

**THE CORRELATION BETWEEN STUDENTS' HABIT IN WATCHING  
ENGLISH MOVIE AND STUDENTS' VOCABULARY MASTERY TO THE  
TENTH GRADE STUDENTS OF SMK NEGERI 1 LAIS**

**THESIS**

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**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH PALEMBANG  
SEPTEMBER 2020**

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**THESIS**

**Presented to  
*Universitas Muhammadiyah Palembang*  
In Partial Fulfilment of The Requirement  
For the degree of Sarjana in English Language Education**

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**Sri Yuliani, S.Pd., M.Pd.**

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## MOTTO AND DEDICATION

### **Motto:**

**“Reach those who come, leave those who go. Appreciate those who struggle and leave the hurts,  
arrange for the future to make dreams come true”**

### **Dedication:**

- **MY beloved parents, Herli and Triyanti. Thank you so much for your wonderful and amazing love, spirit, pray, patience, support, guidance, and everything given to me, I am nothing without you, I love you so much, my parents.**
- **My beloved brother, Bayu Hermawan and Marcel Aditya Wardana thank you for all support, help, and always give me motivation.**
- **My lovely Muhammad Sholahuddin Akbar thank you so much, you always give motivation, always beside me.**
- **My best friends Revi Sundari, Apriyanti T, Septi Eka Wahyuni, and Widianti always make me happy and support when I feel bored. Thank you so much for understanding.**
- **All of my beloved friends in the English Education Study 2016, especially my best friend in class Sri Ayem. Siti Rosidah and Hani Nurbaiti. Thank you so much for your support, help, sharing, and always together writing a thesis.**
- **The head of English Study Program, Sri Yuliani, S.Pd., M.Pd. thank you for your help, advice, and support.**
- **Prof. Dr. Indawan Syahri M.Pd. as my advisor I and Finza Larasati, S.Pd., M.Pd. as my advisor II. Thank you so much for your guidance, advice, help, patience, support, spirit and encouragement in conducting this thesis**
- **My beloved friends of PPL in *SMA Muhammadiyah I Palembang*.**
- **My beloved friends of KKN**
- **Thank you for almamater, *Universitas Muhammadiyah Palembang***

## ABSTRACT

Anggita Trusti Widiанти 2020, *The correlation between students' habit in watching English movie and students' vocabulary mastery at the tenth grade of SMK Negeri 1 lais*. Thesis, English Education Study Program, Sarjana Degree (SI), Faculty of Teacher Training and Education, *Universitas Muhammadiyah Palembang*.

Advisor: (I) Prof. Dr. Indawan Syhari M.Pd. and (II) Finza Larasati, S.Pd., M.Pd.

**KeyWords:** Watching English Movie, Habit, Vocabulary Mastery

The objective of this study was to find the correlation between students' habit in watching English movie (X) and vocabulary mastery (Y) by Tenth Grade students of SMK Negeri 1 Lais. There were 25 students taken as the sample of this study who were determined by using purposive sampling technique. The collected data was analyzed by using Pearson Product Moment Correlation and the instruments used were students' vocabulary score and questionnaire of students' habit in watching English movie. Subsequently, the writer finding indicated that there was no correlation between students' habit in watching English movie and vocabulary mastery. It proved by the *r obtain* (-.245) which lower than *r table* (0.388). It considered that alternative hypothesis ( $H_a$ ) in this study was rejected and the null hypothesis ( $H_o$ ) was accepted stated that there was no correlation between students' habit in watching English movie and vocabulary mastery accepted. In conclusion, there was no correlation between students' habit in watching English movie and vocabulary mastery of Tenth Grade students of SMK Negeri 1 Lais.

## ACKNOWLEDGMENTS



First and foremost, the Highest Gratitude and Gratefulness reward are only for Allah SWT who has given blessing and ability to the writer to fulfill and complete this thesis entitle "The Correlation between Students' Habit in Watching English Movie and students' Vocabulary Mastery to the Tenth Grade Students of SMK Negeri 1 Lais". Shalawat and Salam are also delivered to our Prophet Muhammad SAW who has brought Islam at the Rahmatan Lil Alamiin.

The writer would like to express her gratefulness to the Rector *Universitas Muhammadiyah Palembang* Dr. Abid Djazuli, S.E., M.M., Dean of Teacher Training and Education Faculty Dr. H. Rusdy AS., M.Pd.. Sri Yuliani, S.Pd., M.Pd. as Head of English Education Study Program who have taught and helped the researcher during the study.

The writer gives the highest appreciation to her advisors Prof. Dr. Indawan Syahri, M.Pd and Finza Larasati S.Pd., M.Pd. who have guided, helped, advised, supported, given the incredible suggestions and comment for the researcher to the settle this time on time be better. This thesis was still far from perfect. Indeed any critics, comments, and remarks were very welcomed.

The last but not least, the writer hopes that this thesis will be useful for everyone who reads it and for other researchers.

Palembang, 03 September 2020  
The Writer

**ATW**



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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents (1) background of the study, (2) problem of the study, (3) limitation of the problem, (4) formulation of the problem, (5) objective of the study, (6) significance of the study and (7) hypotheses of the study.

#### **1.1 Background of the Study**

In Indonesia, English is a foreign language. English is beginning to be taught Elementary school, Junior High School, and Senior High School. English has four basic skills, there are listening, speaking, reading and writing. Those skills cannot be separated from the vocabulary. Vocabulary is one of the language aspects. According to Cameron (2001), vocabulary is fundamental to use the foreign language as discourse since vocabulary is both learned from participating in discourse and essential participating in it (p.95). It means that vocabulary is basic when learning language and vocabulary it is very important in communication.

Vocabulary is important for learners' especially young learners because by learning vocabulary students can express themselves. Munirah and Hardian (2016) state that the quality of one's language skills depended on the quality of the vocabulary they possessed (p.79) .In summary students' ability in language can be seen from their mastery of vocabulary. While, Willis (2008) stated that when students build vocabulary mastery, they can more effectively communicate their ideas, knowledge, and voice (p.80). In this context, vocabulary is when students have a lot of knowledge about words that will make speaking well and clear what is said.

According to Hibert and Kamil (2005), vocabulary is the set of words for which students know the meanings when students speak or read orally and the set of words also that and students can use when writing (p.3) it means that vocabulary is a collection of words understood by students so that they can be petrified when speaking and writing. Additionally, Rumptz (2003) states that vocabulary plays an important role in reading. A reader could have all of reading skills, but be impeded in understanding a text if the vocabulary of the text was not of his or her schematic knowledge. (p.5). It means the vocabulary part of the readings skills can make us understand what content is in reading.

Some students spend years learning a language but still find it difficult to understand conversations in that language. Curriculum 2004 declares that the standard of mastery for English vocabulary to Senior High School is 1500-3000 vocabularies (Depdiknas). How much vocabulary do students have to master to understand a foreign language, this question is answered British Broadcasting Corporation (2018) students must master 800 to 1000 vocabularies. A study in Taiwan showed that half of students failed to learn the 1,000 words that were used most often after nine years of language learning. The key to master conversation is mastering the language that arises in everyday use. Webb (2018), who works as a Professor of Applied Linguistics at the University of Western Ontario, states that it is very difficult for a language learner to recognize as much vocabulary as native speakers.

Curriculum 2013, English lesson is first taught as a compulsory subject in the seventh grade of primary school. It must be difficult for Indonesian students to learn a foreign language because of the influence of their first and second languages which were used in their daily life to socialize with society and getting local information. Therefore, the writer felt interested to find out the correlation of SMK Negeri 1 Lais.

The development of technology in the case of education has brought various media that can be used as a means of learning English. In modern times students can learn many languages by watching movies'. Many movies students can watch such as Harry Potter, Beauty and the Beast, Aladdin, Titanic, Home Alone and many more movies can help students learn. Students have a favorite movie now students' are easier watching movies from television or student can also download or stream movies. Student can learn when watching the movie because after student watching an English movie can get much information about pronounce and vocabulary. The movie is not only used for entertainment purposes but also education. There are many English skills and knowledge that can be learned by the students by watching English Movies such as listening, speaking, and also knowledge of vocabulary. We can improve our English skills and knowledge.

Suryani (2012) clarify to make easier in learning vocabulary is using media so that the students know and understand the vocabulary, meaning, and pronunciation. One of the appropriate media in learning vocabulary is watching an English movie. By watching English movies, the students can enrich their vocabulary, know the meaning and also know the pronunciation from native speakers in movies (p.2).

Additionally, Sabouri and Zohrabi (2015) found that English movies are available in many countries around the world and are a popular form of entertainment with many students learning English as a foreign language (EFL) using movies with subtitles to teach a foreign language can facilitate students' motivation, solve ambiguity and remove some of the anxiety of the non-native learners (p.1). In this context, English movies can influence the proses of students learning and students can improve knowledge skills.

Based on the illustration stated, above, the writer concluded a study entitled "The Correlation between Students' Habit in Watching English Movie and Students' Vocabulary Mastery to the Tenth Grade Students of SMK Negeri 1 Lais".

## **1.2 Problem of the Study**

The problems of this study are regarded on "*The Correlation between Students' Habit in Watching English Movie and Students' Vocabulary Mastery of SMK Negeri 1 Lais*"

## **1.3 Limitation of the Problem**

Based on the problem identification, the writer focused on "*The Correlation between Students' Habit in Watching English Movie and Students' Vocabulary Mastery to the Tenth Grade Students of SMK Negeri 1 lais.*"

## **1.4 Formulation of the Problems**

The Problem of the study was formulated as follows: "*Is there any Correlation between Students' habit in Watching English Movie and Students' Vocabulary Mastery to the Tenth Grade Students of SMK Negeri 1 Lais?*"



## **1.5 Objective of the Study**

In keeping with the problem, the objective of the study is to find out “The Correlation between Students’ Habit in Watching English Movie and Students’ Vocabulary Mastery to the Tenth Grade Students of SMK Negeri 1 Lais.”

## **1.6 Significance of the Study**

This study provides the information about the results of the Correlation between Students' Habit in Watching English Movie and Students' Vocabulary Mastery to the Tenth Grade of SMK N 1 Lais, the following parties as follows:

a. For the writer herself

By conducting this study, the writer will have better understanding about activity that can improve the ability in learning English.

b. Students

To help the students to increase their in Vocabulary Mastery by Watching English Movie

c. Teachers of English

This study is useful for teachers to teach English and to improve students' ability to master English and make the teaching process becomes fun so that students can be enthusiastic in following the learning process in class room.

d. Other researchers

Hopefully, this study can be a reference for other researchers to conduct the study, especially for a researcher who wants to do the same case of study related to this study.

### 1.7 Hypotheses of the Study

According to Arikunto (2013), the hypothesis is an important statement of its position in research. In addition, hypotheses are formulated to describe the relationship of two effect variables (p.112). The hypotheses of this study are in the form of the alternative hypothesis ( $H_a$ ) and null hypothesis ( $H_o$ ) as follows:

( $H_a$ ): There is a correlation between Students' Habit in Watching English Movie and Students' Vocabulary Mastery to the Tenth Grade of SMK Negeri 1 Lais.

( $H_o$ ): There is no correlation between students' Habit in Watching English Movie and Students' Vocabulary Mastery to the Tenth Grade of SMK Negeri 1 Lais.

### 1.8 Criteria for Testing the Hypotheses

Sugiyono (2016) mentions that the criteria of testing the hypothesis in measuring correlation as follow (p.257).

1. If the p-output is lower than 0.05,  $H_o$  is rejected and  $H_a$  is accepted. So, there is a correlation between students' students' activity in watching English movie and Students' vocabulary mastery.
2. If the p-output is higher than 0.05,  $H_o$  is accepted, and  $H_a$  is rejected. So, there is no a correlation between students' activity in watching English movie and Students' vocabulary mastery

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