

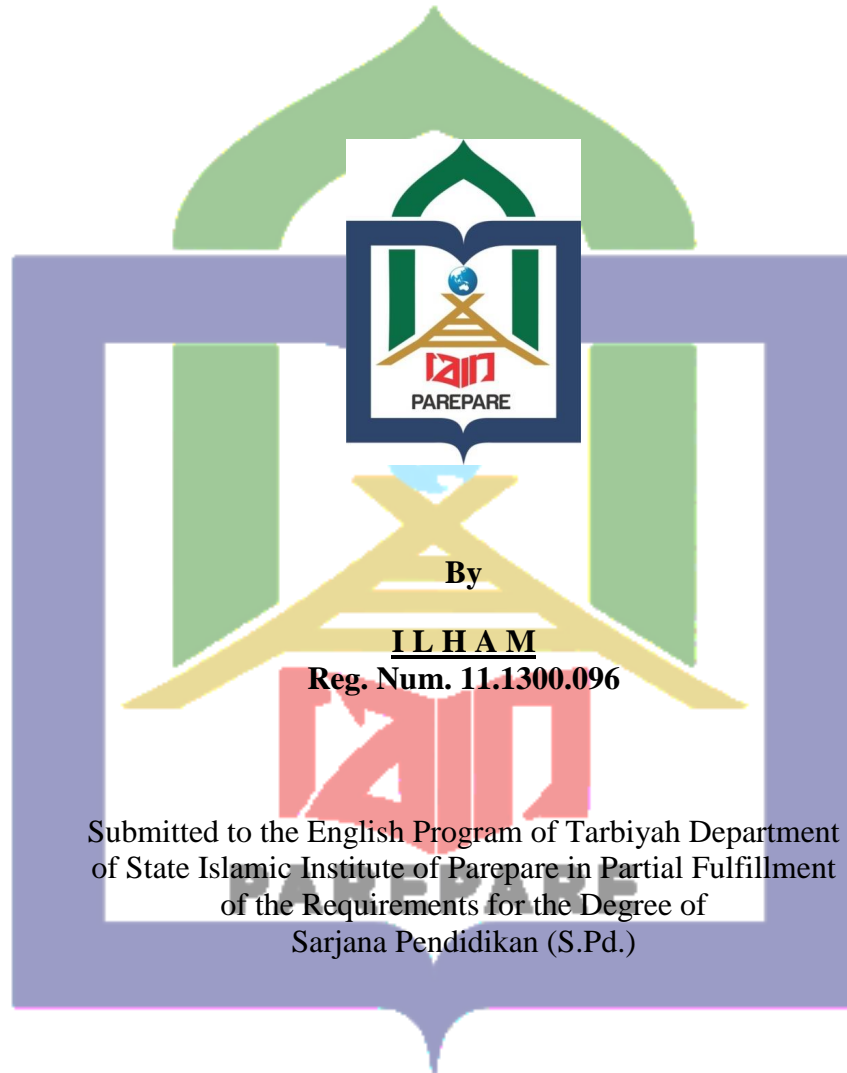
**THE CORRELATION BETWEEN STUDENTS' HABIT
IN WATCHING ENGLISH MOVIE AND THEIR
VOCABULARY MASTERY AT THE FIFTH
SEMESTER OF STATE ISLAMIC
INSTITUTE OF PAREPARE**



**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN) PAREPARE**

2018

**THE CORRELATION BETWEEN STUDENTS' HABIT
IN WATCHING ENGLISH MOVIE AND THEIR
VOCABULARY MASTERY AT THE FIFTH
SEMESTER OF STATE ISLAMIC
INSTITUTE OF PAREPARE**



**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN) PAREPARE**

2018

**THE CORRELATION BETWEEN STUDENTS' HABIT
IN WATCHING ENGLISH MOVIE AND THEIR
VOCABULARY MASTERY AT THE FIFTH
SEMESTER OF STATE ISLAMIC
INSTITUTE OF PAREPARE**



**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN) PAREPARE**

2018

ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of the Student : I l h a m

The title of the Research : The Correlation Between Students' Habit
In Watching English Movie and Their
Vocabulary Mastery at The Fifth Semester
of State Islamic Institute of Parepare

Student Reg. Number : 11.1300.096

Department : Tarbiyah and Adab

Study Program : English Program

By virtue of consultant degree : Sti.08/PP.00.9/2787/2017

Has been legalized by:

Consultant Commissions


Consultant : Dr. Abd. Haris Sunubi, M.Pd.
NIP : 19750308 200604 1 001

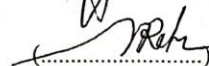
Co-Consultant : Drs. Abd. Rauf Ibrahim, M.Si.
NIP : 19581212199403 1 002



(.....) 
(.....) 

Approved by:

Pt. Chairman of Tarbiyah and Adab
Department

 
Bahtiar, S.Ag., M.A.
NIP. 19720505 199803 1 004

SKRIPSI**THE CORRELATION BETWEEN STUDENTS' HABIT
IN WATCHING ENGLISH MOVIE AND THEIR
VOCABULARY MASTERY AT THE FIFTH
SEMESTER OF STATE ISLAMIC
INSTITUTE OF PAREPARE****Submitted by****I L H A M**
Reg. Num. 11.1300.096Has been examined on December 12th 2018 and had been declared
that it had fulfilled the requirements**Approved by
Consultant Commissions****Consultant** : Dr. Abd. Haris Sunubi, M.Pd.
NIP : 19750308 200604 1 001
(.....)**Co-Consultant** : Drs. Abd. Rauf Ibrahim, M.Si.
NIP : 19581212199403 1 002
(.....)
Rector of IAIN Parepare

Dr. Ahmad Sultra Rustan, M.Si.
NIP. 19640427 198703 1 002
**Plt. Chairman of Tarbiyah and Adab
Department**

Bahhar, S.Ag., M.A.
NIP. 19720505 199803 1 004

ENDORSEMENT OF EXAMINER COMMISSIONS

Name of the Student : I l h a m

The title of the Research : The Correlation Between Students' Habit
In Watching Western Movie and Their
Vocabulary Mastery at The Fifth Semester
of State Islamic Institute of Parepare

Student Reg. Number : 11.1300.096

Department : Tarbiyah and Adab

Study Program : English Program

By virtue of consultant degree : Sti.08/PP.00.9/2787/2017

Date of Graduation : December 12th 2018

Approved by Examiner Commissions

Dr. Abd. Haris Sunubi, M.Pd.	(Chairman)	(.....)
Drs. Abd. Rauf Ibrahim, M.Si.	(Secretary)	(.....)
Hj. Nurhamdah, S.Ag., M.Pd.	(Member)	(.....)
Drs. Amzah Selle, M.Pd.	(Member)	(.....)

Approved by:
Rector of IAIN Parepare



Dr. Ahmad Sultra Rustan, M.Si.
NIP. 19640427 198703 1 002

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillahillāhi rabbil al-ālāmīn. There is no beautiful sentence to say except praying and thanks to our God Allah swt. for His blessing, mercies, and enjoyment so that writer could finish this skripsi. May shalawat and salam always be given to our Prophet Muhammad saw. who has guided us from Jahiliyah era Islamiyah era.

The writer realizes that in carrying out the research, he would not accomplished without the help of many people, who had given him supporting, guidance, suggestion and motivation also the other contribution in writing this skripsi. Highest appreciation and deepest thankful to his beloved parents, sisters, and brothers for their prayers, mental, and material support during the years of the writer's study.

Writer deepest gratitude is due to the first consultant Dr. Abd. Haris Sunubi, M.Pd. and the second consultant Drs. Abd. Rauf Ibrahim, M.Si. who have patiently guided and given their constructive suggestion, useful correction, valuable guidance and overall support from the preliminary stage of manuscript up the completion of this skripsi. The writer also would like to express his thanks to the following people:


1. The Rector of State Islamic Institute (IAIN) of Parepare, Dr. Ahmad S. Rustan, M.Si. and his staffs for their dedication in this university.
2. Bahtiar, S.Ag., M.A. as the Chairman of Tarbiyah Department and also Mujahidah, M.Pd. as the Chairman of English Program for their kind and supple management.
3. Deepest gratitude for Muhammad Yunus, S.Pd.I. who has given motivation, guidance, and suggestion to complete this skripsi.

4. The lecturers and the staffs of State Islamic Institute (IAIN) Parepare for their guidance during the years of his study.
5. The thanks to the Big Family of ANIMASI, IMDI and all of writers' friends who has given support for him for all this time till he finish his study in IAIN Parepare.

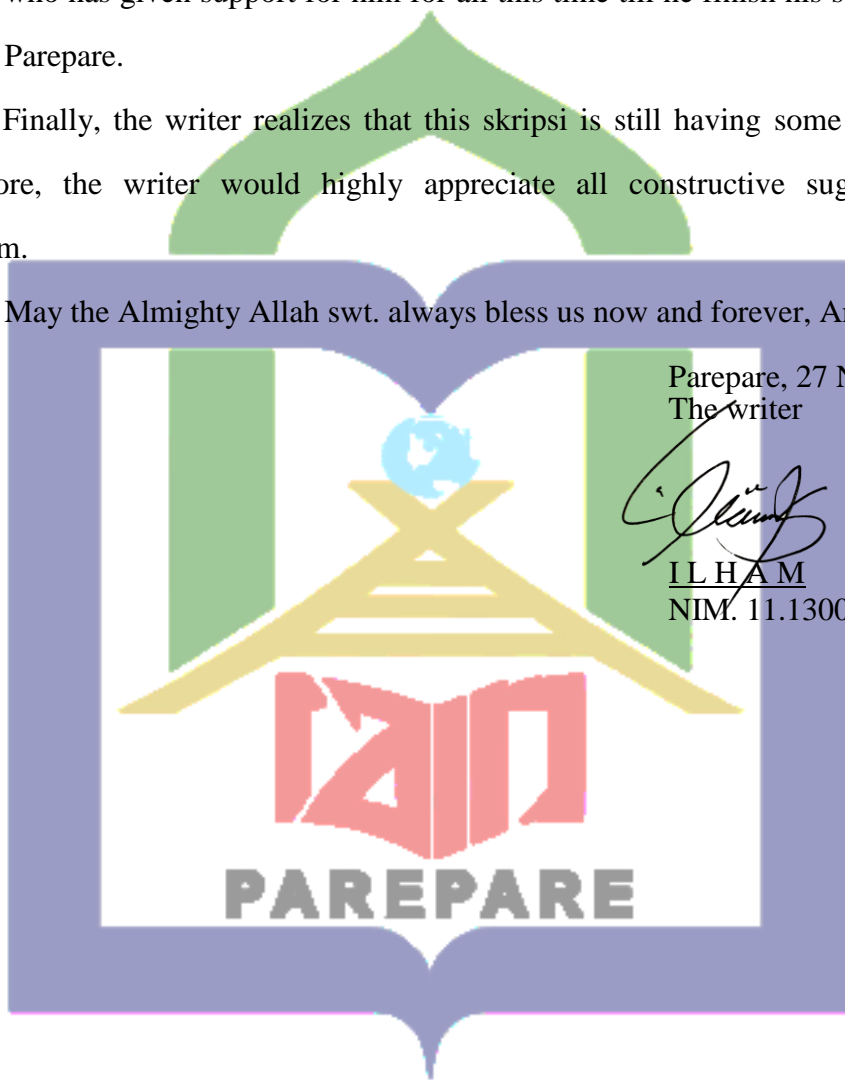
Finally, the writer realizes that this skripsi is still having some weaknesses. Therefore, the writer would highly appreciate all constructive suggestion and criticism.

May the Almighty Allah swt. always bless us now and forever, Amin.

Parepare, 27 Nov 2018
The writer



ILHAM
NIM. 11.1300.096



DECLARATION OF THE AUTHENTICITY OF THE RESEARCH

The writer who signed the declaration below:

Name : I L H A M
NIM : 11.1300.096
Place and Date of Birth : Bontang 7th June 1993
Study Program : English Program
Department : Tarbiyah and Adab
The Title of Skripsi : The Correlation Between Students' Habit In
Watching English Movie and Their Vocabulary
Mastery at The Fifth Semester of State Islamic
Institute of Parepare

Stated that this skripsi is own writing and if it can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 27 Nov 2018
The Writer



I L H A M
NIM. 11.1300.096

ABSTRACT

Ilham, *The Correlation Between Students' Habit In Watching English Movie and Their Vocabulary Mastery at The Fifth Semester Of State Islamic Institute Of Parepare* (Supervised by Haris Sunubi and Abd. Rauf Ibrahim)

The objective of this research was aim to Known correlation between students' habit in watching English movie and their vocabulary mastery and found out how closely related about students' habit in watching English movie and their vocabulary mastery and how the factors that affect these two variables between students' habit in watching English movie and their vocabulary mastery at the fifth semester of State Islamic Institute of Parepare.

This study is a quantitative approach with correlation research. The instruments used were questionnaire and vocabulary test and took 35 samples from 133 populations of Fifth semester English department force 2018 and using purposive sampling technique. The data was analyzed by used product moment formula from SPSS (Statistical Package for the Social Sciences).

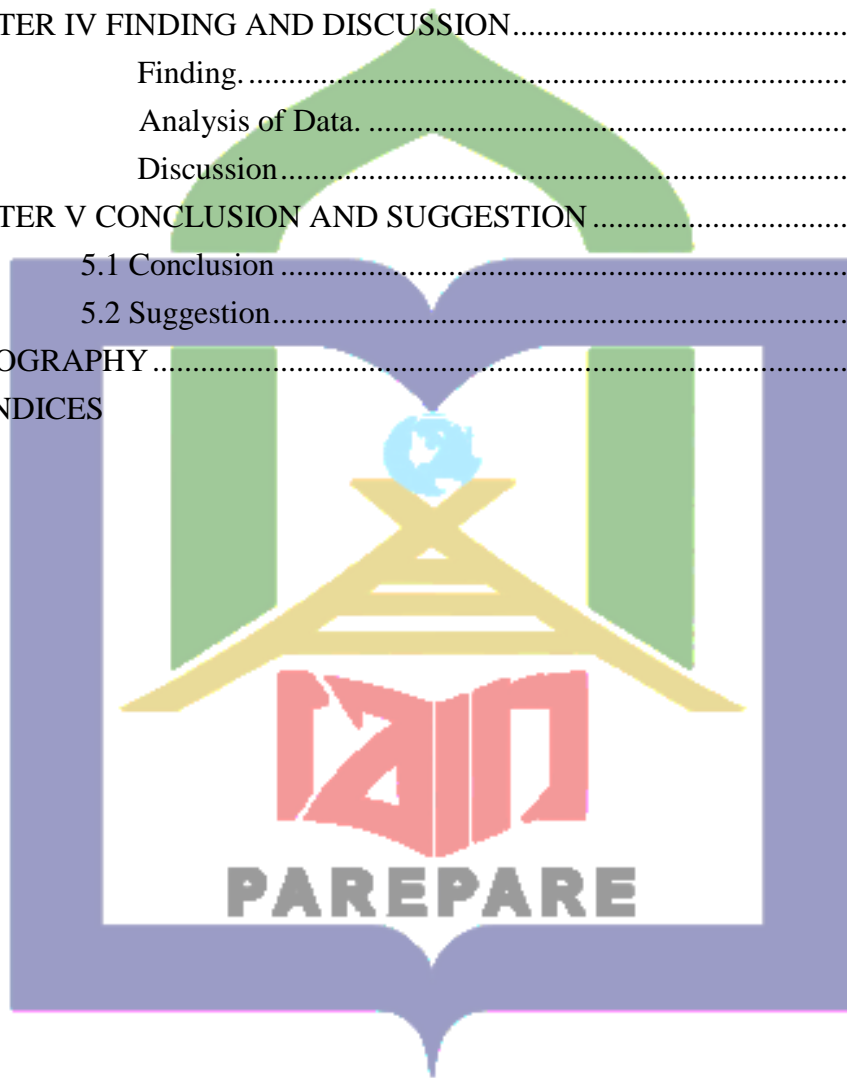
The result of the analysis showed that there was no significant correlation between students' habit and vocabulary mastery in watching English movie to 0.334 at the significant level of 0.05 with the critical value of r table 0.06. The correlation between students' habit in watching English movie and vocabulary mastery was there no significant since the coefficient correlation is lower than the critical value of r table ($0.07 < 0.334$). It means that there is no a significant correlation between students' habit in watching English Movie and Vocabulary Mastery at the Fifth Semester of State Islamic Institute of Parepare.

Keyword : Habit, English movie, Vocabulary

TABLE OF CONTENTS

	Page
PAGE OF TITLE	i
SUBMITTED PAGE	ii
ENDORSEMENT OF CONSULTANT COMMISSIONS	iii
ENDORSEMENT OF EXAMINER COMMISSIONS	iv
ACKNOWLEDGEMENT	vi
ABSTRACT	viii
DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI	ix
TABLE OF CONTENTS	x
CHAPTER I INTRODUCTION	1
1.1 Background	1
1.2 Problem Statement	3
1.3 Objective of the Research	3
1.4 Significance of the Research	4
CHAPTER II REVIEW OF LITERATURE	5
2.1 Previous Related Research Finding	5
2.2 Some Pertinent Ideas	6
2.2.1 The Concept of Habit	6
2.2.2 The Movie or Film	8
2.2.3 Definition of Vocabulary	15
2.2.4 The Strategies of Teaching Vocabulary	16
2.2.5 The Types of Vocabulary	17
2.2.6 The Principle of Teaching Vocabulary	18
2.2.7 Ways to Enrich Vocabulary	21
2.3 Conceptual Framework	22
2.4 Hypothesis	22
CHAPTER III METHOD OF RESEARCH	24
3.1 Research Design	24
3.2 Location and Duration of the Research	25
3.3 Population and Sample	25

3.4 Variable of the Research.....	26
3.5 Operational Definition of Variable	27
3.6 Instrument of Research	28
3.7 Procedure of Collecting Data.....	29
3.8 Technique of Data Analysis.....	29
CHAPTER IV FINDING AND DISCUSSION.....	33
Finding.....	33
Analysis of Data.....	38
Discussion.....	44
CHAPTER V CONCLUSION AND SUGGESTION	50
5.1 Conclusion	50
5.2 Suggestion.....	50
BIBLIOGRAPHY	52
APPENDICES	



CHAPTER I

INTRODUCTION

1.1 Background

Language is an important aspect in human life. It means that communication the persons to the others. The people need language to looking for and give people benefit information. Communication hold the most important aspect of the language, listening or reading cannot occur without communication. People need a language as a communication to express their feeling, thought and desires.

According to Herbert H. Clark, language is the fundamental an instrument of communication. People talk as a way of conveying ideas to others-of getting them to grasp new facts, answer question, register promises, etc.

There are a number of elements of language learning. Vocabulary is the most obvious components and the first thing applied in language as communication. According to Hornby vocabulary is the total number of words, which makes up the language. It can be defined, caught, as the word we teach in the foreign language.

Studying language can be started by learning vocabulary first, it is the most important element of language. Vocabulary is central to language and it is important to the language students. Without mastery vocabulary, students can't communicate effectively and express students ideas in both oral and written form and they listen in order to discovering the meaning of what others say. So, the focus of students English learning process is vocabulary.

In the students of university, students will study much about texts, grammar, etc. ideally, they should mastery vocabulary to help writing texts skill, speaking fluently, etc. But in fact, they still find more difficulties in mastery vocabulary. Students have difficulties in enriching their vocabulary. They get difficulties in memorizing the new words, so they have limited vocabulary.

In the State Islamic Institute (IAIN) Parepare the discipline of how English vocabulary master has not been fully implemented in the course, it's just that students are required to increase memorization of English vocabulary based on courses from English language courses such as reading, speaking, listening, writing and translation, and this could have an impact on the focus of English language learning, those who have not fully obtained vocabulary special courses.

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

Learning process is not always in the class, learning can be done everywhere. Students also do not always face with the lecture to teaches vocabulary. Students can learn at anywhere, any time. Students watching western movie habit possibly way to enrich their vocabulary.

The habit of watching movie provide opportunities to study language about vocabulary. Moreover, students should have a schedule for it, they can get new vocabularies and find many information about grammar to help language skill. Sometimes they also will find the problems about structure, difficult new vocabulary based on the dialogue by the native speaker. Then, they can look for the solution of the problems by asking to the lecturer or look for the other references. Indirectly, students will study about vocabulary of English by watching movie.

1.2.1 Problem Statement

Based on the statement in the background, the writer formulates of the statements of the problems are the follow:

1.2.2 Is there any correlation between students' habit in watching English movie and their vocabulary mastery at the fifth semester of State Islamic Institute of Parepare?

1.3 Objective of the Research

1.3.1 Based on the problem statement above, the writer aims to know correlation between students habit in watching English movie and vocabulary mastery at the fifth semester of State Islamic Institute of Parepare.

1.3.2 find out how closely related about students' habit in watching English movie and their vocabulary mastery and how the factors that affect these two variables.

1.4 Significance of the Research

The researcher hopes that the result of the research can give information about students interest or student watching western movie able to help learning-teaching process. The researcher hope it will be useful for some stakeholder, for English teachers, for the students, and also for the students of State Islamic Institute of Parepare



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Related Research Finding

There are some researchers who have conducted research by using few techniques in teaching vocabulary, they are:

- 2.1.1 Fatahuddin in his research on The mastery of vocabulary through song to the first grade students of SMA Negeri 4 Parepare. His research had found that through song especially english song has a significant influence in improving the students ability in understanding the vocabularies given in the classroom, it is supported by the data in which the mean score of the students in the pre-test from the experimental group was 8.1 from the total score 243 has been improved in the post-test, in which the students mean score is 8.85 from the total score 265.5.²²
- 2.1.2 Desy Anita in her research on The influence of watching movies habit toward the students' vocabulary mastery. She found that the result of research showed there was influence between both variable watching movies habit toward vocabulary mastery low and weak influence. The value r_{xy} 0.278 so, H1 was received and H0 was rejected.²³

²²Fatahuddin, "The Mastery of Vocabulary Through Song to The First Grade Students of SMA Negeri 4 Parepare" (Unpublished Skripsi; English program of Tarbiyah department: Parepare, 2006), p. 44.

²³Desy Anita, "The Influence Of Watching Movies Habit Toward The Students' Vocabulary Mastery." (Unpublished Skripsi; English program of state Islamic College of Palangka Raya: Palangka Raya, 2013), p. v.

2.1.3 Imam Achmad Dhamarullah in his research on The relationship between movie-watching activity and listening skill in the fifth semester students at the department of english education of state islamic university of Jakarta. His research had found the result showed that there was very low relationship, with the index value of correlation coefficient of 0.177. furthermore, the hypothesis testing showed that coefficient was much lower than the correlation coefficient of the product moment table, which means that the null hypothesis (H0) was accepted. in conclusion, there is no relationship between the two variables.²⁴

Based on the related finding above the researchers concluded that there are many research about vocabulary in english and use some method and strategy also this is reason why the research looked at the need to create as similar research but focus in watching western movie strategy and see how influence on the sample of the research.

2.2 Some Pertinent Ideas

2.2.1 The Concept of Habit

2.2.1.1 Definition of Habit

There are some definition about Habit they are:

Habits are routines of behavior that are repeated regularly and tend to occur subconsciously about them. Habitual behavior often goes unnoticed in person

²⁴Imam Achmad Dhamarullah, "The Relationship Between Movie-Watching Activity And Listening Skill In The Fifth Semester Students At The Department Of English Education Of State Islamic University Of Jakarta." (Unpublished Skripsi; English program of state Islamic University of Jakarta: Jakarta, 2015), p. i.

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.²⁵

Habit is something that is not conducted drastically but it is conducted slowly, repeatedly, and continuously.²⁶ And habit is stated as a behavior a pattern acquire by frequently repetition or psychological exposure that shows itself in regularity or increase facility of performance.²⁷ From that definition, habit is something that is conducted repeatedly and continuously. In this study, the habit is intended as the students' habit in watching western movie in their daily activity wherever and whenever it is. A habit can be done at home, at the school, on the way and other places.

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

2.2.1.2 Habitual Learning

In psychology, habituation is an example of non associative learning in which there is progressive diminution of behavioral response probability with repetition of a stimulus. It is another form of integration. An animal first responds to a stimulus, but

²⁵<http://en.m.wikipedia.org/wiki/Habit>, Access on 9 November 2017

²⁶Sean Covey, *The 7 Habits of Highly Effective Teens* (Touchstone, 1997.p.21)

²⁷<http://www.merriam-webster.com/dictionary/habit>, access on 9 November 2017

if subsequent responses. One example of this can be seen in a small cage; the birds initially react to it as though it were a predator, showing that it is only a very specific stimulus that is habituated to (namely one particular unmoving owl in one place).

Habituation has been shown in essentially very species of animals, including the large protozoan *stenter coeruleus*²⁸

Its concluding that habitual learning is the learning by using repetition in a way of learning. The learners do something continuously and repeatedly and this activity is used as a way in learning something to improve their achievement. In short, habitually learning by using habit. Some Indonesian students probably like to use their habits in watching movie to enrich their vocabulary, grammar, pronunciation, spelling, etc.

2.2.2 The Movie or Film

Literature is a means of social expression, a mirror of life, and interpretation of human experiences that help us understand how to live. Literature can be divided two major categories, they are fiction and non-fiction. Fiction is literary works that is not based on true story. While, nonfiction is literary works that is based on the true story. Some examples of fiction literary are; novels, short story, poetry, drama, movie, etc. some examples of nonfiction literary are; personal essay, history, biography, autobiography.²⁹

²⁸<http://en.m.wikipedia.org/wiki/Habitual>, Access on 9 november 2017

²⁹<http://www.answer.com/topic/movie>. Access on 9 November 2017

As the running, movie is not only made based on imagination, nut also directed to break up the facts that almost faded.

According to Hornby, film is a story, recorded as a set of moving pictures to be shown on television or at the cinema.³⁰

2.2.2.1 The functions of film

Film is popular for human being as entertainment. Many people prefer watching film to relieve their stress. As education Movie can be used to support in education. As media audiovisual, movie can help the students to accept their material in school or campus. By watching English movie students are able to learning language, able to improve knowledge, rich the information, etc. As information Movie give the useful information for people. It also gives the information to other country about cultures, politics, socials, economic, governments, history, etc.³¹

2.2.2.2 Genres of film

Movie can be categorized based on the recurring elements or pattern in them. This categorization result in the term genre. Some movies focus on one genre, while some other mix the genresby adding element from other genre to make the movie more interesting. There were genres of film divide into:

2.2.2.2.1 Action film is a film genre in which one or more heroes are thrust into a series of challenges that require physical feats, extended fights and frantic

³⁰Hornby. *Oxford learner's Pocket Dictionary*, New york: Oxford University Press, 1995:p. 34

³¹<http://www.twyman-whitney/film/functions.com>. Access on 9 November 2017

chases. Action films tend to feature a resourceful hero struggling against incredible odds, which include life-threatening situations, a villain or a pursuit which generally concludes in victory for the hero.

2.2.2.2.2 Comedy film is a genre of film in which the main emphasis is on humor.

These films are designed to make the audience laugh through amusement and most often work by exaggerating characteristics for humorous effect. Films in this style traditionally have a happy ending (black comedy being an exception).

2.2.2.2.3 Drama is a film genre that depends mostly on in-depth development of realistic characters dealing with emotional themes. Drama of this kind is usually qualified with additional terms that specify its particular subgenre, such as police crime drama, political drama, legal drama, historical period drama, domestic drama or comedy drama.

2.2.2.2.4 Horror film is a film genre seeking to elicit a negative emotional reaction from viewers by playing on the audience's primal fears. Horror films often aim to evoke viewers' nightmares, fears, revulsions and terror of the unknown. Plots within the horror genre often involve the intrusion of an evil force, event, or personage into everyday world.

2.2.2.2.5 Musical film is a film genre in which songs sung by the characters are interwoven into the narrative, sometimes accompanied by dancing. The songs

usually advance the plot or develop the film's characters, but in some cases, they serve merely as breaks in the storyline, often as elaborate "production numbers".

2.2.2.3 The Advantages of Using Movie in Teaching Learning Process

According to Champoux there are some movies advantages in teaching English:

1. Movies are comfortable, familiar medium to contemporary students that can keep student interest in the theories and concepts under discussion. Students can see the theories and concepts in action.
2. The movie is available on videotape of high production quality. The high production qualities of these senses present strong effects in a short time.
3. Movie also is an economical substitute for field trips and other real world visits. While most movie are fiction, they can offer powerful
4. Students can hone their analytical skill by analyzing movie scenes using the theories and concepts they are studying. Students also can see and experience world beyond their own, especially if the scenes sharply differ from their local environment.

5. Movie offer both cognitive and affective experiences. They can provoke good discussion, assesment of one's values and assessment of self if the scenes have strong emotional content.³²

From the statement that mentioned above, it can conclude that movie has advantages in teaching vocabulary. They are:

1. Attract attention

Peacock cited in Salwa states that the use of authentic material such as film will increase students' motivation because it is more interesting and also because it is equipped with images, sounds, and many cultural examples that further increase the interest of learners in learning foreign languages.

2. Make learning fun

basically learning vocabulary will be more fun when using audio visual media because it will make it easier for students to memorize vocabulary and to imitate the pronunciation that comes from native speakers

3. Increase their vocabulary

the vocabulary displayed on the film will be much more representative of native speakers of the mother tongue of the film which of course will improve the vocabulary of students through English subtitles

4. Getting new word from one film to the other films.³³

³²Joseph E. Champoux, (2007), *Film as a Teaching Resource*, New Mexico: The University of New Mexico, page:11

2.2.2.4 The Disadvantages of Using Movie in Teaching Learning Process

Although movie has advantages but it still has disadvantages. Champoux also mentions disadvantages of movie in teaching as follow:

1. Some students might resist viewing foreign movie with English subtitles. This movie takes more effort to follow because of the need to read the subtitles and watch the scenes. Foreign movie also can have culturally based subtitles that non natives might not easily understand. Experimenting with scenes from several foreign movies will let you gauge your students' reactions.
2. Using movies scenes in class takes time away from other classroom activities.
3. The content of scenes might distract some students from the theories and concepts the scenes portray. Humor, dram, terror and language can distract people.
4. Expensive
learning vocabulary using audio-visual media (movie) including the need for supporting media whose notes are electronic items that require costs such as laptops, projectors or internet connections so that these learning media are expensive.

³³ Peacock. *Authentic Materials For The Language Classroom: Digitised Texts Via Email Attachments*. 1997. Article. 2009

5. Media needs extra fund.³⁴

as explained in the points above, this learning method can cost a lot of money to prepare it, besides requiring adequate equipment, but this learning method is considered more effective in implementing vocabulary learning.

2.2.2.5 How to Minimize The Disadvantages of Using English Movie in Teaching Learning Process

To save our money, we can find the video on internet. We can use the facility that is provided by the school such as a wi-fi connection, but of course we must search the video before the lesson is started. We can also borrow the tools like laptop or projector from the school. So, it is recommended that we use video in teaching only in school that has the facility if we don't need more money. We can skip the parts of the video which are not useful, so that we can shorten the time. Consider also providing to allow all students to access the material equally such as students where English not their first language or to address accessibility requirements.

2.2.2.6 English Movie as Media in Teaching Learning Process

In considering what movie can be applied in the teaching and learning process, there are three general principles to guide the selection and use of movie, they are: it usually serve the dynamic visual, developed based on psychology,

³⁴ *Ibid*, page:12

behaviorism and cognitive principles, and oriented for teachers who have students' low interaction participation.³⁵

Movie is not only used for entertainment purposes but also education. It can be effective media in teaching learning process because it stimulates students both receptive skills and productive skills. Movie can present information, explain the process and complex concepts, teach skill and influence attitude. It's mean by watching movie students can learn on their own even though the learning materials are limited as arranged on the script.

2.2.3 Definition of Vocabulary

There are a number of vocabulary definition. Vocabulary is the total of words in a language. Simon and Schuster define vocabulary into four meanings:

- a. List of words and often, phrase, abbreviations, inflectional forms, etc.
- b. Arranged in alphabetical order and defined or otherwise identified as in dictionary or glossary.
- c. All the words recognized and understood although not necessarily used, by particular person.
- d. Interrelated group of non verbal symbols, science, gestures, etc used for communication or expression in particular art, skill etc.

According to Hornby, vocabulary is the total number of words, which makes up the language. It can be defined, roughly, as the words we teach in the foreign

³⁵Widi Ayu Ningtyas Putri, (2014), *The Effect of Applying English Movie on The Students' Achievement on Writing Recount Text*, Medan: State University of Medan, page:28

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

2.2.3.1 The kinds of Vocabulary

According to Scrivener there are two kinds of vocabulary:

2.2.3.2 Active vocabulary

Active vocabulary means “the words the 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 : in discussion, teaching process, and others meeting.

2.2.3.3 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.

The kinds of vocabulary is needed in the advanced level for example, written passage such as newspaper, periodical, literature, textbook, etc.

2.2.4 The strategies of Teaching vocabulary

Vocabulary is difficult to teach because of the complexity of its linguistic, semantic and psycho-cognitive aspect. So teachers should keep looking for ways to substitute rote repetition with more effective techniques. Below there are two kind of strategies of teaching vocabulary:

2.2.4.1 Conventional

Conventional strategy is common strategy by the English teachers. The teacher introduce to new words to the students and than teacher give the meaning of those words. This strategy is too show teacher dominant in the class and it make students bored.³⁶

2.2.4.2 Visual strategy

Visual strategy is different with conventional strategy. In teaching-learning process, teacher can use visual aid to enrich students vocabularies.³⁷

Learning strategies are not always by teacher guide, it can means learner can maintain in the learning vocabulary. Students can easy control their study but it can't make them bored.

2.2.5 The types of vocabulary

According to Evelyn Hatch that had been written in his book entitled 'Vocabulary, Semantics, and Language Education' divides vocabulary into two groups, they are:³⁸

- a. Receptive vocabulary can be called as passive vocabulary. Receptive vocabulary is words that students recognize and understand when they occur in a context, but they cannot produce it by themselves. Students just use

³⁶Thomas, Diana. *Flexible Learning strategies in Higher and Further Education* (London: Cassell, 1995:p. 112).

³⁷Thomas, Diana. *Flexible Learning strategies in Higher and Further Education* (London: Cassell, 1995:p. 113).

³⁸Evelyn Hatch, *Vocabulary, Semantics, and Language Education*, (United Kingdom: Cambridge University Press, 1995), p.370.

constructively in listening and reading.

- b. Productive vocabulary can be called as active vocabulary. Productive vocabulary is words that students understand, can pronounce correctly and use constructively in speaking and writing.

From the explanation above, we can know that the student ability in mastering vocabulary is different. Students may learn core or basic meaning of words sufficiently to understand what they hear or read without knowing enough about the syntactic restriction, register appropriateness, or collocations to be able to produce the words on their own. In this research the writer focusing to use receptive vocabulary types because in this research focused on listening and reading ability of students.

2.2.6 The principle of teaching vocabulary

Principle is beliefs and theories that teachers hold concerning effective approaches to teaching and learning and which serve as the basis for some of their decision-making.³⁹

According to Carten, there are seven key principles that can follow to help students of teaching and learning vocabulary to be more effective. They are focus on vocabulary, offer variety, repeat and recycle, provide opportunities to organize vocabulary, make vocabulary learning personal, don't overdo it, and use strategic vocabulary in class.

³⁹Jack C. Richard, *Longman Dictionary of Language Teaching and Applied Linguistics*, p.456

Focus on vocabulary means that the teachers should emphasize students to master vocabulary in the syllabus and the classroom so that students can see that vocabulary is important and understand that learning a language isn't just about learning grammar.

Offer variety means that the teachers should use different ways to present vocabulary including pictures, sounds, and different text types which students can identify. Offering variety also means catering to different learning styles.⁴⁰ Some students may use different learning styles for different types of language or in different learning situations. Learning vocabulary is largely about remembering, memorizing, and students generally need to see, say, and write new learned words many times before they can be said to have learned them.

Actually repeating words help students to remember new words that have learned them. Repeat and recycle is very important in teaching and learning vocabulary. Everybody can memorize something easily by reading more times. So teacher ask students to memorize vocabularies at the day and teacher can review the day after it. Besides that, students can repeat their memorizing in their home.

Organizing vocabulary means that makes vocabulary easier to learn. Textbooks often present new vocabulary as an aid to memorize.⁴¹ Make vocabulary learning personal means that relates to the point above, materials should provide

⁴⁰Jeanne Mc Carten, *Teaching Vocabulary*. United States of America: Cambridge University Press p. 21.

⁴¹Jeanne Mc Carten, *Teaching Vocabulary*. United States of America: Cambridge University Press p. 21.

opportunities for students to use the vocabulary meaningfully, to say and write something about themselves and their lives. Students should be encouraged to enrich vocabulary they want to learn. Another important point is not to overload students – there are limits to how much vocabulary anyone can absorb for productive use in one lesson and this will be affected by how “difficult” the words are and how much students are required to know about them. So that, the teachers should give an intermezzo to keep student be fresh.

The last principle of teaching and learning vocabulary is teachers should use strategic teaching vocabulary in class. Teachers can bring students to outdoor class and ask students to memorize everything in our environment.

According to Richard and Willy, in teaching vocabulary teachers need to consider the following:⁴²

- a. Teachers should give learners time to practice the material. Learner need to practice what the teacher gives to them. They need to do more than just see the form.
- b. Avoid learning words that have similar forms and closely related meaning at the same time. For example, because *affect* and *effect* have similar forms.
- c. To get effective word study, teachers should study regularly. Studying words over several short sessions is better than to study them for one or

⁴²Jack C Richards and Willy A Renadya, *Methodology in Language Teaching*, (Cambridge: University Press), p.260-261

two longer session.

- d. Teachers should divide larger numbers of words into smaller groups to study five to seven words at a time. Because it will be easier to get repeated exposure to the words than when larger groups.
- e. Teachers should be more creative to make teaching learning more interesting, such as the key word technique to promote deeper mental processing and better retention.
- f. Teachers can add cards to get further elaboration. Using unknown vocabulary to make associated with other second language that students have already known. And these words can be added to the card, such as parts of speech, definitions, and keywords.

From the principle above, in teaching learning process the teacher should be able to identify who the students are, what their needs are, and how the teacher should teach simple and interesting way. Different age of students indicate that they also have different need and interesting.

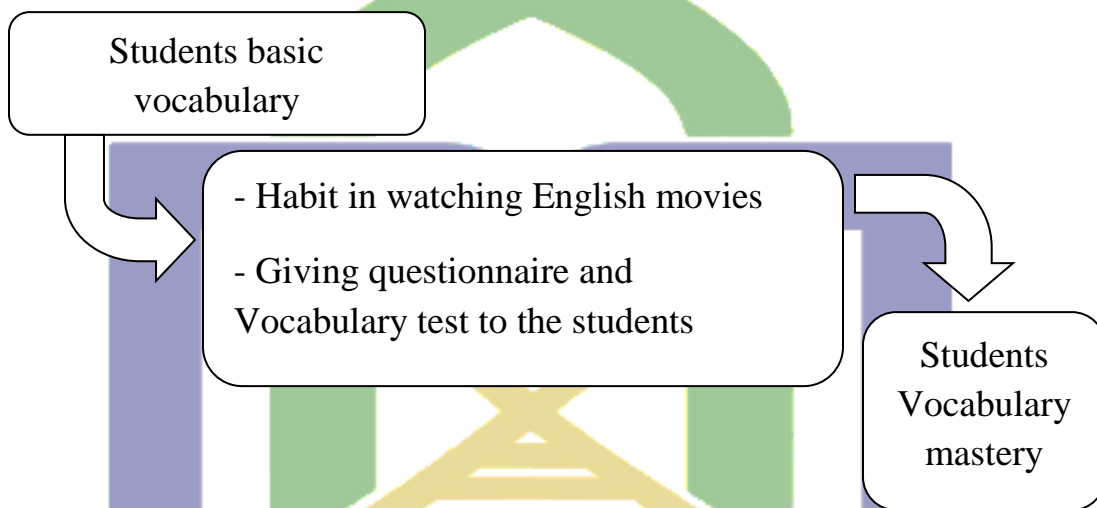
2.2.7 Ways to Enrich Vocabulary

According to Hatch and Brown there five steps for students in learning vocabulary, they are, Encountering the new words, Getting the words forms, Getting the word meaning, Consolidating word form and the meaning memory and using the words.⁴³

⁴³Brown and Hatch. *Vocabulary Semantics and Language*. Cambridge University Press, California 1995:p.39.

Based on the statements above, the writer concludes learning vocabulary of language needs more practices and patient. The learner have to search some mediums, strategies to enrich vocabulary. Students also used the vocabulary in both oral and written. And the last, learning vocabulary need the long time.

2.3 Conceptual Framework



The input (students basic vocabulary) is the basic ability of students who are relative, some are high average some are low average. In the process, is the application of the research method to be used. Output, is the result of the application of research methods that have been applied and this is where we will see how much students vocabulary mastery.

2.4 Hypothesis

Based on related literature, the researcher formulates hypothesis as follows:

H_0 : There is no correlation between students' habit of watching Western movies and students vocabulary mastery at The Fifth Semester Of State Islamic

Institute of Parepare.

H_a : There is a correlation between students' habit of watching Western movies and students vocabulary mastery at The Fifth Semester Of State Islamic Institute of Parepare.

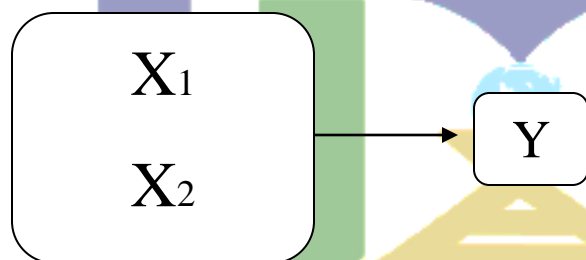


CHAPTER III

METHOD OF RESEARCH

3.1 Research Design

This research is focused on students habit in watching English movies and students vocabulary mastery. In this research, the researcher used a quantitative approach with correlation method. Correlation method is most appropriate for this research, because it used two variables to find out the correlation between students habit in watching western movies and students mastery on vocabulary.



Where:

X_1 = Input Quality

X_2 = Process Quality

Y = Output result of students

Furthermore, the design of the research has been presented as the following:

first, the researcher distributed the questionnaire about the habit in watching western movie totaling 10 questions in the form of multiple choice with choice of A, B, C,

and D. the questionnaire used the score between 1 till 4. So, each answer choice has meant to symbolize the difference the level habit of to watch western movie of the students. *Second*, after answering the questionnaire, the researcher took it back. After that to measure the students vocabulary mastery, the researcher gave opportunity to the students watching English movie titled Madagascar 4. *Third*, while watching, students paid closed attention conversations on the movie so that students can answer the vocabulary mastery test later on. *Finally*, after watching the movie, the researcher distributed the vocabulary mastery test to measure the students vocabulary mastery. After answering the test, the researcher collected all the tests from the students.

3.2 Location and Duration of the Research

The location of this research has get place in IAIN Parepare by focusing at fifth semester students and the duration of this research is one month. Because this research is quantitative and need several time to collect and analyze the data.

3.3 Population and Sample

3.3.1 Population

According to Sugiyono, Population is generalization that composed of the subject / object that has certain qualities and characteristics of the applied researcher to learn and then be concluded.²³ Population of this research is students of English department force 2018 a total of 133 populations and focusing in the

²³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung : Alfabeta, 2008), p. 11.

fifth semester of English Department students' at IAIN Parepare.

Table 3.2 Population of English Department Students force 2018

Population of English Department Students force 2018	
Male	25
Female	108
Total	133 Students

3.3.2 Sample

According to Suharsimi Arikunto, sample is a part of population which has same characteristics. The researcher has been used purposive sampling technique and take for this sample of research 35 students of fifth semester at English Department at IAIN Parepare.

Table 3.3 Sample of Population

Sample of Population English Department Students Force 2018	
Male	17
Female	18
Total	35 Students

34 Variable of the Research

In this research which used English movies as a media to improve students' vocabulary mastery has two variables. Those variables are as follow:

3.4.1 The Independent Variable

The independent variable in this research is students' habit in watching English movies. The indicators of this variable are students' frequency and interest on watching English movies.

3.4.2 The Dependent Variable

Dependent variable is variable affected or becoming the result because of the existence of the independent variable. Dependent variable in this study is students' vocabulary mastery.

3.5 Operational Definition of Variable

3.5.1 Habit in watching English movie

Habits are routines of behavior that are repeated regularly and tend to occur subconscious about them. habit of watching English movies. is a means that provides entertainment and can be a learning medium for students to hone the ability to read the text script of movie and listening pronunciation on movie and memorize vocabulary from a movie.

A film, also called a movie or motion picture, is a series of still or moving images. It is produced by recording photographic images with cameras, or by creating images using animation techniques or visual effects.²⁴

²⁴Wikipedia, "*Film*", <http://en.wikipedia.org/wiki/Movie> accessed on 5 July 2015

3.5.2 Vocabulary Mastery

vocabulary mastery is the ability of students in memorizing vocabulary collections so that they are able to combine the vocabulary into complete sentences to be used as a means of communication.

Vocabulary is one of the essentials part in language which are taught for every foreign language. Vocabulary also has the important rules in understanding the language, where vocabulary does not only the smallest units of language but it must be with grammatical rule in order to be correct. It has been useless if the learners do not know how to form new sentence if they do not know noun, verb, adjective and adverb.

3.6 Instrument of Research

In this research, the researcher has been used vocabulary test and questionnaire as the instrument. The test has applied it's vocabulary test in order to know student's vocabulary mastery and questionnaire gave to the students to know student's habit in watching English movies.

3.6.1 Questionnaire

The questionnaire serves to find out whether students often watch English movies and get lots of vocabulary and measure as often as students in watching English movie and applying vocabulary that has been mastered.

3.6.2 Vocabulary test

The test is used to measure students ability to understand the vocabulary that has been mastered and also test the memorization of students about the vocabulary that has been obtained in the English movie.

3.7 Procedure of Collecting Data

Procedure of collecting data in this research has been used questionnaire and test, where researcher gave the questionnaire to the students first and then gave vocabulary test to the students.

3.8 Technique of Data Analysis

Technique of data analysis, in this research the researcher applied the test analyzed quantitatively. This quantitative analysis employed statically calculation to test the hypothesis. The researcher employed some steps as follow:

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

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

Formula:

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

Where:

\bar{X} : Mean score

$\sum x$: Total of raw score

n : Number of students.²⁵

3.8.2 Classifying the students' score in to the following criteria:

Table 3.4 Classification score

SCORE	CLASSIFICATION
86-10	Very Good
71-85	Good
56-70	Fair
41-55	Poor
<40	Very Poor ²⁶
(Source: Suharsimi Arikunto, 2009:245)	

3.8.3 Scoring the questionnaire of students

The results of questionnaires researcher has been used likert scale, likert scale is use to measure students habit in watching English movie.

3.8.4 To calculating frequency and the rate 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 the questionnaire items

²⁵L.R Gay. *Educational Research. Competencies for Analysis and Application*. (Second Edition: Charles E. Meril Publishing Company, 1981), p.298

²⁶Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, Edisi Revisi; (Jakarta: Bumi Aksara, 2009), p.245

Table 3.5 The classification of questionnaire score

Classification	Score of Statements
Sangat Sering	4
Pernah	3
Jarang	2
Tidak Pernah	1

3.8.5 To calculate the correlation researcher use product moment as below:

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

where:

r_{xy} = Correlation between x and y

$$x = (x_i - \bar{x})$$

$$y = (y_i - \bar{y})$$

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

to find the significance coefficient correlation:

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

Where:

r_{xy} = coefficient of correlation between X and Y variable

Σx = the sum of score X

Σy = the sum of total score Y

Σx^2 = the sum of square X

Σy^2 = the sum of square Y



CHAPTER IV

FINDING AND DISCUSSION

4.1 Finding

This section presents the correlation between students' habit in watching English movies and their vocabulary mastery which consists of the data obtained that is put in the tables. They are tables of scores and categorizes of student's ability to answer the questions in vocabulary test and the questionnaire. To be clear, the following is the result of the student's score:

Table 4.1 Standard of Classification

Variable	Category	Criteria
Habit & Vocabulary Mastery	Low	$X < \text{Mean} - \text{ISD}$
	Moderate	$\text{Mean} - \text{ISD} \leq X \leq \text{Mean} + \text{ISD}$
	High	$X > \text{Mean} + \text{ISD}^{27}$

The table above shows the standard classification of the data habit in watching English movie and vocabulary mastery students in determining the category low, moderate and high on the fifth semester state Islamic institute of IAIN Parepare.

4.1.1 students vocabulary test

The researcher has given a test to students consisting of 20 items questions

²⁷ Dahniar, *The Correlation Between Students Habit in Watching English Movie and Vocabulary Mastery at The Second Year of SMAN 1 Anggeraja*, Makassar: Universitas Islam Negeri Alauddin Makassar, (Published Skripsi 2016) English Program Department.

about vocabulary then below is a table that shows the acquisition of scores from the results of the tests that have been conducted, the score has been classified according to the categories specified as below :

Table 4.2 students' score of vocabulary test

Respondent	Score (Y)	Classification
Respondent 1	55	Poor
Respondent 2	40	Very Poor
Respondent 3	55	Poor
Respondent 4	65	Fair
Respondent 5	45	Poor
Respondent 6	60	Fair
Respondent 7	40	Very Poor
Respondent 8	70	Fair
Respondent 9	55	Poor
Respondent 10	60	Fair
Respondent 11	70	Fair
Respondent 12	70	Fair
Respondent 13	30	Very Poor
Respondent 14	75	Good
Respondent 15	45	Poor
Respondent 16	55	Poor
Respondent 17	25	Very Poor
Respondent 18	30	Very Poor
Respondent 19	40	Very Poor
Respondent 20	40	Very Poor
Respondent 21	50	Poor
Respondent 22	55	Poor
Respondent 23	30	Very Poor
Respondent 24	70	Fair
Respondent 25	60	Fair
Respondent 26	40	Very Poor
Respondent 27	60	Fair
Respondent 28	70	Fair
Respondent 29	65	Fair
Respondent 30	40	Very Poor
Respondent 31	40	Very Poor

Respondent 32	40	Very Poor
Respondent 33	50	Poor
Respondent 34	45	Poor
Respondent 35	70	Fair
Total	1810	

The table above shows about the result of student's vocabulary test with 20 items of question. Based on the student's answer, it could be seen that the highest of student's score was 75 that classified in fair and it has been gotten by 1 students. Meanwhile the lowest of student's score has 25 that classified in very poor and it has been gotten by 1 students.

Table 4.3 The classification of student's score vocabulary test

No	Classification	Score	F	Percentage
1	Very good	86-100	0	0%
2	Good	71-85	1	3%
3	Fair	56-70	12	34%
4	Poor	41-55	10	29%
5	Very poor	<40	12	34%
Total			35	100%

The table above shows about the result of students' score in vocabulary test with 20 items of question. Based on the students' answer in complete the test, it could be seen that there are 1 students (3%) got good score, 12 students (34%) got fair score, 10 students (29%) got poor score and 12 students' (34%) got very poor score. It could be seen that most of the students got fair score, it means that students

vocabulary mastery is fair.

The mean score of the student's score in complete the test with vocabulary test would use formula below:

$$X_1 = \frac{\sum X_1}{N} = \frac{1810}{35} = 51.7$$

Table 4.4 The mean score of student's vocabulary test

Mean score	Classify
51.7	Poor

The table above show that the mean score of vocabulary test was 51.7, it means that the student's vocabulary mastery has in poor level.

4.1.2 Students habit in watching English movie

Researchers have provided a questionnaire to students consisting of 10 items statement about habit in watching English movie then below is a table that shows the score obtained from the results of the questionnaire that has been done, the score has been classified according to the categories specified as below:

Table 4.5 students' score of questionnaire

Respondents	No Items										Total Score (X)
	1	2	3	4	5	6	7	8	9	10	
Respondent 1	2	3	3	3	4	3	3	4	3	2	30
Respondent 2	3	2	1	3	3	2	4	4	4	3	29
Respondent 3	2	1	1	1	3	3	4	4	3	3	25
Respondent 4	3	1	2	2	2	1	4	2	2	1	20
Respondent 5	4	2	3	4	4	1	4	4	3	3	32

Respondent 6	2	2	3	3	4	1	4	4	3	4	30
Respondent 7	1	1	4	2	2	1	4	4	2	4	25
Respondent 8	3	3	3	4	4	4	3	4	4	4	36
Respondent 9	3	1	3	3	4	1	4	4	3	3	29
Respondent 10	4	3	4	4	4	1	4	4	4	4	36
Respondent 11	2	2	4	4	4	3	3	4	3	2	31
Respondent 12	1	3	2	3	2	1	3	3	2	3	23
Respondent 13	2	2	2	2	4	2	4	4	4	4	30
Respondent 14	3	3	2	3	3	3	3	4	3	2	29
Respondent 15	4	2	3	3	4	2	4	4	4	4	34
Respondent 16	3	3	3	3	3	1	3	3	3	3	28
Respondent 17	3	1	2	3	3	3	4	4	3	2	28
Respondent 18	3	2	2	3	4	1	4	4	3	2	28
Respondent 19	2	1	3	3	3	1	3	4	4	4	28
Respondent 20	4	3	1	4	4	1	3	4	4	4	32
Respondent 21	3	3	4	2	3	2	4	4	3	3	31
Respondent 22	4	4	4	4	4	1	3	4	4	4	36
Respondent 23	3	3	1	3	4	1	4	4	4	4	31
Respondent 24	2	2	1	2	3	2	4	4	4	3	27
Respondent 25	1	2	1	1	2	3	3	2	2	2	19
Respondent 26	3	3	3	3	4	4	4	2	3	2	31
Respondent 27	3	2	4	4	4	3	3	4	3	2	32
Respondent 28	1	3	4	2	3	3	4	3	2	4	29
Respondent 29	4	4	4	2	4	3	4	4	4	4	37
Respondent 30	2	2	3	2	3	3	2	3	2	2	24
Respondent 31	3	3	2	3	2	4	3	2	2	2	26
Respondent 32	1	2	2	2	3	2	3	2	2	3	22
Respondent 33	2	2	1	2	3	2	4	4	3	2	25
Respondent 34	2	3	1	3	3	2	4	4	3	3	28
Respondent 35	1	4	2	2	3	3	4	4	3	3	29
											1.010

The table above shows about the result questionnaire of students with 10 items of question. Based on the students answer, it could be seen that the highest of student's score was 37 that classified in high and it has been gotten by 1 students. Meanwhile the lowest of students score has 19 that classified in low and it has been gotten by 1 students.

Table 4.6 classification of students habit

Variable	Categories	Criteria	Interval	Frequency	Percentage
Students' Habit	Low	$X < 14.92$	10 - 19	1	3%
	Moderate	$14.92 - 42.77$	20 - 29	18	51%
	High	$X > 42.77$	30 - 40	16	46%
	Total			35	100%

Based on the analysis of data by using Frequency Tabulation Formula has showed that from 35 students of fifth semester IAIN Parepare, 1 students in low category of habit with percentage 3%, 18 students in moderate category of habit with percentage 51%, and 16 students in high category of habit with percentage 46%. The level Student' Habit in Watching English movie of fifth semester IAIN Parepare has moderated with frequency of 18 and percentage 51%.

4.2 Analysis of data

4.2.1 Habit and vocabulary test

This section presents the score of correlation between students habit in watching English movie and their vocabulary mastery which consists of the data

obtained that is put in the tables. They are tables of scores and categorizes of student's ability to answer the questions in questionnaire and vocabulary test. The data of questionnaire and vocabulary test score result can be seen in the following tables.

Table 4.7 Score of student's habit and vocabulary test

No	Respondents	Habit (x)	Vocabulary (y)
1	Respondent 1	30	55
2	Respondent 2	29	40
3	Respondent 3	25	55
4	Respondent 4	20	65
5	Respondent 5	32	45
6	Respondent 6	30	60
7	Respondent 7	25	40
8	Respondent 8	36	70
9	Respondent 9	29	55
10	Respondent 10	36	60
11	Respondent 11	31	70
12	Respondent 12	23	70
13	Respondent 13	30	30
14	Respondent 14	29	75
15	Respondent 15	34	45
16	Respondent 16	28	55
17	Respondent 17	28	25
18	Respondent 18	28	30
19	Respondent 19	28	40

20	Respondent 20	32	40
21	Respondent 21	31	50
22	Respondent 22	36	55
23	Respondent 23	31	30
24	Respondent 24	27	70
25	Respondent 25	19	60
26	Respondent 26	31	40
27	Respondent 27	32	60
28	Respondent 28	29	70
29	Respondent 29	37	65
30	Respondent 30	24	40
31	Respondent 31	26	40
32	Respondent 32	22	40
33	Respondent 33	25	50
34	Rerspondent 34	28	45
35	Respondent 35	29	70
N = 35		$\sum x = 1010$	$\sum y = 1810$

From the data above we can see the results of the accumulated number of habit variables (X) total score of 1010 and the number of accumulated vocabulary mastery variables (Y) total score of 1810. The writer has began to correlate the data from these 2 variables into tables as below:

Table 4.8 the correlation between student's vocabulary and reading score

Respondents	X	Y	XY	X ²	Y ²
1	30	55	1650	900	3025
2	29	40	1160	841	1600
3	25	55	1375	625	3025
4	20	65	1300	400	4225
5	32	45	1440	1024	2025
6	30	60	1800	900	3600
7	25	40	1000	625	1600
8	36	70	2520	1296	4900
9	29	55	1595	841	3025
10	36	60	2160	1296	3600
11	31	70	2170	961	4900
12	23	70	1610	529	4900
13	30	30	900	900	900
14	29	75	2175	841	5625
15	34	45	1530	1156	2025
16	28	55	1540	784	3025
17	28	25	700	784	625
18	28	30	840	784	900
19	28	40	1120	784	1600
20	32	40	1280	1024	1600
21	31	50	1550	961	2500
22	36	55	1980	1296	3025
23	31	30	930	961	900
24	27	70	1890	729	4900
25	19	60	1140	361	3600
26	31	40	1240	961	1600
27	32	60	1920	1024	3600
28	29	70	2030	841	4900
29	37	65	2405	1369	4225
30	24	40	960	576	1600
31	26	40	1040	676	1600
32	22	40	880	484	1600

33	25	50	1250	625	2500
34	28	45	1260	784	2025
35	29	70	2030	841	4900
N=35	$\Sigma x = 1010$	$\Sigma y = 1810$	$\Sigma xy = 52370$	$\Sigma x^2 = 29784$	$\Sigma y^2 = 100200$

4.2.2 Calculate the correlation coefficient

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

$$r_{xy} = \frac{35 \cdot 52370 - (1010)(1810)}{\sqrt{[35 \cdot 29784 - (1010)^2][35 \cdot 100200 - (1810)^2]}}$$

$$r_{xy} = \frac{1.832.950 - 1.828.100}{\sqrt{(1.042.440 - 1.020.100)(3.507.000 - 3.276.100)}}$$

$$r_{xy} = \frac{4.850}{\sqrt{(22.340)(230.900)}}$$

$$r_{xy} = \frac{4.850}{\sqrt{5.158.306.000}}$$

$$r_{xy} = \frac{4.850}{71821,34}$$

$$r_{xy} = 0,06$$

Table 4.9 Correlations result

		Habit	Vocabulary test
Habit	Pearson Correlation	1	.068
	Sig. (2-tailed)		.700
	N	35	35
Vocabulary test	Pearson Correlation	.068	1
	Sig. (2-tailed)	.700	
	N	35	35

After finding the result of the calculation by using correlation formula, the researcher has been re-calculated the data by using the Statistical Package for the Social Science (SPSS) windows program in order to confirm the calculation result, and the result is 0,06. The result from the SPSS is seen in the following table above.

Based on the result of the calculation above, it is known that r_{xy} is 0,06. To test the hypothesis of the research there are two steps that the researcher have performed. Firstly, the researcher consulted to the table of standard classification of correlation degree below:

Table 4.10. Standard Categories of “r” Product Moment Value

The value of “r” Pearson product moment (r_{xy})	Interpretation
0,80 – 1,00	There is a very strong correlation between variable X and variable Y
0,60 – 0,80	There is a strong correlation between variable X and variable Y
0,40 – 0,60	There is a fair or medium correlation between variable X and variable Y
0,20 – 0,40	There is a low correlation between variable X and variable Y
0,00 – 0,20	there is no correlation between variable X and variable Y. ²⁸

²⁸ Suci Ramadayanti, *The Correlation Between Students Habit In Watching English Movie And Their Vocabulary Mastery At MTs Islamiyah YPI Batang Kuis in 2016/2017 academic year*. 2017. Published skripsi

From the table above, it is seen that the r_{xy} 0,06 means that the correlation between variable X and variable Y in this research is there is no correlation between variable X and variable Y in this research.

Secondly, in order to confirm the first step, the researcher consulted to the table of “ r ” value, then found out that the “ r ” value for N=35 is 0,334 for 5% significance degree. It is clear that $r_o < r_t$.

$$r_{xy} \text{ or } r_o = 0,06$$

$$r_t = 0,334$$

$$r_{xy} \text{ or } r_o > r_t$$

It means that the hypothesis null (H_o) is accepted and hypothesis alternative (H_a) is denied. Therefore, the conclusion is that there is no correlation between students' habit in watching English movies and their vocabulary mastery.

4.3 Discussion

The discussion deals with the interpretation of respondent's perception and the findings derived from statistical analysis.

Mastery of vocabulary is the most basic thing that must be mastered by the learners. How can learners express a language when they do not understand the vocabulary of the language. So the vocabulary of the foreign language is something that should be mastered by students. When a student mastered vocabulary of English language, which will automatically be adequate to support the achievement of four basic skills in English.

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

In this research, researcher wants to know the habit in watching English movies toward student's vocabulary mastery. Watching movie is kind of entertainment. But we have to know that by watching movie we can learn English. We can enrich our vocabulary by habit in watching English movie. Vocabulary will be familiar in our mind because we hear it frequently and use it in daily activity. Watching movie is also a technique to provide material based on our intelligences that are audio and visual intelligence. Because of such advantages, watching movie is possible to be a way of enriching vocabulary.

In this research, researcher provided test to the students which is vocabulary test. Brown said that test is a method of measuring a person's ability, knowledge, or performance in a given domain. The goal in giving the test is to measure student's vocabulary mastery.

In order to obtained student's perception about is habit in watching English movies and their vocabulary mastery. Writer distributed questionnaire to the students. Then writer continued to analyze both of test and the questionnaire.

The first analysis was the analysis of the vocabulary test. Here, writer examined one by one test vocabularies students then categorize them. Start from the

highest category to the lowest category. The result of the student's score in vocabulary test with 20 items of question that there were 1 student (3%) got good score, 12 students (34%) got fair score, 10 students (29%) got poor score and 12 students (34%) got very poor. It could be seen that most of the students got fair and very poor score, it means that students vocabulary mastery is fair.

The questionnaire data indicated that majority of the students had a nation that watching English movies could improve vocabulary mastery. A half of students (46%) found it was influential, students who found it balanced were 51%, along with the other students 3% found it not influential.

After calculate both of students' habit and vocabulary test, researcher found that $r_{xy} = 0.06$ and $df = 33$. If it compare with the table of 'r' values at the degree significance of 5% then the correlation between students' habit and vocabulary score is significant: $r_{xy}: r \text{ table} = 0.06 < 0.334$. it found that $r_{xy} = 0.06$ in r table on the interval 0.00 – 0.20 which means "considered as no correlation".

Based on previous research from Dahniar "The correlation between students' habit in watching English movie and vocabulary mastery at the second year of SMAN 1 Anggeraja in the academic year 2015/2016 he was find out The result of the analysis showed that there was significant correlation between students' habit and vocabulary mastery in watching English movie to 0.766 at the significant level of 0.05 with the critical value of r table 0.339. The correlation between students' habit in watching English movie and vocabulary mastery was significant since the coefficient correlation is higher than the critical value of r table ($0.766 > 0.339$). It means that

there is a significant correlation between students' habit in watching English Movie and Vocabulary Mastery at the Second Year of SMAN 1 Anggeraja.²⁹

But in this research the success rate in a similar study that was applied in the fifth semester of English in the State Islamic Institute IAIN Parepare program did not provide maximum results which meant that this study was not in accordance with what was expected

Based on the finding in the previous section showed that the students' vocabulary mastery was very low, it happened because of some factors, they were:

1. Less of students' interest in learn English so students also less interest in learning and adding their vocabulary, because by having interest in a subject will make students paying more attention to the subject, as Lester Crow and Alice Crow said that interest may refer to the motivating force that impels students to attend to a person, a thing, or an activity.³⁰ In other words, interest is a power to force students to learn. Students who have interest in learning English will be forced to add their vocabulary. But students who have no interest in English will have no motivated to learn English moreover to add their vocabulary.

²⁹ Dahniar, 2016, *The Correlation Between Students Habit in Watching English Movie and Vocabulary Mastery at The Second Year of SMAN 1 Anggeraja*, Makassar: Universitas Islam Negeri Alauddin Makassar, (Published Skripsi 2016) English Program Department.

³⁰ Lester Crow and Alice Crow, *Educational Psychology, Revised Edition*, (New York; American Book Company), p. 248

2. Students still have difficulty identifying questions from the vocabulary test due to limited knowledge in the field of grammar.
3. The effective and attractive learning media of vocabulary is unavailable. The material will be clear if the students can understand the material easily. Media can make students easy in catching the material given by teacher. But students will be bored if the teacher only uses the explanation when presenting the material during the learning process. Students will not feel bored if the teacher uses media in the learning process.
4. Students' habit in watching English movies only focus on the storyline through the subtitles presented by the movie and they are not focused on the vocabulary spoken by the actor in the movie.
5. Mastery ability in grammar is still lacking and needs to be improved in order to be able to answer questions from the vocabulary test.

According to Hatch and Brown there are five steps for students in learning vocabulary, they are, Encountering the new words, Getting the word forms, Getting the word meaning, Consolidating word form and the meaning memory and using the words.³¹

Based on the statements above, the researcher concludes learning vocabulary of language needs more practices and patience. The learner has to search some

³¹Brown and Hatch. *Vocabulary Semantics and Language*. Cambridge University Press, California 1995:p.39.

mediums, strategies to enrich vocabulary. Students also used the vocabulary in both oral and written. And the last, learning vocabulary need the long time.

So in this research, researcher concluded that there were no correlation between students' habit in watching English movie and their vocabulary mastery at the fifth semester in State Islamic Institute IAIN Parepare.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

In this research, researchers examined students in watching English movie habits and looked for a correlation between the habit of watching English movie with mastery of student vocabulary. Based on the results of the research researchers reviewed from the previous chapter there is no significant correlation between students habit and vocabulary mastery.

After calculating both of students' habit and vocabulary test, researcher found that $r_{xy} = 0.06$ and df (degree of freedom) = 33. If it compare with the table of 'r' values at the degree significance of 5% then the correlation between students' habit and vocabulary score is significant: $r_{xy}: r \text{ table} = 0.06 < 0.334$. it found that $r_{xy} = 0.06$ in r table on the interval 0.00 – 0.20

So the researcher concluded that there were no correlation between students' habit in watching English movie and their vocabulary mastery at fifth semester in State Islamic Institute IAIN Parepare.

5.2 Suggestion

Based on the conclusion above, it is suggested that:

1. The teachers must be able to help students' improve vocabulary through the learning process habits in finding new vocabulary with media that are considered creative and not monotonous.

2. teachers should know and able to implement a good method in teaching English, especially to improve student's vocabulary mastery
3. teachers should also give a high motivation to the students to read more and more English literature and provide giving support for students to often watch English language movie that can improve their vocabulary mastery.



BIBLIOGRAPHY

- Anita, Desy. 2013. The Influence Of Watching Movies Habit Toward The Students' Vocabulary Mastery. Palangka Raya. Unpublished Skripsi; English program department.
- Arikunto, Suharsimi. 2009. *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: PT. Bumi Aksara.
- Brown and Hatch. 1995. *Vocabulary Semantics and Language*. California: Cambridge University Press.
- Covey, Sean. 1997. *The 7 Habits of Highly Effective Teens*. (Touchstone).
- Clark H. Herbert, 1996. *Using Language*. California: Cambridge University Press
- Carten, Jeanne Mc, 2007. *Teaching Vocabulary*. United States of America: Cambridge University Press
- Dhamarullah, Imam Achmad. 2015. The Relationship Between Movie-Watching Activity And Listening Skill In The Fifth Semester Students At The Department Of English Education Of State Islamic University Of Jakarta. Jakarta: Unpublished Skripsi; English program Department.
- Diana, Thomas. 1995. *Flexible Learning strategies in Higher and Further Education*. (London: Cassell,)
- Dahniar, 2016, *The Correlation Between Students Habit in Watching English Movie and Vocabulary Mastery at The Second Year of SMAN 1 Anggeraja*, Makassar: Universitas Islam Negeri Alauddin Makassar, (Published Skripsi 2016) English Program Department.
- Fatahuddin, 2006. The Mastery of Vocabulary Through Song to The First Grade Students of SMA Negeri 4 Parepare. Parepare. Unpublished Skripsi; English program of Tarbiyah department.
- Gay, L.R. 1981. *Educational Research. Competencies for Analysis and Application*. Second Edition: Charles E. Meril Publishing Company.
- Hornby. 1995. *Oxford learner's Pocket Dictionary*. New york: Oxford University Press.

- Hatch, Evelyn. 1995. *Vocabulary, Semantics, and Language Education*, United Kingdom: Cambridge University Press.
- Joseph E. Champoux, (2007), *Film as a Teaching Resource*, New Mexico: The University of New Mexico, page:11
- Peacock. *Authentic Materials For The Language Classroom: Digitised Texts Via Email Attachments*. 1997. Article. 2009
- Richard, Jack C. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics*. Longman Publishing Group.
- Richard, Jack C and Renadya, Willy A. 2002. *Methodology in Language Teaching*, Cambridge: University Press.
- Ramadayanti Suci, 2017. *The Correlation Between Students Habit In Watching English Movie And Their Vocabulary Mastery at MTs Islamiyah YPI Batang Kuis in 2016/2017 Academic Year*. Published skripsi. North Sumatera, Medan
- Sugiyono, 2008. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, Bandung: Alfabeta.
- Saepuddin, Dkk, 2013. *Metode Penulisan Karya Ilmiah (Edisi Revisi 2013)*. Parepare: STAIN Parepare
- Wardanhi, Igak & Wihardhit, Kusuma. 2008. *Penelitian Tindakan Kelas*. Jakarta: Universitas Terbuka.
- Widi Ayu Ningtyas Putri, 2014, *The Effect of Applying English Movie on The Students' Achievement on Writing Recount Text*, Medan: State University of Medan, page:28



QUESTIONNAIRE

A. Petunjuk Umum

1. Angket ini bersifat ilmiah, tidak ada tujuan lain
2. Jawablah pertanyaan ini dengan jujur
3. Tidak ada jawaban benar ataupun salah
4. Berilah tanda silang (x) pada huruf A, B, C, atau D pada setiap pertanyaan.
5. Jika ada pertanyaan atau ada sesuatu yang kurang jelas, dipersilahkan untuk bertanya

B. Biodata Responden

1. Nama lengkap :
2. NIM :
3. Waktu : 30 Menit

1. Setiap hari saya menonton berbagai jenis film bahasa inggris/barat dengan teratur minimal selama 1-2 jam.
 - a. Tidak pernah b. Jarang c. Pernah d. Sangat Sering
2. Saya tetap nonton film berbahasa inggris/barat walaupun film yang tidak disukai.
 - a. Tidak pernah b. Jarang c. Pernah d. Sangat Sering
3. Saya tidak menargetkan tujuan ketika menonton film barat/berbahasa inggris
 - a. Tidak pernah b. Jarang c. Pernah d. Sangat Sering
4. Saat ada waktu luang, saya menonton film berbahasa inggris/barat
 - a. Tidak pernah b. Jarang c. Pernah d. Sangat Sering
5. Banyak menonton film barat membantu saya meningkatkan kemampuan bahasa inggris saya terutama dalam menambah vocab yang saya miliki
 - a. Tidak pernah b. Jarang c. Pernah d. Sangat Sering
6. Saya menonton film barat karena perintah dari dosen

- a. Tidak pernah b. Jarang c. Pernah d. Sangat Sering
7. Apakah anda menemukan vocab yang sulit diingat ketika menonton film barat?
- a. Tidak pernah b. Jarang c. Pernah d. Sangat Sering
8. Apakah anda menemukan vocab yang baru ketika menonton film barat?
- a. Tidak pernah b. Jarang c. Pernah d. Sangat Sering
9. Apakah anda menangkap vocab dari film ketika menonton film barat?
- a. Tidak pernah b. Jarang c. Pernah d. Sangat Sering
10. Apakah anda mengucapkan kembali percakapan atau vocab yang ada pada film yang telah anda tonton?
- a. Tidak pernah b. Jarang c. Pernah d. Sangat Sering

“ATAS BANTUANNYA, SAYA UCAPKAN TERIMA KASIH”



VOCABULARY TEST

Name :

NIM :

Time : 30 minutes

Choose the best answer for each question by crossing (x) the options (a, b, c or d)

Choose the affixes suitable can make new vocabulary!

1. Shore

- a. Ashore c. Misshore
- b. Beshore d. Unshore

2. Judge

- a. Judgment c. Judgeable
- b. Judgness d. Judgent

3. Wool

- a. Woolen c. Woolness
- b. Woolable d. Woolize

What are the meaning the words based on sentences below?

4. Standard: Her standards are very high.

- a. The bits at the back under her shoes c. The money she asks for
- b. The marks she gets in school d. The levels she reaches in everything

5. Patience: He has no patience.

- a. Will not wait happily c. Has no faith
- b. Has no free time d. does not know what is fair

6. Pub: They went to the pub.

- a. Place where people drink and talk c. Large building with many shops

- b. Place that looks after money d. Building for swimming

7. "She drives very carefully because she has a traumatic car accident."

The underlined word is.....

- a. Noun b. Adverb c. Adjective d. Verb

8. "It is nice to meet you since we haven't met each other for two months."

The underlined word is.....

- a. Noun b. Adjective c. Adverb d. Verb

9. The car is parked in driveway

The underlined word is.....

- a. Noun b. Adjective c. Adverb d. Verb

10. I put my shoes between my sister's and my brother's in the garage.

The underlined word is.....

- a. Adjective b. Verb c. Preposition d. Conjunction

11. In addition to harness the solar power, solar cells are needed to **convert** the sunlight directly into electricity. The synonym of convert is...

- a. Supply b. Rebuilt c. Spend d. Change

12. All of you are good, nice, **gentle** and kind. The synonym of gentle is...

- a. Honorable b. Diligent c. Cheerful d. Easy going

13. Antonym of the word "**anomaly**" is...

- a. Omen b. Possibility c. Regularity d. aberration

14. Antonym of the word "**Precise**" is...

- a. Appropriate b. Suitable c. Inaccurate d. Inadequate

15. Almost everybody takes a very strong interest..... Her method of raising her rowdy children

- a. In b. With c. On d. At

16. To pick holes

- a. To find some reason to quarrel
b. To destroy something

- c. To criticise someone
 - d. To cut some part of an item
17. To have an axe to grind
- a. A private end to serve
 - b. To fail to arouse interest
 - c. To have no result
 - d. To work for both side
18. To cry wolf
- a. To listen eagerly
 - b. To give false alarm
 - c. To turn pale
 - d. To keep off starvation
19. To smell a rat
- a. To see signs of plague epidemic
 - b. To get bad smell of a bad dead rat
 - c. To suspect foul dealings
 - d. To be in a bad mood
20. To keep one's temper
- a. To become hungry
 - b. To be in good mood
 - c. To preserve one's energy
 - d. To be aloof from

Answer Key

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





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE

Alamat : Jl. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307
Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B2637 /In.39/PP.00.9/10/2018
Lampiran : -
Hal : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KOTA PAREPARE
Cq. Badan Perencanaan Pembangunan Daerah
di
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE :

Nama : ILHAM
Tempat/Tgl. Lahir : MIRRING, 07 Juni 1993
NIM : 11.1300.096
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : XIII (Tiga Belas)
Alamat : BTN. PONDOK INDAH BLOK N 1. KEC. SOREANG KOTA PAREPARE

Bermaksud akan mengadakan penelitian di wilayah **KOTA PAREPARE** dalam rangka penyusunan skripsi yang berjudul :

" THE CORRELATION BETWEEN STUDENTS' HABIT IN WATCHING ENGLISH MOVIE AND THEIR VOCABULARY MASTERY AT THE FIFTH SEMESTER OF STATE ISLAMIC INSTITUTE OF PAREPARE "

Pelaksanaan penelitian ini direncanakan pada bulan **Oktober** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

19 Oktober 2018

A.n Rektor

Plt Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)



M. Djunaidi



PEMERINTAH KOTA PAREPARE
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jln. Jend. Sudirman Nomor 76, Telp. (0421) 25250, Fax (0421) 26111, Kode Pos 91122
Email : bappeda@pareparekota.go.id; Website : www.bappeda.pareparekota.go.id

PAREPARE

Parepare, 25 Oktober 2018

Nomor : 050/961/Bappeda
Lampiran : --
Perihal : **Izin Penelitian**

Kepada
Yth. Rektor Institut Agama Islam Negeri (IAIN) Parepare
Di - **Parepare**

DASAR :

1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Surat Rektor Institut Agama Islam Negeri (IAIN) Parepare, Nomor : B 2637/In.39/PP.00.9/10/2018 tanggal 19 Oktober 2018 Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut, maka pada perinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah kota Parepare) dapat memberikan **Izin Penelitian** kepada :

N a m a : ILHAM
Tempat/Tgl. Lahir : Mirring / 7 Juni 1993
Jenis Kelamin : Laki-laki
Pekerjaan : Mahasiswa
A l a m a t : BTN Soreang Permai Blok G No. 23, Kec. Soreang, Kota Parepare

Bermaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :
"The Correlation Between Students' Habit In Watching English Movie and Their Vocabulary Mastery At The Fifth Semester Of State Islamic Institute Of Parepare"

Selama : Tmt. 26 Oktober s.d. 19 November 2018

Pengikut/Peserta : **Tidak Ada**

Sehubungan dengan hal tersebut pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Instansi/Perangkat Daerah yang bersangkutan.
2. Pengambilan Data/ Penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan Ilmiah.
3. Mentaati ketentuan Peraturan Perundang-undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasilnya kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare)
5. Menyerahkan 1 (satu) berkas Foto Copy hasil "**Penelitian**" kepada Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
6. Kepada Instansi yang dihubungi mohon membe rikan bantuan.
7. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian Izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.

An. KEPALA BAPPEDA
KEPALA BIDANG PEMBANGUNAN,
BAPPEDA
H. ST. RAHMAN AMIR, ST., MM
Pangkat Penata Tk. I
Np. 197480132006042019

TEMBUSAN : Kepada Yth.

1. Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar
2. Walikota Parepare di Parepare
3. Rektor Institut Agama Islam Negeri (IAIN) Parepare di Parepare
4. Saudara ILHAM
5. Arsip.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

SURAT KETERANGAN PENELITIAN

Nomor : B-3233/In.39/PP.00.9/11/2018

Yang bertanda tangan dibawah ini, Rektor Institut Agama Islam Negeri (IAIN) Parepare menerangkan sesungguhnya bahwa :

Nama : ILHAM
Tempat/Tanggal Lahir : MIRRORING, 07 Juni 1993
NIM : 11.1300.096
Jurusan/ Prodi : Tarbiyah dan Adab/Pendidikan Bahasa Inggris
Alamat : BTN Pondok Indah Blok N 1 ,Kec. Soreang Kota Parepare

Yang bersangkutan telah melakukan penelitian di IAIN Parepare dengan Judul Skripsi :
**"THE CORRELATION BETWEEN STUDENTS' HABIT IN WATCHING ENGLISH MOVIE
AND THEIR VOCABULARY MASTERY AT THE FIFTH SEMESTER OF STATE
ISLAMIC INSTITUTE OF PAREPARE"**

Mulai Bulan Oktober s/d. Nopember 2018

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

24 November 2018



a.n. Rektor,
Plt. Wakil Rektor Bidang APL

Muh. Djunaidi



CURRICULUM VITAE



Ilham was born on June 7th, 1993 in Bontang, East Kalimantan.

The writer is the first of 3 children from the Bahar and Nurlia couples. the author began his education since he was 3 years old at TK Aisyah Bustanul Atfal Bontang (1996) and moved schools in 1999 at SD 031 Miring (Polman, Sulse) graduated in 2005 then continued his education at the madrasah

Tsanawiyah and Aliyah in the DDI Kaballangan boarding

school (Pinrang) from 2005 until 2011 and the writer continued his undergraduate

education at the State Islamic Collage (STAIN) of Parepare which is currently

transformed into the State Islamic Institute (IAIN) of Parepare. by taking the

Tarbiyah English Education study program in 2011. The organizations involved in

intra-campus organizations and extra-campus organizations are: the Art Student

Alliance (ANIMASI), PMII (Indonesian Islamic Student Movement), IMDI (DDI

Student Association). Then completed his research at IAIN Parepare in 2018 with the

research title: **The Correlation Between Students' Habit In Watching English**

Movie and Their Vocabulary Mastery at The Fifth Semester of State Islamic

Institute of Parepare.