

**THE CORRELATION BETWEEN STUDENTS' HABIT IN WATCHING
ENGLISH FILM AND STUDENTS' VOCABULARY MASTERY TO THE
TENTH GRADE STUDENTS OF SMA NEGERI 2 TEBING TINGGI**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG
August 2022**

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THESIS

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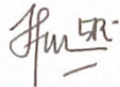
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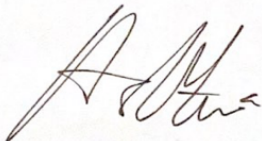
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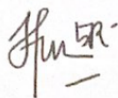


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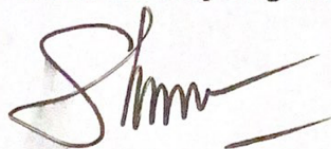
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ABSTRACT

Mia Juniady 2022, *The correlation between students' habit in watching English film and students' vocabulary mastery to the tenth grade students of SMA Negeri 2 Tebing Tinggi*. Thesis, English Education Study Program, Sarjana Degree (SI), Faculty of Teacher Training and Education, *Universitas Muhammadiyah Palembang*.

Advisor: (I) Kurnia Saputri, S.Pd., M.Pd. and (II) Asti Gumartifa, S.Pd., M.Pd.

Key Words: Watching English Film, Habit, Vocabulary Mastery

The objective of this study was aim to know the correlation between students' habit in watching English film (X) and students' vocabulary mastery (Y) by Tenth Grade students of SMA Negeri 2 Tebing Tinggi. There were 72 students from 204 students took as the sample of this study who were determined by using purposive sampling technique. The data was analyzed by using Pearson Product Moment Correlation and the instruments used vocabulary mastery test and questionnaire of students' habit in watching English film. Subsequently, the researcher indicated that there was high correlation between students' habit in watching English film and vocabulary mastery. It proved by the r (0,986) which higher than r table (0.235). It concluded that, there was high correlation between students' habit in watching English movie and vocabulary mastery of Tenth Grade students of SMA Negeri 2 Tebing Tinggi.

SURAT KETERANGAN PERTANGGUNG JAWABAN PENULISAN SKRIPSI

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Mia Juniady

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:

- **Allah SWT, Thanks God for my destiny until now, and everything I have and I got, all this happened you allowed. So, I can finish my thesis.**
- **MY beloved parents, Erma Suryani and Mus mulyadi . 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.**
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The last but not least, the researcher hopes that this thesis will be useful for everyone who reads it and for other researchers.

Palembang, 22 August 2022
The Researcher

Mia Juniady

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CHAPTER 1

INTRODUCTION

This chapter presents (1) background of the research, (2) formulation of the problem, (3) objective of the research, (4) significance of the research, (5) hypothesis of the research.

A. Background of the Research

English as an international language is one of the most important language in the world, and useful for those who learn English. In Indonesia, English is the first foreign language that must be taught in the school. English has four basic skills, there are listening, reading, speaking and writing. Those skills cannot be separated from the vocabulary. Vocabulary is one of the language aspects. According to Cameron (2001, p.95) vocabulary is the basic aspect in learning foreign language.

Munirah and Hardian (2016, p.79) state that the quality of students' vocabulary language skills is based on the quality of vocabulary that they possessed. It means students' ability in language can be seen from their mastery of vocabulary. On the other hand, Willis (2008, p.80) states that when students improve vocabulary, they can express ideas of communication, knowledge, and sound effectively. In this context, vocabulary mastery is students' ability to speak English clear and well. According to Rumpitz (2003, p.3) vocabulary plays an important role in reading. Vocabulary is a part of the readings skill that could make students apprehend what content material in the reading. Additionally, Hibert and Kamil (2005, p.5) state that vocabulary is the set of phrases for which students recognize the meanings while

students talk or read orally. Thus, vocabulary is a set of phrases that students can use while writing. It means that vocabulary is series of phrases that is understood by students which can be help while speaking and writing.

Some students spend years to know a language and still find the difficulties to understand the conversations in that language. Curriculum 2004 states that the standard of mastery for English vocabulary to Senior High School is 1500-3000 vocabularies (Depdiknas). The important one is students' master of vocabulary should be 800 to 1000 vocabulary. A study in Taiwan confirms that half of college students did not practice the 1000 phrases along 9 years in learning the language. The key mastering the communication is learning the language that arises in ordinary use.

The development Era of education has added various media that can be used as a way of learning English. In modern times students can study many languages by looking films. Many films can be watched such as Romeo and Juliet, Titanic, Beauty and the Beast, Aladdin, Spiderman, Home Alone and many others films that can help students to learn. Nowadays, students can watch their favorite English film by watching TV, or download and stream film. Students can learn while watching the film because after student watching an English film they can get lots information about pronounce and vocabulary. The film is not always best to be used for entertainment functions and also education. There are many English abilities and knowledge that may be learn by the students. After watching English film which consist of listening, speaking, and understanding the vocabulary.

Suryani (2012, p.2) clarify to make easier in learning vocabulary

is the use of media. Thus, the students understand and recognize the vocabulary, meaning, and pronunciation. One of the appropriate media in learning vocabulary is watching an English film. By watching English films, the students can improve their vocabulary, understand the meaning and understand the pronunciation from native speakers in films. Additionally, Sabouri and Zohrabi (2015,p.1) determine that English films are available in many nations around the world. In this context, English films can have an impact on the process of students learning and improvement of information.

Currently, some students really like watching English films, but only focus on the storyline of the film without paying attention to the subtitles on the film. It is also support by Zanon(2006) states that subtitles on film can help students to enrich vocabulary, but some of students just focus on the storyline. Based on previous research, there is researchers who state that there is no significant correlation between students habit in watching English film and their vocabulary, but there is also studies which state that there is a significant correlation between students habit in watching English film and their vocabulary mastery. Thus, the researcher wants to conduct further research, to find out whether or not there is a significant relationship between students' habits of watching English films and students' vocabulary mastery.

Based on the instance stated above, the researcher determines a study entitled **"The Correlation Between Students' Habit in Watching English Film and Students' Vocabulary Mastery to The Tenth Students of SMA Negeri 2 Tebing Tinggi"**

B. Formulation of the Problem

Based on the background above, the problem of the research

was regarded on “The Correlation between Students' Habit in Watching English Film and Students' Vocabulary Mastery to The Tenth Grade Students of SMA Negeri 2 Tebing Tinggi.”

C. Objective of the Research

Based on the formulation of the problem above, the objective of the research was as follows, to find whether or not there was any significant effect between students' habit in watching English film and students' vocabulary mastery to the tenth grade students of SMA Negeri 2 Tebing Tinggi.

D. Significance of the Research

The results of this research are expected to give benefits both theoretically and practically:

1. For the Teachers of English

The research may help teachers to improve students' ability to master English vocabulary and to increase the quality of teaching vocabulary by using creative and interesting method, such as watching English Film.

2. For the Students

The research can be useful to improve students' vocabulary mastery by watching English film.

3. For the Researcher

The researcher will get more knowledge by conducting this research, and the researcher will have better understanding about vocabulary mastery and improve the ability in learning English by watching English film.

E. Hypotheses of the Research

Fraenkel (2012), states that a hypothesis is simply put a prediction of the possible outcomes of a study (p.65). The hypotheses of this study are in the forms alternative hypotheses (H_a) and null hypotheses (H_o).

1. The null hypotheses (H_o) : There was no significant correlation between students' habit in watching English film and students' vocabulary mastery to the tenth grade students of SMA Negeri 2 Tebing Tinggi .
2. The alternative hypotheses (H_a) : There was a significant correlation between students' habit in watching English film and students' vocabulary mastery to the tenth grade students of SMA Negeri 2 Tebing Tinggi.

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