

**THE CORRELATION STUDY BETWEEN STUDENTS' HABIT
IN WATCHING ENGLISH MOVIE AND THEIR
VOCABULARY MASTERY AT THE
SECOND GRADE STUDENTS
OF MAN WAJO**



By

YULIANI
Reg. Num: 12.1300.009

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC COLLEGE (STAIN)
PAREPARE**

2016

**THE CORRELATION STUDY BETWEEN STUDENTS' HABIT
IN WATCHING ENGLISH MOVIE AND THEIR
VOCABULARY MASTERY AT THE
SECOND GRADE STUDENTS
OF MAN WAJO**



By

YULIANI
Reg. Num: 12.1300.009

Submitted to the English Program of Tarbiyah and Adab Department
of State Islamic College of Parepare in Partial Fullfilment
of the Requirements for the Degree of
Sarjana Pendidikan Islam (S.Pd.I.)

**ENGLISH PROGRAM
OF TARBIAH AND ADAB DEPARTMENT
STATE ISLAMIC COLLEGE (STAIN)
PAREPARE**

2016

**THE CORRELATION STUDY BETWEEN STUDENTS' HABIT
IN WATCHING ENGLISH MOVIE AND THEIR
VOCABULARY MASTERY AT THE
SECOND GRADE STUDENTS
OF MAN WAJO**

Skripsi

As Partial Fulfillment of the Requirements for the Degree
of Sarjana Pendidikan Islam (S.Pd.I.)

English Program

Submitted By

YULIANI
Reg. Num: 12.1300.009

PAREPARE

to

**ENGLISH PROGRAM
OF TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC COLLEGE (STAIN)
PAREPARE**

2016

ii

ENDORSEMENT OF CONSULTANT COMMISSIONS

Name : YULIANI
The Title of Skripsi : The Correlation Study between Students' Habit in Watching English Movie and Their Vocabulary Mastery at the Second Grade Students of MAN Wajo
Student's Reg. Number : 12.1300.009
Department : Tarbiyah and Adab
Study Program : English Program
By Virtue of Consultant Degree : SK. Ketua Jurusan Adab and Tarbiyah
Number Sti/19/PP.00.9/249/2015

Has been legalized by
Consultant

Consultant : H. Ambo Dalle, S.Ag., M.Pd.

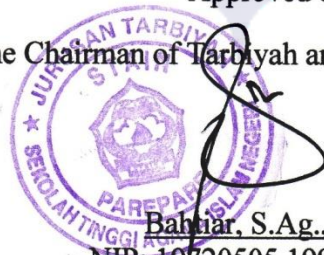
NIP : 19691231 199903 1 006

Co-Consultant : Abdul Haris Sunubi, M. Pd.

NIP : 19750308 200604 1 001

Approved by:

The Chairman of Tarbiyah and Adab Department



Bahar, S.Ag., M.A.

NIP: 19720505 199803 1 004

SKRIPSI

**THE CORRELATION STUDY BETWEEN STUDENTS' HABIT
IN WATCHING ENGLISH MOVIE AND THEIR
VOCABULARY MASTERY AT THE
SECOND GRADE STUDENTS
OF MAN WAJO**

Submitted by

**YULIANI
Reg. Num: 12.1300.009**

Had been examined on Tuesday August 02th 2016 and had been declared
that it had fulfilled the requirements

**Approved by
Consultant Commissions**

Consultant : H. Ambo Dalle, S.Ag., M.Pd.


NIP : 19691231 199903 1 006

Co-Consultant : Abdul Haris Sunubi, M. Pd.

NIP : 19750308 200604 1 001

af
.....
HS
.....


Head of STAIN Parepare
Dr. Ahmad S. Rustan, M.Si.
Nip: 196310427 198703 1 002


The Chairman of Tarbiyah Department
Bahriar, S.Ag., M.A.
Nip: 19720505 199803 1 004

ENDORSEMENT OF EXAMINER COMMISSIONS

Name : YULIANI

The Title of Skripsi : The Correlation Study between Students' Habit in Watching English Movie and Their Vocabulary Mastery at the Second Grade Students of MAN Wajo

Student's Reg Number : 12.1300.009

Department : Tarbiyah and Adab

Study Program : English Program

By Virtue of Consultant Degree : SK. Ketua Jurusan Tarbiyah
Number Sti/19/PP.00.9/249/2015

Date of Graduation : Tuesday August 02th 2016

Approved by Examiner Commissions

H. Ambo Dalle, S.Ag., M.Pd. (Chairman) (.....)

Abdul Haris Sunubi, M. Pd. (Secretary) (.....)

Dra. Hj. Nanning, M. Pd. (Member) (.....)

Drs. Ismail Latief, M.M. (Member) (.....)

Agreed by:

Head of STAIN Parepare



ACKNOWLEDGMENT

لِيَسْتَمِدَّ اللَّهُ مِنَ الْجَمْرِ مِنَ الْحَبِيمِ

Alhamdulillah Rabbil Alamin. There is no beautiful sentence to say except praying and thanks into our God Allah SWT., for His blessing, mercies, and enjoyment so that the writer could finish this skripsi completely. May shalawat and salam always be given to our Prophet Muhammad SAW., as the big leader in this world, who has guided us from the stupidity to cleverness.

The writer would like to present acknowledgment of her deepest appreciation and admiration from her heartstrings specially to her beloved parents and siblings, who always give endless love, immense care, sacrifice, advice, financial support, and sincere prayers for her safety, healthy and successful all time.

Her deepest gratitude is due to the first consultant H. Ambo Dalle, S.Ag., M.Pd. and the second consultant Abdul Haris Sunubi, M. Pd. 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 her deepest and most thanks to:

1. The Head of State Islamic College (STAIN) Parepare, Dr. Ahmad Sultra Rustan, M.Si. and his staffs.
2. Bahtiar, S.Ag., M.A. as the Chairman of Tarbiyah and Adab Department and also Abdul Haris Sunubi, M.Pd. as the Chairman of English Program for their kind and supple management.
3. Her greatest thanks to Muhammad Ahsan, M. Si. as the writer's academic advisor.

4. The lecturers and the staffs of State Islamic College (STAIN) Parepare for their guidance during the years of her study.
5. Her sweetest appreciation goes to her close friends; Muslihatul Khair, Mardiatul Munawarah, Agustina, Angki Firdayanti, Elmi Azis and Nur Fitri Amalia who have given their suggestion and correction for her in making this skripsi. The writer's friends in Posko Desa Tadang Palie Kecamatan Cempa Kabupaten Pinrang; Dewi, Satriani, Surianti, Aliyah Carmila Kasman, Siti Misna Aulia, Muhammad Syuaib and Muh. Amin. and some others who cannot be mentioned one by one, who has given motivation, spirit and advice.

Finally, the writer realized that this skripsi still has many weaknesses and far from perfection. Therefore, the writer would highly appreciate all constructive suggestions and criticisms.

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

Parepare, August 04th 2016

The Writer,



YULIANI

Reg. Number: 12.1300.009

DECLARATION OF THE AUTHENTICITY OF THE RESEARCH

The writer who signed the declaration below:

Name : YULIANI
Student's reg. Number : 12.1300.009
Place, Date of Birth : Tippulu, 19th January 1994
Study Program : English Program
Department : Tarbiyah and Adab
Title of Skripsi : The Correlation Study between Students' Habit in Watching English Movie and Their Vocabulary Mastery at the Second Grade Students of MAN Wajo.

Stated that this skripsi was her owns 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 got would be postponed.

Parepare, August 04th 2016

The Writer,



YULIANI

Reg. Number: 12.1300.009

ABSTRACT

YULIANI, 2016. *The Correlation Study between Students' Habit Watching English Movie and Their Vocabulary Mastery at the Second Grade Students of MAN Wajo* (Supervised by Ambo Dalle and Abdul Haris Sunubi).

Learning vocabulary is the important aspect in learning a foreign language. Without vocabulary nothing can be conveyed. This research was aimed to find out the correlation study between students' habit watching English movie and their vocabulary mastery at the second grade students of MAN Wajo.

This research was conducted in MAN Wajo at the Second Grade Students of MAN Wajo. The population of this research is 141 students. The researcher used cluster random sampling method and took 26 respondents as the sample of this research. The researcher gave questionnaires and test to the respondents to find out students' habit in watching English movie and students' vocabulary mastery

The result of the research using product moment formula to find out the correlation study between Students' habit in watching English movie and their vocabulary mastery at the second grade students of MAN Wajo and the result of r_{xy} is 0.64 while degree of freedom $N-2 = 24$ is 0.40. It means that r_{xy} is greater than r_{value} ($0.64 > 0.40$).

Key Word : Habit in watching English movie and vocabulary mastery

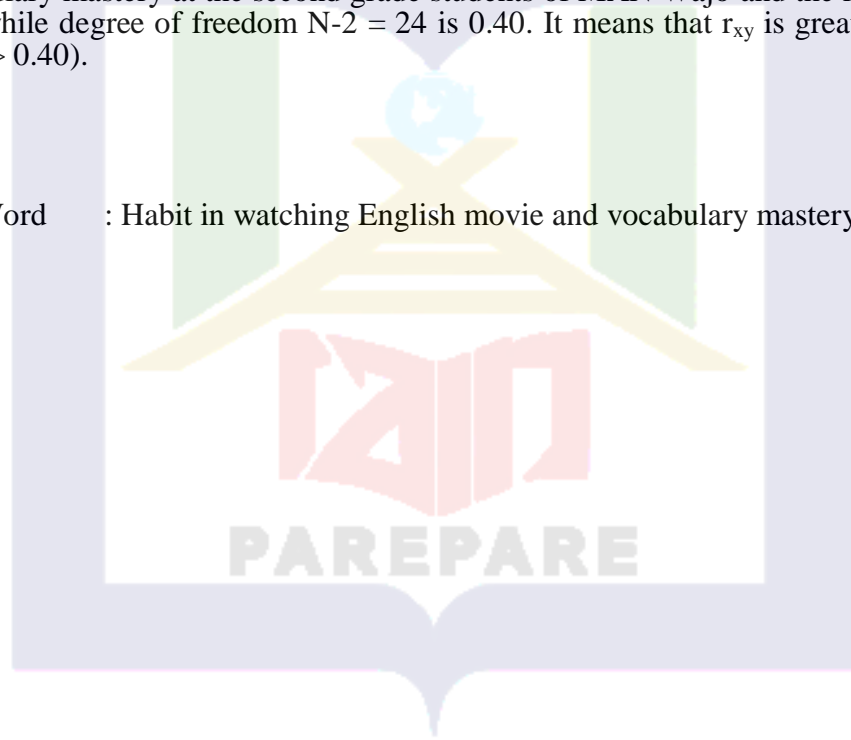


TABLE OF CONTENTS

	Page
PAGE OF TITLE.....	i
SUBMITTED PAGE.....	ii
ENDORSEMENT OF CONSULTANT COMMISSIONS.....	iv
ENDORSEMENT OF EXAMINER COMMISSIONS.....	v
ACKNOWLEDGEMENT.....	vii
DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI.....	ix
ABSTRACT.....	x
TABLE OF CONTENTS.....	xi
LIST OF TABLES.....	xiii
LIST OF APPENDICES.....	xiv
CHAPTER I INTRODUCTION	
1.1 Background.....	1
1.2 Problem Research.....	4
1.3 Objective of the Research.....	4
1.4 Significance of the Research.....	4
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Some Pertinent Ideas.....	6
2.1.1 The Concept of Habit in Watching.....	6
2.1.2 The Concept of English Movie.....	8
2.1.3 The Concept of Vocabulary Mastery.....	11
2.2 Some Previous Research Findings.....	21

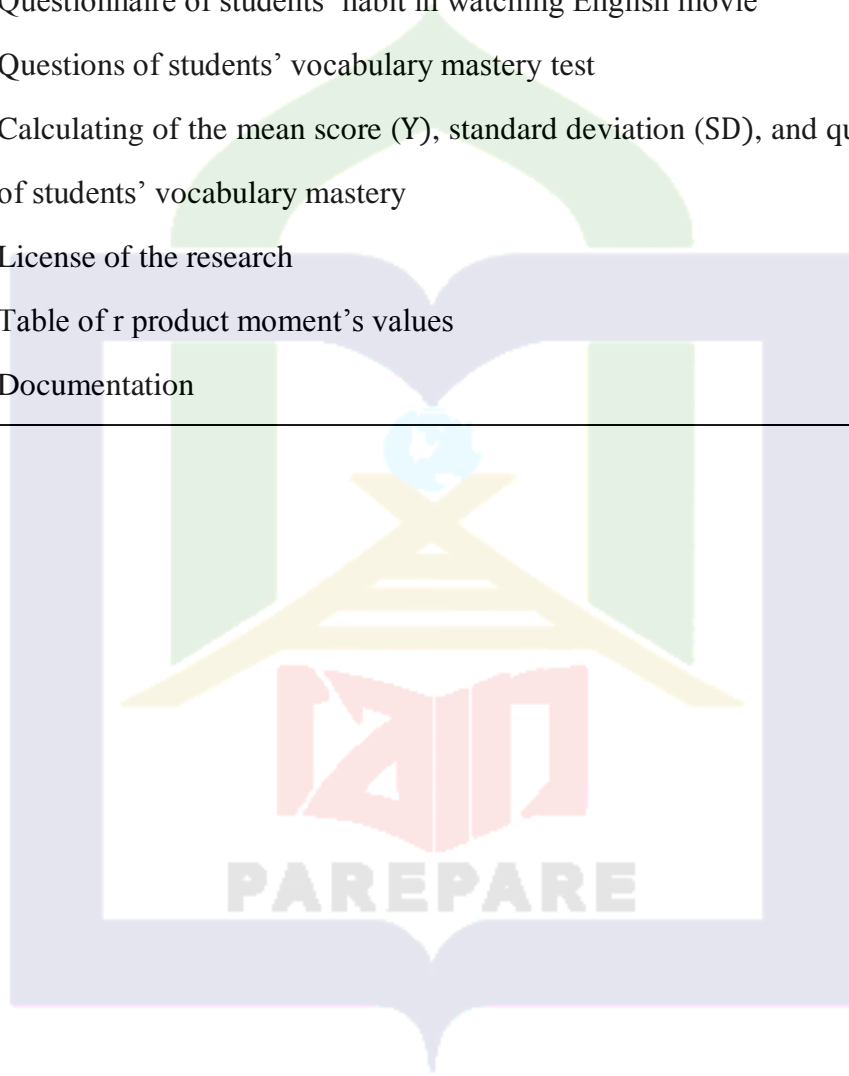
2.3 Conceptual Framework.....	22
2.4 Hypothesis.....	23
2.5 Variable of the Research.....	23
CHAPTER III METHOD OF RESEARCH	
3.1 Research Design	24
3.2 Location and Duration of the Research.....	25
3.3 Population and Sample.....	25
3.4 Instruments and Procedure of Collecting Data.....	26
3.5 Technique of Data Analysis.....	27
CHAPTER IV FINDINGS AND DISCUSSION	
4.1 Findings.....	31
4.3 Discussion.....	41
CHAPTER V CONCLUSION AND SUGGESTION	
5.1 Conclusion.....	43
5.2 Suggestion.....	43
BIBLIOGRAPHY.....	45
APPENDICES.....	48
CURRICULUM VITAE.....

LIST OF TABLES

No.	The Title of Table	Page
3.1	Population of the second grade students of MAN Wajo Kecamatan Belawa Kabupaten Wajo	26
3.2	Criteria of watching English movie questionnaire score	28
3.3	Classified the students' score in this scoring classification	29
4.1	The result of students' habit in watching English movie questionnaire	31 - 32
4.2	The result of students' vocabulary mastery test	36 - 37
4.3	The classification, score, frequency and percentage of students' vocabulary mastery	38
4.4	Distribution table of students' habit in watching English movie (X) and result of vocabulary mastery (Y)	39 – 40

LIST OF APPENDICES

No	The Title of Appendix
1.	Questionnaire of students' habit in watching English movie
2.	Questions of students' vocabulary mastery test
3.	Calculating of the mean score (Y), standard deviation (SD), and qualification of students' vocabulary mastery
4.	License of the research
5.	Table of r product moment's values
6.	Documentation



CHAPTER I

INTRODUCTION

1.1 Background

Language takes important role in human life. Every human in the world needs language for communication. Without language people cannot make any relationship with others, because language is the most effective tool communication. By language, human can expression their emotion, feeling or opinion to another people. In order to know each other, people have to know language.

Language is a mean of communication and it plays a very important role in social relationship among human being. People in a society use language, which is mutually understood to communicate with others. Through language we can express our idea to others in form of written and spoken. Thus, the presence of language has overcome people's problems to express and share their feeling, idea and knowledge to others.

Murcia and Lois in their book teaching English as a second or Foreign Language, stated:

“The essence of language in human activity on the part of one individual to make him understood by another, and activity on the part the other to understand what was the main of the first.”¹

The importance of language also mentions in the Qur'an Ar-Ruum verse 22 as follow:

¹Murcia and Lois Menthos, *Teaching English as a Second or Foreign Language*, (Published by Newbury House Publishers, 1959), p.183.

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتَلَفُ اللَّسَانَاتِ وَاللَّوَانِمَ إِنَّ فِي ذَلِكَ
 لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

“And of His Signs is the creation of the heavens and the earth, and the difference of your language and colors. Herein indeed are portents for men of knowledge”. (Q.S Ar-Rum : 22)

Based on the verse above we know how important the language. Because God creates so many languages so that every human in the world can communicate each other to exchanges the information in their everyday life.

Studying language can start 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 cannot 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.

Teaching English vocabulary has been through in a wide variety of ways for enriching students' vocabulary especially for foreign or second language learners. Littlewoods reveals that the majority of language teaching activity has a strong conscious element: “we specify dialogues to be learnt, structure to be practiced, words to be memorized, and so on”.² Traditionally, the entire lesson materials are to provide by the teacher with a textbook or any material assisting students easily memorize, understand and had pat the lessons.

² William. T. Littlewoods, *Foreign and Second Language Learning (Language Acquisition Research and Its Implications for the Classroom)*. The 6th published, (Printed in Great Britain, Cambridge University Press, 1989). p. 91.

In senior high school, 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 limited vocabulary.

To improve students' mastery in vocabulary need strategies, it means as specific actions by the student to make learning easier, faster, more effective. Learning strategies are possible help the learner to study vocabulary. The target of vocabulary that students in senior high school have to know is 25.000 and more vocabularies.

Learning process is not always in the class, learning can be done everywhere. Students also do not always face with the teacher to teaches' vocabulary. Students can learn at anywhere, any time. The habit of students in watching English movie is possibly way to enrich their vocabulary mastery.

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

In Man Wajo, the problem that the researcher found from the students is Students have difficulties in memorizing the new words. So, they have limited

vocabulary. When students find new difficult words they have to open a dictionary to get the meaning. It may take a long time for the students to find the meaning of the words. It can make the students get bored and tired. So, the teachers of Senior High School should teach the vocabulary through enjoyable activities. By using media students hoped fell more interested and pay more attention to the teacher.

Based on the explanation above the writer is interested to conduct the research entitled *“The Correlation Study between Students Habit in Watching English Movie and Their Vocabulary Mastery at the Second Grade of Man Wajo”*.

1.2 Problem Statement

Based on the previous background, the researcher formulates a research question is “Is there correlation study between students’ habit in watching English movie and their vocabulary mastery at the second grade students of MAN Wajo?”

1.3 Objective of the Research

To know the correlation study between students’ habit in watching English movie and their vocabulary mastery at second grade students of MAN Wajo.

1.4 Significance of the Research

The significance of the research consists of two benefits for a theory and applications as follow:

1.4.1 Theoretical aspect:

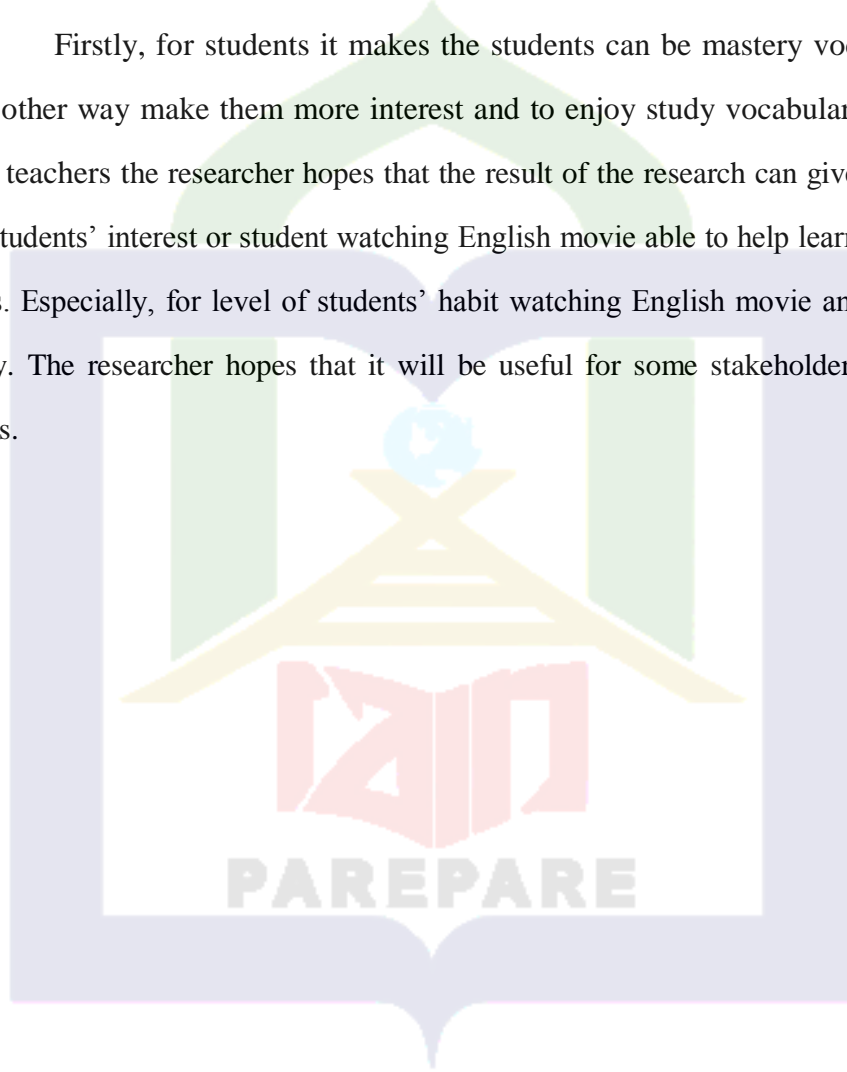
The researcher hopes that this research will give information about the correlation study between students’ habit in watching English movie and their

vocabulary mastery. The researcher also hopes that watching English movie can improve the students' vocabulary mastery.

1.4.2 Practical aspect:

In the practical aspect there two significances of the research, there are:

Firstly, for students it makes the students can be mastery vocabulary and on the other way make them more interest and to enjoy study vocabulary. Secondly, for the teachers the researcher hopes that the result of the research can give information about students' interest or student watching English movie able to help learning-teaching process. Especially, for level of students' habit watching English movie and vocabulary mastery. The researcher hopes that it will be useful for some stakeholder, for English teachers.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 The concepts of habit in watching

2.1.1.1 Definition of habit in watching

Per Nilsen defines habit as Habit is behavior that has been repeated until it has become more or less automatic, enacted without purposeful thinking, largely without any sense of awareness.³ According to Benjamin Gardner habit is an abstract theory, in habit theory there is no single correct definition. In habit people are repeated action without concerning why this self-concept must happen.⁴

A psychologist, Wendy Wood sub serves habit as an integrated association between stimulus and response, and that association sets up with goals during learning and performance.⁵ Habitual manner often goes unnoticed and unconscious and it followed through the same repeated action regularly. In the American Journal of Psychology; habit defined in this way: A habit, acquired the standpoint of psychology, is more or less fixed way of thinking, willing, or feeling acquired through previous repetition of mental experience. In term of habit, Merriam Webster Dictionary also defines the word habit as follow: an usual way of behaving:

³Per Nilsen, et al., *Creature of Habit: Accounting for the Role of Habit in Implementation Research on Clinical Behavior Change*, Implementation Science Journal, June 9th 2012, p. 2. 32.

⁴Benjamin Gardner, *Habit as Automaticity, not Frequency*, *Journal of the European Health Psychologist*, Access on January 14th 2016, p. 32.

⁵Wendy Wood and David T. Neal, *A New Look at Habits and the Habit-Goal Interface*, *Psychological Review, American Psychological Journal Association*, access on January 14th 2016, p. 843.

something that person does often in a regular and repeated way.⁶ In other words habit is the process of behavior that goes unconscious and become automatic that means that you are acquired habit. For example the habit looking both ways before crossing the street, it is called habit.

Behaviorists view habits as routines of behavior that are repeated regularly and tend to occur subconsciously. As a subconscious self-concept, reading habits can help students' to gain academic achievement to a great extent. In terms of acquiring these habits of reading; they have to put these habits into practice.

Based on definitions above it can be said that as repeated actions, habit involves a process of unconscious pattern. It reflects person's personality, good or bad, and they went constantly and regularly. Reading habit will helps the learner obtaining and gaining a meaningful knowledge and good academic performance in school.

Habit of watching is an activity or span of time that has witnessed various changes in the reasons for watching. Habit in learning language acquisition is said to be a permanent disposition created by the repetition of acts: such disposition causes us to always act in the same way. The definition tells how habit is formed (by the repetition of acts), but it does not state just how much repetition is necessary.

Watching is a great way to improve students' level. When the students watch they get exposure to a wide range and variety of accents and vocabulary. If the students watch contemporary films and TV shows the students also hear the kinds of authentic English expressions that are used in everyday conversation.

⁶Merriam Webster, *An Encyclopedia Britannica Company Dictionary*, 2014, <http://www.merriam-webster.com/dictionary/habit>, (Access on January 15th 2016).

2.1.1.2 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 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).

It is 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, habitual learning by using habit. Some Indonesian students probably like to use their habits in watching movie to enrich their vocabulary, grammar, pronunciation, spelling, etc.

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 action is pleasure.

2.1.2 The concept of English movie

2.1.2.1 Definition of movie

“A film, also called a movie or motion picture, is a series of still or moving images. It is produced by recording photographic images with cameras or by creating images using animation techniques or visual effects”.⁷ Bong S Eliab states

⁷Wikipedia, “*Film*”, <http://en.wikipedia.org/wiki/Movie> accessed on 15th January 2016 at 13:13am.

that analyzing movie the first thing is to understand the elements of movie. They are story, character, theme, setting, and style.⁸

A good story is the basis for most successful films. A good story has a very clear beginning, middle, and end. The best way to organize the telling of a story is through proper balance of suspense and action. Alfred Hitchcock was found of defining suspense as the “the opposite of surprise”. (a) Surprise : “when something happens and you don’t expect it”. (b) Suspense : “when you expect it and it doesn’t happen”.

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

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

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

⁸ Bong S Eliab, “*Film Principles/Film Appreciation*”, <http://eliab.tripod.com/films>, accessed on 15th January 2016 at 13:20 am.

describes about the situation, lifestyle, culture, language of the society. The last element of the movie is style refers to genre of movie.

The statement above can be concluded that movie is a form of entertainment that composed by some elements. Movie has five elements which we have to know and understand when watching a movie or reading story, because they are parts of the movies. If we don't know about it, we will not understand the substance of that movie.

2.1.2.2 The functions of movie;

1. As entertainment; movie is popular for human being as entertainment. Many people prefer watching movie to relieve their stress.
2. As education; movie can be used to support in education. As media audiovisual, movie can help the students to accept their material in school or campus. By watching English movie students able to learning language, able to improve knowledge, rich the information, etc.
3. As information; movie can give the useful information for people. It also gives the information to other country about cultures, politics, socials, economic, governments, history, etc.⁹

2.1.2.3 The advantages and disadvantages of movie

There are many advantages that can be obtained in the use of film as a media to deliver lessons to students. They are:

1. Movie can describe process.

⁹Wikipedia, *The Function of Movie*, (<http://www.twyman-whitney/film/functions.com>), Access on 12th January 2016.

2. Movie can arouse impression of room and time. The pictures are three dimensions.
3. The sound can arouse reality of pictures in form of nature expression.
4. Movie can tell expert's voice while watching his/ her appearance.
5. Color movie can add reality of object, which is practiced.
6. Movie can show scientific theory and animation.

Beside the advantages, movie has disadvantages that can be explained as follow:

1. During playing movie, teachers cannot explain any material because it can be disturb students' concentration.
2. Students cannot understand the movie well if it is played too fast.
3. It is difficult to repeat what is gone except playing it once more.
4. The equipment is expensive.

2.1.3 The concept of vocabulary mastery

2.1.3.1 Definition of vocabulary

In language learning, vocabulary takes place in building the language proficiency. The objective of the vocabulary mastery is to make the students have a good language proficiency in the language skills. It depends on the quality and quantity of the vocabulary that they have mastered. The richer the vocabulary that can be mastered by the students, they will get the better skill that can be reached in using language.

Hornby states that vocabulary is:

1. The total number of words that make up language.
2. Range of words knows to use by a person in a trade and profession.

3. Book counting a list of words.¹⁰

According to Webster's state that vocabulary is:

1. List of word and phrase, especially one arranged in alphabetical order and defined or translated.
2. All words of language.
3. A sum or aggregated of the words used or understood by particular person, class, or employ in some specialized field of knowledge.
4. The range of expressions at the person's disposal, especially in art.¹¹

Based on the explanation above the research concludes that vocabulary is one of media to select what words to teach and if we need to make a one language. We need words and vocabulary is a list of words that used in listening, speaking, reading and writing.

2.1.3.2 Types of vocabulary

Vocabulary, in fact, has a great number of ways to be recognized or memorized by students. For the aim of teaching and learning activities, there are two varieties of vocabulary: The active vocabulary (productive) and the passive vocabulary (receptive) vocabulary. The active vocabulary refers to the words which can be called in the long-term memory and use appropriately in writing and speech and the passive vocabulary refers to the words or lexical items which can only be recognized and comprehended in the context of reading and listening materials.¹²

Schail declares three types of vocabulary that every person has. They are active vocabulary, reserve vocabulary and passive vocabulary:¹³

¹⁰Hornby, *Oxford Advanced Learner's Dictionary*, (Great Britain: Oxford University Press, 1987), p. 959.

¹¹Webster, *The New International Webster's Comprehensive Dictionary of The English Language*, (United State: Trident Press International, 2003), p. 1407.

¹²G. Elish and B. Sinclair, *Learning to Learn English a Course in Language Training (sixth printing)*, (United Kingdom: Cambridge University Press, 1997), p.28.

¹³Schail, *Seven Days Faster Reading*, (New York: Oxford University Press, 1967), p. 57.

2.1.3.2.1 Active Vocabulary

Active vocabulary is the words that we use in speaking and writing probably runs 5.000 up to 10.000 words. Ingo Plag initiates that the active vocabulary obviously consists of words that have been known better than those that constitute passive vocabulary.¹⁴ The same distinction holds for native speakers, who also actively use only a subset of the words they are familiar with. Another instance of graded knowledge of words is the fact that, even as native speakers, they frequently only know what have been heard or read certain word before, but do not know the meaning.

Corson in Nation's *Teaching & Learning Vocabulary* book states that an active vocabulary covers all those words people need to use and have no reservations about using to communicate with others on an everyday basis. Furthermore, the rate of people's active vocabulary is a unique reflection of their socio cultural position and the range of unconnected practices engaged in. On the other words, it depends on people who frequently make contact with the specialist meaning systems of professions or of other special knowledge categories as a part of everyday existence, over a lifetime. Then, Corson calls the active vocabulary as a "motivated" vocabulary. It consists of all the words we need to use and feel no reluctance in using in our everyday life. Moreover Crothers & Suppes asserts that learning a word for productive use requires more learning than for receptive use.¹⁵

¹⁴Ingo Plag, *Word-Formation in English*, (London: Cambridge Univ. Press, 2003). p.46.

¹⁵I.S.P Nation, *Teaching & Learning Vocabulary*, (Massachusetts, USA: McNaughton & Gunn, 1990), p. 94.

2.1.3.2.2 Reserve vocabulary

This type is the words been cognizant but rarely used in ordinary speech. It is utilized in a writing skill when have time to consider, or search for a synonym. It is also, according on researcher, the vocabulary list which is not related with the English students' preference such as industry, economy, geological terms and etc.

2.1.3.2.3 Passive vocabulary

The words that are recognized vaguely, but people oftentimes do not have assurance of the meaning and just know that those have been seen before. A learner's passive vocabulary is the words that they understand but don't use yet. The active and passive vocabulary of a learner changes constantly. They start using words, try new meanings, forget words, abandon words that have no use, revise words, etc.¹⁶ Corson defines that a passive vocabulary includes the active of vocabulary and it also includes the students' 'unmotivated' vocabulary.¹⁷ The unmotivated vocabulary can be assorted into two types. The first type is the words which are only partly understood and are not well known enough to use actively. Another one is the words which aren't needed in daily communication.

Nation states that passive vocabulary knowledge is involved perceiving the form of a word while listening or reading and retrieving its meaning. Productive vocabulary knowledge, on the other hand, means to express a meaning through speaking or writing and recall and produce the appropriate spoken or written word

¹⁶ Teaching English, <http://www.teachingenglish.org.uk/knowledge-database/passive-vocabulary> , retrieved on 04th of Mei 2016 at 06.17 am.

¹⁷I.S.P Nation, *Teaching & Learning Vocabulary*, (Massachusetts, USA: McNaughton & Gunn, 1990), p. 6.

form.¹⁸ Corson rolls out that it includes the words stored in verbal memory that people partially understand, nevertheless not well enough for active use. These are words that people meet less often and they may be low frequency words in the language as a whole.¹⁹

2.1.3.3 The selection of vocabulary

Teaching vocabulary is an important part of language, and it must be done carefully. The teacher of English would know which words are important to learn, because many words are the words that occur frequently in every day English. To select the important vocabulary means that we choose the actual words that can be used by the students. In this case, before teaching, the teacher should select the students vocabulary needed.

The vocabulary needed by the students is the vocabulary that can use for the language performance. For example: vocabulary for thinking, for communication, or for human relation in this class, or vocabulary in every day English conversation and public relation generally. In selecting vocabulary, the word should be given to students. Such the word which is the frequently used by native speaker and has greater coverage than “note book” exercise book “text book” and they like.²⁰

¹⁸Zhong Zhiying, *A Comparative Study of Passive and Active Vocabulary Knowledge of Prince of Songkla University and South China Agricultural University EFL Learners*, (Bangkok: Songkla University, 2005), p. 122.

¹⁹David Corson, *Using English Words*, (Norwell, Massachusetts: Kluwer Academic Publishers, 1995), p.46.

²⁰Harmer and Jeremy, *The Practice of English Language Teaching* (London: Longman Group, 1991), p. 259.

Based on the theory above, the writer can be associated that the students vocabulary needs means the personal need, social need, thinking need, and labeling need.

1. Personal need; it means that students need the language for communication, understanding English text book, sharing information, and reading and letter.
2. Social need; it means that the students need the language for communication with other people where the students exit, such us working together in a group doping discussion, and talking the speech.
3. Thinking need; it means that the students need the language for expression their idea, solving their problem speaking.
4. Labeling need; it means that the students need the language for referring to person, place, and think.

Based on discussion above, the students communicate their ideas by using language to the other and they need. Besides that vocabulary has important role as medium of content to distribute the student's ideas in communicate to the others.

2.1.3.4 The important of vocabulary

Words are indispensable to human communication and activity, the mean of words we express our ideas, love desire, ambition, gratitude, joys, sorrow, frustration. It is clear for us that words enable us to understand the people and the word around us. In deed the better our understanding or knowledge of words, the better we can choose the word to express our idea. In brief, a good knowledge of words helps us to communicate with people all over the world and find all information from many sources to enrich our knowledge.

Vocabulary is important because vocabulary is comprised of three things, and these are speaking, reading, writing, and all of these elements are used to make up a large structure that is called literacy. While literacy has been important ever since humans first discovered writing. It has become much more important in the information age.²¹

2.1.3.5 Technique in teaching vocabulary

“Technique is a specific procedure for carrying out a teaching activity, such as the ways a teacher corrects students’ errors or sets up group activities”.²² Ruth Gains and Stuard Redman mention two techniques of teaching vocabulary. There are visual technique and verbal technique.

2.1.3.5.1 Visual Technique

2.1.3.5.1.1 Mime and gestures

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

²¹ Early Age, *Important of Vocabulary*.<http://www.exforsys.com/career-center/Englishvocabulary/important-of-vocabulary-from-an-early-age> (Html 16th January 2016).

²² Jack C. Richard, “*Longman Dictionary of Language Teaching and Applied Linguistics*”, p.590.

2.1.3.5.1.2 Visual aids

In this technique, the teacher can use pictures, photographs, flashcards, and whiteboards as the visual aid. One of the visual aids that possibly used is whiteboards. Picture for vocabulary teaching come from many sources. It can be from the magazine, newspaper, or the student's handmade. Pictures can be used to explain the meaning of vocabulary items. The meaning of vocabulary is in the students mind before he is given the English word because he can understand it from the picture.²³

2.1.3.5.2 Verbal technique

1. Use of illustrative situations (oral or written); this technique can be useful when the words are abstract. In this technique teachers just explain the word so that teachers should use more than one situation or context to ensure that students understand what they explained.
2. Use of synonym and definition; synonym can be called the words that have similar meaning with other words. Teachers often use this technique to low level students; it would be justifiable at low levels to tell students that miserable mean very sad. Secondly, it is commonly used with higher level students and subsequently qualified, such as Male means man.
3. Contrasts and opposites; In this technique, the teacher asks the students the opposite of something, for example, what is the opposite of sweet?, what is the opposite of clever?, etc.²⁴

²³Ruth Gaims and Stuard Redman, "Working With Words: A Guide to Teaching And Learning Vocabulary", (New York: Cambridge University Prees, 1989), p.73.

²⁴Ruth Gaims And Stuard Redman, "Working With Words: A Guide to Teaching And Learning Vocabulary", (New York: Cambridge University Prees, 1989), p.74.

4. Scales; it can be useful way to get new vocabulary if students have learned contrasting or related gradable items. If students know ‘hot’ and ‘cold’ teachers can ask students a framework for feeding in ‘warm’ and ‘cool’ and later ‘freezing’ and ‘boiling’.
5. Examples of the type; the teachers can use illustration to get the meaning of subordinates, such as furniture, vegetables, and fruits. It is a common produce to exemplify them e.g. table, chair, and, bed are all furniture.

2.1.3.5.3 Translation

Translation is changing some words or sentences from second language or other language to native language with similar meaning. It is one of traditional method. This technique is usually used by the teachers when they taught vocabulary or text in teaching learning process. Translation can be a very effective way of conveying meaning. It can save valuable time that might otherwise be spent on a largely unsuccessful explanation in English, and it can be a very quick way to dispose of low frequency items that may worry the students but do not warrant significant attention.²⁵

According to Saraswathi, in his book entitled ‘English language teaching principle and practice’, technique for teaching vocabulary teachers should consider the following:

1. At the elementary stage, teachers should use objects or real things to translate target language that is being studied into mother tongue. For example: pictures, slides, and labels.

²⁵Ruth Gaims And Stuard Redman, “*Working With Words: A Guide to Teaching and Learning Vocabulary*”, (New York: Cambridge University Prees, 1989), p.75.

2. Using gestures and symbols. It means that teachers should practice by doing action to explain words that is being studied like smile, jump, and walk.
3. At a higher level, teachers can use known vocabulary to teach unknown vocabulary, such as teachers can ask synonym, antonym, and hyponym some words to enrich the students' vocabulary.

For example:

- Synonym= pretty, beautiful, charming
- Antonym= miser X spendthrift
- Hyponym= dog, cat, donkey, monkey (animals)

4. Using Words set or words categories.

For example:

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

5. Teachers can ask the definition and paraphrase some words to students. For example: a sonnet is a poem of 14 lines.
6. Teachers can ask students some words based on the situation. When you are thirsty, you drink water. When you are hungry, you eat food.²⁶

From the explanation above, the teachers should have an interested ways in learning vocabulary. The teachers have to know what they should do and what they should not do well, so it can help students acquire more enjoyable strategy

²⁶V Saraswathi, *English Language Teaching Principle and Practice*, (Chennai: Orient Longman Private Limited Press, 2004), p. 103.

2.2 Some Previous Research Findings

There have been some finding related to this study, some of them are:

“Using Simple Dialogue to Increase the Students’ Vocabulary Mastery”. It was conducted by Rosmiati. She found that using simple dialogue could increase the students’ vocabulary or there was significance different between the students vocabulary achievement by using short stories experimental group was greater than control.²⁷

“Increasing the Students’ Vocabulary in Learning English through Guessing Game at the Second Year Student of SMPN 3 Tinambung Kab. Polman”. It was conducted by Nurpadilah. She found that learning English through guessing game can increase the students’ vocabulary. The teacher also is able to make the student interest toward the material and involve them in learning process by creating a good atmosphere or varieties of technique in teaching English particular of persons.²⁸

“Developing Students’ Vocabulary using Dora the Explorer Movie (A classroom Action Research with The Fourth Grade Students of SDN 02 Subah Batang in the Academic Year of 2009/2010)”. It was conducted by Nurul Hikmah. She is the student of English Department of Tarbiyah Faculty Walisongo State Institute For Islamic Studies Semarang (IAIN Walisongo). She was using cartoon

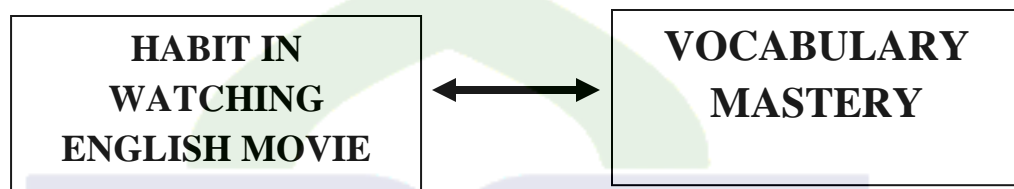
²⁷Rosmiati, Using Simple Dialogue to Increase the Students’ Vocabulary, (Unpublished Thesis: FKIP UMPAR Parepare, 2007), p. 36.

²⁸Nurpadilah, “Increasing the Students’ Vocabulary in Learning English through Guessing Game at the Second Year Student of SMPN 3 Tinambung Kab. Polman”, (Skripsi Unpublished STAIN Parepare, 2011), p. 30.

film as media to teaching her class. She was concluded the use of movie can improve the students' vocabulary.²⁹

2.3 Conceptual Framework

The conceptual framework of this research is presented as follow:



In order to find out the correlation study between students' habit in watching English movie and their vocabulary mastery, firstly the researcher will give questions or statements about the interest of students' habit in watching English movie to find out information about how far their interest to watching English movie. Secondly, the researcher will give questionnaires to the samples of this research which consists of some statements about their vocabulary mastery. After analyzing both their vocabulary in habit watching English movie and their vocabulary mastery, the researcher will find out the correlation between them by applying correlation product moment formula.

²⁹Nurul Hikmah, "Developing Students' Vocabulary Using Dora the Explorer Movie (a Classroom Action Research With The Fourth Grade Students of SDN 02 Subah Batang In the Academic Year of 2009/2010)", (Skripsi Unpublished: IAIN Walisongo, 2010), p. 32.

2.4 Hypothesis

Based on the review of related literature, the made hypothesis as follow:

2.4.1 Null hypothesis (H_0)

There is no significant correlation study between students' habit in watching English movie and their vocabulary mastery at the second grade students of MAN Wajo.

2.4.2 Alternative hypothesis (H_1)

There is significant correlation study between students' habit in watching English movie and their vocabulary mastery at the second grade students of MAN Wajo.

Alternative Hypothesis (H_1) is accepted if there is the correlation study between students' habit in watching English movie and their vocabulary mastery at the second grade students of man Wajo, and Null Hypothesis (H_0) is rejected.

2.5 Variable of the Research

2.5.1 Students' habit in watching English movie at the second grade students of MAN Wajo.

2.5.2 Students' vocabulary mastery at the second grade students of MAN Wajo.

2.5.3 Operational definition of variable

1. Vocabulary mastery is one of media to select what word to teach and if we need to make a one language. We need words and vocabulary is a list of words that used in listening, speaking, reading and writing.
2. Habit in watching English movie is something that done by someone in strength repetition, too long an interval of time, interest in actions and the result of action is pleasure.

CHAPTER III

METHOD OF THE RESEARCH

3.1 Research Design

The design of this research is correlation quantitative method. Correlation quantitative method is a method which involves collecting data in order to determine whether, and to what degree, a relationship between two or more quantifiable variables.³⁰ This research is aimed find out the correlation study between students' habit in watching English movie and their vocabulary mastery at the second grade students of MAN Wajo. This research is basically a field research since the data of this research was on the field.

Based on the title of this research, there were two variables of this research, namely, variable "X" and variable "Y". Variable X of this research is students' habit in watching English Movie while variable Y is the students' vocabulary mastery.



Where:

X : students' habit in watching English Movie

Y : students' vocabulary mastery

³⁰L. R. Gay, *Educational Research: Competencies for Analysis & Application*. (USA: Charles E Merrill Publishing Company, 1976), p. 183.

3.2 Location and Duration of the Research

The location of this research was in MAN Wajo. It is one of the senior high school located in Belawa, Wajo. The duration of this research was about three weeks. Before running this research, the researcher had inspected this location by doing some observations. The researcher was going to find out the whether there was a correlation study between students' habit in watching English movie and their vocabulary mastery or not.

3.3 Population and Sample

3.3.1 Population

Population of this research was the whole students of the second grade of MAN Wajo, where the numbers of classes are five classes. The number of population can be seen as the table follow:

Table 3.1 : Population of the students

Class	Number of Students
2 IPA 1	20
2 IPA 2	25
2 IPS 1	26
2 IPS 2	21
2 IPS 3	27
2 IPS 4	22
Total	141

Source: Administration of MAN Wajo.

3.3.2 Sample

In this research, the researcher used cluster random sampling as the sampling method. By this sampling method, the researcher took only one class of the whole population. After doing this sampling method, the researcher took the class 2 IPS 1 which consists of 26 students as the sample of this research.

3.4 Instrument and Procedure of Collecting Data

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

3.4.1 Questionnaire

Questionnaire is a list of questions provided to others who are willing to respond (respondents) as requested by the researchers.³¹ There are two kinds of questionnaire, they are open and enclosed questionnaire. In this case, the researcher used the questionnaire enclosed is questionnaire that presented in a form such that the respondents were asked to choose one answer that suits the characteristics of him by giving the sign (x) or a checklist (√). The researcher will use questionnaire to get the data about students' habit in watching English movies.

3.4.2 Vocabulary Test

Test is a series of questions or exercises that are used to measure the skills of knowledge, intelligence, ability or aptitude of the individual or group.³² There are

³¹Riduwan, *Skala Pengukuran Variable-Variable Penelitian*, (Bandung: Alfabeta, 2009), p.25.

³²Riduwan, *Skala Pengukuran Variable-Variable Penelitian*, (Bandung: Alfabeta, 2009), p.30.

several kinds of test instruments in data collection, include: personality tests, aptitude tests, achievement tests, intelligence tests, and test attitude. In this study, the achievement test is used to measure student's vocabulary mastery. This test is in the form of multiple choice tests that consist of alternative answers.

3.5 Technique of Data Analysis

To find out the correlation of the average value of study between students' habit in watching English movie and vocabulary mastery using the following formula:

1. Scoring the students' habit in watching English movie and their vocabulary mastery based on the following criteria:

Table 3.2 : Criteria of watching English movie questionnaire score³³

Positive statement		Negative statement	
Criteria	Score	Criteria	Score
Strongly Agree (SA)	5	Strongly Disagree (SD)	1
Agree (A)	4	Disagree (D)	2
Neutral (N)	3	Neutral (N)	3
Disagree (D)	2	Agree (A)	4
Strongly Disagree (SD)	1	Strongly Agree (SA)	5

³³Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfa Beta, 2011), p. 108.

In this research, the researcher gave questionnaire to the students which contained some statement. Each statement of the test consists of five-option answers that have different scales. The questionnaire of this research consisted of 14 statements for students' habit in Watching English movie (7 positive statements and 7 negative statements).

2. Calculating the rate percentages of the students' score:

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

Where:

P = Percentages

F = Frequency

N = Total number of sample³⁴

3. Calculating the students test by using the following formula:

$$\chi = \frac{\sum X}{N}$$

Where:

X = Mean score

$\sum X$ = Total of raw score

N = The number of students³⁵

4. Calculating the value t-test to indicate the significance of difference between two means. The following formula is employed.

$$SD = \sqrt{\frac{ss}{N-1}} \quad \text{where } ss = \sum X^2 - \frac{(\sum X)^2}{N}$$

³⁴Gay L.R., *Educational Research: Competencies for Current English*, (Second Edition: Florida International University, 1981), p. 448.

³⁵Gay L.R., *Educational Research: Competencies for Current English*, (Second Edition: Florida International University, 1981), p. 331.

Where:

SD = Standard deviation

SS = Some of squares

ΣX^2 = Some of squares

(ΣX^2) = the sum of all the squares, squares each score and add up all the square : the squares, of the sum; add all, the score and square the sum or total

N = Total number of the students³⁶

5. Classifying the students' vocabulary mastery by using the following formula:

Table 3.3 classified the students' score in this scoring classification³⁷

Score	Classification
80-100	Excellent
66-79	Very Good
56-65	Good
40-55	Fair
<40	Poor

³⁶ Gay L.R., *Educational Research: Competencies for Current English*, (Second Edition: Florida International University, 1981), p. 331

³⁷ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, Edisi Revisi; (Jakarta: Bumi Aksara.2009), p. 245

6. Calculating the r test:

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

Where:

r_{xy} = Coefficient of correlation product moment

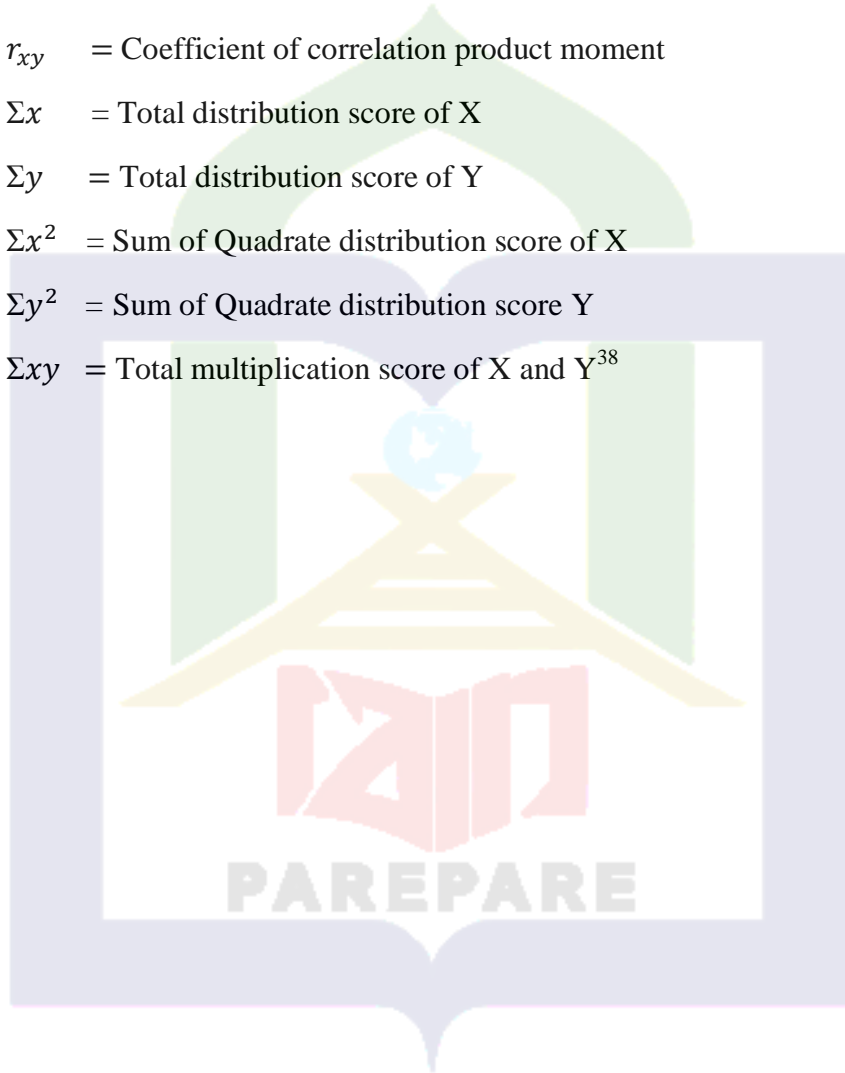
$\sum x$ = Total distribution score of X

$\sum y$ = Total distribution score of Y

$\sum x^2$ = Sum of Quadrate distribution score of X

$\sum y^2$ = Sum of Quadrate distribution score Y

$\sum xy$ = Total multiplication score of X and Y³⁸



³⁸Gay L.R., *Educational Research: Competencies for Current English*, (Second Edition: Florida International University, 1981), p. 334.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented the finding and discussion of the result of the research

4.1 Finding

4.1.1 The result of students' habit in watching English movie

The data were collected to the students by giving questionnaire to the sample and the result can be seen at the table presented below:

Table 4.1: The result of students' habit in watching English movie questionnaire

No.	Name	Questionnaire Items														X
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1.	Ahmad Habibi	4	3	2	1	1	3	2	3	3	5	2	3	3	4	39
2.	Akbar Rahayu	4	5	3	3	3	4	3	2	3	3	2	2	3	2	42
3.	Kitab	3	4	3	4	3	3	2	2	3	3	3	4	3	4	44
4.	Muh. Irfan Malla	4	3	3	1	4	4	3	3	2	4	2	1	3	4	41
5.	Muh. Juhri	4	4	4	4	5	4	4	4	4	3	4	2	2	3	51
6.	Muh. Ridwan	4	5	5	4	5	5	5	5	4	3	3	4	4	3	59
7.	Syamsul Ma'arif	4	4	3	3	3	3	4	4	4	4	4	4	5	5	54
8.	Wawan Erawan	5	4	5	5	4	5	5	5	4	5	5	4	5	5	66
9.	Fery Handayani	4	5	3	3	4	4	3	2	2	4	2	2	2	2	42
10.	Yusril Ihza	5	5	5	4	4	4	5	5	5	4	4	5	4	5	64
11.	Askari Risaldi	4	4	3	4	3	4	4	3	3	3	4	2	4	4	49
12.	Apriani Tamrin	4	3	2	3	3	4	2	3	3	2	2	1	2	1	35

Continued of table 4.1

No.	Nama	Questionnaire Items														X
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	
13.	Badriah	4	4	4	3	3	4	3	3	3	2	3	3	3	4	44
14.	Hajrah	5	5	5	5	4	5	4	5	5	5	5	4	5	5	67
15.	Hasriyani	4	5	4	4	4	3	3	4	5	2	4	3	4	4	53
16.	Jurana	4	3	2	3	3	4	2	3	3	2	2	1	2	1	35
17.	Kasmawati	4	4	3	4	4	3	3	4	4	3	3	2	3	3	47
18.	Maryam	4	3	3	3	2	2	2	4	3	4	3	3	3	3	42
19.	Rahmaniar	5	5	4	4	3	5	4	4	5	3	5	2	5	3	57
20.	Nabila Marjan	4	4	4	3	5	4	4	4	3	4	3	4	3	3	52
21.	Nur Amal	3	4	3	3	3	3	3	4	3	3	2	2	2	2	40
22.	Nurfadillah	5	5	4	4	5	5	5	5	5	4	4	5	5	5	66
23.	Rasni	3	3	3	3	3	3	3	4	4	4	4	4	4	4	49
24.	Riska	4	5	4	3	4	3	3	5	5	5	4	2	4	4	55
25.	Suriyaman	4	1	2	3	2	3	3	2	4	3	3	3	4	3	40
26.	Sri Suryanti	5	4	4	3	4	5	4	5	5	3	5	3	4	3	57
Total															1,290	

Based on the table above, the researcher showed the students' habit in watching English movie's score and the sum of students' questionnaire. The sum of students' questionnaire was symbolized as X. The numbers of sample were 26 students and the totals item of the questionnaire was 14 statements.

The students' habit in watching English movie was presented in the following:

1. The result of the first statement in questionnaire showed that there were 4 or 15.38% students chose strongly agree, 11 or 42.30% students chose agree, 9 or 34.61% students chose neutral, 2 or 7.69% students chose disagree and none of the students chose strongly disagree.
2. The result of the second statement in questionnaire showed that there were 5 or 19.23% students chose strongly agree, 9 or 34.61% students chose agree, 9 or 34.61% students chose neutral, 3 or 11.53% students chose disagree and none of the students chose strongly disagree.
3. The result of the third statement in questionnaire showed that there were 1 or 3.84% students chose strongly agree, 7 or 26.92% students chose agree, 13 or 50% students chose neutral, 4 or 15.38% students chose disagree and 1 or 3.84% students chose strongly disagree.
4. The result of the fourth statement in questionnaire showed that there were 1 or 3.84% students chose strongly agree, 6 or 23.07% students chose agree, 10 or 38.46% students chose neutral, 9 or 34.61% students chose disagree and none of the students chose strongly disagree.
5. The result of the fifth statement in questionnaire showed that there were 2 or 7.69% students chose strongly agree, 2 or 7.69% students chose agree, 8 or 30.76% students chose neutral, 7 or 26.92% students chose disagree and 7 or 26.92% students chose strongly disagree.
6. The result of the sixth statement in questionnaire showed that there were 9 or 34.61% students chose strongly agree, 7 or 26.92% students chose agree, 7 or

- 26.92% students chose neutral, 2 or 7.69% students chose disagree and 1 or 3.84% students chose strongly disagree.
7. The result of the seventh statement in questionnaire showed that there were 3 or 11.53% students chose strongly agree, 6 or 23.07% students chose agree, 11 or 42.30% students chose neutral, 5 or 19.23% students chose disagree and 1 or 3.84% students chose strongly disagree.
 8. The result of the eighth statement in questionnaire showed that there were 8 or 30.76% students chose strongly agree, 6 or 23.07% students chose agree, 8 or 30.76% students chose neutral, 4 or 15.38% students chose disagree and 1 or 3.84% students chose strongly disagree.
 9. The result of the ninth statement in questionnaire showed that there were 3 or 11.53% students chose strongly agree, 11 or 42.30% students chose agree, 8 or 30.76% students chose neutral, 2 or 7.69% students chose disagree and 2 or 7.69% students chose strongly disagree.
 10. The result of the tenth statement in questionnaire showed that there were none of students chose strongly agree, 6 or 23.07% students chose agree, 11 or 42.30% students chose neutral, 4 or 15.38% students chose disagree and 5 or 19.23% students chose strongly disagree.
 11. The result of the eleventh statement in questionnaire showed that there were none of students chose strongly agree, 7 or 26.92% students chose agree, 13 or 50% students chose neutral, 6 or 23.07% students chose disagree and none of students chose strongly disagree.
 12. The result of the twelfth statement in questionnaire showed that there were 2 or 7.69% students chose strongly agree, 6 or 23.07% students chose agree, 10 or

38.46% students chose neutral, 3 or 11.53% students chose disagree and 5 or 19.23% students chose strongly disagree.

13. The result of the thirteenth statement in questionnaire showed that there were 9 or 34.61% students chose strongly agree, 6 or 23.07% students chose agree, 11 or 42.30% students chose neutral, and none of students chose disagree and strongly disagree.

14. The result of the fourteenth statement in questionnaire showed that there were 1 or 3.84% students chose strongly agree, 13 or 50% students chose agree, 6 or 23.07% students chose neutral, 2 or 7.69% students chose disagree and 4 or 15.38% students chose strongly disagree.

Meanwhile, the total calculating of rate percentages of the all item is:

$$P = \frac{1,290}{1,820} \times 100 = 70.88\%$$

Finally, based on the result of questionnaire above, the total percentage of the all items questionnaire showed that 70.88% of the students had a habit in watching English movie. It meant that there was 70.88% the students in MAN Wajo had a habit in watching English movie.

4.1.2 The result of students' vocabulary mastery

The data were collected to the students by giving a test to the sample and the result can be seen at the table presented below:

Table 4.2: The result of students' vocabulary mastery test

No.	Name	Students' Answer														Y
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1.	Ahmad Habibi	0	1	0	1	0	0	1	0	0	1	1	0	0	1	43
2.	Akbar Rahayu	1	0	0	1	0	1	0	1	1	1	0	1	1	0	57
3.	Kitab	1	0	0	1	0	1	1	0	0	1	0	1	0	0	43
4.	Muh. Irfan Malla	1	1	0	1	0	1	1	0	0	0	1	1	1	0	57
5.	Muh. Juhri	1	1	0	1	0	0	1	1	0	0	0	1	1	1	57
6.	Muh. Ridwan	0	1	0	0	1	1	1	0	1	1	1	1	1	1	71
7.	Syamsul Ma'arif	0	1	1	1	0	1	1	0	1	1	1	0	0	1	64
8.	Wawan Erawan	1	1	1	1	1	1	1	1	0	1	0	1	1	1	86
9.	Fery Handayani	1	0	1	0	1	1	0	0	0	1	0	1	1	1	57
10.	Yusril Ihza	1	1	1	1	0	1	1	1	1	0	1	1	1	1	86
11.	Askari Risaldi	0	1	1	0	0	1	0	1	0	1	0	1	1	0	50
12.	Apriani Tamrin	1	0	0	0	1	0	0	0	1	0	0	1	1	1	43
13.	Badriah	1	0	1	0	1	0	1	1	0	1	1	1	0	1	64
14.	Hajrah	1	1	1	1	1	1	0	1	1	0	1	1	1	1	86
15.	Hasriyani	1	1	1	1	0	1	1	0	1	0	1	1	1	1	78
16.	Jurana	0	0	1	0	0	1	0	0	0	0	0	0	1	0	21

Continued of table 4.2

No.	Name	Students' Answer														Y
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	
17.	Kasmawati	1	1	0	1	0	1	1	0	0	1	1	0	1	1	64
18.	Maryam	1	0	1	0	0	1	0	1	1	1	0	0	0	1	50
19.	Rahmaniar	1	1	1	0	1	0	1	0	0	1	1	1	1	1	71
20.	Nabila Marjan	1	0	0	1	0	1	1	1	0	0	1	1	1	1	64
21.	Nur Amal	0	1	0	1	0	0	0	1	0	0	0	0	1	0	28
22.	Nurfadillah	1	1	1	1	0	1	1	1	0	1	1	1	1	1	86
23.	Rasni	1	0	1	1	1	0	1	1	1	1	0	1	1	0	71
24.	Riska	1	1	0	1	1	0	1	1	0	1	1	0	1	1	71
25.	Suriyaman	1	0	0	0	0	0	1	0	0	0	1	0	0	1	28
26.	Sri Suryanti	1	1	0	1	0	0	1	0	1	1	0	1	1	1	64
Total															1,560	

Based on the table above, the researcher showed the students' score in vocabulary master test and the sum of students' vocabulary mastery test. The sum of students' vocabulary mastery test was symbolized as Y. The highest score of students' vocabulary mastery test is 86 and the lowest is 21. The total score of all students (Y) are 1,396.

Table 4.3: The classification, score, frequency and percentage of students' vocabulary mastery

No	Score	Classification	Frequency	Percentage %
1	80-100	Excellent	4	15.4%
2	66-79	Very Good	5	19.2%
3	56-65	Good	10	38.5%
4	40-55	Fair	4	15.4%
5	<40	Poor	3	11.5%
Total			26	100%

Based on the table above, it can be seen that there are 4 students who excellent, 5 students got very good, 10 students who got good, 4 students got fair and 3 students got poor on their vocabulary mastery test result. Based on the presentation of finding, the researcher found out the mean score of the students' vocabulary mastery is 60 where it is in good category.

4.1.3 Calculating the correlation of both variables

After determining the score of the students, both students' habit in watching English movie questionnaire and their vocabulary mastery test, the data were statistically computed to find the correlation between the two variables. As stated in the previous chapter, the r-value was computed using Pearson product moment formula. The result of the computation of correlation coefficient by using Pearson product moment formula can be seen as follows:

Table 4.4: Distribution table of students' habit in watching English movie (X) and result of vocabulary mastery (Y)

No.	Name	X	X ²	Y	Y ²	XY
1.	Ahmad Habibi	28	900	43	1849	1290
2.	Akbar Rahayu	36	1521	57	3249	2223
3.	Kitab	43	1849	43	1849	1849
4.	Muh. Irfan Malla	36	1444	57	3249	2166
5.	Muh. Juhri	57	3249	57	3249	3249
6.	Muh. Ridwan	71	2401	71	5041	3479
7.	Syamsul Ma'arif	64	2404	64	4096	3072
8.	Wawan Erawan	86	2916	86	7392	4644
9.	Fery Handayani	36	1369	57	3249	2109
10.	Yusril Ihza	86	3249	86	7396	4902
11.	Askari Risaldi	50	2916	50	2500	2700
12.	Apriani Tamrin	21	961	43	1849	1333
13.	Badriah	43	2500	64	4096	3200
14.	Hajrah	86	2809	86	7396	4558
15.	Hasriyani	78	2704	78	6084	4056
16.	Jurana	21	900	21	441	630
17.	Kasmawati	43	2025	64	4096	2800
18.	Maryam	28	1845	50	2500	2150
19.	Rahmaniar	71	2916	71	5041	3834
20.	Nabila Marjan	64	1936	64	4096	2816

Continued of table 4.4

No.	Name	X	X ²	Y	Y ²	XY
21.	Nur Amal	28	2025	28	784	1260
22.	Nurfadillah	86	2209	86	7396	4043
23.	Rasni	71	1849	71	5041	3053
24.	Riska	71	2704	71	5041	3692
25.	Suriyaman	28	1764	28	784	1176
26.	Sri Suryanti	64	2401	64	4096	3136
Total		1,186	55,670	1,560	101,864	73,499

There are five score presented on the table above, they are X, X², Y, Y² and XY. The value of X was taken by the students' habit in watching English movie score, the value of X² was taken by value of X quadratically, value of Y was taken by score of students' vocabulary mastery, Y² was taken by value of Y quadratically and the value of XY was taken by multiplying the value of X and Y. To find out the correlation between both variables, the researcher used the procedures as follows:

1. Finding out the correlation between two variables (r_{xy}) by using correlation product moment formula:

$$r_{xy} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2] \cdot [n(\sum y^2) - (\sum y)^2]}}$$

$$r_{xy} = \frac{26(73,499) - (1,186)(1,560)}{\sqrt{[26(55,670) - (1,186)^2][26(101,864) - (1,560)^2]}}$$

$$r_{xy} = \frac{1,910,974 - 1,850,160}{\sqrt{[1,447,420 - 1,406,596][2,648,464 - 2,433,600]}}$$

$$r_{xy} = \frac{60,814}{\sqrt{[40,824][214,864]}}$$

$$r_{xy} = \frac{60,814}{\sqrt{8,771,607,936}}$$

$$r_{xy} = \frac{60,814}{93,656.86}$$

$$r_{xy} = 0.64$$

2. Calculating the *degree of freedom*

To know the correlation study between students' habit in watching English movie and their vocabulary mastery at the second grade students of MAN Wajo in 5% significance ($\alpha = 0.05$), the researcher is using r table with degree of freedom as follow:

df: N-2

df: 26 - 2

df: 24

df: 0.40

4.2 Discussion

4.2.1 Students' habit in watching English movie

To find out the students' habit in watching English movie, the researcher firstly give scores to students' habit in watching English movie questionnaires. Secondly, the researcher sums the total scores of students' questionnaire and symbolized as "X". Finally, the researcher calculated the total percentage of the all items questionnaire. The total percentage of the all items questionnaire showed that

70.88% of the students had a habit in watching English movie. It meant that there was 70.88% the students in MAN Wajo had a habit in watching English movie.

4.2.2 Students' vocabulary mastery

To find out the students' vocabulary mastery test, the researcher firstly gave scores to the students' vocabulary mastery test. Secondly, the researcher sums the total scores of students' vocabulary mastery test and symbolized as "Y". Finally the researcher classified the students' scores.

Based on the presentation of finding, the researcher found out the mean score of the students' vocabulary mastery is 60 where it is in a good category. It is mean that the rate percentage of the students' score in vocabulary mastery was good because most of them got good classification.

4.2.3 Correlation study between students' habit in watching English movie and their vocabulary mastery

The last step that the researcher doing is analyzed the data of correlation study between students' habit in watching English movie and their vocabulary mastery, The researcher calculation result of students' habit in watching English movie questionnaire and their vocabulary mastery questionnaire is 0.64 and it is consulted to the table of r Product Moment with $N = 24$, found 0.40 by level of significance is 5% ($\alpha = 0.05$). It means that r_{xy} greater than r_{value} ($0.64 > 0.40$). In conclusion, Null hypothesis (H_0) is rejected and Alternative hypothesis (H_i) is accepted. So, there is significant correlation study between students' habit in watching English movie and their vocabulary mastery at the second grade students of MAN Wajo.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented of two parts namely conclusion and suggestion. The conclusion was based on the research finding and the discussion. The suggestion was based on the conclusion.

5.1 Conclusion

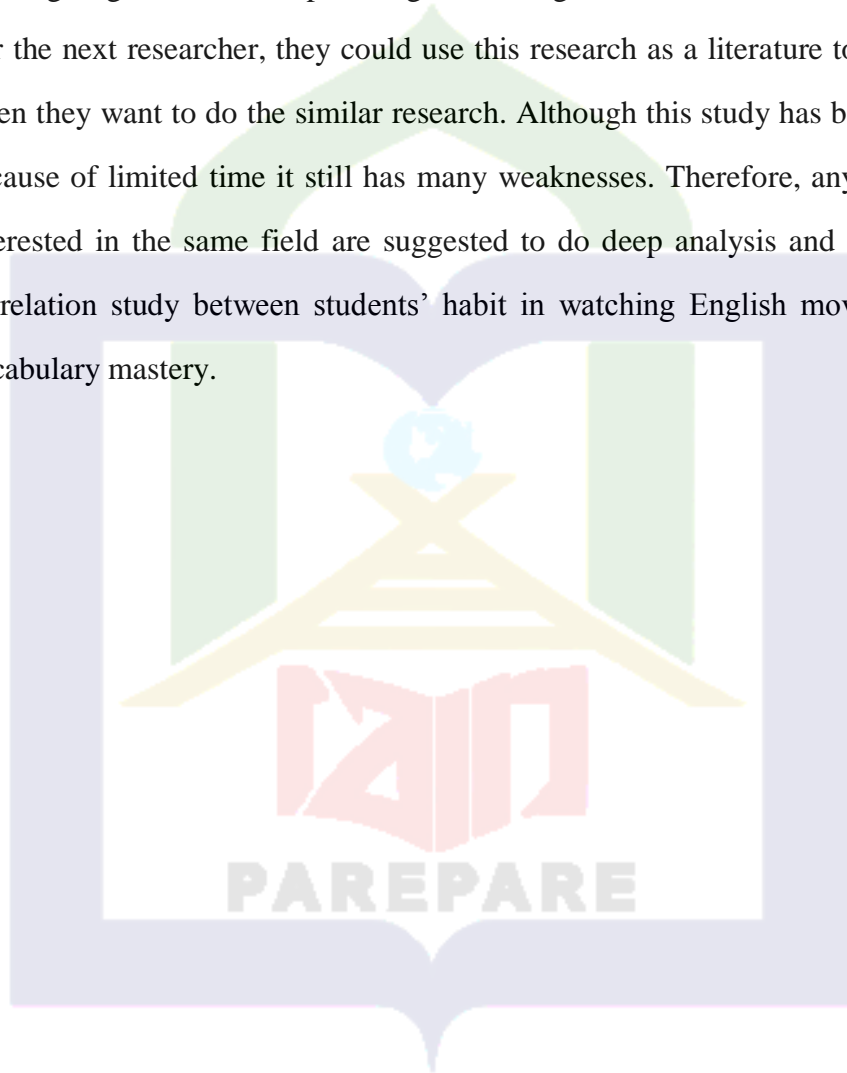
Based the description of the previous chapter, the result of computation study between students' habit in watching English movie and their vocabulary mastery at the second grade students of Man Wajo is 0.64. Meanwhile the degree of freedom (df) $N-2 = 24$ with 5% significant level is 0.40. It means that r_{value} is greater than r_{table} . Based on the discussion on the previous chapter if $r_{\text{value}} > r_{\text{table}}$ then H_0 is rejected and H_1 is accepted. So, the researcher draws a conclusion that there is significant correlation study between students' habit in watching English movie and their vocabulary mastery at the second grade students of Man Wajo.

5.2 Suggestion

Based on the result of the research, the researcher would like to offer some suggestions to improve the students' vocabulary mastery. The suggestions are:

1. For the students should enrich themselves with the some literatures about English. Pay attention to the teachers' explanation about the lesson and give the good participation in the class and always memorize vocabulary and practice your English every day.

2. For an English teachers should be using variants method, do not just used old method to teach English. The teachers also should be able to create an attractive learning environment. So, that the students do not feel bored especially in learning English. For example using media English movie.
3. For the next researcher, they could use this research as a literature to guide them when they want to do the similar research. Although this study has been done but because of limited time it still has many weaknesses. Therefore, any researchers interested in the same field are suggested to do deep analysis and focus on the correlation study between students' habit in watching English movie and their vocabulary mastery.



BIBLIOGRAPHY

- Age, Early. 2016. *Important of Vocabulary*. <http://www.exforsys.com/career-center/Englishvocabulary/important-of-vocabulary-from-an-early-age> (Html 16th January 2016).
- Arikunto, Suharsimi. 2009. *Dasar-dasar Evaluasi Pendidikan*. Edisi Revisi; Jakarta: Bumi Aksara.
- Corson, David. 1995. *Using English Words*. Norwell, Massachusetts: Kluwer Academic Publishers.
- Eliab, Bong S. 2016 “*Film Principles/Film Appreciation*”, <http://eliab.tripod.com/films>. (Accessed on 15th January 2016 at 13:20 am.
- Ellish, G and B. Sinclair. 1997. “*Learning to Learn English a Course in Language Training (sixth printing)*”. United Kingdom: Cambridge University Press.
- Gaim, Ruth and Stuard Redman. 2011. “*Working With Words: AbGuide to Teaching and Learning Vocabulary*”. New York: Cambridge University Press.
- Gardner, Benjamin. 2012. *Habit as Automaticity, not Frequency, Journal of the European Health Psychologist*. Access on June 14th 2016.
- Harmer and Jeremy. 1991. *The Practice of English Language Teaching*. London: Longman Group.
- Hikmah, Nurul. 2010. “Developing Students’ Vocabulary Using Dora the Explorer Movie (a Classroom Action Research With the Fourth Grade Students of SDN 02 Subah Batang in the Academic Year of 2009/2010””. Unpublished: Skiripsi IAIN Walisongo.
- Hornby. 1987. *Oxford Advenced Learner’s Dictionary*. Great Britain: Oxford University Press.
- L. R., Gay. 1981. *Educational Research: Competencies for Current English*. Second Edition: Florida International University.
- . 1976. *Educational Research: Competencies for Analysis & Application*. USA: Charles E Merill Publishing Company.
- Littlewoods, William. T. 1989. *Foreign and Second Language Learning (Language Acquisition Research and Its Implications for the Classroom*. Printed in Great Britain, Cambridge University Press, the 6th Published.
- Murcia and Lois Menthos. 1959. *Teaching English as a Second or Foreign Language*. Published by Newbury House Publishers.

- Nation, I.S.P. 1990. *Teaching & Learning Vocabulary*. Massachusetts, USA: McNaughton & Gunn.
- Nilsen, Per et al. 2016. *Creature of Habit: Accounting for the Role of Habit in Implementation Research on Clinical Behavior Change*. Implementation Science Journal, January 14th 2016.
- Nurpadilah. 2011. "Increasing the Students' Vocabulary in Learning English through Guessing Game at the Second Year Student of SMPN 3 Tinambung Kab. Polman". Unpublished: Skripsi STAIN Parepare.
- Plag, Ingo. 2003. *Word-Formation in English*. London: Cambridge Univ. Press.
- Richard, Jack C. *Longman Dictionary of Language Teaching and Applied Linguistics*.
- Riduwan. 2009. *Skala Pengukuran Variable-Variable Penelitian*. Bandung: Alfabeta.
- Rosmiati. 2007. "Using Simple Dialogue to Increase the Students' Vocabulary". Unpublished Thesis: FKIP UMPAR Parepare.
- Saraswati, V. 2004. *English Language Teaching Principle and Practice*. Chennai: Orient Longman Private Limited Press.
- Schail. 1967. *Seven Days Faster Reading*. New York: Oxford University Press.
- Sugiyono. 2011. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfa Beta.
- Teaching English, <http://www.teachingenglish.org.uk/knowledge-database/passive-vocabulary>. (Retrieved on 04th of Mei 2016 at 06.17 am).
- Webster, Merriam. 2014. An Encyclopedia Britannica Company Dictionary. <http://www.merriam-webster.com/dictionary/habit>. (Access on January 15th 2016).
- Webster. 2003. *The New International Webster's Comprehensive Dictionary of the English Language*. United State: Trident Press International.
- Wikipedia. "Film". <http://en.wikipedia.org/wiki/Movie>. (Accessed on 15th January 2016 at 13:13am).
- Wikipedia. 2016. *The Function of Movie* <http://www.twyman-whitney/film/functions.com>. (Access on 12th January 2016).
- Wood, Wendy and David T. Neal. 2016. *A New Look at Habits and the Habit-Goal Interface, Psychological Review, American Psychological Journal Association*. (Access on January 14th 2016).

Zhiying, Zhong. 2005. *A Comparative Study of Passive and Active Vocabulary Knowledge of Prince of Songkla University and South China Agricultural University EFL Learners*. Bangkok: Songkla University.





APPENDIX I

Questionnaire of Students'
Habit in Watching English
Movie

PAREPARE

ANGKET PENELITIAN

THE CORRELATION STUDY BETWEEN STUDENTS' HABIT IN WATCHING ENGLISH MOVIE AND THEIR VOCABULARY MASTERY AT THE SECOND GRADE STUDENTS OF MAN WAJO

I. KETERANGAN ANGKET

1. Angket ini dimaksudkan untuk memperoleh data objektif dari responden dalam penyusunan skripsi.
2. Dengan mengisi angket ini, berarti telah ikut serta membantu kami dalam penyelesaian studi.

II. PETUNJUK PENGISIAN ANGKET

1. Sebelum anda menjawab daftar pertanyaan yang telah disiapkan, terlebih dahulu isi daftar identitas yang telah disediakan.
2. Bacalah dengan baik setiap pertanyaan, kemudian beri tanda ceklist (√) pada jawaban yang dianggap paling tepat.
3. Angket ini terdiri dari 5 (lima) pilihan jawaban:
 - a. SS : Sangat Setuju
 - b. S : Setuju
 - c. KS : Kurang Setuju
 - d. TS : Tidak Setuju
 - e. STS : Sangat Tidak Setuju

4. Isilah angket ini dengan jujur serta penuh ketelitian sehingga semua soal dapat dijawab. Dan sebelumnya tak lupa kami ucapkan banyak terima kasih atas segala bantuannya.

III. IDENTITAS RESPONDEN

1. Nama :
2. Kelas :
3. Jenis kelamin :
4. Hari/Tgl :

IV. DAFTAR PERTANYAAN

NO	PERTANYAAN	SS	S	KS	TS	STS
1.	Saya sering menonton film bahasa Inggris.					
2.	Ketika menonton film bahasa Inggris saya sering menemukan kosa kata baru.					
3.	Ketika menonton film bahasa Inggris saya sering menghafal kosa kata yang saya dapat.					
4.	Ketika menonton film bahasa Inggris saya sering melatih pengucapan kosa kata yang saya dapat.					
5.	Ketika menonton film bahasa Inggris saya sering mencari kamus untuk menemukan arti dari kosa kata.					
6.	Ketika menonton film bahasa Inggris saya sering menemukan kosa kata sulit.					
7.	Ketika saya menonton film bahasa Inggris saya sering menangkap/memahami kosa kata dari film					

	yang saya tonton.					
8.	Saya tidak pernah menonton film bahasa Inggris.					
9.	Ketika menonton film bahasa Inggris saya tidak menemukan kosa kata baru.					
10.	Ketika menonton film bahasa Inggris saya tidak pernah menghafal kosa kata yang saya dapat.					
11.	Ketika menonton film bahasa Inggris saya tidak pernah melatih pengucapan kosa kata yang saya dapat.					
12.	Ketika menonton film bahasa Inggris saya tidak pernah mencari kamus untuk menemukan arti dari kosa kata.					
13.	Ketika menonton film bahasa Inggris saya tidak pernah menemukan kosa kata sulit.					
14.	Ketika saya menonton film bahasa Inggris saya tidak pernah menangkap/memahami kosa kata dari film yang saya tonton.					

APPENDIX 2

Questions of Students'
Vocabulary Mastery test

VOCABULARY TEST

Name :
 Student Number :
 Class :

Cinderella

Once upon a time there was a kind hearted girl called Cinderella. She lived with her stepsisters. They were very bossy. They made Cinderella do all the housework.

One day an invitation to the ball came to the family. Her stepsisters would not let her go. Cinderella was sad because she wanted to go to the ball too. Her stepsisters went to the ball without her. Fortunately, the fairy Godmother came and helped her to get to the ball.

At the ball, Cinderella dance with the prince. The prince fell in love with her then married her. They lived happily ever after.

- Once upon a time there was a kind hearted girl called Cinderella. The word underlined is close meaning to.....
 - Bad
 - Beautiful
 - Handsome
 - Big
- She lived with her stepsisters. The word underlined is close meaning to.....
 - Stayed
 - Life
 - Smelt
 - Loved
- They were very bossy. The word underlined is contrary to.....
 - Commanding
 - Arrogant
 - Submissive
 - Pushy

4. **(n) Invitation** means.....
- Your feeling and thought about something
 - Request to do something or go somewhere
 - Act of bringing something into use for the first time
 - A measurement of output per hours worked
5. **(v) Live** means.....
- To continue alive
 - To cause someone enjoyment
 - To keep doing something
 - To make a request
6. **(adv.) happily** means.....
- Not good enough
 - Probable or expected
 - In a fortunate manner
 - Unfortunately
7. At the ball, Cinderella dance with the prince. The word underlined is contrary to.....
- Queen
 - President
 - Princess
 - King
8. She wanted to go to the ball too. The word underlined is close meaning to.....
- Convinced
 - Hated
 - Liked
 - Intended
9. The prince fell in love with her then married her. The word underlined is contrary to.....
- Like
 - Interested
 - Hate
 - Angry

10. (n) **Ball** in this story means.....
- A space or passage inside the entrance of a house
 - An empty space that can be used for a particular purpose
 - An area of study or activity
 - A large formal gathering for social dancing
11. (n) **Fairy** means.....
- Small imaginary creature with magical powers
 - A priest or priestess who uses magic for purpose of curing the sick, divining the hidden, and controlling events
 - Male ruler of an independent state that has a royal family
 - Messenger of God
12. Her stepsisters would not let her go. The word underlined is antonym with.....
- Sister in-law
 - Step daughter
 - Sibling
 - Step mother
13. They made Cinderella do all the housework. The word underlined is synonym with.....
- Had
 - Created
 - Produced
 - Did
14. Fortunately, the fairy Godmother came. The word underlined is synonym with.....
- Unfortunately
 - Afterwards
 - Hopefully
 - Directly

APPENDIX 3

Calculating of the mean score
of students' vocabulary
mastery test (Y)

CALCULATING OF THE MEAN SCORE (Y) OF STUDENTS' VOCABULARY MASTERY TEST

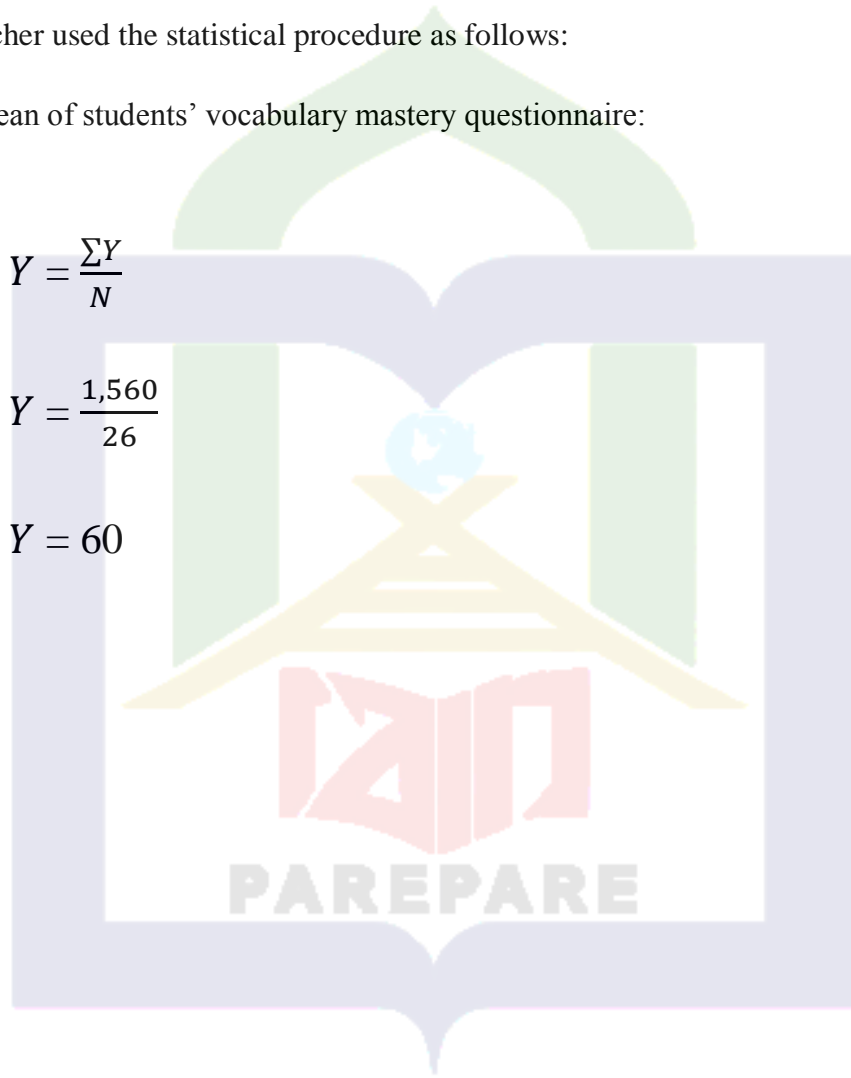
In determining mean score (Y) of students' vocabulary mastery test, the researcher used the statistical procedure as follows:

The mean of students' vocabulary mastery questionnaire:

$$Y = \frac{\sum Y}{N}$$

$$Y = \frac{1,560}{26}$$

$$Y = 60$$



APPENDIX 4

License of the Research





**JURUSAN TARBIYAH
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) PAREPARE**

Sekretariat : Jl. Amal Bakti No. 8 Parepare Kode Pos 91132 Telepon (0421) 21307 Fax (0421) 24404

Nomor : Sti/19/PP.00.9/249/2015
Lamp. : -
Hal : **Penetapan Pembimbing Skripsi**

Kepada YTH.

1. H. Ambo Dalle, M.Pd.
2. Abd. Haris Sunubi, M.Pd.

di-

Tempat

Assalamu Alaikum Wr. Wb.

Berdasarkan surat permohonan mahasiswa:

Nama : Yuliani
Nim : 12.1300.009
Jurusan : Tarbiyah
Prodi : Pendidikan Bahasa Inggris

Pada tanggal 20 April 2015 tentang pengusulan judul penelitian *The Correlation Study Between Students' Habit in Watching English Movie and their Vocabulary Mastery (A Study at First Grade Students of MAN Wajo)*, maka dengan ini kami menunjuk dan menetapkan bapak /ibu sebagai Pembimbing mahasiswa yang bersangkutan dalam Penulisan skripsi.

Demikian surat penetapan ini diberikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Parepare, 12 Mei 2015

An. Ketua
Ketua Jurusan Tarbiyah,

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





KEMENTERIAN AGAMA R.I.
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)
PAREPARE

Alamat : JL. Amal Bhakti No. 08 Soreang Kota Parepare ☎ (0421)21307 📠 (0421) 24404
 Website : www.stainparepare.ac.id Email: email.stainparepare.ac.id

Nomor : Sti.08/PP.00.9/ 1087 /2016
 Lampiran : -
 Hal : Izin Melaksanakan Penelitian

Kepada Yth.
 Kepala Daerah KAB. WAJO
 Cq. Badan Kesatuan Bangsa dan Politik
 di
 KAB. WAJO

Assalamu Alaikum Wr. Wb.

Dengan ini disampikan bahwa mahasiswa SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE :

Nama : YULIANI
 Tempat/Tgl. Lahir : TIPPULU, 19 Januari 1994
 NIM : 12.1300.009
 Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
 Semester : VIII (Delapan)
 Alamat : TIPPULU, KEC. BELAWA, KAB. WAJO

Bermaksud akan mengadakan penelitian di wilayah **KAB. WAJO** dalam rangka penyusunan skripsi yang berjudul :

"THE CORRELATION STUDY BETWEEN STUDENTS' HABIT IN WATCHING ENGLISH MOVIE AND THEIR VOCABULARY MASTERY AT THE SECOND GRADE STUDENTS OF MAN WAJO"

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

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

Terima kasih,

Parepare, 12 Mei 2016

A.n Ketua

Wakil Ketua Bidang Akademik dan Pengembangan Lembaga (APL)



[Signature]
 Drs. Muh. Djunaidi, M.Ag.
 NIP. 195412311991031032

SRN CO 0000234

PEMERINTAH KABUPATEN WAJO
BADAN PELAYANAN PERIZINAN TERPADU DAN PENANAMAN MODAL
 JL. Jend. Achmad Yani No. 33 Tlp/Fax (0485) 323549
 www.bpptpmwajokab@gmail.com, Sengkang (90915), Kabupaten Wajo, Provinsi Sulawesi Selatan

IZIN PENELITIAN / SURVEY
Nomor : 0234/IP/BPPTPM/2016

Membaca : Surat Permohonan **YULIANI** Tanggal **14-05-2016**
 Tentang Penerbitan Izin Penelitian / Survey

Mengingat : 1. Peraturan Menteri Dalam Negeri RI Nomor 7 Tahun 2014 Tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian
 2. Peraturan Bupati Wajo Nomor 11 Tahun 2015 Tentang Pelimpahan Kewenangan Pelayanan Perizinan Kepada Badan Pelayanan Perizinan Terpadu dan Penanaman Modal Kabupaten Wajo

Memperhatikan : 1. Surat Wakil Ketua Bidang Akademik dan Pengembangan Lembaga (APL) Sekolah Tinggi Agama Islam Negeri (STAIN) Parepare Nomor : St.08/PP.00.9/1087/2016 Tanggal 12 Mei 2016 Perihal : Izin Melaksanakan Penelitian
 2. Rekomendasi Tim Teknis Nomor **00234/IP/TIM-TEKNIS/V/2016** Tanggal **16-05-2016** Tentang Penerbitan Izin Penelitian / Survey

Menetapkan : Memberikan IZIN PENELITIAN / SURVEY kepada :

Nama : **YULIANI**
 Tempat / Tgl Lahir : **TIPPULU , 19 JANUARI 1994**
 Alamat : **JL. AMAL BAKTI SOREANG PARE PARE**
 Universitas / lembaga : **STAIN PAREPARE**
 Judul Penelitian : **THE CORRELATION STUDY BETWEEN STUDENTS' HABIT IN WATCHING ENGLISH MOVIE AND THEIR VOCABULARY MASTERY AT THE SECOND GRADE STUDENTS OF MAN WAJO**
 Lokasi Penelitian : **MAN WAJO**
 Lama Penelitian : **12 Mei 2016 s.d 12 Juni 2016**

Untuk hal ini tidak merasa keberatan atas pelaksanaan Penelitian / Survey dimaksud dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah pelaksanaan penelitian harus melaporkan diri kepada pemerintah setempat dan instansi yang bersangkutan
2. Penelitian tidak menyimpang dari masalah yang telah diizinkan, semata-mata untuk kepentingan ilmiah
3. Mentaati Semua perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat

Ditetapkan di : **Sengkang**
 Pada Tanggal : **16 Mei 2016**

KEPALA BADAN

R. YAMSH ALAM, S.Sos
 Pangkat : **PEMBINA UTAMA MUDA**
 NIP : **19570904 198501 1 001**

Tembusan :

1. Kepala Badan Kesatuan Bangsa dan Politik Kab. Wajo
2. Kepala Instansi Tempat Penelitian
3. Camat Setempat
4. Pertinggal

Retribusi : Rp. 0



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN WAJO
MADRASAH ALIYAH NEGERI WAJO
 Jalan Sultan Hasanuddin Belawa Kode Pos 90953
 Telepon (0421) 35383500
 Email : man.wajo@yahoo.co.id

Nomor : 107/Ma.21.24.01/PP.01.1/6/2016
 Lampiran : -
 Perihal : **Surat Keterangan Sudah**

Belawa, 04 Juli 2016

Melaksanakan Penelitian

K e p a d a

Yth. Ketua Jurusan Tarbiyah dan Adab / Pendidikan Bahasa Inggris
 STAIN Parepare

Di-

Perepare

Assalamu Alaikum Wr. Wb.

Berdasarkan Surat Pemerintah Kabupaten Wajo Badan Pelayanan Perizinan Terpadu dan Penanaman Modal Nomor : 0234/IP/BPPTPM/2016 Tanggal 14 Mei 2016, maka dengan ini kami sampaikan bahwa saudara yang tersebut di bawah ini :

N a m a : YULIANI
 Tempat/Tanggal Lahir : Tippulu, 19 Januari 1994
 Jenis Kelamin : Perempuan
 Instansi/Pekerjaan : Mahasiswa STAIN PAREPARE
 Alamat : Jl. Amal Bakti Soreang Parepare

Benar **TELAH** melakukan Penelitian di MAN Wajo Kabupaten Wajo selama 1 (satu) Bulan mulai Tanggal 12 Mei 2016 s.d 12 Juni 2016, dengan Judul Penelitian :

“THE CORRELATION STUDY BETWEEN STUDENTS’ HABIT IN WATCHING ENGLISH MOVIE AND THEIR VOCABULARY MASTERY AT THE SECOND GRADE STUDENTS OF MAN WAJO”

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya dan diucapkan banyak terima kasih.



Kepala MAN Wajo

Drs. M. SAIN, M.Pd.I

NIP.19641231 199703 1 004

APPENDIX 5

Table of r Product
Moment's Values

PAREPARE

Tabel Nilai Kritis R Pearson ($p = 0,05$)

N	DB	R	N	DB	R	N	DB	R
3	1	0,997	36	34	0,329	69	67	0,237
4	2	0,950	37	35	0,325	70	68	0,235
5	3	0,878	38	36	0,320	71	69	0,234
6	4	0,811	39	37	0,316	72	70	0,232
7	5	0,754	40	38	0,312	73	71	0,230
8	6	0,707	41	39	0,308	74	72	0,229
9	7	0,666	42	40	0,304	75	73	0,227
10	8	0,632	43	41	0,301	76	74	0,226
11	9	0,602	44	42	0,297	77	75	0,224
12	10	0,576	45	43	0,294	78	76	0,223
13	11	0,553	46	44	0,291	79	77	0,221
14	12	0,532	47	45	0,288	80	78	0,220
15	13	0,514	48	46	0,285	81	79	0,219
16	14	0,497	49	47	0,282	82	80	0,217
17	15	0,482	50	48	0,279	83	81	0,216
18	16	0,468	51	49	0,276	84	82	0,215
19	17	0,456	52	50	0,273	85	83	0,213
20	18	0,444	53	51	0,271	86	84	0,212
21	19	0,433	54	52	0,268	87	85	0,211
22	20	0,423	55	53	0,266	88	86	0,210
23	21	0,413	56	54	0,263	89	87	0,208
24	22	0,404	57	55	0,261	90	88	0,207
25	23	0,396	58	56	0,259	91	89	0,206
26	24	0,388	59	57	0,256	92	90	0,205
27	25	0,381	60	58	0,254	93	91	0,204
28	26	0,374	61	59	0,252	94	92	0,203
29	27	0,367	62	60	0,250	95	93	0,202
30	28	0,361	63	61	0,248	96	94	0,201
31	29	0,355	64	62	0,246	97	95	0,200
32	30	0,349	65	63	0,244	98	96	0,199
33	31	0,344	66	64	0,242	99	97	0,198
34	32	0,339	67	65	0,240	100	98	0,197
35	33	0,334	68	66	0,239	101	99	0,196

APPENDIX 6

Documentation of the
Research

PAREPARE

DOKUMENTATION







CURRICULUM VITAE



YULIANI was born in Tippulu on January 19th 1994. She is the first child from to the happy family of Mustari and Syahria. The writer has two brothers. The writer began her education at Elementary School at MIA 252 Lonra (Wajo) and finished in 2006. Then she continued her study at Junior High School at SMP Negeri 2 Belawa (Wajo) and graduated in 2009. In the same year she continued her study at Senior High School at

MAN Wajo and graduated in 2012. She enrolled at State Islamic College (STAIN) Parepare in 2012 and graduated in 2016 in completing her study with her skripsi in title ***“The Correlation Study Between Students’ Habit in Watching English Movie and Their Vocabulary Mastery at the Second Grade Students of MAN Wajo”***.

During studying in STAIN Parepare, she was active in student’s organization Himpunan Pelajar Mahasiswa Wajo (HIPERMAWA) period 2014-2015.