

**THE CORRELATION BETWEEN STUDENTS HABIT IN
WATCHING ENGLISH MOVIE AND VOCABULARY
MASTERY OF THE TENTH GRADE STUDENTS AT MAN 2
PALEMBANG**

A Thesis By

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English Education Study Program

Faculty of Teacher Training and Education



FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF TRIDINANTI PALEMBANG

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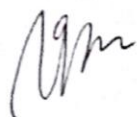
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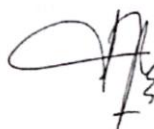
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DEDICATED AND MOTTOS

This thesis is presented to :

- **Allah SWT for blessing me to finish this thesis and the prophet Muhammad SAW who always guides me to be a good muslim.**
- **My dearest and the most extraordinary parents who are the most beautiful blessing from God along my life. My Father (M. Musa) and My mother (Yuli Herani), thanks a lot for your pray, your sacrifices, great attention, love, and all of meaningful thing that you gave to me.**
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MOTTO

“ Behind all difficulties, there must be convience. Pray more, do your best, never give up”

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Palembang, April 2021



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PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang di sajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penelitian, pengelolaan serta pemikiran saya dengan pengarahan dari pembimbing yang ditetapkan.

Apabila ternyata didalam naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan, saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No.20 Tahun 2003, pasal 25 ayat 2 dan pasal 70.

Palembang, April 2021
Mahasiswa



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ABSTRACT

Watching English movie is repeatedly done to enrich students knowledge especially vocabulary. Vocabulary mastery is an individual's great skill in using words of a language. The objectives of this study were to find out whether or not there was a significant correlation between habit in watching English movie and vocabulary mastery of the tenth grade students at MAN 2 Palembang. It also found out how much habit in watching English movie contributes toward vocabulary mastery of the tenth grade students at MAN 2 Palembang. This study involved 77 students as the sample chosen by using purposive sampling. The data were collected by using habit in watching English movie questionnaire and vocabulary mastery test. It was found that there was a significant correlation between habit in watching English movie and vocabulary mastery of the tenth grade students at MAN 2 Palembang since the p-value (0.024) was lower than 0.05. It can be stated that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Then, the r value was 0.836 that showed high correlation between students' habit in watching English movie and vocabulary mastery. In addition habit in watching English movie gave contribution to vocabulary mastery as much as 41.9 %. In conclusion, there is a positive correlation between students' habit in watching English movie and vocabulary mastery.

Keywords: habit, watching English movie, vocabulary mastery.

CHAPTER I

INTRODUCTION

This study presents : (1) background of the study (2) problem of study (3) objective of the study, and (4) significance of the study

1.1 Background of the study

Language is an important in human life. It is a means of communication from one person to others. People need language to look for communication and give people benefit information. Communication is one of the most important aspect of language. People need language as a communication to express their feeling, thought and desires. Language is used for communication, it operated in a speech community or culture. In addition language learning had universal characteristics, there are many languages in the world. One of them is English because English is international language.

English is the language of globalization as international communication, commerce and trade. The media and pop culture, has different motivation in learning English. English is no longer viewed as the property of the English speaking countries, but it is an international commodity and also English as international language. According to Liana (2013, p. 125) English has a role as a language of science, technology and art, people are able to communicate in English language, and will be easier for them to get more information and knowledge. Millions of people today want to improve their command of English and the opportunities to learn that is provided in many different ways such as

formal or informal instruction, studying abroad, implementing media and using an internet.

In Indonesia, English language had been introduced as a foreign language in Elementary School, Junior High School, Senior High School and University level. Khan (2015, p.46) Learning a foreign language is an integrated process that the learner should study the four basic skills : listening, speaking, reading writing. From the four basic skill vocabulary is one of language aspect and it is the most important components of language as communication tool and needs to be mastered by the students'. The people use vocabulary to express their opinions, idea, and feelings. When someone has a lot of vocabulary, their could express their opinions, ideas and feelings effectivelly. In the context of learning a foreign language, vocabulary means a basic knowledge and useful material in the form of words which are always used by students in learning a particular language. the students have to mastered in vocabulary because without mastered vocabulary the students have limited understanding in the four basic skills that is listening, reading, speaking and writing.

Khan (2015, p.42) stated that it could be impossible to learned language without vocabulary. When students' start to study and also before students learn further about the four basic skills, the first aspect that they have learn is vocabulary. It is also important to understand for students' when they learn those skills. On the other hand, many students still lack of vocabulary. But they have studied English for a long time and also passed the lesson which has basic competence and standard competence in their school. Furthermore, the problem in

learning process may come from how teachers really use basic competence and standard competence as criteria to approve the students' continue their study to pass the lesson. The criteria could be hope and purposes requirement and provision. Pratama, Jodhi, Nurweni, and Huzairin (2015, p.3) stated that the problems enrich vocabulary in the learning process divide into two that is an external problem that comes from interaction of the students and the teacher's action in learning process and than internal problem that comes from mastering of the students vocabulary. In the classroom, when students had big size in vocabulary it will make them interested in learning vocabulary in the class and also can support and motivate the student to learn vocabulary. So the teachers could had other ways to enrich students' vocabulary size and make them more interested to study vocabulary.

Schmit (2000 cited in Pratiwi, 2016, p. 9) says that nowadays students can get new vocabularies by two learning strategies they are; conventional and visual strategies. Conventional is the simple strategy that is used by teacher in teaching vocabulary. For example; the teacher teach the students' about the new word and give the meaning of that words. From the conventional strategies, students' learning process is always in the class. Whereas, the visual strategies students can learn vocabulary anywhere, and anytime. Visual strategies is such as playing games, watching movies, and listening to the music.

According to Kusumarasdyati (2004 p.32), movies also catch the learners' interest and can increase their motivation to learn. In this case, students' habit on watching English movie is a possible way to enrich their vocabularies. Interest in

watching movies can lead students to learn vocabularies more often and more repetition in an activity might form a habit. A student who likes watching English movies usually learned to these movies again and again. According to Yuksel & Tanriverdi (2009), by watching English movie it will become a habit for students in learning vocabularies. It can give opportunities to the students to study vocabulary of the language. It means quite effective and very fun especially for the students' who have hobby of watching movie. According to Syafi'i (2013), there was a positive effect in habit watching English movie on students vocabulary mastery. In addition a study conducted by Dhamarullah (2016) who analyzed the relationship between movie watching activity and listening skill. Found out that the study displayed negatif relationship between students' movie watching activity and their listening skill. The researcher interested to chose MAN 2 Palembang as an object of this research because the researcher have done PPL in MAN 2 and interview the teacher of English MAN 2 Palembang. The result was showed that the students had lack of vocabulary mastery and not able to identify word meanings. Meanwhile, the teachers not used a good media available.

Based on the explanation above, the researcher conducted the reasearch with the title "The Correlation between Students' Habit in Watching English Movie and Vocabulary Mastery of the Tenth Grade Students at MAN 2 Palembang".

1.2. The Problems of Study

1.2.1. Limitation of the Problems

This study limited on studying the correlation between habit in watching English movie and vocabulary mastery of the tenth grade students at MAN 2 Palembang . Than, measured the contribution between habit in watching English movie and vocabulary mastery.

1.2.2. Formulation of Problems

The main problems of this study were formulated as follows :

1. Was there any significant correlation between habit in watching English movie and vocabulary mastery of the tenth grade students at MAN 2 Palembang?
2. How much did habit in watching English movie contribute toward vocabulary mastery of the tenth grade students at MAN 2 Palembang?

1.3. Objectives of the Study

Based on the problems above, the objectives of the study :

1. To find out whether or not there was any significant correlation between habit in watching English movie and vocabulary mastery of the tenth grade students at MAN 2 Palembang.
2. To find out how much habit in watching English movie contributed toward vocabulary mastery of the tenth grade students at MAN 2 Palembang.

1.4. Significance of the Study

Hopefully, the results of the study would be useful for the students, teacher, writer, and other writers.

1. For the Students

Hopefully, the result of study is expected be able to inform the students habit in watching English movie and vocabulary mastery. Therefore, the students could be motivated and encouraged to learn vocabulary seriously so that they can work with various text types without much difficulty.

2. For the Teachers

Hopefully, this study can provide valuable information to teachers about how crucial the habit in watching English movie and vocabulary mastery and finding of this study could inform them about habit in watching English movie that is needed to learn vocabulary mastery.

3. For the Writer Himself and other Writers

The result of the study can give valuable information, more experience and knowledge to writer as a candidate English teacher in did a research. The result of this research is also expected to gave feedback for the other writers to conduct similar study.

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