



**THE CORRELATION BETWEEN STUDENTS' HABIT IN WATCHING ENGLISH  
MOVIE AND THEIR VOCABULARY  
MASTERY AT MTS ISLAMIYAH YPI  
BATANG KUIS IN 2016/2017  
ACADEMIC YEAR**

**THESIS**

*Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan  
as a Partial Fulfillment of The Requirements for The Degree of Educational Bachelor / S.I.  
Program*

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2017**

## ABSTRACT

**The Title** : “The Correlation Between Students’ Habit In Watching English Movie And Their Vocabulary Mastery At MTs. Islamiyah YPI Batang Kuis In 2016/2017 Academic Year”

**Key Words** : Habit Watching English Movie, Vocabulary Mastery

This reserachwas aimed to know: “There was significant correlation between students’ habit in watching English movie and their vocabulary mastery MTs. Islamiyah YPI Batang Kuis in 2016/2017 academic year. The researcher methodology of this research was a quantitative. The population of the research was the eight grade students of MTs. Islamiyah YPI Batang Kuis in 2016/2017 academic year, the number of students was 29 students. The researcher gave a questioners to know students’ habit in watching English movie, and test to know the students’ vocabulary mastery. The researcher found  $r_o = 3,97$  and  $r_{table} = 0,36$  with a standard of significant 95%. The value of correlation product moment is bigger than r table ( $3,97 > 0,36$ ). So, the alternative hyphothesis ( $H_a$ ) of the research is accepted, but  $H_o$  is rejected. It means that there is a positive correlation between students’ habit watching English movie and their vocabulary mastery. With the correlation category is very high.

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

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

Language is used for communication. It operates in a speech community or culture. In addition, it is essentially human, although possibly not limited to human. It is acquired by all people in much the same way, both language and language learning have universal characteristics. There are many languages in the world. One of them is English. English is an International Language and it is very important nowadays. It is the language of globalization, international communication, commerce and trade.

English is a global language, which is spoken by more and more people in the world. Besides, English has a role as a language of science, technology and art. People who are able to communicate in English will be easier to get more information and knowledge. Millions of people today, want to improve their command of English and the opportunities to learn it is provided in many different ways such as formal or informal instruction, studying abroad, the media and internet.

English is the language of globalization, international communication, commerce and trade, the media and pop culture, different motivation for learning it come to play. English is no longer viewed as the property of the English speaking countries, but it is an international commodity sometimes referred to as World English or English as an International Language.

In Indonesia, English language has been introduced as a foreign language in Elementary School, Junior High School, Senior High School and University level. For Indonesia, English is a foreign language. learning a foreign language is an integrated process that the learner should study the four basic skills : listening, speaking, reading and writing. Those skills can not be separated with vocabulary.

Learning vocabulary is important for learners specially the young learners, because from learning vocabulary students are able to express themselves. As David Wilkins as quoted by Agustika, states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.<sup>1</sup>

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

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

The habit of watching movie provide opportunities to study language about vocabulary. Moreover, students should have a schedule for it is. In order to get new vocabularies and find many information about grammar to help language skill. Sometimes, they also found the problems about structure, difficult new vocabulary, based on the dialogue

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<sup>1</sup>Agustika Pratiwi, (2016), *The Effect of Quick on The Draw Strategy on The Students' Ability at Writing News Item Text*, Medan: State Islamic University of North Sumatera, page:7



by the native speaker. Then, they can look for the other referent. Indirectly, students would studied about vocabulary of English by watching movie.

Based on the explanation above the writer is interested to conduct the research entitled “The Correlation Between Students’ Habit In Watching English Movie And Their Vocabulary Mastery At Mts Islamiyah YPI Batang Kuis In 2016/2017 Academic Year”.

## **1.2 Identification of Study**

Based on the background of study, the identification of study:

1. The students have limited number of vocabulary
2. The English teacher not use a good media for teaching English in the class

## **1.3 Limitation of Study**

Based on the background above, this study limited to the correlation between students’ habit in watching English movie and their vocabulary mastery in eighth grade at MTS. SwastaDarullmiBatangKuis.

## **1.4 Problem of Study**

Based on the background of study, the research problem of this study is formulated as the following :“ Is there any correlation between the eight grade students’ habit in watching English movie and their vocabulary mastery at MTs.Islamiyah YPI BatangKuis?”

## **1.5 Objective of Study**

The objective of study is to analyze the correlation between the eight grade students’ habit in watching English movie and their vocabulary mastery at MTs.Islamiyah YPI BatangKuis.

## **1.6 Significances of Study**

As the study concerns with the correlation between students’ habit in watching English movie and their vocabulary mastery, the finding of this study are expected that:

1. It is useful for the English teachers to improve the quality of students' vocabulary and the researchers can use this study as reference for the next related study.
2. English teacher can use English Movie as teaching media to improve students' vocabulary mastery.

## CHAPTER II

### REVIEW OF LITERATURE

#### 2.1 Theoretical Framework

In conducting a research, theories are needed to explain some concept or terms applied in the research concerned. Some terms are used in this study and they need to be theoretically explained.

##### 2.1.1 Definition of Vocabulary

There are many definitions of vocabulary proposed by some experts. It is very important for one to know what vocabulary is before discussing vocabulary mastery. Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, of course, foreign language learners will get some difficulties in developing the four language skills.

According to Hatch and Brown as quoted by Budi, the term vocabulary refers to a list or a set of words for particular language or a list of words that individual speakers of language use.<sup>2</sup> It means many vocabulary that we use to speak with other people. Every language has different vocabulary. So that, the learning vocabulary is an important thing to learn foreign language.

Allah said in Al-Qur'an surah Al-a'laq (verse:1-5), about knowledge:

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أَلَمْ يَكُنْ لَهُ الْكُفْرُ الَّذِي  
عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning:

1. Read: In the name of thy Lord Who createth
2. Createth man from a clot

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<sup>2</sup> Budi Setiawan, (2010), *Improving The Students' Vocabulary Mastery Through Direct Instruction*, Surakarta: UniversitasSebelasMaret, Page:8

3. Read: And thy Lord is the Most Bounteous
4. Who teacheth by the pen
5. Teacheth man that which he knew not

Based on the verse above, Allah show how Muhammad in the first read Al-qur'an. Allah has obeyed Jibril to teaching from reading. It's mean we can know another thing from the reading. We know the words from reading that. Many vocabularies we can get from reading.

In addition, Macmillan Dictionary, vocabulary is a list of words and their meaning, especially in a book for learning a foreign language.<sup>3</sup>We can learn foreign language from the books that have vocabulary from that the foreign language too. We read the books and try to remember the vocabulary and their meaning. Vocabulary researchers have tried to determine the size of the mental lexicon (how many words a person knows) and how a person accumulates this enormous number of words.<sup>4</sup>

Meanwhile, vocabulary learning is a continue process for all educate people. It means that, the better you can chance of understanding or making yourself understood. In short, mastering a certain member vocabulary knowledge partly determines how qualified a language learners is:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ

صَادِقِينَ ﴿٣١﴾

Meaning: “And He taught Adam the nature of all things; then He placed them before the angels, and said: “Tell me the nature of these if you are right.”<sup>5</sup> (Al-Baqarah:31)

<sup>3</sup> Macmillan Dictionary, (2014), Macmillan Publisher Limited <http://www.macmillan.com/dictionary/british/vocabulary>, accessed on December, 02<sup>nd</sup> 2016 at 11.00 am

<sup>4</sup> John D. Bunting, (2006), *College Vocabulary*, New York: Houghton Mifflin Company, page:3

<sup>5</sup> Yusuf Ali Abdullah, *English Translation of Al-Qur'an*, (Retrieved December, 2016), from [www.alqur'an/English\\_Trans](http://www.alqur'an/English_Trans)

Based on the verse above, it describes the teaching process that was given by Allah Almighty to Prophet Adam for the education process firstly. This means that education has been exemplified by the Almighty from the first creation of man. So, at least the verse show, that man was created in a state of not knowing anything (not knowledgeable).

Learning vocabulary can be seen from the process teaching as Allah taught Adam the names of the whole thing. When, education is as a process that must exist in human life. Allah SWT has prepared man the ability to call out words from names of the things. It is fact that the man can communicate well if he know the names of something.

The important of a vocabulary:

- An extensive vocabulary aids expressions and communication
- Vocabulary size has been directly linked to reading comprehension
- Linguistic vocabulary is synonymous with thinking vocabulary
- A person may be judged by others based on this or her vocabulary.

### **2.1.2 Types of Vocabulary**

Some experts divide two types of vocabulary; active and passive vocabulary. Jo Ann Aeborsold and Mary Lee as quoted by Dian, distinguishes vocabulary into active vocabulary and passive vocabulary:

- a) Active vocabulary; is also called as *productive vocabulary*. Students must know how to pronounce the vocabulary well, they must know and be able how touse grammar of the target language, they also must be familiar with collocationand understand the connotation meaning of the word. This type is often used inspeaking and writing skill.
- b) Passive vocabulary; refers to language items that can be recognized andunderstood in the context of reading and listening, and it also as *receptivevocabulary*.<sup>6</sup>

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<sup>6</sup> Dian Surya, (2014), *Improving Students' English Vocabulary Through Cluster Technique*, Jakarta: Syarif Hidayatullah State Islamic University, page:7

From the types above we know two types in vocabulary. They are productive and receptive vocabulary. Productive vocabulary has relation with speaking and writing skill. But, receptive vocabulary has relation with reading and listening skill.

Judy stated that there are four types of vocabulary which must be known and mastered for any skill, such as reading, speaking, listening and writing. They are:<sup>7</sup>

a) Reading Vocabulary

Reading vocabulary is the words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary. This is the second largest vocabulary if you are a reader. If you are not a reader, you cannot “grow” your vocabulary.

b) Speaking Vocabulary

Speaking vocabulary is the words we use when we speak. Our speaking vocabulary is relatively limited. Most adults use a more 5,000 to 10,000 words for all their conversational and instructions.

c) Listening Vocabulary

Listening vocabulary is the words we hear and understand. Starting in the womb, fetuses can detected sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours and we continue to learn new words this way all of our lives.

d) Writing Vocabulary

Writing vocabulary is the words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to

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<sup>7</sup> Judy K. Montgomery, (2007), *The Bridge of Vocabulary: Evidence Based Activities for Academic Success*, NCS Pearson Inc, page:24

communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.

Based on the explanation above, vocabulary is all words that the person knows of uses and also means a language user's knowledge of words. The researcher makes teaching vocabulary to enrich students' vocabulary in every aspect, meaning and how to use the word in sentence. In this case the researcher focuses teaching vocabulary that the students are able to set up their vocabulary skill by applying clustering technique.

Vocabulary is not only words. When we talk about vocabulary, it means that we talk the words. There are some different ways to think about vocabulary: meaning, pronunciation, collocation, expression, synonym, antonym and homonym.

1. Meaning

When we meet words, the first thing we want to know it means. If we do not know the meaning of the word, we can not understand what we read and listen. The meaning of unfamiliar word can be found by seeking them in dictionary.

2. Pronunciation

When we learn a new word, we have to make sure that we can say it. Make sure we know which syllable is stressed. It is important when we speak because the stress of the syllable can bring different meaning.

3. Collocation

Collocation is the way to combine the word with other words. There are many particular words that have special combination in English. For example: take medicine, do home work, different form, and disappointed in, etc. It's incorrect if we say "I have to eat medicine" because the collocation of medicine in English is take.

4. Expression

Expression are groups of two, three, four or more words which always go together. It is semantic unit having a meaning which often differs from the sum of meanings of its separate parts. It usually consists of verb followed by preposition. Example: Look over, carry out, turn down, etc. It is often used in spoken form.

#### 5. Synonym

Synonym is word that means the same, or nearly the same as another word. For example: smart = clever, high = tall, big = large, etc.

#### 6. Antonym

Antonym is a word that has meaning opposite to that or another. In other words two words are said to be antonym when they are in contrary to each other in meaning. For example: buy >< sell, hot >< cold, soft >< hard, etc.

#### 7. Homonym

Homonym is a word that is the same in pronunciation as another but different in spelling and meaning. For example: pale and pail, week and weak, meet and meat, etc.

Mastering vocabulary is not only about the number of vocabulary that we can memorize, but also about rightness of the pronunciation. Because memorizing many words with wrong pronunciation means memorizing nothing. For this case, teachers play an important in development the students' knowledge.

### **2.1.3 Principle of Teaching Vocabulary**

According to Wallace as quoted in Indah Silitonga, there are nine principles of teaching vocabulary:<sup>8</sup>

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<sup>8</sup> Indah Christiani Silitonga,(2013),*The Effect of Applying Word Webbing Technique on Students' Vocabulary Mastery*, Medan: State University of Medan, page:9-11



a. Aims

This is the first that the teacher should be clear about the aim to teach vocabulary. It should be clear what the teacher teaches and what the student learn.

b. Quantity

After the teacher have the aim of the teaching vocabulary, the teacher has to consider the quality of vocabulary, which will be learn by students. How many new words in a lesson the learner can learn. The actual number will depend on number of the factors varying from class to class and learner to learner.

c. Need

In this, teacher creates a certain situation. They have to communicate and get the words they need. The teacher is an important. The vocabulary presented on students own need and interest. After that, they will memorize it.

d. Frequent Exposure and Repetition

People can not automatically remember a new words by hearing it once. So the repetition is needed until there is evidance that the students have learned the target words. A vocabulary must be used as often as possible.

e. Meaningful Presentation

The learner must have a clear and specific understand of what the words refers to, this requirement means that the words which are presented by the teacher must have perfect, clear and unambiguous denotation.

f. Presentation in Context

Words usage must be related to the context. It is line the users know to whom, where, they speak. Students should learn words in the appropriately context.

#### g. Situational Presentation

Teacher has to teach vocabulary based on the situation. It means that students should learn words in the situation in which they are appropriately used.

#### 2.1.4 Learning Vocabulary

It is important to know about learner's strategies. Brown and Payne as quoted by Budi, mention five essential steps in vocabulary learning that represent what learners must do.

The five steps are:

- 1) Having sources for encountering new words
- 2) Getting a clear image, either visual or auditory or both, for the forms of the new words
- 3) Learning the meaning of the words
- 4) Making a strong memory connection between the forms and meanings of the words
- 5) Using the words.<sup>9</sup>

Schmitt and McCharly divide the taxonomy of vocabulary learning strategies into four groups, namely:

##### 1) Discovery Strategies

In this stage, when learners do not know the words, they must discover their meaning by guessing from structural knowledge of the language.

##### 2) Social Strategies

A second way to discover new meaning employs the social strategy of asking someone who knows. Teachers are often in this position. They can be asked to help in a variety of ways. They can be asked to help in a variety of ways: giving the L1 translation, giving a synonym, definition, and paraphrase.

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<sup>9</sup> Budi Setiawan, Op.Cit., Page:13

### 3) Memory Strategies

Most memory strategies involve relating the word to be retained with some previously learners' knowledge, using some from of imagery or grouping. The strategies used in this stage are pictures/imagery, related words, unrelated words, grouping, etc.

### 4) Cognitive Strategies

Language strategies in this taxonomy are similar to memory strategies, but are not focused specially on manipulative mental processing; they include sorting, classifying, comparing, predicating, repeating and using mechanical means to study vocabulary.<sup>10</sup>

#### **2.1.5 Assessment in Vocabulary**

Assessment is about several things at once. Assessment is about reporting on students' achievement in learning and about teaching better through expressing to them more clearly the goals of our curriculum. It is about diagnosing misunderstanding in order to help students to learn more effectively.

Assessment is the process of observing and measuring learning. Assessment is a broad term includes testing. A test is a special form of assessment.<sup>11</sup> In other words, all tests are assessments. We test at the end of a lesson or unit. We assess progress at the end of a school year through testing. Evaluation of the students' achievement is necessary.

Teacher must give scores to the students' work in order to know success in teaching and the students' achievement in learning. The formative evaluation is happening while the students are still learning. This is the time for the teacher to give constructive feedback to assist the learning process. Summative is the end result of that the students have achieved. It may include test and measurement about it. The formative is used to help the students improve their knowledge. Summative is learning for the teaching method the teacher used.

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<sup>10</sup> *Ibid*, page:14

<sup>11</sup> Indah, Op.Cit., page:11

If teacher wants to test her/his students on vocabulary lists, she/he can often find vocabulary assessments in her/his curriculum materials. If assessments are not provide, she/he can make her/his own test.

- a) Fill in the blank and matching test are good way to test students knowledge of vocabulary definitions. Fill in the blank tests are especially useful for testing understanding of word connotation because students can choose the best match.
- b) The teacher can assess students' understanding of vocabulary by asing them to write a story using vocabulary words. She/he can also ask the students to use vocabulary words in sentence.
- c) The teacher can assess vocabulary by reading the word out loudly. It is useful for the students to practice their pronunciation.

#### **2.1.6 Teaching of Vocabulary Mastery**

There are many ways in presenting vocabulary, those are:

- 1) Say the word clearly and write it on the board. The teacher gives the example firstly how to pronounce this word correctly, and say it clearly, then teacher asks to students follow andrepeat it, after that write it on the board.
- 2) Get the class to repeat the word in chorus. Teacher tries to repeat word, so that students can practice more, andthey understand it.
- 3) Translate the word into the students' own languageTeacher gives the word on the text that has prepared, and also asksthem to translate it into students' own language.
- 4) Ask students to translate the word. Commonly, the teacher gives the text, read it correctly, after that he or she asks students to translate the word.
- 5) Draw a picture to show what the word means. One technique of presenting new word is drawing a picture to show and explain the word means.

6) Give an English example to show how the word is used. The teacher gives an English example firstly, and students follow and repeat it, it hopes can show how the word is used.

7) Ask questions using the new word. After the teacher gives an English example, follow, and repeat it correctly. Then the teacher asks questions using the new word to measure whether students can understand or not. Here, it can be argued that this way is very good for all of teachers to use this way, because many things can be gotten, they are: students can know, pronounce, use, and understand new word

means. Besides that, teacher has to choose one of ways based on the students' level, students' ability, and conditions of vocabulary.<sup>12</sup> The English teachers can use it for teaching vocabulary in their class. That is the steps to presenting vocabulary in a good way.

As Jeremy Harmer stated that: there are many occasions when some form of presentations and explanations are the best way to bring new words into the classroom, those are:<sup>13</sup>

- Realia

One way of presenting words is to bring the things they represent into the classroom – by bringing —realia into the room. Words like —postcard, —ruler, —pen, —ball, etc. can obviously be presented in this way. The teacher holds up the object (or points it). Says the word and then gets students to repeat it.

- Pictures

Pictures can be used to explain the meaning of vocabulary items; teachers can draw things on the board or bring in pictures. They can illustrate concepts such as above and opposite just as easily as hats, coats, walking sticks, cars, smiles, frowns, etc. words

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<sup>12</sup> Dian, Op.Cit., page:9

<sup>13</sup> *Ibid*, page:10

- Mime, action and gesture

It is often impossible to explain the meaning of words and grammar either through the use of realia or in pictures. Actions, in particular, are probably better explained by mime. Concepts like smoking or running are easy to present in this way; those are ways of walking, expressions, prepositions (—to, —toward, etc). And times (a hand jerked back over the shoulder to represent the past, for example).

- Contrast

Teachers saw how words exist because of their sense relations and it can be used to teach meaning. We can present the meaning of —empty by contrasting it with —full, —cold, by contrasting it with —hot, —big by contrasting it with —small. We may present these concepts with pictures or mime, and by drawing attention to the contrasts in meaning we ensure our students' understanding.

- Enumeration

Other sense relation is that of general and specific words. We can use this to present meaning. We can say —clothes and explain this by enumerating or listing various items. The same is true of vegetable or furniture, for example.

- Explanation

Explaining the meaning of vocabulary items can be very difficult, especially at beginner and elementary levels. But with more intermediate students such a technique can be used. It is worth remembering that explaining the meaning of a word must include explaining any facts of word use which are relevant. If we are explaining the meaning of mate (friend) we have to point out that it is a colloquial word use in informal context and that it is more often used for males than for females.

- Translation

Translation is quick and easy way to present the meaning of words but it is not without problems. In the first place it is not always easy to translate words, and in the second place, even where translation is possible, it may make it a bit too easy for students by discouraging them from interacting with the words.

From explanations above, it can be believed that there are many ways to present vocabulary, teacher as a facilitator has to be able to choose a good technique to teach how to provoke students' interest in learning vocabulary. In his research, the writer teaches vocabulary through Clustering Technique.

### **2.1.7. Definition of Media**

According to Rossi and Biddle in quoted by Pradiba, Media consist of physical aids to tell content of teaching material from script films, tape recorder, cassette, films, slides, photographs, pictures, graphics, television and computer. Educational media are those used to support the processes of education, whereby teachers attempt to induce learning in students.<sup>14</sup>

Kasbolah says that there are five criteria of media which are used by teacher in the classroom. They are:

1. Easy to prepare

If it takes two hours for you to prepare an activity which you can then use many times with different classes, then it is worthwhile once you have built up to a media, it is usually not difficult to prepare the activity.

2. Easy to organize

Is it easy to organize in the classroom? The teacher has to decide whether the effort of organizing a more complicated activity is worthwhile in terms of the three points which following.

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<sup>14</sup>Pradiba Utari, (2014), *The Effect of Using English Movie on The Students' Achievement on Writing Review Text*, Medan: State University of Medan, page:18

### 3. Interesting

The text book may be interesting but on the other hand, you and your students might like to have a change from it.

### 4. Meaningful and Authentic

They should be authentic and intrinsic to the activity. It is probably true that many activities which appear in communication are little more than empty drills, in the sense that no one really cares about the meaning.

### 5. Sufficient amount of the language

The activity will give rise to sufficient amount of the language use in order to justify its conclusion in the language lesson.<sup>15</sup>

#### **2.1.8. Characteristics of Media**

Arsyad stated in his script film that the general characteristics of media are as follows:

1. A physical understanding of educational media known as hardware is a thing that can be seen, heard, or touched with five senses.
2. Non-physical understanding of educational media known as software is the message from hardware that consists of the content delivered to the students.
3. They are focused on visual and audio.
4. They are learning aids which are in or out of the classroom.
5. They are used in communication and interaction between teacher and student in teaching-learning process.<sup>16</sup>

#### **2.1.9. Contribution of Media**

Hamalik in quoted by Pradiba, state that the use of media in teaching-learning process can arouse the stimulus in learning activity and can take psychological effects on the students.<sup>17</sup>

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<sup>15</sup> Kasbolah, (2007), *English for Young Learners*, Jakarta: Bumi Aksara, page:102

<sup>16</sup> A. Arsyad, (2009), *Media Pengajaran*, Jakarta: Grafindo, page:19



Kemp and Dayton in Arsyad, said the contributions of media in teaching-learning activity are as follows:

1. Teaching material is more standard
2. Learning activity is more attractive
3. Learning activity is more interactive
4. The time needed to learn can be decreased
5. The learning quality can be advanced
6. The learning process can be done wherever and whenever
7. Increasing positive attitude to the learners and learning process becomes better and giving positive value to the teacher<sup>18</sup>

#### **2.1.10. Criteria of Choosing Media**

Wright in Rayandra state that there are some questions used as the consideration in choosing media. They are as follows:

1. Are the media easily prepared by the teacher?
2. Are the media easily operated by the teacher?
3. Are the media interesting for students?
4. Are the media easily gotten?<sup>19</sup>

#### **2.1.11. Classification of Media**

Rayandra divides media into three types. They are:

1. Visual media a way to communicate with media by visual means. It is a medium to spread out ideas with help of pictures.
2. Audio media a form of media communicate that used audio or voice recording as a medium in the delivery of information.

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<sup>17</sup>Pradiba, Op.Cit., page: 20

<sup>18</sup> A. Arsyad, Op. Cit., page:21-23

<sup>19</sup>Rayandra Asyhar, (2012), *Kreatif Mengembangkan Media Pembelajaran*, Jakarta: Grafindo, page

3. Audio-visual media a form of media to communicate involving both hearing and seeing information.<sup>20</sup>

#### **2.1.12. Definition of Movie**

Movie is called film or motion picture is a story conveyed with with moving images. It is produced by recording photographic images with cameras creating images using animation techbiques or visual effect. Movie records physical reality but sees it differently from ordinary human experiences.<sup>21</sup>

Some film have become popular worldwide attractions by using dubbing or subtitling that translate the dialogue into the language of viewer. A recording of moving images that tells a story and that people watch on a screen or television.<sup>22</sup> Movies, also known as films, are a type of visual communication which use moving pictures and sound to tell stories or inform (help people to learn).<sup>23</sup> So if the learners like watching movie, especially English movies, why they not try to watch movie in English? The learners can have fun and at the same time learn a lot of English. Movie is not only used for entertainment purposes but also education. It can be an effective media in teaching learning prosess because it stimulates students both receptive skills and productive skills. Movie can present information, explain the process and complex concepts, teach skill and influence attitude.

#### **2.1.13. Genres of Movie**

Sitompul states that there are some genre in movie such as dramas, action, thrillers, comedies, romance, romantic-comedies, buddy, science fiction, wetern, horror, animated, and documentaries.

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<sup>20</sup> *Ibid*, page:103

<sup>21</sup> Joseph E. Champoux, (2007), *Film as a Teaching Resource*, New Mexico: The University of New Mexico, page:6

<sup>22</sup> [http://www.merriam\\_webster.com/dictionary/movie,\(2013\),](http://www.merriam_webster.com/dictionary/movie,(2013),) accessed on December, 22<sup>nd</sup> 2016 at 15.30 pm

<sup>23</sup> [http://simple.wikipedia.org/wiki/Movie,\(2013\),](http://simple.wikipedia.org/wiki/Movie,(2013),) accessed on December, 22<sup>nd</sup> 2016 at 15.30 am

1. Action stories whose central struggle plays out mainly through a clash of physical forces.
2. Adventure stories whose central struggle plays out mainly through encounters with new “worlds”.
3. Comedy stories whose central struggle causes hilarious results.
4. Horror stories whose central struggle focuses on escaping from and eventually defeating a monster (either human or non-human).
5. Love (romance) stories whose central struggle is between two people who each want to win or keep the love of the other.
6. Fantasy stories that are animated, or whose central struggle plays out in two worlds—the “real” world and an imaginary world.
7. Thriller stories whose central struggle pits an innocent hero against a lethal enemy who is out to kill him or her.<sup>24</sup>

#### **2.1.14. The Advantages of Using Movie in Teaching Learning Process**

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

1. Movies are comfortable, familiar medium to contemporary students that can keep student interest in the theories and concepts under discussion. Students can see the theories and concepts in action.
2. The movie is available on videotape of high production quality. The high production qualities of these senses present strong effects in a short time.
3. Movie also is an economical substitute for field trips and other real world visits.

While most movies are fiction, they can offer powerful

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<sup>24</sup>Venny Sitompul, (2010), *The Effect of Applying English Movies on Grade XI Students' Speaking Achievement*, Medan: State University of Medan.

4. Students can hone their analytical skill by analyzing movie scenes using the theories and concepts they are studying. Students also can see and experience world beyond their own, especially if the scenes sharply differ from their local environment.
5. Movie offer both cognitive and affective experiences. They can provoke good discussion, assesment of one's values and assessment of self if the scenes have strong emotional content.<sup>25</sup>

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

1. Attract attention
2. Make learning fun
3. Increase their vocabulary
4. Getting new word from one film to the other films

#### **2.1.15. The Disadvantages of Using Movie in Teaching Learning Process**

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

1. Some students might resist viewing foreign movie with English subtitles. This movie takes more effort to follow because of the need to read the subtitles and watch the scenes. Foreign movie also can have culturally based subtitles that non natives might not easily understand. Experimenting with scenes from several foreign movies will let you gauge your students' reactions.
2. Using movies scenes in class takes time away from other classroom activities.
3. The content of scenes might distract some students from the theories and concepts the scenes portray. Humor, dram, terror and language can distract people.
4. Expensive.

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<sup>25</sup> Joseph E. Champoux, (2007), *Film as a Teaching Resource*, New Mexico: The University of New Mexico, page:11

5. If used less precise will affect less well.
6. Using movies in class takes time away from other classroom activities.
7. Media needs extra fund.<sup>26</sup>

#### **2.1.16. How to Minimize The Disadvantages of Using English Movie in Teaching Learning Process**

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

#### **2.1.17. English Movie as Media in Teaching Learnig Process**

In considering what movie can be applied in the teaching and learning process, there are three general principles to guide the selection and use of movie, they are: it usually serve the dynamic visual, developed based on psychology, behaviorism and cognitive principles, and oriented for teachers who have students' low interaction participation.<sup>27</sup>

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

#### **2.1.18. Definition of Habit**

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<sup>26</sup>*Ibid*, page:12

<sup>27</sup>Widi Ayu Ningtyas Putri, (2014), *The Effect of Applying English Movie on The Students' Achievement on Writing Recount Text*, Medan: State University of Medan, page:28

Habits are routines of behavior that are repeated regularly and tend to occur subconsciously about them. Habitual behavior often goes unnoticed in person exhibiting it, because a person does not need to engage in self-analysis when undertaking routine tasks. Habituation is an extremely simple form of learning, in which in an organism, after a period of exposure to a stimulus, stop responding to that stimulus in varied manners.<sup>28</sup>

Habit is something that is not conducted drastically but it is conducted slowly, repeatedly, and continuously.<sup>29</sup> According to Meriam Webster.com, habit is stated as a behavior a pattern acquired by frequent repetition or psychological exposure that shows itself in regularity or increase in facility of performance.<sup>30</sup>

From the definition above, the researcher concludes that habit is something that is conducted repeatedly and continuously. In this study, the habit is intended as the students' habit in watching English movies in their daily activity wherever and whenever it is. A habit can be done at home, at the school, on the way and other places.

There are some factors that show someone's habit to do something, like watching English movies. The factors of habit are frequency, repetition, automation. Someone's habit can grow up if someone conducts something in strength repetition, too long in interval of time, interest in action and the result of the actions is pleasure.

#### **2.1.19. 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

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(namely one particular unmoving owl in one place). Habituation has been shown in essentially very species of animals, including the large protozoan *stenter coeruleus*

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

## **2.2 Related Studies**

The research about habit in watching English movie has been done by Ahmad Syafi'i that was "*The Correlation Study Between Students' Habit in Watching English Movie and Their Vocabulary Mastery at SMKN 1 Salatiga*" this research explain about the correlation between students' habit watching English movie and their vocabulary mastery. He conducted the observation on 2013. He used media as English movie to teach vocabulary and to improve students vocabulary. In fact, the result of analysis of interpretation of the data shows that teaching vocabulary is probably more effective by using English movie. It can be seen from the result of the test. By using English movie in teaching vocabulary, the researcher hopes that the students will be interested in achieving vocabulary. Based on the result of research has been observed by Ahmad Syafi'i the researcher continue to the research about the correlation between students' habit watching English movie. The researcher expected students' habit watching English movie to help the English teacher to improve students' vocabulary.

## **2.3 Conceptual Framework**

Teaching is the process of giving instruction to do something to someone. Teaching is one of ways to transfer the knowledge and information. In teaching a subject matter, teacher

is required to be more creative and have various kinds of media to enhance students' vocabulary mastery.

Vocabulary is a list of words and their meaning, especially in a book for learning a foreign language. Vocabulary is the total of words, which make up a language. It is one of the basic elements in achievement language skill. It is impossible for the students to understand their English teacher explanation without using more vocabulary.

Habit is something that is conducted repeatedly and continuously. In this study, the habit is intended as the students' habit watching English movie in their daily activity wherever and whenever it is. A habit can be done at home, at school, on the way and other places.

Based on the theoretical and conceptual framework, it is hoped that students' vocabulary mastery is higher by the habit watching English movie.

#### **2.4 Hypothesis**

A hypothesis is a prediction of some possible outcomes of a study. Based on the previous explanation of both theoretical and conceptual framework, the formulation of the hypothesis is as follows:

$H_0$  : There is no correlation between students' habit watching English movie and their vocabulary mastery.

$H_a$  : There is a correlation between students' habit watching English movie and their vocabulary mastery.



## CHAPTER III

### RESEARCH METHOD

#### 3.1 Research Location

The researcher was conducted at MTs Islamiyah YPI Batang Kuis. The location of research is on Jl. Mesjid Jamik Dusun 1 No. 59 Desa Bintang Meriah Kecamatan Batang Kuis. The writer chose this location because in this location the researcher found the problem and the same research never been conducted there.

#### 3.2 Population and Sample

##### 1. Population

Population is all members of the research subject.<sup>31</sup> Population is all individuals from whom the data are collected. In this research, the population was the eighth grade of MTs.Islamiyah YPI Batang Kuis. There were two classes and the total number of the students was 58.

**Table 3.1**  
**The Population of Research**

<b>Number</b>	<b>Class</b>	<b>Students</b>
<b>1</b>	VIII-1	27
<b>2</b>	VIII-2	31
	<b>Total</b>	<b>58</b>

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<sup>31</sup>Suharsimi Arikunto, (2006), *Prosedur Suatu Penelitian Suatu Pendekatan Praktik*, Jakarta: Bina Aksara, page:130

## 2. Sample

In this research, the writer was took 29 students from 58 students. The writer used the random sampling to got the research.

**Table 3.2**

**The Sample of Research**

<b>Number</b>	<b>Class</b>	<b>Students</b>
<b>1</b>	VIII-1	29

### 3.3 Research Design

This is correlational research. A correlation research is a detection of a correlation between one variable and the other based on the available correlation coefficient. In this research the writer was applied a quantitative research approach. Quantitative approach is process of getting knowledge by using a numericdata as instrument to explain the subject.<sup>32</sup>

### 3.4 Operational Definition

This research has two variable, they were independent variable and dependent variable.

1. Independent variable of this research is Habit Watching English Movie and vocabulary mastery. This media will be apply to know the correlation between watching English movie and students' vocabulary mastery.
2. Dependent variable is students' vocabulary mastery.

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<sup>32</sup>Margono, (2004), *Metodologi Penelitian Pendekatan*, Jakarta:RinekaCipta, page:105

### **3.5 Instruments for Data Collection**

To collect the data, this study will use questioners and test. Questioners are the number of written questions that are used to acquire information from respondents.<sup>33</sup> Questioners in this research are a set of questions about the interest of students' habit watching English. They will be used to find out information about their watching movie interest. After they fill the questioners, and the test will be used to get information about students' vocabulary mastery.

### **3.6 Techniques for Data Collection**

#### *1. Questioners*

The questioners were given to the 38 respondents. The questioners were given in the first meeting. The questioners consist of three phases. The first phase is frequency of students watching movie, there are five questions (1-5). The second phase is repetition of watching movie, there are four questions (6-9). The third phase is automatic behavior of watching movie, there are five questions (10-14). The students can answer "Strongly Agree, Agree, Disagree, Strongly Disagree" for each question.

#### *2. Test*

The test will be given after the questioners (in the second meeting). The test consists of 20 questions. The questions are based on the vocabulary material. The students will get possible score 0-100, where 0 is the minimum score and 100 is the maximum score. The steps to do the test are below:

- a. Distributing the test to the students
- b. Giving instruction that the test is directly done on the test
- c. Specifying the time for the students to do the test
- d. Taking the answer of the test
- e. Scoring the students' answer

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<sup>33</sup>Suharsimi, Op.Cit., page:151

### 3.7 Techniques for Data Analysis

The data of students habit in watching English movie was taken by using the questioners. There are 14 questioners, every number will give scores as the following table:

Optional for The Questioner	Value
Strongly Agree / SangatSetuju (SS)	4
Agree / Setuju (S)	3
Disagree / TidakSetuju (TS)	2
Strongly Disagree / Sangattidak setuju (STS)	1

The data of students' mastery vocabulary was taken by using multiple choice test. There are 20 questions about vocabulary. The researcher was used the formula to get the students' score:

$$S = \frac{R}{N} \times 100\%$$

In which :

S = Score of the test

R = Number of the correct answer

N = Number of the test items

The researcher used product moment correlation to find out the correlation between students' habit in watching English movie and their vocabulary mastery. The formula is:

$$r_{xy} = \frac{N \cdot \sum XY - (\sum X) (\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

$r$  = coefficient correlation

$N$  = the number of students

$\sum XY$  = the number X variable and Y variable

$\sum X$  = the number of Xvariable

$\sum Y$  = the number of Yvariable

$\sum X^2$  = the square of X variable

$\sum Y^2$  = the square of Y variable

## CHAPTER IV

### DATA ANALYSIS AND RESEARCH FINDING

#### 4.1. Data of Students' Habit In Watching English Movie

The data of students' habit in watching English movie were found from the questioner which given to 27 students of Madrasah Tsanawiyah Islamiyah YPI Batang Kuis who became the research respondents. The complete data about students' habit in watching English movie can be seen on the following table :

**Table 4.1**  
**The Name of Respondents**

No	Initial Name
1	APR
2	AIK
3	AN
4	AS
5	AWH
6	CH
7	DH
8	DMPL
9	DS
10	DKS
11	DR
12	DAP
13	DFP
14	EMM
15	EHLS
16	FH
17	FR
18	HRP
19	IF
20	MF
21	MWR
22	RA
23	SW
24	TS
25	UAL

26	URS
27	Y
28	AML
29	SN

**Table 4.2**

**The Questionnaire Calculation of Watching English Movie**

Initial Name	Frequency														Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
APR	3	3	2	2	2	1	3	2	3	3	1	3	3	3	34
AIK	4	3	3	3	3	1	3	2	2	3	2	3	1	3	36
AN	4	2	3	3	3	2	3	2	2	3	3	2	2	3	37
AS	3	3	2	2	1	1	4	2	2	3	1	2	2	3	31
AWH	3	3	2	2	1	3	4	2	3	3	2	3	2	3	36
CH	4	3	1	1	1	1	4	1	3	1	4	3	2	3	32
DH	3	2	2	2	3	3	2	3	2	2	2	3	3	2	34
DMPL	3	3	2	2	1	3	4	2	2	3	1	4	1	4	35
DS	4	2	3	3	4	4	4	1	1	2	1	1	2	3	35
DKS	2	1	2	2	1	3	3	2	4	3	1	3	3	3	33
DR	4	3	2	2	1	3	1	3	2	3	1	3	2	4	34
DAP	4	3	2	2	3	3	4	3	2	3	1	2	1	3	36
DFP	4	3	2	2	2	4	4	3	2	3	1	2	3	3	38
EMM	4	3	2	2	3	3	3	3	3	3	2	3	1	3	38
EHLS	3	3	2	2	3	4	4	3	2	2	3	3	2	2	38
FH	4	3	2	2	2	3	4	2	3	1	1	3	2	3	35
FR	4	3	2	2	1	3	3	2	4	2	2	1	2	3	34
HRP	3	4	3	3	4	4	4	1	3	3	2	3	1	4	42
IF	4	3	2	2	1	3	4	2	3	3	2	3	1	3	36
MF	3	2	3	3	3	4	4	2	3	2	2	2	2	3	38
MWR	4	3	3	3	2	3	3	1	2	4	3	1	2	3	37
RA	3	2	3	3	1	2	4	2	2	2	2	1	2	4	33
SW	4	3	3	3	4	3	4	3	4	3	2	1	1	4	42
TS	4	3	2	2	2	4	4	1	2	2	2	1	2	1	32
UAL	3	3	3	3	4	3	4	3	3	2	1	2	1	3	38
URS	3	3	3	2	1	4	2	1	2	3	2	2	2	3	33
Y	3	3	2	2	2	1	3	2	2	2	4	3	1	3	33
AML	3	3	3	3	2	4	4	2	3	3	1	1	2	3	37
SN	4	2	4	4	1	4	4	2	2	2	3	2	1	3	38
<b>Total</b>															1035

**Table 4.3**

### Validity Test

Item	Score (pearson correlation)	Probabilitas correlation (sig. 2 tailed)	Validity
1	0,607	0,000	Valid
2	0,462	0,010	Valid
3	0,022	0,907	Invalid
4	0,192	0,308	Invalid
5	0,485	0,007	Valid
6	0,491	0,006	Valid
7	0,126	0,508	Invalid
8	0,491	0,006	Valid
9	0,636	0,000	Valid
10	0,552	0,002	Valid
11	0,285	0,127	Valid
12	0,372	0,043	Valid
13	0,575	0,001	Valid
14	0,539	0,002	Valid

Based on the SPSS 16 analyze above, the researcher found 3 questions invalid namely, item 3, 4, and 7. Then, the writer used 11 valid questions to collect data on real sample in MTs. Islamiyah YPI BatangKuis.

**Table 4.4**

#### The Result of Reliability

##### Reliability Statistics

Cronbach's Alpha	N of Items
0,774	14

From the result above, the writer saw that the questionnaire has score reliability 0,774. Thus, because of  $r\text{-calculation} \geq r\text{-table}$ , so the questionnaire that is used by writer can be believed. On the strength of validity and reliability on the table 4.3 and 4.4 can be concluded that the instrument can be accepted.



#### 4.2. Data of The Students' Vocabulary Mastery

Data of the students' mastering vocabulary were found from the test which were given to 29 students of Madrasah Tsanawiyah Islamiyah YPI Batang Kuis who became the research respondents. The complete data about the students' mastery vocabulary can be seen on the following table :

**Table 4.5**

**The Test of The Students' Vocabulary Mastery**

<b>No</b>	<b>Initial Name</b>	<b>Score</b>
1	APR	85
2	AIK	60
3	AN	70
4	AS	80
5	AWH	70
6	CH	45
7	DH	85
8	DMPL	85
9	DS	65
10	DKS	80
11	DR	95
12	DAP	60
13	DFP	95
14	EMM	75
15	EHLS	90
16	FH	65
17	FR	75
18	HRP	85
19	IF	90
20	MF	90
21	MWR	75
22	RA	85
23	SW	90
24	TS	45
25	UAL	65
26	URS	70
27	Y	90
28	AML	95
29	SN	95
<b>Total</b>		<b>2255</b>

Then to know the average (mean), the variant and the standard deviation from the data of the students' vocabulary mastery can be seen on the following table:

**Table 4.6**  
**Worktable for Finding Mean, Variant and Standard Deviation from Data of**  
**Students' Vocabulary Mastery**

No	Score (xi)	Fi	Fixi	xi <sup>2</sup>	fixi <sup>2</sup>
1	45	2	90	2025	8100
2	60	2	120	3600	14400
3	65	3	195	4225	38025
4	70	3	210	4900	44100
5	75	3	225	5625	50625
6	80	2	160	6400	25600
7	85	5	425	7225	180625
8	90	5	450	8100	202500
9	95	4	380	9025	144400
<b>Total</b>		<b>29</b>	<b>2255</b>	<b>51125</b>	<b>708375</b>

The average (mean) from the test score of 29 students of Madrasah Tsanawiyah Swasta Islamiyah YPI Batang Kuis who became the research respondents in students' vocabulary mastery was computed as following :

$$\begin{aligned}\bar{x} &= \frac{\sum fixi}{\sum fi} \\ &= \frac{2255}{29} \\ &= 77,75\end{aligned}$$

The variant from data of students' vocabulary mastery can be computed as following :

$$\begin{aligned}S^2 &= \frac{n \sum fixi^2 - (\sum fixi)^2}{n(n-1)} \\ S^2 &= \frac{29 \times 708375 - (2255)^2}{29(29-1)} \\ S^2 &= \frac{15457850}{812}\end{aligned}$$

$$S^2 = 19,03$$

From the result of variant above, it can be found the standard deviation (s). Where the coefficient of the standard deviation is the root of the variant value ( $\sqrt{19,03}$ ) that is 4,36.

**Table 4.7**

**The Data Normality Test of Students' Vocabulary Mastery**

No	Score	F	Fcum	zi	fzi	Szi	fzi-szi
1	45	2	2	-2.30015	0.01072	0.068966	-0.05825
2	60	2	4	-1.24693	0.106212	0.137931	-0.03172
3	65	3	7	-0.89585	0.185167	0.241379	-0.05621
4	70	3	10	-0.54477	0.292955	0.344828	-0.05187
5	75	3	13	-0.1937	0.423207	0.448276	-0.02507
6	80	2	15	0.157379	0.562527	0.517241	0.045286
7	85	5	20	0.508455	0.694433	0.689655	0.004778
8	90	5	25	0.859531	0.804976	0.862069	-0.05709
9	95	4	29	1.210607	0.886977	1	-0.11302

From the explanation above, it can be seen that the Liliefors Observation or  $L_o = -0,113$  with  $n = 29$  and at real level  $\alpha = 0,05$  from the list critical coefficient or Liliefors table  $L_t = 0,161$ . It can be concluded that the data distribution was **normal**, because  $L_o (-0,113) < L_t (0,161)$ .

**Table 4.8**

**The Data Homogeneity Test of Students' Vocabulary Mastery**

Num	Data	Variants	F <sub>observation</sub>	F <sub>table</sub>	Conclusion
1	The Students' Vocabulary Mastery	4,36	4,36	7,60	Homogenous

### 4.3. Hypothesis Testing

The data was collected from the data of the students' score in questioner about habit in watching English movie (X) and the data of the students' vocabulary mastery (Y). The

table below was created to make easier in counting the correlation product moment. The result of computation is as following :

**Table 4.9**

**Students' Score in Questioner about Habit in Watching English Movie (X) and The Data of The Students' Vocabulary Mastery (Y)**

No	Name	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
1	APR	36	85	3060	1296	7225
2	AIK	40	60	2400	1600	3600
3	AN	40	70	2800	1600	4900
4	AS	38	80	3040	1444	6400
5	AWH	36	70	2520	1296	4900
6	CH	38	100	3800	1444	10000
7	DH	36	85	3060	1296	7225
8	DMPL	35	85	2975	1225	7225
9	DS	37	65	2405	1369	4225
10	DKS	41	100	4100	1681	10000
11	DR	50	100	5000	2500	10000
12	DAP	34	100	3400	1156	10000
13	DFP	33	100	3300	1089	10000
14	EMM	37	75	2775	1369	5625
15	EHLS	30	90	2700	900	8100
16	FH	49	100	4900	2401	10000
17	FR	38	75	2850	1444	5625
18	HRP	37	85	3145	1369	7225
19	IF	34	90	3060	1156	8100
20	MF	44	90	3960	1936	8100
21	MWR	43	75	3225	1849	5625
22	RA	39	85	3315	1521	7225
23	SW	36	90	3240	1296	8100
24	TS	43	45	1935	1849	2025
25	UAL	32	100	3200	1024	10000
26	URS	31	70	2170	961	4900
27	Y	38	90	3420	1444	8100
28	AML	49	100	4900	2401	10000
29	SN	48	100	4800	2304	10000
<b>Total</b>		<b>∑X=1122</b>	<b>∑Y=2460</b>	<b>∑XY=95455</b>	<b>∑X<sup>2</sup>=44220</b>	<b>∑Y<sup>2</sup>=214450</b>

Based on the data above, the researcher gets  $\sum X=1122$ ,  $\sum Y=2460$ ,  $\sum XY=95455$ ,  $\sum X^2=44220$ ,  $\sum Y^2=214450$ . To know the correlation between students' habit in watching English movie and students' vocabulary mastery, the researcher done hypothesis examination based on the result of research that have done before.

Then, the data analyzed to count the correlation between X variable and Y variable by using the correlation product moment as following :

$$\begin{aligned}
 r_{xy} &= \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} \\
 &= \frac{29 \times 214450 - (1122)(2460)}{\sqrt{\{29 \times 44220 - (1122)^2\} \{29 \times 214450 - (2460)^2\}}} \\
 &= \frac{6219050 - 2735520}{\sqrt{(1282380 - 1236544)(6219050 - 6051600)}} \\
 &= \frac{3483530}{\sqrt{(45836)(167450)}} \\
 &= 3,97
 \end{aligned}$$

Based on the calculation above, it was shown that  $r_o = 3,97$  and  $r_{table} = 0,36$  with a standard of significant 95%. The value of correlation product moment is bigger than r table ( $3,97 > 0,36$ ). So, the alternative hypothesis ( $H_a$ ) of the research is accepted, but  $H_o$  is rejected. It means there was a positive correlation between students' habit watching English movie and their vocabulary mastery. With the correlation category is very high.

**Table 4.10**

**Interpretation of Number Correlation (“r” Score)**

“r” Score	Interpretation
0,00-0,20	The correlation of both variables are very low

0,20-0,40	The correlation of both variables are low
0,40-0,70	The correlation of both variables are medium
0,70-0,90	The correlation of both variables are high
0,90-1,00	The correlation of both variables are very high

Based on the interpretation above, it can be concluded that the correlation of both variable are very high, because the r score of both variables are 3,97. Then, to test the significant between students' habit watching English movie and their vocabulary mastery is used by following formula :

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

$$t = \frac{3,97 \sqrt{29-2}}{\sqrt{1-3,97^2}}$$

$$t = \frac{3,97 \times 5,19}{\sqrt{1-15,76}}$$

$$t = \frac{20,60}{3,84}$$

$$t = 5,36$$

The value that was found from the calculation above is 5,36. It can be confirmed to the t distribution table where t distribution table value on N = 29 and the real level  $\alpha = 0,05$  is 1,70. Because the t count (5,36) is higher than t table (1,70), so there is a significant correlation between students' habit watching English movie and their vocabulary mastery.

### 4.3. Research Finding

1. Based on the result of the calculation above, the researcher was found the questioner that shown the students' habit in watching English movie 3 question invalid and 11 questions valid.

2. Based on the calculation above, it can be shown that  $r_o = 3,97$  and  $r_{table} = 0,36$  with a standard of significant 95%. The value of correlation product moment is bigger than  $r_{table}$  ( $3,97 > 0,36$ ). So, the alternative hypothesis ( $H_a$ ) of the research is accepted, but  $H_o$  is rejected. It means that there is a positive correlation between students' habit watching English movie and their vocabulary mastery. With the correlation category is very high.
3. Based on the calculation above, it can be seen the  $t_{count}$  is 5,36. It can be confirmed to the  $t$  distribution table where value on  $N = 29$  and the real level  $\alpha = 0,05$  is 1,70. Because the  $t$  count (5,36) is higher than  $t$  table (1,70), so there is a significant correlation between students' habit watching English movie and their vocabulary mastery.

#### **4.4. Discussion**

There was significant correlation between students' habit watching English movie and their vocabulary mastery have higher correlation value. It had been explained in chapter 2 that the habit of watching movie provide opportunities to study language about vocabulary. Moreover, students should have a schedule for it is. In order to get new vocabularies and find many information about grammar to help language skill. Sometimes, they also will find the problems about structure, difficult new vocabulary, based on the dialogue by the native speaker. Then, they can look for the other referent. Indirectly, students will study about vocabulary of English by watching movie.

Based on the explanation above, the researcher concluded that there was a correlation between students' habit watching English movie and their vocabulary mastery.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1. Conclusions

The researcher concluded that: Based on the result of the calculation above, it was found that the questioner that show the students' habit in watching English movie 3 question invalid and 11 questions valid. And based on the calculation above, it can be shown that  $r_o = 3,97$  and  $r_{table} = 0,36$  with a standard of significant 95%. The value of correlation product moment is bigger than r table ( $3,97 > 0,36$ ). So, the alternative hypothesis ( $H_a$ ) of the research is accepted, but  $H_o$  is rejected. It means that there is a positive correlation between students' habit watching English movie and their vocabulary mastery. With the correlation category is very high.

Based on the calculation above, it can be seen the tcount is 5,36. It can be confirmed to the t distribution table where value on  $N = 29$  and the real level  $\alpha = 0,05$  is 1,70. Because the t count (5,36) is higher than t table (1,70), so there is a significant correlation between students' habit watching English movie and their vocabulary mastery.

#### 5.2. Suggestions

Based on the conclusion, the researcher gives some suggestion:

1. For the students should learn more to increase their vocabulary mastery and should keep responsibility in their studying
2. For other researchers who are interested in conducting same researcher have to explore knowledge in order to give more benefit on the research result.



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## Appendix I

### Questioners

Question	Answer
1. Menonton film Barat/Inggris merupakan kegiatan rutin yang harus Anda lakukan.	
2. Anda menonton film Barat/Inggris lebih dari 2 jam.	
3. Kebiasaan menonton film Barat/Inggris Anda dilakukan dua kali dalam seminggu selama masa liburan.	
4. Anda selalunya menonton film Barat/Inggris di rumah.	
5. Membiasakan diri Anda untuk menonton film Barat/Inggris sejak dari SMP.	
6. Timbul rasa bosan pada saat menonton film Barat/Inggris.	
7. Timbul rasa senang pada saat menonton film Barat/Inggris	
8. Anda lebih nyaman menonton film Barat/Inggris di rumah sendiri.	
9. Anda lebih nyaman menonton film Barat/Inggris bersama teman	
10. Anda akan buru-buru menonton film Barat/Inggris keluaran terbaru	
11. Anda lebih memilih menonton film Barat/Inggris daripada film lainnya.	
12. Saat Anda susah tidur lebih baik menonton film Barat/Inggris.	
13. Anda lebih mudah memahami film Barat/Inggris tanpa melihat subtitle	
14. Menonton film Barat/Inggris melatih pemahaman tentang bahasa asing kita	



- A. large      B. shiny      C. dirty      D. soft
8. Katherine didn't study hard. He didn't ..... the exam.
- A. study      B. give      C. pass      D. break
9. The gardener ..... the grass every Monday and Thursday.
- A. cuts      B. plans      C. trains      D. comes
10. Sugar is ..... , but honey is sweeter than sugar.
- A. salty      B. small      C. sweet      D. smooth
11. Kathy is a ..... . She teaches Math in our class. Every students love her.
- A. kind teacher                      C. arrogant teacher  
B. ugly teacher                        D. emotional teacher
12. Naya                      : Do you have a ..... ?
- Shopkeeper    : Yes, we do. The fruit rack is right there.
- A. persian cat                      C. running shoes  
B. green apple                      D. drawing book
13. Teguh    : This fried chicken is my favourite.
- Hilda    : I like it too. This fried chicken is very .....
- A. delicious                      B. bitter      C. salty      D. dangerous
14. Something that you can find in your bedroom is a ..... .
- A. blackboard      B. bed      C. stove      D. garden
15. Grant is a tailor. He makes ..... .
- A. clothes                      B. bag      C. belt      D. ice cream
16. My father always reads ..... everymorning .
- A. radio      B. computer      C. television      D. newspaper
17. I went to dentist yesterday because my ..... were in pain.
- A. hands      B. fingers      C. teeth      D. ears

18. Diana's barbie is broken. Diana is very ..... now.

- A. confuse            B. sad            C. happy            D. charm

19. Luna is celebrating her birthday.

Now Luna feels .....

- A. angry            B. dusty            C. easy            D. happy

20. The clown is so ..... . He makes all kids laugh and happy.

- A. funny            B. quiet            C. noisy            D. disgusting

## Appendix III

### Key Answer for The Test

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

## APPENDIX IV

### The List of Students

No	Name	Initial Name
1	AditiyaPrayogaRangkuti	APR
2	AegyImammilKair	AIK
3	AgitaNofitri	AN
4	AryaSetiawan	AS
5	AstriWidyaMuhayat	AWH
6	ChairunnisaHarahap	CH
7	DarmawanHarahap	DH
8	DeaMoccaPrawaraLubis	DMPL
9	Denny Sahputra	DS
10	Devi Kumala Sari	DKS
11	Dian Ramadhan	DR
12	DiniAyundaPutri	DAP
13	DwiFadhillahPutri	DFP
14	El Mahdi Mahardika	EMM
15	Eva Haria Lestari Siregar	EHLS
16	FadiaHadawiyah	FH
17	FikriRidho	FR
18	Harry Rahma Putra	HRP
19	Indah Fadhillah	IF
20	Muhammad Fachry	MF
21	Muhammad WahiRamadhan	MWR
22	Ryan Aditya	RA
23	SeftiaWulandari	SW
24	TedySyahputra	TS
25	UmmuAssyifaLubis	UAL
26	UliRamadaniSiagian	URS
27	Yuliana	Y
28	Ahmad MaulanaLubis	AML
29	Syarifah Nabila	SN



APPENDIX V

The Critical Value of Liliefors Test

Ukuran Sampel	Taraf Signifikan				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
n = 5	0,405	0,337	0,315	0,299	0,285
n = 6	0,364	0,319	0,294	0,277	0,265
n = 7	0,348	0,300	0,276	0,258	0,247
n = 8	0,331	0,285	0,261	0,244	0,233
n = 9	0,311	0,271	0,249	0,233	0,223
n = 10	0,294	0,258	0,239	0,224	0,215
n = 11	0,284	0,249	0,230	0,217	0,206
n = 12	0,276	0,242	0,223	0,212	0,199
n = 13	0,268	0,234	0,214	0,202	0,190
n = 14	0,261	0,227	0,207	0,194	0,183
n = 15	0,257	0,220	0,201	0,187	0,177
n = 16	0,250	0,213	0,195	0,182	0,173
n = 17	0,245	0,206	0,189	0,177	0,169
n = 18	0,239	0,200	0,184	0,173	0,166
n = 19	0,235	0,195	0,179	0,169	0,163
n = 20	0,231	0,190	0,174	0,166	0,160
n = 25	0,200	0,173	0,158	0,147	0,142
n = 30	0,187	0,161	0,144	0,136	0,131
n > 30	$1,031\sqrt{n}$	$0,886\sqrt{n}$	$0,805\sqrt{n}$	$0,768\sqrt{n}$	$0,736\sqrt{n}$

APPENDIX VI

Table of F Distribution

**Nilai Kritis Distribusi F**  
 untuk dk1 pembilang dan dk2 penyebut  
 pada taraf signifikansi 5% atau  $F_{0,05}(dk1,dk2)$

dk <sub>1</sub> \ dk <sub>2</sub>	1	2	3	4	5	6	7	8	9	10
1	161.446	199.499	215.707	224.583	230.160	233.988	236.767	238.884	240.543	241.882
2	18.513	19.000	19.164	19.247	19.296	19.329	19.353	19.371	19.385	19.396
3	10.128	9.552	9.277	9.117	9.013	8.941	8.887	8.845	8.812	8.785
4	7.709	6.944	6.591	6.388	6.256	6.163	6.094	6.041	5.999	5.964
5	6.808	5.786	5.409	5.192	5.050	4.950	4.876	4.818	4.772	4.735
6	5.987	5.143	4.757	4.534	4.387	4.284	4.207	4.147	4.099	4.060
7	5.591	4.737	4.347	4.120	3.972	3.866	3.787	3.726	3.677	3.637
8	5.318	4.459	4.066	3.838	3.688	3.581	3.500	3.438	3.388	3.347
9	5.117	4.256	3.863	3.633	3.482	3.374	3.293	3.230	3.179	3.137
10	4.965	4.103	3.708	3.478	3.326	3.217	3.135	3.072	3.020	2.978
11	4.844	3.982	3.587	3.357	3.204	3.095	3.012	2.948	2.896	2.854
12	4.747	3.885	3.490	3.259	3.106	2.996	2.913	2.849	2.796	2.753
13	4.667	3.806	3.411	3.179	3.025	2.915	2.832	2.767	2.714	2.671
14	4.600	3.739	3.344	3.112	2.958	2.848	2.764	2.699	2.646	2.602
15	4.543	3.682	3.287	3.056	2.901	2.790	2.707	2.641	2.588	2.544
16	4.494	3.634	3.239	3.007	2.852	2.741	2.657	2.591	2.538	2.494
17	4.451	3.592	3.197	2.965	2.810	2.699	2.614	2.548	2.494	2.450
18	4.414	3.555	3.160	2.928	2.773	2.661	2.577	2.510	2.456	2.412
19	4.381	3.522	3.127	2.895	2.740	2.628	2.544	2.477	2.423	2.378
20	4.351	3.493	3.098	2.866	2.711	2.599	2.514	2.447	2.393	2.348
21	4.325	3.467	3.072	2.840	2.685	2.573	2.488	2.420	2.366	2.321
22	4.301	3.443	3.049	2.817	2.661	2.549	2.464	2.397	2.342	2.297
23	4.279	3.422	3.028	2.796	2.640	2.528	2.442	2.375	2.320	2.275
24	4.260	3.403	3.009	2.776	2.621	2.508	2.423	2.355	2.300	2.255
25	4.242	3.385	2.991	2.759	2.603	2.490	2.405	2.337	2.282	2.236
26	4.225	3.369	2.975	2.743	2.587	2.474	2.388	2.321	2.265	2.220
27	4.210	3.354	2.960	2.728	2.572	2.459	2.373	2.305	2.250	2.204
28	4.196	3.340	2.947	2.714	2.558	2.445	2.359	2.291	2.236	2.190
35	4.121	3.267	2.874	2.641	2.485	2.372	2.285	2.217	2.161	2.114
40	4.085	3.232	2.839	2.606	2.449	2.336	2.249	2.180	2.124	2.077
50	4.034	3.183	2.790	2.557	2.400	2.286	2.199	2.130	2.073	2.026
60	4.001	3.150	2.758	2.525	2.368	2.254	2.167	2.097	2.040	1.993
70	3.978	3.128	2.736	2.503	2.346	2.231	2.143	2.074	2.017	1.969
80	3.960	3.111	2.719	2.486	2.329	2.214	2.126	2.056	1.999	1.951
90	3.947	3.098	2.706	2.473	2.316	2.201	2.113	2.043	1.986	1.938
100	3.936	3.087	2.696	2.463	2.305	2.191	2.103	2.032	1.975	1.927
200	3.888	3.041	2.650	2.417	2.259	2.144	2.056	1.985	1.927	1.878
300	3.873	3.026	2.635	2.402	2.244	2.129	2.040	1.969	1.911	1.862
400	3.865	3.018	2.627	2.394	2.237	2.121	2.032	1.962	1.903	1.854
500	3.860	3.014	2.623	2.390	2.232	2.117	2.028	1.957	1.899	1.850
1000	3.851	3.005	2.614	2.381	2.223	2.108	2.019	1.948	1.889	1.840

APPENDIX VII

Table of t Distribution

dk	Probabilitas 1 ekor							
	0,10	0,05	0,025	0,01	0,005	0,0025	0,001	0,0005
	Probabilitas 2 ekor							
	0,20	0,10	0,05	0,02	0,01	0,005	0,002	0,001
1	3,078	6,314	12,706	31,821	63,656	127,321	318,289	636,578
2	1,886	2,920	4,303	6,965	9,925	14,089	22,328	31,600
3	1,638	2,353	3,182	4,541	5,841	7,453	10,214	12,924
4	1,533	2,132	2,776	3,747	4,604	5,598	7,173	8,610
5	1,476	2,015	2,571	3,365	4,032	4,773	5,894	6,869
6	1,440	1,943	2,447	3,143	3,707	4,317	5,208	5,959
7	1,415	1,895	2,365	2,998	3,499	4,029	4,785	5,408
8	1,397	1,860	2,306	2,896	3,355	3,833	4,501	5,041
9	1,383	1,833	2,262	2,821	3,250	3,690	4,297	4,781
10	1,372	1,812	2,228	2,764	3,169	3,581	4,144	4,587
11	1,363	1,796	2,201	2,718	3,106	3,497	4,025	4,437
12	1,356	1,782	2,179	2,681	3,055	3,428	3,930	4,318
13	1,350	1,771	2,160	2,650	3,012	3,372	3,852	4,221
14	1,345	1,761	2,145	2,624	2,977	3,326	3,787	4,140
15	1,341	1,753	2,131	2,602	2,947	3,286	3,733	4,073
16	1,337	1,746	2,120	2,583	2,921	3,252	3,686	4,015
17	1,333	1,740	2,110	2,567	2,898	3,222	3,646	3,965
18	1,330	1,734	2,101	2,552	2,878	3,197	3,610	3,922
19	1,328	1,729	2,093	2,539	2,861	3,174	3,579	3,883
20	1,325	1,725	2,086	2,528	2,845	3,153	3,552	3,850
21	1,323	1,721	2,080	2,518	2,831	3,135	3,527	3,819
22	1,321	1,717	2,074	2,508	2,819	3,119	3,505	3,792
23	1,319	1,714	2,069	2,500	2,807	3,104	3,485	3,768
24	1,318	1,711	2,064	2,492	2,797	3,091	3,467	3,745
25	1,316	1,708	2,060	2,485	2,787	3,078	3,450	3,725
26	1,315	1,706	2,056	2,479	2,779	3,067	3,435	3,707
27	1,314	1,703	2,052	2,473	2,771	3,057	3,421	3,689
28	1,313	1,701	2,048	2,467	2,763	3,047	3,408	3,674
29	1,311	1,699	2,045	2,462	2,756	3,038	3,396	3,660
30	1,310	1,697	2,042	2,457	2,750	3,030	3,385	3,646
35	1,306	1,690	2,030	2,438	2,724	2,996	3,340	3,591
40	1,303	1,684	2,021	2,423	2,704	2,971	3,307	3,551
45	1,301	1,679	2,014	2,412	2,690	2,952	3,281	3,520
50	1,299	1,676	2,009	2,403	2,678	2,937	3,261	3,496
60	1,296	1,671	2,000	2,390	2,660	2,915	3,232	3,460
70	1,294	1,667	1,994	2,381	2,648	2,899	3,211	3,435
80	1,292	1,664	1,990	2,374	2,639	2,887	3,195	3,416
90	1,291	1,662	1,987	2,368	2,632	2,878	3,183	3,402
100	1,290	1,660	1,984	2,364	2,626	2,871	3,174	3,390
150	1,287	1,655	1,976	2,351	2,609	2,849	3,145	3,357
200	1,286	1,653	1,972	2,345	2,601	2,838	3,131	3,340
300	1,284	1,650	1,968	2,339	2,592	2,828	3,118	3,323
400	1,284	1,649	1,966	2,336	2,588	2,823	3,111	3,315
500	1,283	1,648	1,965	2,334	2,586	2,820	3,107	3,310
1000	1,282	1,646	1,962	2,330	2,581	2,813	3,098	3,300

Dihitung dengan menggunakan program excel

APPENDIX VIII

Critical Value of r Product Moment

N (1)	Interval Kepercayaan		N (1)	Interval Kepercayaan		N (1)	Interval Kepercayaan	
	95% (2)	99% (3)		95% (2)	99% (3)		95% (2)	99% (3)
3	0,997	0,999	26	0,388	0,4906	55	0,266	0,345
4	0,950	0,990	27	0,381	0,487	60	0,254	0,330
5	0,878	0,959	28	0,374	0,478	65	0,244	0,317
6	0,811	0,917	29	0,367	0,470	70	0,235	0,306
7	0,754	0,874	30	0,361	0,463	75	0,227	0,296
8	0,707	0,874	31	0,355	0,456	80	0,220	0,286
9	0,666	0,798	32	0,349	0,449	85	0,213	0,278
10	0,632	0,765	33	0,344	0,442	90	0,207	0,270
11	0,602	0,735	34	0,339	0,436	95	0,202	0,263
12	0,576	0,708	35	0,334	0,430	100	0,195	0,256
13	0,553	0,684	36	0,329	0,424	125	0,176	0,230
14	0,532	0,661	37	0,325	0,418	150	0,159	0,210
15	0,514	0,641	38	0,320	0,413	175	0,148	0,194
16	0,497	0,623	39	0,316	0,408	200	0,138	0,181
17	0,482	0,606	40	0,312	0,403	300	0,113	0,148
18	0,468	0,590	41	0,308	0,396	400	0,098	0,128
19	0,456	0,575	42	0,304	0,393	500	0,088	0,115
20	0,444	0,561	43	0,301	0,389	600	0,080	0,105
21	0,433	0,549	44	0,297	0,384	700	0,074	0,097
22	0,423	0,537	45	0,294	0,380	800	0,070	0,091
23	0,413	0,526	46	0,291	0,276	900	0,065	0,086
24	0,404	0,515	47	0,288	0,372	1000	0,062	0,081
25	0,396	0,505	48	0,284	0,368			
			49	0,281	0,364			
			50	0,297	0,361			