	0	0	5	5	0	0	5	0	0	0	0	30
16.	5	5	0	5	0	5	5	5	5	0	5	5	5	0	0	5	5	0	0	5	65
17.	5	0	0	5	0	0	0	5	5	0	5	0	5	5	5	0	5	0	0	5	50
18.	5	0	5	0	5	0	5	5	5	5	5	5	5	5	5	5	5	5	5	5	85
19.	5	5	5	5	0	0	5	5	5	5	5	5	0	5	5	5	5	5	0	0	75
20.	5	0	5	5	0	5	0	0	5	5	5	5	5	5	5	0	5	5	5	5	75
21.	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	0	0	0	5	80
22.	5	0	0	5	0	5	5	5	5	5	5	0	5	5	5	0	5	0	5	5	70
23.	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100
24.	0	0	5	0	5	0	5	0	0	0	0	0	0	0	0	0	5	0	5	5	30
25.	5	0	0	0	0	5	5	0	5	0	5	0	0	0	0	0	0	0	5	5	35
26.	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100
Total																				1730	
Average																				67	
Max																				100	
Min																				30	

Appendix 7

r Result

NO	NAME	X	Y	X ²	Y ²	XY
1.	Fahriani Nurajija Danopa	77	50	5929	2500	3850
2.	Muhammad Alif Idris	79	30	6241	900	2370
3.	Nur Syamsi Putri	76	85	5776	7225	6460
4.	Muhammad Alpriansyah	79	30	6241	900	2370
5.	Sri Wahyuni	75	75	5625	5625	5625
6.	Astiti Wahab	75	75	5625	5625	5625
7.	Wika Rukmayana	72	90	5184	8100	6480
8.	Nurmuslimah Qadri	74	90	5476	8100	6660
9.	Nur Faindah	80	75	6400	5625	6000
10.	Nur Irfani	72	30	5184	900	2160
11.	Muhammad Alif Mandar	87	80	7569	6400	6960
12.	Fuad Rahman Darwis	75	80	5625	6400	6000
13.	Magfirayanti	79	50	6241	2500	3950
14.	Astiani	81	95	6561	9025	7695
15.	Fitriani	81	30	6561	900	2430
16.	Aliffa Umayya	72	65	5184	4225	4680
17.	Nur Insan	82	50	6724	2500	4100
18.	Sri Wahyuni Dayanti	67	85	4489	7225	5695
19.	Nursanti	69	75	4761	5625	5175
20.	Sri Jusda	72	75	5184	5625	5400
21.	Syahruni Ramadhani Anwar	70	80	4900	6400	5600
22.	RB. Amalia Nurislami	76	70	5776	4900	5320
23.	Aisyah Anastazia	80	100	6400	10000	8000
24.	Fitriani Hr	74	30	5476	900	2220
25.	Fira Anugrawati	74	35	5476	1225	2590
26.	Nurul Khaerani	78	100	6084	10000	7800
TOTAL		1976	1730	150692	129350	131215

Appendix 8

r-Table

Tabel r

N	Taraf Signif		N	Taraf Signif		N	Taraf Signif	
	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	0,288
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	0,328	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,136	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	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			

Sumber: Sugiyono (1999). Metode Penelitian Bisnis. Bandung: Alfabeta



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN



Nama Mahasiswa : IRMASURYANI DATSIR
 NIM : 10535578114
 Judul Penelitian : "THE CORRELATION BETWEEN STUDENT'S HABIT IN WATCHING
 ENGLISH MOVIE AND VOCABULATY ACHIEVEMENT"
 Tanggal Ujian Proposal : 19/10/2018
 Tempat/Lokasi Penelitian : Universitas Muhammadiyah Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Dosen	Paraf Dosen
1	Koranis/ 22 - 11 - 2018	Menyampaikan questionnaire dan test		
2				
3				
4				
5				
6				
7				
8				
9				
10				

Makassar ... 22 November 2018

Mengetahui,

Koordinator Jurusan,

 Lutfi Khaerati Syam, S.Pd., M.Pd
 NBM. 977 807

Pimpinan Sekolah,

 Erwin Anib, M.Pd., Ph.D
 NBM. 060 934



SURAT KETERANGAN PENELITIAN

Nomor : 0043/FKIP/05/A.5-VI/1/1440/2019

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

Nama : **Irmasuryani Datsir**
NIM : 10535 5785 14
Jurusan : Pendidikan Bahasa Inggris

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan tahun pelajaran 2018/2019 terhitung sejak 17 November 2018 s/d 17 Januari 2019 dalam rangka penyusunan Thesis dengan judul:

"The Correlation Between Students' Habit in Watching English Movie and Vocabulary Achievement".

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

02 Jumadil Awal 1440 H

Makassar,

08 Januari 2019 M

Dekan,
FKIP Unimuh Makassar,

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



QUESTIONNAIRES

A. Identity of the Respondent

Name : ASTRI WATIAB

NIM : 109 5110590

B. Direction

Please check (✓) and rate yourself honestly based on what you actually do.

Giving the statement using the following scales:

- SA : Strongly Agree (5) $3 \times 5 = 15$
- A : Agree (4) $9 \times 4 = 36$
- U : Undecided (3) $7 \times 3 = 21$
- D : Disagree (2) $1 \times 2 = 2$
- SD : Strongly Disagree (1)

70

Factors of Habit	Questions	Optional				
		SA	A	U	D	SD
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		✓			
	You used to watching English movie since college students		✓			
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		✓			

(Varplanken, 2010)

TEST

A. Identity of the Respondent

Name : Muhammad Alprianyah

Registration No. : 105 351 106 618

B. Direction

Read the following sentence and determine the correct answer by choosing A,B, C, or D.

$N = 19$
 $X = 1$
19/25 = 95
Excellent

1. Find out the synonym of underline words. He is a fast runner.

- A. Quick
- B. Slow
- C. Energetic
- D. Calm

2. Luna is very dedicate to his mother.

- A. Polite
- B. Devoted
- C. Agreeable
- D. Considerable

3. The dog keeps running with the other dogs

- A. Adjective
- B. Verb
- C. Preposition
- D. Adverb

4. _____ is a sale on parrots at the et store ?

- A. They're
- B. Their
- C. There
- D. They

5. She has been _____ for two hours.

- A. Cook
- B. Cooked
- C. Cooking
- D. Cooks

6. Find out the antonym of underline word. She is foolish.

- A. Dumb
- B. Brainly
- C. Idiotic
- D. Wise

7. This course focuses primarily on the history of early civilizations.
- A. Objectively C. Actively
5 ~~A~~ Mainly D. Subjective
8. Find out the synonym of underline word. I require three big boxes.
- ~~A~~ Need C. Found
5 B. Threw D. Got
9. She bought her old car to the garage.
- ~~A~~ Pronoun C. Preposition
5 B. Verb D. Adverb
10. I have tested those students.
- A. Test ~~A~~ Testing
5 B. Tested D. Tests
11. Parrots have many colors in their feathers.
- ~~A~~ Their C. They're
5 B. They D. There
12. Find out the synonym of underline word. Heve you looked at the invoice ?
- ~~A~~ Pen C. Sheet
5 B. Bill D. Paper
13. Find out the antonym of underline word. That seems expensive.
- A. Overpriced C. Wealthy
5 B. Great ~~A~~ Inexpensive
14. Mr. Paul will demonstrate how this computer works.
- A. Guess C. Estimate
5 B. Learn ~~A~~ Show
15. A parrot like Hector can repeat your words.
- A. You're ~~A~~ Your
5 B. You D. It's

16. Sandra her task.
- f A. Has Been Completed ~~B~~ Has Completing
B. Have Completed D. Has To Complete
17. I put my shoes between my sister's and brother's in the house.
- 5 A. Adjective C. Preposition
B. Verb ~~D~~ Conjunction
18. Diana will he house tomorrow.
- ~~A~~ Leave C. Leaving
5 B. Left D. Leaves
19. She was the best students in this university.
- 5 A. Adjective ~~B~~ Preposition
B. Verb D. Adverb
20. We not sleeping.
- 5 A. Is ~~B~~ Are
B. Am D. Was

CURRICULUM VITAE



IRMASURYANI DATSIR was born in Bantimurung on October, 10th , 1996. She is the second child in her family. She has one sister. Her father is Muhammad Datsir and her mother is Mas'ati. She graduated her elementary school in 2008 at SD Negeri 9 Bantimurung. She continued her Junior High School at SMP Negeri 1 Tondong Tallasa and graduated in 2011. Then she continued at SMA Negeri 1 Tondong Tallasa and graduated in 2014. She was accepted at Muhammadiyah University of Makassar as A Student of English Education Department at 2014.

At the end of her study, she could finish with her thesis under the title “The Correlation between Students’ Habit in Watching English Movie and Vocabulary Achievement.

