THE CORRELATION BETWEEN STUDENTS' HABIT IN WATCHINGENGLISH MOVIES AND THEIR MASTERY OF PHRASAL VERBS
(A Study At Class 2020 English Education Students of Raden Intan State Islamic University Lampung)

An Undergraduate Thesis
Submitted As a Partial Fulfillment of the Requirements
for the S1 Degree

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ABSTRACT

This research aimed to find out the correlation between students' habit in watching English movies and their phrasal verbs mastery. Apart from that, this research also aimed to analyze how is the phrasal verbs mastery among the students of Class 2020 English Education Department of Raden Intan State Islamic University Lampung.

The research method that the researcher used was a correlational quantitative method. The population of this research was the entire class of 2020 English Education students of UIN Raden Intan Lampung, consisting of 229 students. The sampling technique used was purposive sampling technique. Questionnaire and test are the research instrument in this study.

The results found that the mastery level of students are divided into 5 categories. There were 13 students in the unsatisfactory category, 9 students in the poor category, 5 students in the acceptable category, 5 students in the good category, and 2 students in the excellent category. The mean score of the data was= 62.20, indicates that in general the level of phrasal verbs mastery of class 2020 English Education students of UIN Raden Intan Lampung is categorized as 'Below average or Poor'. Apart from that, the result showed that the Sig. (2-tailed) value obtained was $0.937 > 0.05$. Because the significance value exceeds 0.05, it can be concluded that there is no significant correlation between students' habit in watching English movies and their mastery of phrasal verbs at Class 2020 English Education students of UIN Raden Intan Lampung.

Keywords: *Correlational Research, Habit In Watching English Movies, Phrasal Verbs Mastery*

.

DECLARATION

I hereby stated that this thesis entitled "The Correlation Between Students' Habit In Watching English Movies and Their Mastery of Phrasal Verbs (A Study at Class 2020 English Education Students of Raden Intan State Islamic University Lampung)" is entirely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, 26 December 2023

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MOTTO

بَلِ اتَّبَعَ الَّذِيْنَ ظَلَمُوْٓا اَهْوَآءَهُمْ بِغَيْرِ عِلْمٍّ   مَنْ اَضَلَّ اللّٰهُ ۚوَمَا لَهُمْ مِّنْ نّٰصِرِيْنَ ٢٩

"And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed in that are signs for those of knowledge" (QS. Ar-rum: 22)[1]

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[1] Kementerian Agama Republik Indonesia, *Al-Qur'an Tajwid Dan Terjemah Dilengkapi Dengan Asbabun Nuzul Dan Hadits Sahih* (Bandung: Sygma Exagrafika, 2017), 406.

DEDICATION

Praise and gratitude to Allah SWT., for His abundant blessing for me. From the depth of my heart, this thesis is dedicated to everyone who cares and loves me. To you:

1. My beloved parents, Mr. Maryadi, SE., and Mrs. Suratmi, who have provided me with unconditional loves and never ending supports, not only for the completion of my study but also for the success of my life. I am so thankful for having you by my side, and this thesis is absolutely dedicated to you: ayah and ibu.
2. My beloved sisters, Indah Nawang Wulan, A.Md., S. St., Lidya Mayasari and Dhiva Oktaria who have been willing to care and give a lot of support to me in going through the difficult times of my studies at university.
3. All my beloved lecturers and almamater of the Department of English Education, Tarbiyah and Teacher Training Faculty, Raden Intan Lampung State Islamic University who have contributed a lot to my development both academic skills and knowledge during my studies at the university.

CURICULUM VITAE

Mukti Saraswati was born in Bandar Lampung on September 25th 2002. The author was born to a couple named Maryadi, SE and Suratmi and is the third of four children. She has 3 sisters they are: Indah Nawang Wulan A.Md., S.St., Lidya Mayasari and Dhiva Oktaria.

She started her study at SD Negeri 5 Gedong Air and graduated in 2013. Then, she continued her education to junior high school in the same year at SMP Negeri 10 Bandar Lampung and graduated in 2016. After that, she continued her study to vocational high school in SMK Negeri 7 Bandar Lampung and graduated in 2019.

In the same year, the author was accepted as a student in English Education Department of Raden Intan State Islamic University Lampung by SPAN-PTKIN selection. From June to July 2022 she did a Community Service (KKN) in Kedaton Village, Kedaton District, Bandar Lampung. After that, the author took part in Teaching Practice (PPL) at SMKS Mifathul Ulum Bandar Lampung in August 2022.

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Alhamdulliah Robbil Alamin. The author would like to express her sincere and gratitude to The Almighty Allah SWT. who has been giving the author guidance, mercy, and good health in completing this thesis. Salam and Shalawat are addressed to the beloved messenger of God, Prophet Muhammad SAW (may peace be upon him).

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The author is fully aware that there are still a lot of weakness in this thesis. Hence, the author expecting advice and suggestions from the readers, so that the author can become better in writing scientific papers in the future.

Bandar Lampung, 26 December 2023

The Author

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CHAPTER I
INTRODUCTION

A. Title Confirmation

The researcher feels it is important to identify a few of the keywords in the title of this research to ensure that the topic is properly understood and that no confusion arises. The title of the research is "The Correlation Between Students' Habit In Watching English Movies and Their Mastery of Phrasal Verbs (A Study At Class 2020 English Education Students of Raden Intan State Islamic University Lampung)" . Listed below are explanations of numerous terminology used in the title of this thesis:

1. Correlational research

   Is a research that aims to identify whether there is a correlation. If so, how close it is and whether it is significant[1]. While the goal of correlation in this context was to ascertain whether the two research variables are significantly correlated

2. Habit

   Habit is an action that is done regularly, repeatedly, and trained. According to Witherington as cited in Djaali, habit is an acquired way of acting which is persistent, uniform, and fairly[2]. In this case, habit referred to was habit of students in watching English movies.

3. English Movies

   Movie is a story documented on a series of celluloid strips/films that are projected at a specific tempo to create the impression of movement[3]. While English movie is a type of art where the actors speaks entirely in English which frequently features someone's life story, fiction, and biography as an entertainment for the audience.

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[1] Arikunto Suharsimi, *Prosedur Penelitian (Suatu Pendekatan Praktek)* (Jakarta: PT Rineka Cipta, 2014), 313.
[2] Djaali, *Psikologi Pendidikan* (Jakarta: PT Bumi Aksara, 2017), 127.
[3] Richard Meran Barsam and Dave Monahan, *Looking at Movies: An Introduction to Film*, 3rd ed. (New York: W.W. Norton & Company, 2010), 3.

4. Phrasal Verbs

According to Dixon, phrasal verbs are any preposition and verb combination that does not have a literal meaning[4]. This means that phrasal verbs cannot be interpreted based on their individual words, otherwise it will produce a very different meaning. Besides of that, many of them also have multiple meanings and tend to be idiomatic. Because of this, Dixon stated that phrasal verbs does not have a literal meaning.

So what the researcher means from the research title "The Correlation Between Student's Habit In Watching English Movies and Their Mastery of Phrasal Verbs (A Study At Class 2020 English Education Students of Raden Intan State Islamic University Lampung)" was to determine whether there is or not a significant correlation between student's habit in watching english movies and student's mastery of phrasal verbs at class 2020 English Education students of Raden Intan State Islamic University Lampung.

B. Background of the Problem

Humans are social creatures who use language to interact with each other both orally and in writing. As a means of communication, language allows humans to convey information, ideas and express their feelings. This is in line with Chaer's statement that language is a system of arbitrary sound symbols that people use to communicate or interact with each other[5]. It can be said that, one of the ways in which humans are connected to one another is through the use of language. Hence, without language humans will not be able to socialize with other human being.

There are many languages used by people around the world

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[4] R. M.W. Dixon, "The Grammar of English Phrasal Verbs," *Australian Journal of Linguistics* 2, no. 1 (2008): 2, https://doi.org/10.1080/07268608208599280.

[5] Abdul Chaer, *Kesantunan Berbahasa.* (Jakarta: PT. Rineka Cipta., 2010), 14.

in socializing, one of them is English. English is a widely spoken language because it is known as an international language. English functions as a global lingua franca which means that, despite of different language backgrounds, English has been chosen as the primary communication language to connect with other people around the world. Furthermore, the massive spread of English speaker around the world, has made English become a successful language that dominates important international fields. Hoglin stated that the majority of international communication in significant fields such as politics, marketing, and the economy are conducted in English[6]. The researcher believes that mastering English will give many advantages and opportunities in various aspects for those who learning it.

English has become a required subject for students to learn from elementary school until the higher education such as college and university. In Indonesia, English is taught as a foreign language. Because of that, it is not that easy for Indonesian learner to speak fluent English since they don't use it as their daily communication language. Although English is difficult to learn, the position of English as an international language has made many Indonesians interested in learning it. According to Mbato in Astriningsih, Foreign language students in Indonesia are very conscious of the advantages of learning English[7]. On top of that, Juniartawan, et.al mentioned that in order to be proficient in English, Indonesian learner has to master the four basic skills, which are speaking, reading, writing and listening[8]. By mastering these skills, it will be very easy for them to master English.

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[6] Karin Pethman Estliden, "" Why Is It Important to Learn English?" : A Study of Attitudes and Motivation towards English and English Language Learning in Swedish Upper Secondary School" (University of Gävle, 2017), 5, http://urn.kb.se/resolve?urn=urn:nbn:se:hig:diva-23699.

[7] Nurhapsari Astriningsih and Concilianus Laos Mbato, "Motivation to Learn English: Why Indonesian Adult Learners Join a Community of Interest," *ANIMA Indonesian Psychological Journal* 34, no. 2 (January 25, 2019): 20, https://doi.org/10.24123/AIPJ.V34I2.2202.

[8] I Putu et al., "Students' Mastery in Phrasal Verbs at Fifth Semester Students of English Department in The University of Mataram," *Jurnal Ilmiah Pendidikan Indonesia* 2, no. 1 (June 27, 2020): 20, http://jipi.unram.ac.id/index.php/jipi/article/view/75.

In learning a language, vocabulary has become the most fundamental part for the learners including the English learners. Before learning the four English basic skills, it is crucial for them to have a solid understanding of vocabulary first. In line with those views, Juriah mentioned that the main point of learning language especially learning English is vocabulary because vocabulary influences the ability of students in learning English[9]. It is impossible to comprehend a text without first understand its vocabulary. Thornbury argues that, it is possible to express a limited amount of information without grammar, but it is impossible to convey any information without vocabulary[10]. From his statement, it shows that vocabulary is more influential rather than grammar in expressing the meaning of a language.

As a foreign language learner, Indonesian students may often encounter an unfamiliar and complicated words or terms in English, one of them is in the form of phrasal verbs. Phrasal verbs are a combination of a particle and a verb and sometimes it doesn't have a literal meaning. According to Yasin, Nugraha and Jayantini, phrasal verbs are an important feature of English vocabulary and it is become an essential part of English patrimony, history and culture[11]. Additionally, phrasal verbs are extremely common in native speakers daily conversations. This can be a proof of how common it is to use phrasal verbs in English. In other words, phrasal verbs are easily found in daily conversations among the native speakers.

Phrasal verbs are part of English materials, which English as a Foreign Language learners should master. Students who can

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[9] Juriah, "Implementing Controlled Composition to Improve Vocabulary Mastery of EFL Students," *Dinamika Ilmu* 1 (2015): 138, https://doi.org/https://doi.org/10.21093/di.v15i1.200.

[10] Scott Thornbury, *How to Teach Vocabulary*. (London: Pearson Education Limited, 2002), 13.

[11] Muhammad Reza Jufri Yasin, I Gusti Bagus Wahyu Nugraha, and I Gusti Agung Sri Rwa Jayantini, "The Analysis of Phrasal Verbs Found In Blood Diamond Movie By Edward Zwick," *Journal of Language and Applied Linguistics* 02, no. 02 (2021): 208, https://doi.org/https://doi.org/10.22334/traverse.v2i2.

effectively use phrasal verbs will have an easier time to comprehend the material. In contrast, poor ability in phrasal verbs might make it difficult for students to comprehend the material. However, Phrasal verbs, on the other hand, are considered as the most difficult skills to acquire for English as a Foreign Language learner. White explains the reason behind students difficulties in learning phrasal verbs are because they are frequent, unpredictable, polysemous and non-universal[12]. For example, "Break Up" in Bahasa means "Putus Hubungan", while "Break Down" in Bahasa means "Hilang Kendali". Although they use the same verb which is "Break", the differences in prepositions ultimately produce a very different meanings.

The researcher did a preliminary research by providing several questions in the form of questionnaire to students in the class 2020 English Education students of Raden Intan State Islamic University Lampung about phrasal verbs.

Table 1.1 The Result of Preliminary Research of Students' Phrasal Verbs Mastery

NO	QUESTIONS	ANSWER			
		SS	S	TS	STS
1	Phrasal verbs adalah salah satu skill bahasa Inggris yang sulit untuk di kuasai	14.7%	50.7%	30.7%	4%
2	Saya sering merasa bingung dan kesulitan dalam memahami arti phrasal verb	8%	53.3%	34.7%	4%
3	Saya senang menggunakan phrasal verbs ketika sedang berbicara atau menulis dalam bahasa Inggris	0%	53.3%	45.3%	1.3%
4	Saya cenderung menghindari	2.7%	41.3%	49.3%	6.7%

[12] Benjamin J. White, "A Conceptual Approach to the Instruction of Phrasal Verbs," *The Modern Language Journal* 96, no. 3 (September 1, 2012): 420, https://doi.org/10.1111/J.1540-4781.2012.01365.X.

penggunaan phrasal verbs dalam kalimat saya, baik secara lisan maupun tulisan				
Total	**100%**			

Source: Data calculated by researcher in 2023

According to the results from 75 respondents who were willing to fill out the questionnaire, it shows that 14.7% of the respondents agree and 50.7% of the respondents strongly agree that phrasal verbs are one of the most difficult English skills to master. In addition, 8% of the respondents agree and 53.3% of the respondents strongly agree that they often feel confused and have difficulty in understanding the meaning of phrasal verbs. It is proving that students' phrasal verbs knowledge were still limited. Other result shows that some of the respondents also agreed that they did not like using phrasal verbs and tended to avoid using them both orally and in writing. For that reason, the results of this preliminary research have validated that phrasal verbs are one of the difficult skills for English as a Foreign Language students to acquire.

Technological developments towards the 5.0 era greatly influence and play a large role in various lines of life. It keeps expanding in numerous sectors, such as foods, health, entertainment, and education. Students can leverage that technology for learning a language because nowadays, there are many technology that is easily accessible. Hidayat mentioned that, access to digital technologies enables Indonesian youths to be more independent in their learning and facilitate the development of a global outlook[13]. Based on his statement, it is possible for students to develop their own learning strategies using that technology. One of learning strategies that can be utilized by students is by watching English movie. Watching movies can be done anywhere and anytime and it can even be

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[13] Didin Nuruddin Hidayat et al., "Digital Technology Supporting English Learning among Indonesian University Students," *Research and Practice in Technology Enhanced Learning* 17, no. 1 (December 1, 2022): 3, https://doi.org/10.1186/S41039-022-00198-8/TABLES/1.

accessed in the palm of our hand using smartphone. It means that watching movies may also be an enjoyable learning strategies for student to use when they learning English.

Watching movie has become one of activities that many people choose for entertaining purpose as well as to fill their free time. A survey conducted by JakPat revealed a number of activities that are customary for Indonesians to fill their free time. The results shows that 70% of respondents or the majority of Indonesians like watching movies the most[14]. In addition, a survey conducted by Saiful Mujani Research and Consulting (SMRC) which involving 1000 respondents throughout Indonesia shows that 55% of Indonesian youth states watching foreign movies. The genre of foreign movies preferred was action (68%), followed by horror (65%), comedy (46.8%), romance (34.6%), and mystery (21.8%). This trend may indicate that the superiority of foreign movies in the eyes of young people is because its technological superiority[15]. This means that foreign movies have also caught the attention of the Indonesian people. This also turned out to apply to the the students of class 2020 English Education of Raden Intan State Islamic University as follows:

**Table 1.2 The Result of Preliminary Research
of Students' Habit in Watching English Movies**

NO	QUESTIONS	ANSWER			
		SS	S	TS	STS
1	Menonton film adalah aktivitas favorit saya	26.7%	57.3%	14.7%	1.3%

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[14] "JAKPAT - No.1 Mobile Survey Indonesia," accessed January 21, 2023, https://jakpat.net/pdf/35672/k-drama-fever---jakpat-survey-report-2022.
[15] Redaksi, "Siapa Menonton Film Di Bioskop," Saiful Mujani Research and Consulting, 2020, https://saifulmujani.com/67-persen-anak-muda-indonesia-menonton-film-nasional-dan-hanya-55-persen-menonton-film-asing/.

2	Saya sering menonton film berbahasa Inggris	9.3%	45.3%	41.3%	4%
3	Berapa jumlah film berbahasa Inggris yang anda tonton tiap bulan?	≥8= 0%	5 sd. 7 = 20%	2 sd. 4 = 46.7%	≤1 = 33.3%
4	Saya menonton film berbahasa Inggris kapanpun dan di manapun saat ada waktu luang	12%	42.7%	41.3%	4%
5	Menonton film berbahasa Inggris menambah kemampuan bahasa Inggris saya	33.3%	56%	10.7%	0%
Total		**100%**			

Source: Data calculated by researcher in 2023

According to the results from 75 respondents who were willing to fill out the questionnaire, it shows that 57.3% of respondents agree and 26.7% of the respondents strongly agree that they really like watching movies. Most of them can watch 2-4 movies in a month. In addition, 42.7% of the respondents agree and 12% of the respondent strongly agree that they watch english movie anytime and anywhere in their free time. Meanwhile, 56% of the respondents agree and 33.3% of the respondents strongly agree that watching movie can improve their English skills. In consequence, it is proven that the interest in watching movies, including English movies, among students of class 2020 English Education students of Raden Intan State Islamic University

Lampung were quite high.

Aside from being a source of enjoyment, movies can also be utilized as a phrasal verbs learning medium. It is because the students can acquire phrasal verbs using the conversations spoken by the actors that may contain phrasal verbs in it. Moreover, Biber, Conrad and Leech in Manik said that, phrasal verbs are used a lot more in conversation and fiction than in news and academic prose[16]. Students will have a comprehensive understanding of the context in which phrasal verbs are used by watching English movies. As the result, they will find it easy for them to comprehend the phrasal verbs meaning contain in the movie. The more students learn phrasal verbs through English movies, the greater their proficiency of phrasal verbs will be. It is also supported by Shahriari, et.al who said that,getting more input from things outside of school, like watching English movies, may improve the receptive and produtive knowledge about phrasal verbs among English learners[17]. The researcher assume that watching English movies is one of a good way for improving students' phrasal verbs skills.

According to the background of problem that has previously stated, the researcher interested to analyze the possible correlation between students' watching English movies habit and their phrasal verbs mastery with the following research title: "The Correlation Between Students' Habit In Watching English Movies and Their Mastery of Phrasal Verbs (A Study At class 2020 English Education Students of Raden Intan State Islamic University Lampung).

C. Identification of the Problem

The researcher discovered the following problems from the

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[16] L. P. (Lusken) Manik, S. (Sudarsono) Sudarsono, and E. (Eni) Rosnija, "An Analysis Of Phrasal Verbs In Movie Pride And Prejudice," *Jurnal Pendidikan Dan Pembelajaran Untan* 2, no. 12 (December 12, 2013): 2, https://www.neliti.com/publications/215810/.

[17] Hesamoddin Shahriari, Maryam Akbary, and Taha Omidian, "Exploring Factors Contributing to the Receptive and Productive Knowledge of Phrasal Verbs in the EFL Context," *WORD* 65, no. 1 (January 2, 2019): 9, https://doi.org/10.1080/00437956.2019.1567040.

research's background of the problem:
1. Students have limited phrasal verbs knowledge.
2. Students found some difficulties in understanding phrasal verbs meaning.
3. Students have difficulties in mastering phrasal verbs.

D. Limitation of the Problem

The researcher limited the problem focuses on the correlation between students' habit in watching English movies and their mastery of phrasal verbs.

E. Problem of Formulation

The problem formulations of this research were as follows:
1. How is the phrasal verbs mastery of class 2020 English Education Students of Raden Intan State Islamic University Lampung?
2. Is there a significant correlation between students' habit in watching English movies and their mastery of phrasal verbs at class 2020 English Education Students of Raden Intan State Islamic University Lampung?

F. Objective of the Research

The objectives of this research were as follows:
1. To find out how is the phrasal verbs mastery of class 2020 English Education Students of Raden Intan State Islamic University Lampung
2. To find out whether there is or no a significant correlation between students' habit in watching English movies and Students' mastery of phrasal verbs.

G. Significance of the Research

This study is expected to provide significance both theoretically and practically:
1. Theoretical Significance

This research was anticipated to benefit the field of English as a Foreign Language giving new insights about

students' watching English movies habit and students' mastery of phrasal verb. The final results of this study will provide information on whether there is or not a correlation between students' habit in watching English movies and students' phrasal verbs mastery which will broaden readers' insight.

2. Practical Significance
   a. The English Teacher

      The findings of this research are expected to provide information to English teacher that students as a foreign language learner often find it difficult to understand the meaning of phrasal verbs while in fact, the mastery of English phrasal verbs is no less important than any other English skills. As an English teacher who has a role in educating people in the context of mastering foreign language skills, this is an obligation for them to boost student knowledge about English phrasal verbs.

   b. The Students

      The researcher hoped that by conducting this study, students would gain a deeper understanding of why it is important to learn phrasal verbs. This study was also intended to motivate students to learn English, especially to improve their phrasal verbs mastery. Because, the better students' knowledge about English phrasal verbs, the better their English skills will be.

   c. Further Researcher

      The researcher hoped that the result of this research would be beneficial as a reference for further researcher who are willing to conduct similar topics. The result of this research might be beneficial for both research topics, whether about phrasal verbs mastery or about habit in watching English movies.

H. Relevant Previous Study

The researcher found some previous study dealing with students' habit in watching English movie and students' phrasal verb mastery which are as follows:

1. A research conducted by Mira Arlin and Eva Faliyanti entitled *"The Correlation Between Students' Habit In Watching English Movie And Vocabulary Mastery At The Sixth Semester At English Education Study Program In Muhammadiyah University Of Metro"*[18]. This study aimed to evaluate whether there is a correlation between students' watching English movie habit and students' mastery of vocabulary, as well as to find out the correlation degree of it. The results study revealed a positive correlation between the two research variables. The similarity between this research and the research above is the independent variable which is students' habit in watching English movies and also the research design which is quantitative correlational research. While the differences are in the dependent variable and research subject. The research conducted by the researcher took students' phrasal verbs mastery as the dependent variable, while the research above used vocabulary mastery.

2. A research conducted by Zaitun, Shifa Fadila Nurul Falaq and Muhamad Sofian Hadi entitled *"Students' Mastery Of Phrasal Verbs And Their Reading Comprehension Ability"*[19]. This study aimed to examine whether there is a correlation between students' mastery in phrasal verbs and

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[18] Eva Faliyanti and Mira Arlin, "The Correlation Between Students' Habit In Watching English Movie And Vocabulary Mastery At The Sixth Semester At English Education Study Program In Muhammadiyah University of Metro," *Intensive Journal* 1, no. 2 (November 1, 2018): 94–102, https://doi.org/10.31602/INTENSIVE.V1I2.1524.

[19] Zaitun, Muhamad Sofian Hadi, and Shifa Fadila Nurul Falaq, "Students' Mastery of Phrasal Verbs And Their Reading Comprehension Ability," *English Community Journal* 5, no. 2 (December 31, 2021): 83–90, https://doi.org/10.32502/ECJ.V5I2.3493.

students' reading comprehension skills. The results indicated a positive medium correlation in which the coefficient correlation "r value" (0.496) was more than the value of the r table (0.308) with a significance level of 5% (0.496 > 0.308). The similarity between this research and the research above is that both studies focus on students' phrasal verbs mastery. In addition, the two studies also have the same research design which is quantitative correlational research. While the difference is in the dependent variable. The research conducted by the researcher took students' phrasal verbs mastery as the dependent variable, while the research above used reading comprehension ability.

3. A research conducted by Ni Kadek Sugi Juniari, Putu Ayu Paramita Dharmayanti and Anak Agung Putu Arsana Entitled *"The Correlation between Students' Watching English Animation Movie Habit with Their Vocabulary Mastery"*[20]. The purpose of this study was to determine if there is a correlation between the students' watching English animation movie habit and students' vocabulary mastery by the time they are in the eleventh grade at SMAN 1 Sukawati in the academic year 2020/2021. The findings revealed a significant correlation. 0.719 was the correlation value, which is a value of high correlation. The similarity between this research and the research above is from the dependent variable which is students' habit in watching English movie and the research design which is quantitative correlational research. While the difference is in the dependent variable. The research conducted by the researcher took students' phrasal verbs mastery as the dependent variable, while the research above used vocabulary mastery.

4. A research conducted by I Putu Adi Juniartawan, Husnul

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[20] Ni Kadek et al., "The Correlation between Students' Watching English Animation Movie Habit with Their Vocabulary Mastery," *BRIGHT : A Journal of English Language Teaching, Linguistics and Literature* 4, no. 2 (July 20, 2021): 1–13, https://doi.org/10.29100/BRIGHT.V4I2.2057.

Lail and I Made Sujana entitled *"Students' Mastery in Phrasal Verbs at Fifth Semester Students of English Department in The University of Mataram"[21]*. The research objective was to find out how well students at the University of Mataram use phrasal verbs and what problems they have with them. The results indicated that 65 percent of the students scored below the minimal exam score which is 56, and the majority of students claimed that their primary issues were a lack of learning, inconsistent exposure, and mental barriers according to the findings of the questionnaire. The similarity between this research and the research above is that both studies focus on students' phrasal verbs mastery. While the differences are the research design and the subject of the research. A study conducted by the researcher use quantitative correlational research, while the research above use case study as a research method.

5. A research conducted by Indrawati, Belly Januarta, and Muslim Ansori Entitled *"The Mastery of English Phrasal Verbs among the Students of English Education Study Program"[22]*. This research was conducted to determine the level of mastery of separable and inseparable English phrasal verbs among fifth-semester English Education students at the State Institute of Islamic Studies Syaikh Abdurrahman Siddik Bangka Belitung during the 2018-2019 year of academic. The findings of this research was that students have a low degree English phrasal verbs mastery or categorized as failing because the minimum requirement score for phrasal verb mastery was 56. The similarity between this research and the research above is

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[21] Putu et al., "Students' Mastery in Phrasal Verbs at Fifth Semester Students of English Department in The University of Mataram."

[22] Belly Januarta, Indrawati Indrawati, and Muslim Ansori, "The Mastery of English Phrasal Verbs among the Students of English Education Study Program," *EEdJ: English Education Journal* 1, no. 2 (November 30, 2021): 1–9, https://doi.org/10.32923/EEDJ.V1I2.2086.

that both studies focus on students' phrasal verbs mastery. While the differences is the design of the research. A study conducted by the researcher use quantitative correlational research, while the research above use case study.as a research method.

In conclusion, the similarity between this research and the research above is the variable of the research which focuses on students' phrasal verbs mastery and students' watching English movies habit. There are also several studies above that use the same research method which is quantitative correlational research. While the differences between this research and those researches are: first, in this research, the research subject is class 2020 English Education Student of Raden Intan State Islamic University Lampung. Second, the research design of this research which is quantitative with correlational research design.

In addition, the researcher also found a research gap that had not been carried out by the research studies above, that is finding out the correlation between the habit of watching English movies and phrasal verbs mastery. Hence, the researcher choses to conduct study on the following topic: "The Correlation Between Students' Habit In Watching English Movies And Their Mastery Of Phrasal Verbs at class 2020 English Education Student of Raden Intan State Islamic University Lampung".

I. Systematic of the Research

The researcher discusses several systematic aspects of the research in this thesis, titled "The Correlation Between Students Habit In Watching English Movies And Their Mastery Of Phrasal Verbs (A Study At Class 2020 English Education Student Of Raden Intan State Islamic University Lampung)". There are five chapters in this thesis which are: introduction, review of related literature, research methodology, finding and discussion, and conclusion and suggestion.

In the first chapter, the researcher clarifies: the title confirmation, problems' background, identification and limitations of the problem, problem formulation, research objective, research significance for the future readers, relevant study, and systematic of the research.

The researcher must be familiar with the theories and concepts underlying the variables being studied in order to meet the study's objectives. So, in chapter II, the researcher goes into great depth about each variable from the study's title. That is about habits in watching English movies and mastery of phrasal verbs.

The study outlined the research methodology once the concepts and theories underlying each variable were understood. Which covers the time and location of of the study, the research design, the research population and sample, data collection technique, the operational description of the variables, the research instrument, the instrument's validity and reliability, the assumption's fulfillment, and the testing of the hypotheses. On chapter IV, findings and discussion follow. Meanwhile, conclusion and suggestion comes last on the chapter V.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Habit

1. Definition of Habit

As a living beings, humans certainly have many activities that need to be done every day. Some of those activities are carried out consciously and planned. However, there are also those who do the opposite, that carry out unplanned activities and tend to do it repeatedly without realizingit. This is commonly known as a habit.

There are some definitions found about habit. According to Asrori, habits are everything that we do automatically without concious thought as a result of repeated actions until it become part of us[23]. Meanwhile, Witherington as cited in Asrori defines habit as an acquired way of acting which is uniform, persistent and fairly automatic[24]. In other words, habits are formed as a result of reducing responses process through repeated stimuli. As a result, the responses can come out quickly and automatically without the need for a strong stimulus.

Another definition is stated by James Clear who defines habit as a repeated behavior with enough frequency to become automatic[25]. Meanwhile, according to Djaali, a habit is a pattern of behavior that develops through repeated practice and ultimately becomes permanent and automatic[26]. Habits do have a fairly permanent nature, but as the stimulus or response disappears, these habits can also be lost. This is because new good habits can emerge to replace bad old habitsin the habituation process.

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[23] Asrori, *Psikologi Pendidikan Pendekatan Multidisipliner* (Banyumas: CV. Pena Persada, 2020), 191.
[24] Ibid., 114.
[25] James Clear, *Atomic Habits: Perubahan Kecil Yang Memberikan Hasil Luar Biasa* (Jakarta: PT. Gramedia Pustaka Utama, 2023), 53.
[26] Asrori, *Psikologi Pendidikan Pendekatan Multidisipliner*, 128.

One of the advantages of habit is that a person no longer have to bother to do the activity consciously and planned. This is supported by Yamin who say that habits are aspects of human behavior that are sedentary, take place automatically and are not planned[27]. It means that a person don't need an extra motivation for having a habit because their mind just take that action as the usual and normal things to do at a certain time of the day. If a habit is there, a person will keep doing something, no matter how frustrating or inconvenient it is.

From the definitions mentioned above, the researcher concludes that habit is an aspect of human behavior that tends to be permanent, automatic, continued and not planned as a result of habituation process until it settled and becomes part of a person.

2. **Perspective of Habits**

Habit is a behavior pattern that a person engages on a regular basis. It can influence someone to continue doing the activity because they enjoy it. Two academic disciplines, Psychology and Sociology, offer two distinct perspectives on habit. In Psychology, a habit is considered as a behavior-influencing factor and a psychological construct. Meanwhile, sociology defines habit as a routine practice. Further explanation of the two will be described below:

a. Habit as Behavior

Habit serves as a significant element within behavior, capable of acting as a catalyst or hindrance in shaping behavioral outcomes. Furthermore, habit is recognized for its interactions with other pivotal factors, including attitudes, social norms, and intentions. When it comes to considering habit's role as a behavioral factor, the following key points should be noted:

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[27] Yamin Martinis, *Kiat Membelajarkan Siswa* (Jakarta: Gaung Persada Press dan Center for Learning Innovation (CLI), 2017), 244.

1) Habits extend beyond mere frequency; they also entail automaticity, where they unfold without conscious thought, and a consistent context. To establish a habit, the surrounding environment in which the behavior occurs must remain relatively stable.

2) The concept of habit strength gauges the degree to which a behavior has transitioned into a habit, operating independently of conscious intentions. This can be assessed through a series of survey questions that scrutinize the frequency, automaticity, and context stability of a behavior for a specific individual at a given moment. Such an evaluation can subsequently reveal the nature and magnitude of intervention needed to either disrupt or reinforce the habit.

b. Habit as Practice

This section explores the implications for practitioners of what practice theory has to say about habits. Rather than focusing on individual motivation, practice theory calls for a reorganization of the elements that hold certain practices together. The theory of practice asserts that practice consists of the following three elements:

1) Image (interpretations, ideas, meanings)
2) Competence (knowledge and skills)
3) Materials (hard infrastructure and object)[28].

From the two perspectives on habit that previously stated, it can be concluded that in psychology, a habit is a

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[28] Andrew Darnton, *Habits, Routines and Sustainable Lifestyles* (London: Department for Environtment, Food and Rural Affairs, 2007), 2.

psychological construct that influences behavior. Habit as behavior is characterized by its interaction with factors such as intentions, norm and attitude, its consistent context, and its automaticity and frequency. Additionally, in sociology, a habit is considered a routine practice. In contrast to the perspective of psychology, the pressure point in sociology is dependent not only on individual behavior but also on the interaction between the social environment and individuals. Additionally, practice theory identifies three elements that support routine practice. These are images (interpretations, ideas and meaning), competence (knowledge and skill), materials (hard infrastructure and objects).

3. **Habit As Identity**

A change in behavior is a change in identity as well. Someone may start a habit because of motivation, but the only reason that makes someone stick with it is because the habit is their identity. A person's behavior usually reflects his identity. The things a person does show the type of person they believe they are. In his book, James Clear says that when a person's actions match who they truly are, they won't have to work hard to change how they behave. They just behave the way they think they are[29]. For instance: people who identify themselves as 'voters' are more likely to vote than those who simply say 'they will vote'.

A person's identity comes from their habits. More precisely, a person's habits depend on how they manifest their identity. This is in accordance with James Clear's statement that, the more often someone repeats a behavior, the more often they strengthen the identity associated with that behavior[30]. For instance: when someone never missed to watch English movies, a person manifests an identity as a big fan of western films; when going to the mosque for years, a person embodies the identity of

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[29] Clear, *Atomic Habits: Perubahan Kecil Yang Memberikan Hasil Luar Biasa*, 42.
[30] Ibid., 44.

a religious person.

Based on the description above, the researcher can conclude that identity is formed from a person's habits. The more often someone repeats a behavior, they are indirectly strengthening the identity associated with that behavior, which is then called identity-based habits.

4. Factor of Habits

The following factors, according to Verplanken as cited in Datsir, can influence an individual's habit[31]:

a. Frequency

Frequency is a quantitative term that represents the number of occurrences of an event within a given time period. Frequency refers to the quantitative measure of how often an event occurs during a specific timeframe, or the occurrence of an event on a frequent. For instance, if an individual goes to the grocery store on two occasions within a week, their shopping frequency would be 2 visits per week.

b. Repetition

Repetition refers to the act of performing anything that has already been done previously. Repetition is the process of performing or uttering something over and over again.

c. Behavior

Behavior refers to the actions and movements of an individual that may be observed and measured in terms of their spatial and temporal aspects. Behavior is a dynamic process that takes place in real time and produces quantifiable outcomes in at least one area of the environment.

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[31] Irmasuryani Datsir, "The Correlation Between Students' Habit In Watching English Movie and Vocabuary Achievement" (Muhammadiyah University of Makassar, 2019), 30.

B. Movie

1. Definition of Movie

Movies are a common form of audiovisual media that anyone can find and enjoy. In general, movie is usually interpreted as a series of living or moving visuals. As defined by Javaladasta as cited in Alfathoni who says that, movie is a series of moving visuals that form a story[32]. According to his definition, movie can be described as a sequence of moving visuals that convey a narrative intended for viewers.

According to Bahri, movies are a living image that collectively referred to as cinema[33]. Cinema itself comes from the word kinematics or motion. The definition of movie (cinema) literally is a cinemathographie which comes from cinema + tho= phytos (light) + graphie= grhap (writing= picture), so a literal definition of movie is painting motion with light. We need a specialtool, which we generally call a camera, to be able to paint motion with light. In addition to cameras, the use of various kinds of sophisticated equipment and technology are also required in order to produce a better and a more realistic movies. Effendy says that the way movies are made, both in terms of the equipment and the settings, have made it possible to show pictures that are closer to reality. In the dark atmosphere of the cinema, the audience can witness a story that seems to be really happening in front of them[34].

Movies function as one of media or intermediaries used to convey communication messages to a large group of people, which is also known as mass communication.

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[32] Muhammad Ali Mursid Alfathoni and Dani Manesah, *Pengantar Teori Film* (Sleman: Deepublish, 2020), 2.

[33] Syaiful Bahri, *Prestasi Belajar Dan Kompetensi Guru* (Surabaya: Usaha Nasional, 2017), 49.

[34] Onong Uchjana Effendy, *Ilmu, Teori Dan Filsafat Komunikasi* (Bandung: PT. Citra Aditya Bakti., 2000), 207.

Movies, according to Effendy, are a cultural product and a medium for artistic manifestation. Movie, as a form of mass communication, encompasses a fusion of diverse technologies including sound recording, photography, theater, literature, fine arts, architecture, and music[35]. The same statement was made by Baskin who mentioned that, movie is a form of mass communication media that uses various technologies and different kinds of art and it is different from literary arts, painting, or sculpting art[36]. It can be said that technology is a big part of how movies are made to be shown to the audience.

Judging from all the existing mass media such as television, radio and newspapers, movie have the most universal influence because movie can overcome language barriers through the power of images and it is able to convey messages to many people. Movie is a work of art that has a very strong influence that enriches experience in someone's life. As a result, movies are able to carry communication messages to be shown to the audience in various forms depending on the wishes of the filmmaker.

Experts' explanations above lead us to the conclusion that movies are a type of mass communication media that show a sequence of moving images which produced by using various technology to convey messages or story to the audience.

2. Types of Movie

When it comes to picking a movie, everyone has their own preferences. Each of them has its own uniqueness and characteristics, which can be observed in a variety of ways, such as through its theme, plot, point of view, atmosphere, etc. According to Pratista, movies can be divided into 3 types, which are as follows:

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[35] Onong Uchjana Effendy, *Dinamika Komunikasi* (Bandung: Remaja Rosdakarya, 1986), 239.

[36] Askurifai Baskin, *Membuat Film Indie Itu Gampang* (Bandung: Kataris, 2003), 4.

a. Documentary movie

      This type of movie presents facts related to characters, objects, moments, events and locations. Unlike fictional movies, documentary movies do not have a plot but it hasa structure that is generally based on the theme or argument of the filmmaker. Documentary movies usually don't have protagonists or antagonists character, conflicts, and resolutions like fictional movies. The narrative structure of documentaries is generally simple with the aim of making it easier for the audience to understand and believe the facts presented.

      Documentary movies can be used for various purposes, such as information, news, investigation of a fact, biography, knowledge, education, social, economics, politics (propaganda), and the environment. Typically, documentary movies have a simple structure and employ few visual effects. In providing information to the audience, they often use a narrator to present the narrative. There are also those who use the interview method and footage (video/picture footage).

b. Fictional Movies

      Unlike documentary movie, fictional movies are constrained by their plot. Fictional movies typically employ fictional narratives that are separate from real-life occurrences, and are characterized by well crafted scene concepts. In its story usually has protagonist and antagonist characters, conflicts and problems, closing and a clear pattern of story development.

      Fiction movies are comparatively more intricate in terms of production when compared to the other two genres of movies, both during pre-production, production and post-production. Production management is also more complex because it usually uses a large number of cast and crew. Fiction movie production also takes relatively longer. Technical preparations, such as

shooting locations and sets are carefully prepared both in studio and non-studio. Fictional movies usually use relatively more, varied and expensive equipment and tools.

Just like documentary movies, fictional movies are often based on true stories. In its development, the documentary approach has become a trend in fiction until now. The presentation are exactly like a documentary, but the story is just fiction. Fictional filmmakers also sometimes use abstract stories and sets in their movies which are often used to support dream scenes or hallucinations.

c. Experimental Movie

Is a kind of movie that differs greatly from the two kinds of movies that were previously discussed. Experimental movies don't have a plot, but they do have structure. The structure of it is greatly shaped by the subjective intuition of moviemakers, including their ideas, feelings, and personal experiences. Experimental movies also generally don't tell about anything and even go against casuality. This kind of movie is typically characterised by its abstract nature and inherent difficulty in comprehension, since the moviemaker employs personal symbols of their own creation. These are all a reasons why experimental movies are categorized as art movies[37].

3. Genre of Movie

The term of 'genre' comes from the French which means "form" and "type". According to Pratista, the term "genre" is used in the film industry to describe a specific category of movies that share commonalities in terms of their setting, content, moods, theme, story structure, story subject, action or event, style, period, situation, icons, and characters[38]. Functionally, genre can help

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[37] Himawan Pratista, *Memahami Film - Edisi 2* (Sleman: Montase Press, 2017), 29–34.

[38] Ibid., 39.

someone to classify a movie. As a result, someone will be greatly assisted in choosing their favorite type of movie.

Additionally, Pratista mentioned that there are also a more specific developments or derivatives from a main genre which we usually call subgenres. There are more than a hundred of subgenres and those subgenres can still be combined with other genres. However, in general there are 15 main genres in movie, which are as follows:

a. Action

In action movies action scenes are the most dominant in the movie, the plot is sometimes forced so that action can appear as often as possible. Action movies relate to physical action scenes that are exciting, tense, dangerous, non-stop, racing against time, with a fast story tempo.

b. Disaster

This type of movie deals with tragedies or calamities both in large and small scale that threaten many human lives. In general, disaster movies are divided into two, which are natural disasters involving large-scale destructive natural forces and man-made disasters involving criminal acts or human error.

c. Biography or Docudrama

Is a development of the historical drama and epic genres. This movie tells about a fragment of a true story or the life story of an influential figure in the past or present.

d. Fantasy

Is a movie that relating to fictional places, events and characters that are not real. This movie also deals with magical elements, myths, fairy lands, imagination, hallucinations, and dreams.

e. Science Fiction

Is dealing with the future, space travel, science experiments, time travel, invasion and destruction of the earth. These movies often deal with advanced technology that is beyond the reach of today's technology.

f. Horror

It is aims to provide a deeper effect of fear, terror and shock for the audience. Generally using non-human antagonist characters who are physically scary.

g. Comedy

Is a type of movie whose main purpose is to entertain and make the audience laugh. Usually in the form of light dramas that exaggerate actions, situations, language and characters.

h. Musical

Is a movie that combines elements of music, song and dance movements. Musical movies generally have light stories such as themes of romance, dreams, hope, success and popularity.

i. Sports

This movie tells the story of sports activities, athletes, coaches, or the competition itself. Usually adapted from true stories, both biographies and major sporting events.

j. War

The war genre, carries the theme of horror and terror caused by acts of war. Generally featuring battle scenes with relatively modern costumes, equipment, and strategies

k. Romance

This movie focuses on the problem of love, both the love story itself and the search for love as its main goal.

l. Superhero

Is a classic story of the feud between the good side and the evil side, namely the story of the heroism of the super character in eradicating evil forces.

m. Espionage

Is a movie that often set in cold period stories or international intrigues between nations. The theme usually deals with weapons of mass destruction.

n. Thriller

Is a movie that has a goal to give a sense of suspense, curiosity and uncertainty to the audience. The plot is often non-stop, full of mystery and puzzles, full of surprises and twists, and is able to keep up the tension right up until the movie's climax.

o. Found Footage

This genre is in the form of a found video recording which is recorded directly when an event occurs, and is in the form of documentation that follows the characters throughout the movie. The footage is then edited by a third party who finds the video. Then the final edited video will be shown to the audience[39].

4. The Advantages of Using Movie as a Learning Media

Watching movies is an out of class activity that students do for various purposes such as entertainment purpose or as a learning media. Movies are also used frequently by teachers in the classroom as a learning medium to make the learning effective and interesting. Whether movies are interesting or not as learning media must be considered from two sides, the advantages and disadvantages. Champoux explains there are some advantages of using movie as a learning medium as listed down below[40]:

a. Contemporary students find movies to be a familiar and convenient medium that can maintain their interest in the discussed concepts and theories. In this way, Students can view the application of concepts and theories.

b. Movies are also a cost-effective alternative to field trips and other actual excursions. Even though the majority of movies are works of fiction, they have the ability to offer students worthwhile experiences that they may not have in the classroom. These activities require much less time and are free of travel expenses compared to field trips.

c. Students can develop their analytical skills by comparing

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[39] Ibid., 43–58.

[40] Joseph E. Champoux, "Film As A Teaching Resources," *Journal of Management Inquiry* 8, no. 2 (1999): 11.

movie scenes to the concepts ad theories they are studying. In addition to seeing and experiencing realms beyond their own, students can also see and experience other realms, particularly if the settings are remarkably dissimilar from the ones they are currently in.

d. Movies provide both affective and cognitive experiences. If the scene has a strong emotional charge, it can elicit thoughtful discussion, an evaluation of someone's values, and a self- evaluation[43].

Additionally, Badruddin and Zainudin mentioned the following benefits of using movies as a medium to convey lessons to students:

a. Movie can describe a process.

b. A movies can evoke a sense of space and time.

c. The images are three-dimensional.

d. The sound can evoke the actuality of pictures expressing nature

e. A movies can identify an expert's intonation by observing his or her appearance.

f. Color movies can lend realism to a practiced object.

g. A movies is able to depict animation and scientific theory[41].

C. Verbs

1. Definition of Verbs

In English, there are lots of elements which forms the basis of a language. There are many part of speech, namely adjectives, noun, verb, pronouns, articles, adverbs, preposition, etc. Verb is also one of a significant theme in English language. Verbs are part of the English part of

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[41] Dahniar Badruddin and Masyhud Zainuddin, "The Correlation Between Student's Habit In Watching English Movie And Vocabulary Mastery At The Second Year Of Sman 1 Anggeraja," *ETERNAL (English, Teaching, Learning, and Research Journal)* 2, no. 1 (June 19, 2016): 112, https://doi.org/10.24252/ETERNAL.V21.2016.A9.

speech which have a main role in forming clauses and sentences. Fauzan defines verbs into two, which are as follows[42]:

    a. Words that indicate an action, deed and activity (action word). Example: to sleep, to think, to write, to run, to take, etc.

    b. Words that do not indicate actions but only indicate states or forms (state of being verb). Example: to become, to have, to seem, to be (is, am, are), etc.

Other than that, according to Ne'matullayevna,et.al, a verb comes from the Latin words "verbum" which in English means "word". It is a word (part of speech) that in syntax conveys an action (bring, read, walk, run, learn), an occurrence (happen, become), or a state of being (be, exist, stand)[43]. Verbs have a function to tell about what happens to the subject so that a clause or sentence can produce a complete meaning. Every English sentence must contain at least one verb. Without a verb, a person cannot convey a thought or idea to the people they are talking to.

From the explanation of the verb definitions above, the researcher can make a conclusion that verb is a word that indicates an action, deed, activity and situation so that a person can convey a thought or idea to the people they are talking to.

2. Types of Verbs

According to Fauzan, verbs can be classified according to its use, its object, its function and how it is written.

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[42] H. Fauzan, *The Book of Complete English Grammar (Tata Bahasa Inggris Lengkap)* (Jakarta Selatan: PT Cipta Gadhing Artha, 2021), 963.

[43] Z. N. (Zubaydova) Ne'matullayevna et al., "The Role Of Verbs, Types Of Verbs AS Well AS Lexical, Morphological, And Syntactic Characteristics Of Verbs In English Language," *International Journal on Orange Technologies* 2, no. 12 (December 30, 2020): 57, https://doi.org/10.31149/IJOT.V2I12.1087.

Further explanation of the four are as follows [44]:

    a. According to its use, verbs consist of:

        1) Present Tense (infinitive)

            Infinitive (basic verb) is a verb that has not changed its form, or in other words, an infinitive is a verb that does not yet function in a sentence. For example: to learn, to forget, to study, to buy.

        2) Past Tense (preterite)

            It is a second form of verb or a past form of a verb. For example: learned, forgot, studied, bought.

        3) Past Participle

            It is the third form of the verb or the perfect past form of the verb. For example: learnt, forgotten, studied, bought.

    b. According to the object, verbs consists of:

        1) Transitive Verbs

            Is a verb that requires an object. Example: "Roland killed a **mouse**", "Elma ate **rice**", "Reval bit **Renaldy**".

        2) Intransitive Verbs

            Is a verb that does not require an object. Example: "Birds fly", "The horse runs", "All babies sleep".

    c. According to its function, verbs consist of:

        1) Full Verbs

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[44] Fauzan, *The Book of Complete English Grammar (Tata Bahasa Inggris Lengkap)*, 965.

It is a verb that is used to express an action or job. This full verb can stand alone and have a complete meaning without the use of the word "to". Other terms that are often used for full verbs are "ordinary verb, lexical verb, principle verb and national verb" or in everyday use it is simply called as "verb". Example: breathe, cook, go, play, study, watch, write, etc.

2) Auxiliary Verbs (helping verbs)

Auxiliary verbs or helping verbs are verbs that help other verbs to form a complete sentence structure. It is placed in front of the main verb to form a form of time (tenses), grammatical variations (voice) and mode (mood), for example: Can, could, may, might, must, will, would, shall, should, ought, etc. To be (be, am, is, are, was, were, been), Do (do does, did), Have (have, has, had), dare, need and used to are sometimes used as auxiliary verbs too.

3) Linking Verbs

These are verbs that connect the noun/pronoun subject, or adjectives that describe the subject. In other words, a linking verb is a verb that is used to combine a noun (subject) with words that explain it. The example of verbs that classified as connecting verbs are: to be (am, is, are), become, turn, grow, look, sound, seem, etc.

d. According to the way it is written, a verb consists of::

1) Regular Verbs

This is a verb that obeys normal rules whose past form is formed from the infinitive with the addition of –ed or –d. namely in the first form of the verb to form the second form of the verb (past tense) and the third form of the verb (past participle). Example: Open-Opened, Cook-Cooked, Help-Helped.

2) Irregular Verbs

Namely verbs that do not obey normal rules whose its past form is not formed from an added infinitive with –ed or –d. Example: Begin-Began-Begun, Do-Did-Done, Drink-Drank-Drunk, Drive-Drove-Driven.

D. Phrasal Verbs
1. Definition of Phrasal Verbs

In English, a learner sometimes found that there is a verb that accompanied by adverb or preposition, while it has completely a different meaning which it is also known as multi-word verbs or phrasal verbs. According to Wyatt, phrasal verb is a verb formed from two (or sometimes three) parts: a verb and a preposition or adverb[45]. It means that phrasal verb is a verb formed by adding a preposition and/or adverb to the base form of the verb.

Phrasal verbs are a unique form of verb that typically have more than one component. It is made up of a word and either one or two particles (adverb or prepositional, as in get away with or get together with). The first word of every compound is a verb. A preposition like "across," "after," "away," "back," "down," "into," "off," "on," "out," "over," or

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[45] Rawdon Wyatt, *Check Your English Vocabulary for Phrasal Verbs and Idioms* (London: A & C Black Publisher Ltd, 2006), 3.

"up" follows. The second part of a phrasal word is called a particle. Along these lines, McCarthy and Felicity explain in their book that phrasal verbs are formed by combining a particle with a verb. Particles are small words like prepositions and adverbs that you are likely already familiar with[46].

Furthermore, Workman stated that multi-word verbs, also referred to as phrasal verbs, areverbs that combine with one or two particles (a preposition or an adverb)[47]. For example: "I've been **looking for** this book for years!" (verb + preposition), "Do not **cut down** the tree that gives you shade" (verb + adverb), and "It's nice to **get together with** people you **love**" (verb + adverb + preposition). Murphy said that we often use verbs with the following words such as: in, on, up, away, out, off, etc. which gives a special meaning to the verb[48]. For example: the word "call" means "memanggil", if you add "off" and become "call off" it will be translated into "membatalkan sesuatu".

Certain phrasal verbs are readily comprehensible. For instance, comprehending phrases like "sit down" or "eat up" is not challenging as their meanings are unambiguous and evident. Nevertheless, numerous phrasal verbs have idiomatic characteristics. Idiomatic refers to the inability to deduce the combined meaning of a verb and particle by considering their independent meanings. A beginner typically acquire knowledge of basic terms such as "call," "run," "off," and "out." However, this limited understanding fails to point out the meanings of phrases like "call off," which signifies "cancel," or "run out," which signifies "use everything they have". It indicates that we are

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[46] Michael McCarthy and Felicity O'Dell., *English Phrasal Verbs in Use. Intermediate Level.* (Cambridge: Cambridge University Press, 2004), 6.

[47] Graham Workman, *Phrasal Verbs and Idioms* (Oxford: Oxford University Press, 1993), 4.

[48] Raymond Murphy, *English Grammar in Use 3rd Edition* (Cambridge: Cambridge University Press, 2004), 274.

unable to deconstruct phrasal verbs into their constituent parts and independently determine their meanings. In simple terms, phrasal verbs have a non-compositional nature which making them unpredictable in terms of their meaning.

On the other hand, Redman on his book stated that there are many phrasal verbs that have more than one meaning[49]. In other words, some phrasal verbs has a meaning that sometimes changes depending on the context. For example: "My car broke down yesterday" (stopped moving), "When we told her about it, she broke down" (crying and couldn't control emotions), and "Talks between the two groups broke down" (ended in failure). Therefore, it is important for us to understand the context of a text or sentence, so that there are no misunderstandings in comprehending the meaning of phrasal verbs.

There are many definition about phrasal verbs which mentioned above. From the explanation that previously stated, the researcher concludes that a phrasal verb is a combination of a verb with preposition or adverb which produce a meaning that is different to the verb. The meaning sometimes cannot be guessed word by word and sometimes can be understood by guessing the context. For example: "take off" if we translate it word by word, it will become "mengambil mati" but the real meaning is "melepas".

2. Types of Phrasal Verbs

There are many types of phrasal verbs according to some experts. First is come from Istima and Polisida who categorized phrasal verbs into two types which are as follows[50]:

a. Transitive Phrasal Verb

Is a phrasal verb which is followed by an object. When using transitive phrasal verbs, an object is necessary

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[49] Redman Stuart, *English Vocabulary in Use* (Cambridge: Cambridge University Press, 2003), 36.

[50] Istima and Yen Polisda, "Translating English Phrasal Verbs Into Indonesian Language," *LINGUA LITERA : Journal of English Linguistics and Literature* 2, no. 1 (June 29, 2016): 38, https://doi.org/10.55345/STBA1.V2I1.26.

in order to have complete meaning. There are two kinds of transitive phrasal verbs which are as follows:

1) Separable Phrasal Verbs

Certain phrasal verbs can be divided into separate words so they can be used in different sentences. The object may appear at the end of a sentence or in between the preposition and the verb. For example: The boys **ate up** their food = The boys **ate theirfood up**.

2) Inseparable Phrasal Verbs

In inseparable phrasal verb, the object always comes after the particle. We cannot separate the verb and preposition in this types of phrasal verbs. Phrasal verbs must be completed before the object. For example: My aunt will **look after** my children.

b. Intransitive Phrasal Verb

Is a type of phrasal verbs that are opposite to transitive phrasal verbs. Intransitive phrasal verb is not followed by the object. There is no direct object for these phrasal verbs. Intransitive phrasal verbs can convey a full meaning even in the absence of an object. For example: "My motorcycle **broke down** last night".

The second one is come from Rawdon Wyatt who divides phrasal verbs into five types, these are[51]:

a. Intransitive phrasal verbs: an object is not a requirement in this type of phrasal verbs. For example: You're driving too fast. You ought to **slow down**.

b. Transitive phrasal verbs: a phrasal verbs which must have an object where the object can come in one of two positions:

1) Between the verb and the particle(s). For example: I

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[51] Wyatt, *Check Your English Vocabulary for Phrasal Verbs and Idioms*, 1–2.

think I'll **put my jacket on** or,

2) After the particle. For example: I think I'll put on my jacket. However, if the object is a pronoun (he, she, it, etc), it must usually come between the verb and the particle. For example: I think I'll put it on. (NOT I think I'll put on it.)

c. Transitive phrasal verbs: a phrasal verbs where the object must come between the verb and the particle. For example: Our latest designs **set our company apart** from our rivals.

d. Transitive phrasal verbs: a phrasal verbs where the object must come after the particle. For example: John takes after his mother. Why do you **put up with** the way he treats you?

e. Transitive phrasal verbs with two objects, one after the verb and one after the particle. For example: They **put their success down to good planning.**

In addition, Declerk categorizes phrasal verbs into three groups according to how they are constructed, which is determined by whether the verb is combined with a preposition, a particle, or both[52]. An explanation of them will be described down below:

a. Prepositional Phrasal Verbs (verb + preposition)

The object is always placed after the preposition. The phrasal verb is prepositional when the element is prepositional since it is the head of a complete prepositional phrase. In addition to being non-separable and transitive, these phrasal verbs have a complement that comes after them. For example:

1) Who is **looking after** the kids? – after is a preposition that introduces the prepositional phrase after the kids.

2) I **ran into** an old friend. – into is a preposition that

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[52] Renaat Declerck, *Comprehensive Descriptive Grammar of English* (Tokyo: Kaitakusha, 1991), 45.

introduces the prepositionalphrase into an old friend

b. Particle Phrasal Verbs (verb + particle)

These verbs have the ability to function as either transitive or intransitive. Transitive verbs can be separated. When an element functions as a particle, it cannot be considered a preposition anymore. Instead, it is classified as a particle because it does not require a complement. For example:

1) They **brought** that **up** twice. – up is a particle, not a preposition.
2) Why does he always **dress down**? – down is a particle, not a preposition.

c. Particle-Prepositional Phrasal Verbs (verb + particle + preposition)

Numerous phrasal verbs consist of a combination of a particle and a preposition. Similar to prepositional verbs, particle-prepositional verbs cannot be separated. For example:

1) The other tanks were **bearing down on** my Panther. – down is a particle andon is a preposition.
2) Susan has been **sitting in for** me. – in is a particle and for is a preposition.

3. **Assessing Students' Phrasal Verbs Mastery**

Assessment is part of the evaluation. Evaluation and assessment can give a general idea of how well a student understands a subject, how well a student is doing with learning, and where astudent stands among his or her peers. Assessment is a set of actions that are done on a regular basis to collect, analyze, and make sense of information about how and what students learn. Thisinformation can then be used to make decisions. The focus of educational evaluation is on how well students learn and meet certain standards of competency. By giving students a test,

teachers can find out how smart the students are, how well the teaching methods are working, and how well the students are doing at reaching certain goals.

Test is used to see how well students know what they are doing. Tests are questions that students are asked to answer verbally (an oral test), in writing (a written test), or by doing something (an action test). Arifin says there are two kinds of tests: descriptive tests (also called subjective tests) and objective tests. The descriptive test has three parts: a free description, a limited description, and a structured description. The objective test, on the other hand, is made up of several kinds which are as follows[53]:

a. Multiple Choice

Multiple choice questions are composed of two components: a stem and a set of options or alternatives. A stem is a query or assertion that is resolved or fulfilled by one of the available options. Distractors or foils refer to all erroneous or less suitable alternatives, and the students' objective is to choose the correct or most suitable choice from the available options.

b. Matching

The test involves a two-column structure where the student must establish a connection between the premises and responses.

c. True/False

A true false item comprises a statement or proposition that the examinee must evaluate and indicate as either true or false

d. Completion

A completion item necessitates the student to respond to a question or complete an unfinished statement by filling in the blank with the appropriate word or phrase. According to the previous explanation, the writer conducted multiple choice tests as part of this study.

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[53] Zainal Arifin and Latipah Pipih, *Evaluasi Pembelajaran : Prinsip, Teknik, Prosedur* (Bandung: Remaja Rosdakarya, 2013).

Meanwhile, in assessing students' abilities or knowledge of phrasal verbs, an appropriate technique is needed. According to Thornbury, exercises are designed to test the learner's knowledge of the difference and there are 4 typical exercise types used in assessing students' phrasal verbs knowledge, they are[54]:

a. Sentence gap-fills: a practise activity in which student are required to insert missing words into a text. These words have been chosen and eliminated to practise a specific linguistic aspect. Gap-fill exercises differ from cloze texts in that they include the removal of words at regular intervals, e.g. every five words.

b. Rephrasing: Changing the verb in the sentence (e.g. depart) into a phrasal verbs that has a similar meaning (e.g. set off).

c. Matching: e.g matching the phrasal verbs with its synonym.

d. Translating: this type of test have focused on the meanings of whether the particles or the verb. A focus on lexical verbs aims to test the learners knowledge of the different verbs meaning. The concentration on particles is intended to make learners more aware of the shared meanings within a group such as come on, hang on, drive on, carry on and go on.

From the explanation above, it can be inferred that a test is one of the technique to assess students' success in achieving predetermined competencies. There are two types of tests, namely descriptive tests and objective tests. In assessing students' phrasal verbs mastery, we can use 4 types of tests, namely: sentence gap-fills, rephrasing, matching and translating.

E. Conceptual Framework

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[54] Thornbury, *How to Teach Vocabulary.*, 124.

Figure 1.1 Conceptual Framework
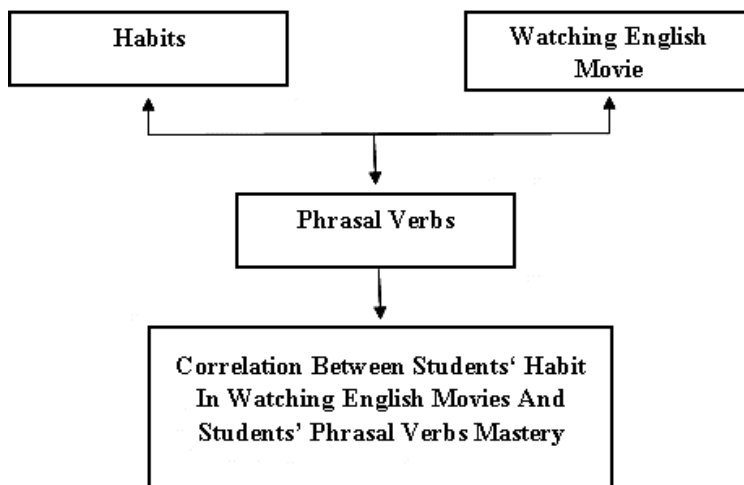
Phrasal verbs are one of important feature of English vocabulary that combine verb with a particle (preposition or adverb). The meaning of phrasal verbs are unpredictable and tend to be idiomatic. As a consequence, phrasal verbs are considered as the most difficult skills for English as a foreign language learner.

However, at the same time, native English speakers often use phrasal verbs in their daily conversations. They are extremely common especially in informal conversation, making their mastery essential for language acquisition. Other than that, the level of phrasal verbs skills might affect someone's English fluency. The better a person's mastery of phrasal verbs, the more proficient a person will be in using a language.

There are tons of English phrasal verbs and we cannot take them out of the picture. Otherwise, we would definitely be missing out on the meanings of so many essential expressions. To comprehend the actual meaning of what is said, we need to know what those phrasal verbs mean. However, the meanings of phrasal verbs aren't always clear, and there are so many of them that learning them is one of the hardest parts for students when they learning English.

It's fairly common to watch English movies. The majority of

individuals derive pleasure from engaging in this activity, which, seemingly, might serve as an effective tool for acquiring phrasal verbs. It is because phrasal verbs are used a lot more in fiction and conversation than in academic prose and news[55]. Movie is one of media that contains fiction and conversation in it. Therefore, movies is a very suitable way for learning English phrasal verbs. By watching English movie, students can acquire phrasal verbs using the conversations spoken by the actors that may contain phrasal verbs in it. In addition, Shahriari et.al mentioned that using English movies are effective in improving someones' phrasal verbs skills, both productive skills and receptive skills[56]. Hence, the more often someone watches English movies, the better their phrasalverbs mastery will be.

F. Hypothesis of The Research

Following was the researcher's formulation of the hypothesis, which was based on the conceptual framework as well as the theories mentioned above:

Ho : There is no significant correlation between students' habit in watching English movies and students' phrasal verbs mastery at class 2020 English Education Study Program students of Raden Intan State Islamic University of Lampung.

H_1 : There is a significant correlation between students' habit in watching English movies and students' phrasal verbs mastery at class 2020 English Education Study Program students of Raden Intan State Islamic University of Lampung.

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[55] L. P. Manik, S. Sudarsono, and E. Rosnija, "An Analysis Of Phrasal Verbs In Movie Pride And Prejudice.," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa* 2(12) (2013): 2.

[56] Shahriari, Akbary, and Omidian, "Exploring Factors Contributing to the Receptive and Productive Knowledge of Phrasal Verbs in the EFL Context," 9.

CHAPTER III
RESEARCH METHODOLOGY

A. Time and Location of the Research
1. Research Location

This research was conducted at Raden Intan Lampung State Islamic University which is located at Jl. Endro Suratmin, Sukarame, Bandar Lampung. With a population of all class 2020 English Education students. This location was chosen because this is where the researcher discover the problem, and similar research has never been conducted there before.

2. Research Time

This thesis was written in 2023 while the field research and chapter iv to chapter v writing were conducted for approximately 1 month. Further details of it is described down below:

a. The preparation stage: title submission, research proposal writing, conducting a survey at the Raden Intan State Islamic University Lampung English Education Study Program, submitting a research permit application letter.

b. The implementation phase is the activities that take place in the field. This implementation phase includes testing the instrument and collecting data that has beentested for its validity and reliability.

c. The final stage, includes the stages of data processing and research reports writing.

B. Research Methods and Research Design
1. Research Methods

The present study employs quantitative research methods. Quantitative research is a research methodology that is grounded in positivism philosophy. It involves the examination of specific populations and samples through

the collection of data using research instruments. The data is then analysed statistically or quantitatively to test the hypotheses[57]. Based on this definition, the research conducted is field research that will be carried out in real life using quantitative research methods.

2. Research Design

This research used correlational research as a research design. According to Suharsimi, correlational research is a research that aims to identify whether there is a correlation, if so, how close it is and whether it is significant[58]. Based on his definition, this research design was chosen to examine the correlation between the outcomes of measurements for two different variables. This research aimed to analyze whether there is or not a significant correlation between the variables of the habit of watching English movies and students' mastery of phrasal verbs at class 2020 English Education students of Raden Intan State Islamic University Lampung.

C. Population and Sample of the Research
1. Population

Population can be interpreted as the whole object/subject that is used as a source of data in a study. In this research, the population was class 2020 English Education students of Raden Intan State Islamic University Lampung. Class of 2020 English Education students are divided into 7 classes as follows:

Table 3.1 Population of the Research

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[57] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitaif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2013), 8.

[58] Arikunto Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 2014), 313.

Class	Total Students
A	33
B	33
C	29
D	38
E	36
F	33
G	27
Total	**229**

2. Sample of the Research

In the context of research that use a sizable number of subjects or objects, it may not be feasible to directly observe and document data pertaining to each and every one of them. Frequently, in research, observations may be limited to a select sample of items that are deemed representative. We can use the representative portion of a large group from which information are collected and this is what we call a sample. Sample is part of the population that is used as the object/subject of research.

Sampling technique refers to the systematic approach or methodology employed in selecting research samples. There exist several sampling techniques that can be employed to determine the appropriate sample for a research study. The present study employed the methodology of purposive sampling[59]. Sugiyono stated that, sampling methodology with specific considerations is known as purposive sampling. The researcher selected this sample technique because the researcher wanted to target certain individuals who fit the criteria and characteristics of this research. In this case the criteria taken was students who like or frequently watch English movies.

Based on table 1, class 2020 students are divided into 7

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[59] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitaif, Kualitatif Dan R&D*, 85.

classes with a total population of 229 students. Suharsimi mentioned that, It is advisable to include the entire subject of the research if it comprises less than 100 people. If the research population exceeds 100, the researcher can chose to sample 10-15% or 20-25% of the population[60]. Because the population of this research exceeded 100 people, the researcher decided to take only 15% to be used as a sample, which then obtained the results of 34 samples.

Therefore, the researcher decided to take certain students who like or frequently watch English movies as the sample until 34 students were obtained, with the hope that the sample chosen is in accordance with the research objectives.

D. Operational Definition of Variable

Variables are everything that is studied by researcher, such as people, objects, systems and others. In this regard, most believe that research always involves statistics. While statistics are always associated with variations in value. Therefore, a variable is often interpreted as "something that has a variation in value". With a note, that if something doesn't have a variation in value, then something can't be analyzed (especially statistically). In this study there were several variables used, which are as follows:

a. Independent Variable (X Variable)

This is a variable that, in principle, has an impact on the dependent variable. The independent variable in this research is the habit of English movies.

b. Dependent Variable (Y Variable)

Is a variable that the independent variables have an impact on. Phrasal verb mastery is the dependent variable in this research.

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[60] Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktik*, 314.

E. **Instrument of the Research**

Fundamentally, research involves the process of obtaining quantitative or qualitative data through the act of taking measurements. In the context of conducting research, there must be a good measuring instrument. The tools utilised for measurement in research are commonly referred to as research instruments. The purpose of the research instrument is to measure observed social and natural phenomena. This phenomenon is referred to as the research variable in academic contexts. Based on the definitions of the research instruments above, the instruments in this study were questionnaire and test. The questionnaire research instrument was used to measure students' watching English movies habits, while the test research instrument was used to measure students' phrasal verbs mastery.

F. **Data Collecting Technique**

1. **Questionnaire**

The distribution of questionnaires to the study population, which has been chosen as the research sample, was the method by which the researcher collects the data. The questionnaire is a method of gathering data that involves presenting a predetermined set of questions or written statements to participants for their responses. Questionnaires are a highly effective method of data collection in cases where the researcher possesses a precise understanding of the variable to be measured and has a clear expectation of the respondent's potential responses. Questionnaires can be administered through various form such as direct distribution or online and postal delivery. They may comprise of either open-ended or closed statements or questions[61].

Based on the definition above, closed questionnaire was employed in this research. Questionnaire was used to obtain data that will be processed by researcher in order to

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[61] Ibid., 194.

obtain results that will be used as benchmarks and prove the results of the research conducted. This study used a questionnaire to gather information about students' watching habits of English movies. The researcher has made 25 question items of questionnaire to be tested for its validity and reliability. The valid and reliable one then the researcher chose to test the habit of watching English movie of the real research subject.

The Likert scale was employed as the measurement instrument in this research. The Likert scale is a technique used to evaluate how individuals or groups perceive, feel, and act towards social issues. The study focuses on a social phenomenon, wherein the researcher has identified a specific variable for investigation[62]. The Likert scale can be seen below:

Table 3.2 Likert Scale

Alternative	Defined As
Sangat Setuju	SS
Setuju	S
Ragu – Ragu	RR
Tidak Setuju	TS
Sangat Tidak Setuju	STS

In this research, the following is an alternative answers score to watching English movies habit questionnaire:

Table 3.3 Alternative Score of Likert Scale

Alternative	Positive Questions Score	Negative Questions Score
Sangat Setuju	5	1

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[62] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitaif, Kualitatif Dan R&D*, 93.

Setuju	4	2
Ragu – Ragu	3	3
Tidak Setuju	2	4
Sangat Tidak Setuju	1	5

The questionnaire in this study was prepared based on the habit indicators put forward by Verplanken about factor of habits. The following is the blueprint of students' habits in watching English movies questionnaire that the researcher made:

Table 3.4 The Blueprint of Questionnaire

NO	FACTORS	DESCRIPTION	NUMBER OF ITEMS	TOTAL
1	Frequency	Respondent's frequency in watching English Movie	1, 2, 3, 4, 5, 6, 7	7
2	Repetition	Respondent's consistency in repeating the frequency	8, 9, 10, 11, 12	5
3	Behavior	The respondent's behaviour when watching English movie	13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25	13
TOTAL				25

2. Test

The test used in this study aimed to find the score of students' phrasal verbs mastery. A test consists of a set of questions or tasks together with instruments to assess a person's or a group's abilities, knowledge, talent, and

skills[63]. This test was in the form of multiple choice questions that test students' transitive and intransitive phrasal verbs abilities. There were 25 questions items in this phrasal verbs tests. The following is the blueprint of students' phrasal verbs mastery test that the researcher made:

Table 3.5 The Blueprint of Test

NO	ASPECTS	INDICATORS	NUMBER OF ITEMS	TOTAL
1	**Transitive Phrasal Verbs**	1. Sentence Gap Fills: students can insert missing transitive phrasal verbs into a full text	1, 2, 3, 4, 7, 9	6
		2. Rephrasing: sudents can change the verb in the sentence into transitive phrasal verbs that has a similar meaning	24, 25	2
		3. Matching: students can match the transitive phrasal verbs with its synonym	20, 22, 23	3
		4. Translating: students can translate the meanings of whether the particles or the verb of transitive phrasal verbs	12, 14, 15, 16	4

[63] Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktik*, 127.

2	**Intransitive Phrasal Verbs**	1. Sentence Gap Fills: students can insert missing intransitive phrasal verbs into a full text	5, 6, 8, 10	4
		2. Rephrasing: sudents can change the verb in the sentence into intransitive phrasal verbs that has a similar meaning	-	0
		3. Matching: students can match the intransitive phrasal verbs with its synonym	21	1
		4. Translating: students can translate the meanings of whether the particles or the verb of intransitive phrasal verbs	11, 13, 17, 18, 19	5
TOTAL				**25**

Other than that, according to Johnson, in general, the following standards can be applied to gauge students mastery with phrasal verbs[64]:

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[64] E. Robert Johnson, *Measurement and Evaluation of Physical Educators* (Illionis: Human Kinesis Publishers, Inc., 1987), 376.

Table 3.6 Level of Students' Phrasal Verbs Mastery

Criteria	Score
Outstanding or Excellent	90% or more correct items
Above average or Good	80% - 89%
Average or Acceptable	70% - 79%
Below Average or Poor	60% - 69%
Failing or Unsatisfactory	less than 60%

G. Testing the Research Instrument

1. Validity Testing

The ability of an instrument to measure and characterise an aspect in accordance with the purpose for which it was designed is known as instrument validity. A questionnaire is called valid if the questionnaire can accurately measure what it is intended to measure[65].

The Pearson product moment correlation technique was the approach used to evaluate the validity of the instrument. The following is the formula for the product moment correlation:

$$r = \frac{N\sum XY - (\sum Xi)(\sum Yi)}{\sqrt{\{N\sum X^2i - (\sum Xi)^2\}\{N\sum Y^2i - (\sum Yi)^2\}}}$$

Where: rxy = The correlation coefficient between variable X and variable Y, the two variables to be correlated.

N = Number of cases.

ΣXY = The number of multiplication X and Y.

X^2 = The square of X.[66]

If the value of rcount exceeds the value of rtable, then the research instrument is considered valid. To determine the

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[65] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitaif, Kualitatif Dan R&D*, 121.

[66] Ibid., 213.

validity of the research instrument, the researcher used Microsoft Excel.

2. Reliability Testing

In English, reliability comes from the word "reliable" which means trustworthy. Reliability is the level in a questionnaire that consistently measures whatever the research instrument measures. Reliability is expressed by numbers, usually as a coefficient, a high coefficient indicates high reliability[67]. By using the instrument just once, internal consistency reliability testing can be performed. The collected data is then subjected to specific methodologies for analysis. The analysis's findings can be used to forecast the instrument's reliability[68]. The formula for testing the reliability of the instrument used in the questionnaireis by using the Cronbach Alpha formula[69]:

$$r\mathbf{11} = \left(\frac{\boldsymbol{n}}{\boldsymbol{n-1}}\right)\left(1 - \frac{\Sigma\boldsymbol{\sigma^2 i}}{\boldsymbol{\sigma^2 t}}\right)$$

Where: r_{11} = Instrument reliability.

           N   = The number of questions or the number of items.

           $\sum \sigma^2 i$ = Total variance score of each item.

           $\sigma^2 t$ = Total variance.

To interpret the reliability level of the questionnaire, the researcher used the guidelinesproposed by Arikunto as follows[70]:

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[67] Ibid., 221.

[68] Novalia and Muhammad Syazali, *Olah Data Penelitian Pendidikan* (Bandar Lampung: Anugrah Utama Raharja, 2013), 79.

[69] Ibid.

[70] Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktik*, 75.

Table 3.7 Level of Reliability

Reliability	Interpretation
Between 0.80 to 1.00	Very Strong
Between 0.60 to 0.79	Strong
Between 0.40 to 0.59	Fair
Between 0.20 to 0.39	Weak
Between 0.00 to 0.19	Very Weak

To determine the reliability of research instruments, the researcher used the IBM SPSS 25application.

H. Data Analysis Technique

The process of choosing, streamlining, concentrating, abstracting, arranging data rationally and systematically in accordance with research objectives, and summarising the research data using tables as a tool to aid in interpretation is known as data analysis. Following an interpretation (meaning-taking) of the research data in each of these tables in narrative form (description), after that the conclusions are drawn. In this study there were two variables, namely students' habit in watching English movies as the independent variable, and students' phrasal verbs mastery as the dependent variable. In analyzing research data, the researcher used the following steps:

1. Collecting the Data of Students' Habit in Watching English Movie

Using questionnaires, the researcher collected the data about students' watching habits of English movies and each item will be given a score from 1 to 5 based on Likert Scale measurement (see table 3.2).

2. Collecting the Data of Students' Phrasal Verbs Mastery

The researcher then took data of students' mastery of phrasal verbs using multiple choice tests. After the data is collected, the researcher performed a data centering

measurements. A measurement of data centering is a single value that can give a clearer and concise picture of the data center that also represents all the data[71]. Mean is a statistical technique that is part of the data centering that can represent the overall value, so that it can make it easier for researcher to make interpretations and draw conclusions. The mean can be formulated as follows:

$$Me = \frac{\sum xi}{n}$$

Where: Me = Mean (average)

$\sum$ = Epsilon (total)

Xi = X value from i to n

N   = Number of samples

After getting the mean score of students' phrasal verbs mastery, the researcher converted the average score into percentages. After that, the researcher classified the level of their mastery using criteria of students' level in phrasal verbs mastery by Johnson (See table 3.6).

3. **Classical Assumption Test**

After the two data were collected, the researcher then carried out a classical assumption test, which are normality and homogeneity tests using the IBM SPSS 25 application. An explanation of both are as follows:

a. Normality Testing

Whether or not the data of the two variables follow a normal distribution is determined using the normality test. In this case, the researcher used IBM SPSS 25 software to test the normality. The following was the basis for decision-making:

a) If the significance value is > 0.05, then the

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[71] Adam Malik and M. Minan Chusni, *Pengantar Statistika Pendidikan: Teori Dan Aplikasi* (Sleman: Deepublish, 2018), 149.

research data is normally distributed

b) If the significance value is < 0.05, then the research data is not normally distributed.

b. Homogeneity Testing

To find out if the variances of two or more distributions are the same, it is obligated to do the homogeneity test. The purpose of this test is to confirm that the data group is representative of a population with a homogeneous (same) variance. The decision was made on the following grounds:

a) If the significance value is > 0.05, then the data distribution is homogeneous

b) If the significance value is < 0.05, then the data distribution is not homogeneous.

4. **Analyzing the Correlation Between Two Variables**

Data that has passed the test and is declared normal and homogeneous indicates that the data has met the requirements to enter the next stage, namely the correlation test. To analyze the correlation between the two variables, the product moment correlation formula can be used. The correlation between the independent and dependent variables was ascertained using the product moment correlation test. The formula is as follows:

$$r = \frac{N\sum XY - (\sum Xi)(\sum Yi)}{\sqrt{\{N\sum X^2 i - (\sum Xi)^2\}\{N\sum Y^2 i - (\sum Yi)^2\}}}$$

Where: r = Correlation coefficient

N = Number of samples/observations

$\sum XY$ = The sum of the product multiplying of phrasal verbs test scores and the questionaires' scores

$\sum X$ = The sum of watching English movie habit scores

$\sum Y$ = The sum of phrasal verbs test scores

$\sum (X)^2$ = The sum of watching English movie habit square

$\sum (Y)^2$ = The sum of phrasal verbs mastery square

The data that has been collected was then processed to look for its correlations. To measure the level of correlation or whether there is a correlation between the two variables, the value of the correlation coefficient can be used as seen from the table below[72]:

Table 3.8 Correlation Coefficient

Interval Coefficient	Level of Correlation
0.00 – 0.34	Very Weak
0.35 – 0.40	Weak
0.41 – 0.64	Fair
0.65 – 0.84	Strong
0.85 – 1.00	Very Strong

The interpretation of the correlation coefficient value from the calculation results are as follows:

a. Correlation coefficients below 0.35 show only slight relationship between variables. These relationships have almost no value in any predictive sense.

b. Correlation coefficients ranging from 0.41 to 0.64 can possess practical or theoretical value, based upon the specific context.

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[72] B Johnson and L. Christensen, *Educational Research: Quantitative, Qualitative, and Mixed Approaches (4th Ed.)* (Thousand Oaks, CA: SAGE Publications, Inc., 2012), 340.

    c. Correlation coefficients of 0.65 or above will yield accurate predictions for the majority of purposes.

    d. Correlation coefficients which greater than 0.85 imply a close association between the correlated variables and can be used to predict individual performance.

5. Hypothesis Testing

As mentioned in the objective of the research in chapter 1, the researcher wanted to find out whether there is a significant relationship between the two research variables. To find out the level of significance, the following criteria can be used:

    a. If the value of Sig. < 0.05, H_o is rejected and H_1 is accepted.

    b. If the value of Sig. > 0.05, H_o is accepted and H_1 is rejected.

To ascertain the degree of significance and connection between the two variables, the researcher employed IBM SPSS 25 software.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Instrument Testing

In conducting a research, it is a requirement to prepare an appropriate and accurate instrument. Hence, before the research instrument is given to the real research subject, it is very important for the researcher to test the research instrument first. It is intended that the research instrument is feasible to be used as a measuring tool for the real research subjects. In this case, the researcher has carried out the validity and reliability tests.

The results of the validity and reliability testing in this study were calculated based on the results of questionnaires and tests given to the sample outside the original research subjects. In this case, the researcher used class 2019 English Education Students of Raden Intan State Islamic University Lampung. The researcher targeted at least 30 students who met the criteria, namely those who frequently watch English movies to become the sample for this validity and reliability tests. The result of it can be seen down below:

1. Validity Testing

Validity tests was carried out to test whether an instrument is able to measure what it wants to measure. An instrument can be said to be valid if it has a value of rcount > rtable. In this validity testing, the researcher have obtained a data from 30 selected samples from class 2019 English Education student of Raden Intan State Islamic University Lampung. With a sample size of 30 and a significance level of 5%, the rtable value obtained is 0.361. Meanwhile, the rcount results were obtained using the product moment correlation formula which then the researcher processed using Microsoft Excel.

There are two types of instruments that had been tested in validity testing, the first one was a habit of watching English movie questionnaire which consists of 25 questions and phrasal verbs tests which consist of 25 items

of multiple choice questions. The two instruments were distributed via the Google form link to Class 2019 English Education students who met the criteria. The results of the validity testing of the habit in watching English movies questionnaire can be seen down below:

a. Habit In Watching English Movies Questionnaire

The data of questionnaire that had been distributed to the selected sample, was then collected by the researcher. The questionnaire data which was still in raw form was then copied and processed in Microsoft Excel using the CORREL formula, so that the following results were obtained:

Table 4.1 The Result of Validity
Testing of Questionnaire

Question Items	r_{count}	r_{table}	Conclusion
Item 1	0,474	0,361	Valid
Item 2	0,702	0,361	Valid
Item 3	**0,336**	**0,361**	**Non Valid**
Item 4	**0,344**	**0,361**	**Non Valid**
Item 5	0,627	0,361	Valid
Item 6	0,648	0,361	Valid
Item 7	0,579	0,361	Valid
Item 8	0,631	0,361	Valid
Item 9	0,644	0,361	Valid
Item 10	0,609	0,361	Valid
Item 11	0,519	0,361	Valid
Item 12	**0,253**	**0,361**	**Non Valid**
Item 13	**0,219**	**0,361**	**Non Valid**
Item 14	0,676	0,361	Valid
Item 15	**0,172**	**0,361**	**Non Valid**
Item 16	0,579	0,361	Valid
Item 17	0,402	0,361	Valid
Item 18	0,479	0,361	Valid
Item 19	0,396	0,361	Valid
Item 20	**0,155**	**0,361**	**Non Valid**

Item 21	0,362	0,361	Valid
Item 22	0,653	0,361	Valid
Item 23	0,563	0,361	Valid
Item 24	0,543	0,361	Valid
Item 25	0,569	0,361	Valid

Source: Appendix 4.

Based on the results of the questionnaire validity testing above, it can be concluded that of the 25 questionnaire items that had been tested, there are 19 items that were declared valid and 6 items that were declared invalid. Conclusions were obtained by comparing the rtable value and rcount value. Questionnaire items with rtable value > rcount value will be declared valid, while questionnaire items with rtable value < rcount value will be declared not valid (marked with bold text).

b. Phrasal Verbs Tests

Apart from testing the validity of the questionnaire, the researcher also tested the validity of another instrument which is the phrasal verbs test. This instrument consists of 25 question items in the form of multiple choice. Data was obtained from the same respondent with a total of 30 students. The data obtained was then copied and processed in Microsoft Excel using the CORREL formula. The results of validity testing of phrasal verbs tests can be seen on the table below:

Table 4.2 The Result of Validity Testing of Phrasal Verbs Test

Question Items	r_{count}	r_{table}	Conclusion
Item 1	**0,218**	**0,361**	**Non Valid**
Item 2	0,495	0,361	Valid
Item 3	0,488	0,361	Valid

Item 4	0,417	0,361	Valid
Item 5	0,594	0,361	Valid
Item 6	0,447	0,361	Valid
Item 7	0,559	0,361	Valid
Item 8	0,574	0,361	Valid
Item 9	0,415	0,361	Valid
Item 10	0,663	0,361	Valid
Item 11	0,405	0,361	Valid
Item 12	0,557	0,361	Valid
Item 13	0,417	0,361	Valid
Item 14	**0,142**	**0,361**	**Non Valid**
Item 15	**0,051**	**0,361**	**Non Valid**
Item 16	0,452	0,361	Valid
Item 17	**0,252**	**0,361**	**Non Valid**
Item 18	0,509	0,361	Valid
Item 19	**0,284**	**0,361**	**Non Valid**
Item 20	0,545	0,361	Valid
Item 21	0,371	0,361	Valid
Item 22	0,543	0,361	Valid
Item 23	0,378	0,361	Valid
Item 24	0,428	0,361	Valid
Item 25	0,477	0,361	Valid

Source: Appendix 5.

Based on the results of analysis from the table above, it can be concluded that of the 25 items of phrasal verbs tests that had been tested, there were 20 items that are declared valid and 5 items that are declared not valid. The conclusion was obtained by comparing the rtable value and rcount value. Phrasal verbs test items with rtable value > rcount value will be declared valid, while phrasal verbs test items with rtable value < rcount value will be declared invalid (marked with bold text).

2. Reliability Testing

The degree of consistency with which an instrument performs measurements or the degree to which measurement results can be relied upon are referred to as

instrument reliability. This means that, if an instrument is used repeatedly under the same conditions and in the same way, the results will always be consistent so that the research instrument is considered reliable.

A reliability tests can be carried out after doing a research instrument validity tests. Instrument reliability tests can be done by taking only items that are declared valid and then calculating them using the Cronbach's Alpha formula. Just like validity testing, there were two types of instruments that had been tested for its reliability. The first one was habit of watching English movie questionnaire which consists of 19 valid items and phrasal verbs tests which consist of 20 valid items. The results of the reliability testing of both instruments can be seen down below:

a. Habit In Watching English Movies Questionnaire

The 19 questionnaire items that were declared valid were then tested for its reliability. The questionnaire items underwent reliability testing using the IBM SPSS Statistics 25 software. The Cronbach's Alpha value results were then interpreted using the reliability level proposed by Arikunto (See table 3.7). The results of the reliability test for the habit in watching English movies questionnaire items are as follows:

**Table 4.3 The Result of Reliability
Testing of Questionnaire**

Reliability Statistics

Cronbach's Alpha	N of Items
,882	19

Source: Data analyzed in SPSS

According to the analysis results presented in the table above, the Cronbach's Alpha value is

0.882. According to Arikunto's level of reliability, it can be inferred that the reliability level of the questionnaire items on the habit of watching English movie is 'Very Strong' or simply put, these items can be said to be **reliable**.

The researcher decided to use the valid and reliable items to be given to the original research subject which is Class 2020 English Education students of UIN Raden Intan Lampung and it can be seen in the following table:

Table 4.4 Number of Valid and Reliable Questionnaire Items

NO	FACTORS	DESCRIPTION	NUMBER OF ITEMS	TOTAL
1	Frequency	Respondent's frequency in watching English Movie	1, 2, 5, 6, 7	5
2	Repetition	Respondent's consistency in repeating the frequency	8, 9, 10, 11	4
3	Behavior	The respondent's behaviour when watching English movie	14, 16, 17, 18, 19, 21, 22, 23, 24, 25	10
TOTAL				19

b. Phrasal Verbs Tests

The researcher also conducted reliability tests on 20 phrasal verbs tests items which were declared valid. The test items underwent reliability testing using the IBM SPSS Statistics 25 software. By practicing the same stages as before, the Cronbach Alpha value results were then

interpreted using the reliability level proposed by Arikunto (See table 3.7). The results of the phrasal verbs tests item reliability test are as follows:

Table 4.5 The Result of
Reliability Testing of Tests

Reliability Statistics

Cronbach's Alpha	N of Items
,829	20

Source: Data analyzed in SPSS

As can be seen from the analysis findings in the above table, the Cronbach's Alpha value is 0.829. Therefore, referring to the level of reliability proposed by Arikunto, it can be concluded that the level of reliability of the phrasal verbs test items is also 'Very Strong' or simply put, the phrasal verbs test instrument can also be said to be **reliable**.

The researcher then decided to use the valid and reliable items to be given to the original research subject which is Class 2020 English Education students of UIN Raden Intan Lampung and the number of items can be seen in the following table:

Table 4.6 Number of Valid and Reliable Test Items

NO	ASPECT	INDICATORS	NUMBER OF ITEMS	TOTAL
1	**Transitive Phrasal Verbs**	1. Sentence Gap Fills: students can insert missing transitive phrasal verbs into a full text.	2, 3, 4, 7, 9	5

		2. Rephrasing: sudents can change the verb in the sentence into a transitive phrasal verbs that has a similar meaning	24, 25	2
		3. Matching: students can match the transitive phrasal verbs with its synonym	20, 22, 23	3
		4. Translating: students can translate the meanings of whether the particles or the verb of transitive phrasal verbs	12, 16	2
2	**Intransitive Phrasal Verbs**	1. Sentence Gap Fills: students can insert missing intransitive phrasal verbs into a full text.	5, 6, 8, 10	4
		2. Rephrasing: sudents can change the verb in the sentence into intransitive phrasal verbs that has a similar meaning	-	0
		3. Matching: students can match the intransitive phrasal verbs with its synonym	21	1
		4. Translating: students can translate the meanings of whether the particles or the verb of intransitive phrasal verbs	11, 13, 18	3
	TOTAL			**20**

B. The Description of Data

In this research, there are two variables which are:

Students' Habit In Watching English Movies (independent variable) and Students' Phrasal Verbs Mastery (dependent variable). Both data were obtained from previously determined research subjects, namely Class 2020 English Education students of Raden Intan State Islamic University Lampung. There were 34 students selected as samples for this research. These students were chosen in accordance with the research's criteria, specifically those who watch English movies frequently. Students' Habit In Watching English Movies variable data was obtained using a questionnaire, while Students' Phrasal Verbs Mastery variable data was obtained using phrasal verbs tests.

1. Students' Habit In Watching English Movies

This variable data was obtained from a questionnaire consisting of 19 question items which had previously been declared valid and reliable. The responses or answers of the questionnaire are then measured using a Likert Scale on a scale of 1 to 5. The answers to each question include: "Sangat Setuju", "Setuju", "Ragu – ragu", "Tidak Setuju", "Sangat Tidak Setuju". The questionnaire score results can be seen in the chart below:

Figure 4.1 The Distribution of Questionnaire Score
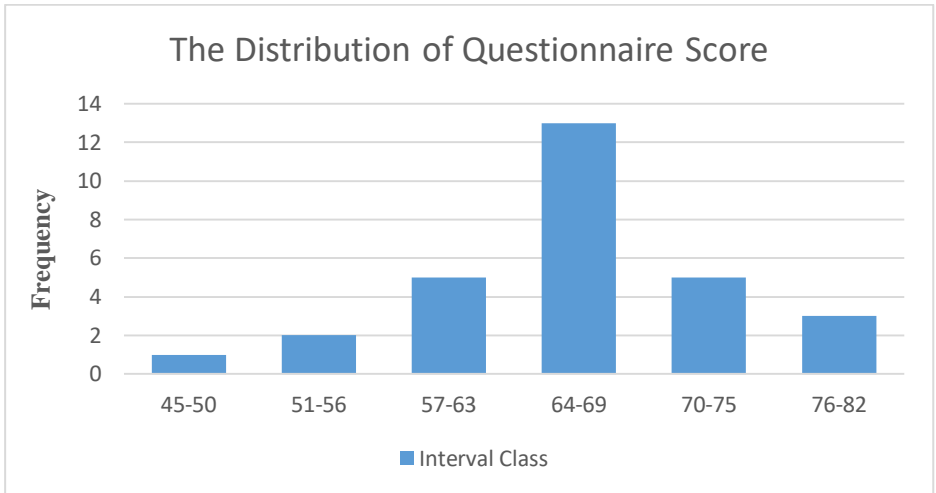
Source: Appendix 6.

According to the chart above, it shows that the highest interval value, namely 76 - 82, has a frequency of 3, while the lowest interval value, which is 45-50, has a frequency of 1. The highest frequency, which is 13, is found in the interval between 64-69. The researcher then calculated the total score of it and the result was= 2237. Meanwhile the mean score of it was 65,79.

2. Students' Phrasal Verbs Mastery

This variable data was obtained from the phrasal verbs test which consists of 20 question items. These questions were created to test students' transitive and intransitive phrasal verbs skills. The test score results are obtained by multiplying the total number of correct items by 5, so that the maximum score that students can get is 100. The results of students' phrasal verbs test scores can be seen in the chart below:

Figure 4.2 The Distribution of Phrasal Verbs Test Score

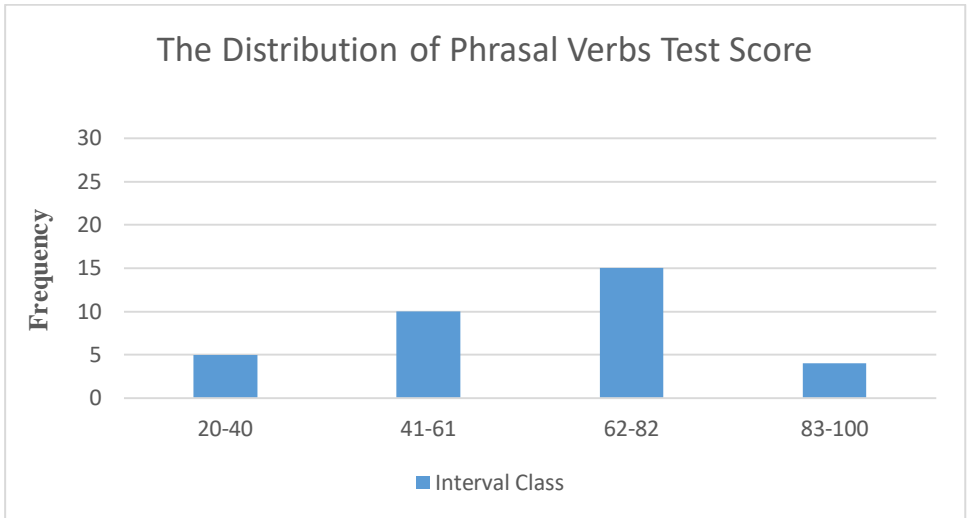The Distribution of Phrasal Verbs Test Score

Source: Appendix 7.

According to the chart above, it shows that the highest interval value, which is 83-100, has a frequency of 4, while the lowest interval value, which is 20-40, has a frequency of 5. The highest frequency, which is 15, is found in the interval between 62-82. The researcher then calculated the total score from all the data. The calculation results show that the total score in the phrasal verbs test score data is = 2115.

3. Classical Assumption Test

Quantitative research has a significant connection with the classical assumption test. In order to do a linear regression analysis, it is statistically necessary to pass the classical assumption test. This aims to ensure that the researcher can find out whether the regression model used is free from deviations in assumptions and meets the requirements for obtaining good linearity. Before carrying out the Pearson Product Moment correlation test and research hypothesis testing, it is important for the

researcher to do classical assumptions test as a prerequisite for analysis. The following are some of the tests that the researcher have done and their results:

a. Normality Testing

The purpose of the normality test is to determine whether or not the distribution of the data in a group of data is normally distributed. Using the Shapiro-Wilk analysis in SPSS Statistics 25 software, the researcher tested the normality of the data for the two research variables. The following table displays the normality test results:

Table 4.7 The Result of Normality Tests

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Habit	,103	34	,200[*]	,967	34	**,381**
Phrasal_Verbs_Mastery	,127	34	,179	,977	34	**,670**

If the significance value of a data set is greater than 0.05, it is considered normal. According to the SPSS output above, we can see that the significance value of the Habit In Watching English Movies variable data is = 0.381 > 0.05. Meanwhile, for the Phrasal Verbs Mastery variable data, the significance value is = 0.670 > 0.05. Therefore, the researcher concluded that the data of the two research variables could be stated to be **normally distributed**.

b. Homogeneity Testing

   To find out if the variances of two or more distributions are the same, the researcher do the homogeneity test. This test is meant to confirm that the population from which the data group is drawn has the same (homogeneous) variance. To test the homogeneity of the data of the two research variables, the researcher used the SPSS Statistics 25 application using the Levene Statistics test. The table below displays the results of the homogeneity test:

Table 4.8 The Result of Homogeneity Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Phrasal_Verbs_Mastery	Based on Mean	2,370	7	13	**,085**
	Based on Median	,819	7	13	,588
	Based on Median and with adjusted df	,819	7	4,658	,612
	Based on trimmed mean	2,231	7	13	,100

   If a data variance's significance value is more than 0.05, it is considered homogenous. According to the SPSS output above, we can see that the significance value in the research data consisting

of the Habit In Watching English Movies (X) variable and the Phrasal Verbs Mastery (Y) variable is = 0.085 > 0.05. Therefore, it can be concluded that the variance in the two groups of data is **homogeneous (same).**

C. Research Findings

After the research instrument has passed the instrument testing and classical assumption test, the researcher will enter the next stage, which are answering the research questions written in chapter I. The answers that will be discussed are: the level of students' phrasal verbs mastery and the significant correlation between students' habit in watching English movies and their mastery of phrasal verbs. The following is the data processing findings from the IBM SPSS 25 software:

1. The Level of Students' Phrasal Verbs Mastery

Table 4.9 Score of Students' Phrasal Verbs Test

No.	Name	Total Correct Item	Percentage of Correct Item	Level of Mastery
1	A	12	60%	Poor
2	I	17	85%	Good
3	PI	20	100%	Excellent
4	NRL	14	70%	Acceptable
5	WJP	14	70%	Acceptable
6	TA	13	65%	Poor
7	VAS	9	45%	Unsatisfactory
8	RR	13	65%	Poor
9	A	11	55%	Unsatisfactory
10	KN	13	65%	Poor
11	KU	11	55%	Unsatisfactory
12	SRP	11	55%	Unsatisfactory
13	FN	12	60%	Poor

14	IDP	16	80%	Good
15	WRP	8	40%	Unsatisfactory
16	MAS	8	40%	Unsatisfactory
17	MF	8	40%	Unsatisfactory
18	JPN	14	70%	Acceptable
19	TWI	4	20%	Unsatisfactory
20	EH	13	65%	Poor
21	SM	8	40%	Unsatisfactory
22	DL	12	55%	Unsatisfactory
23	FMA	9	45%	Unsatisfactory
24	RP	11	55%	Unsatisfactory
25	MMR	12	60%	Poor
26	SSA	13	65%	Poor
27	ASPS	11	55%	Unsatisfactory
28	LW	17	85%	Good
29	PI	14	70%	Acceptable
30	SZA	14	70%	Acceptable
31	PE	18	90%	Excellent
32	F	16	80%	Good
33	MM	12	60%	Poor
34	NSM	16	80%	Good

Source: Appendix 7.

Based on the results of the calculations above, the level of phrasal verbs mastery of Class 2020 English Education Students of UIN Raden Intan Lampung has finally been identified. The results found that of the 34 students, there were 13 students in the unsatisfactory category, 9 students in the poor category, 5 students in the acceptable category, 5 students in the good category, and 2 students in the excellent category. Besides that, the

highest score achieved in this phrasal verbs test is 100 while the lowest score is 20. Below is a data visualization in the form of a bar chart to help readers to easily understand the data in the table above:

**Figure 4.3 The Level of Students'
Phrasal Verbs Mastery**
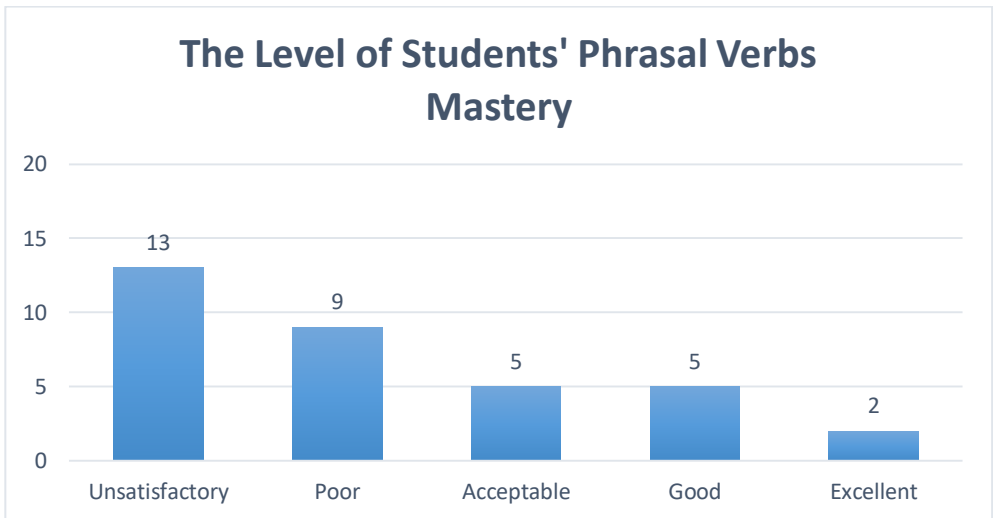
The next step that the researcher took was to calculate the mean score from all the data. This is done as part of data centering in order to represent the overall value, so that it can make it easier for the researcher to make interpretations and draw conclusions from the whole data. The mean score from the phrasal verbs tests data can be calculated using the following formula:

$$Me = \frac{\sum xi}{n}$$

$$= \frac{2115}{34}$$

$$= 62.20$$

According to the calculations above, the mean score of all data set of phrasal verbs test value is= 62.20. To determine the level of students' phrasal verbs mastery, the researcher converted the mean score into a percent using the following formula:

$$\textbf{Percentage} = \frac{\textbf{test score}}{\textbf{maximum test score}} \times \textbf{100}$$

$$= \frac{\textbf{62.20}}{\textbf{100}} \times \textbf{100}$$

$$= \frac{6220}{100}$$

$$= \textbf{62.2}\%$$

Referring to the level of phrasal verbs mastery proposed by Johnson, the percentage of correct items of 62.2% can be categorized as 'Below Average or Poor'. Therefore, the researcher can draw the conclusion that the level of phrasal verbs mastery of class 2020 English Education students of Raden Intan State Islamic University Lampung in general is categorized as 'Below Average or Poor'.

2. Hypothesis Testing Using Correlation Product Moment Analysis

A statistical term used to describe the strength of the linear relationship between two or more variables is known as correlation. There are several correlation test techniques that can be used, one of which is the Pearson Product Moment correlation test. In this research, the correlation between the independent and dependent variables is ascertained using the Product Moment correlation test. Habit of watching English movies is the independent variable in this research, and students' mastery of phrasal verbs is the dependent variable. The correlation test was carried out with the help of the IBM SPSS Statistics 25 application with the following results:

Table 4.10 The Result of Product Moment Correlation

Correlations

		Habit_In_Watching_English_Movies	Phrasal_Verbs_Mastery
Habit_In_Watching_English_Movies	Pearson Correlation	1	**,014**
	Sig. (2-tailed)		**,937**
	N	34	34
Phrasal_Verbs_Mastery	Pearson Correlation	,014	1
	Sig. (2-tailed)	,937	
	N	34	34

Source: Appendix 8.

Based on the output of SPSS above, it is known that the Pearson correlation value is= 0.014. According to correlation coefficient value proposed by Johnson and Christensen (See table 3.8), it can be concluded that the correlation level between two research variables is 'Very Weak'. In other words, there is only a slight relationship between the two variables and it has almost no value in any predictive sense between students' habit in watching English movies and their mastery of phrasal verbs at class 2020 English Education students of Raden Intan State Islamic University Lampung. The correlation falls within the category of positive correlation or directional correlation, as indicated by the positive value of the Pearson correlation coefficient. This implies that an increase in variable X will result in a corresponding increase in variable Y, whereas a reduction in variable X will lead to a corresponding decrease in variable Y.

After the researcher knows the degree of correlation between the two research variables, the researcher then tested the research hypothesis. As mentioned in the objective of the research in chapter 1, the researcher wanted to find out whether there is a significant correaltion between the two research variables or not. To find out the significance of correlation, the following criteria can be used:

a. If the value of Sig. < 0.05, H$_O$ is rejected and H$_1$ is accepted.

b. If the value of Sig. > 0.05, H$_O$ is accepted and H$_1$ is rejected.

Based on the product moment correlation test results above, it is known that the Sig. (2-tailed) obtained is = 0.937 > 0.05. Therefore, it can be concluded that there is no significant correlation between students' habit in watching English movies and their mastery of phrasal verbs at Class 2020 English Education students of Raden Intan State Islamic University Lampung. In other words, in this research, the null hypotesis (Ho) is accepted and the alternative hypotesis (H$_1$) is rejected.

D. Discussion

This research was conducted at UIN Raden Intan Lampung with Class 2020 English Education students as the research subjects. The samples taken in this research were 34 students in class 2020 of the English Education study program who met the research criteria. The aim of this research is to see whether there is or not a significant correlation between students' habit in watching English movies and students' phrasal verbs mastery and also to see the level of phrasal verbs mastery among the students.

Before the researcher conducted a field research, the researcher first carried out validity and reliability tests on the questionnaires and tests that will be used in this research. The instrument that passed the reliability and validity tests

indicates that those instruments have met the requirements. The instruments used in this research were questionnaire that measures the independent variable, namely students' watching English movies habit, and test instrument that measures the dependent variable, namely students' phrasal verbs mastery. The questionnaire was prepared based on the factors of habit proposed by Verplanken. Meanwhile, the material tested in this phrasal verbs test is transitive and intransitive phrasal verbs which are made in the form of a multiple choice test.

After the instruments were declared valid and reliable, the researcher then gave questionnaires and tests to the original research subjects. The researcher then analyzed the collected data using the classical assumption test as a prerequisite for the linear regression test. The classical assumption tests carried out were homogeneity test and normality test. After the two variable data were declared normal and homogeneous, the researcher carried out a product moment correlation test and continued with the research hypothesis testing. The hypothesis in this research are as follows:

H_0 : There is no significant correlation between students' habit in watching English movies and students' phrasal verbs mastery at class 2020 English Education Study Program students of Raden Intan State Islamic University of Lampung.

H_1 : There is a significant correlation between students' habit in watching English movies and students' phrasal verbs mastery at class 2020 English Education Study Program students of Raden Intan State Islamic University of Lampung.

The objectives of this research were to find the mastery of phrasal verbs among the students of class 2020 English Education of Raden Intan State Islamic University

Lampung and to find out whether there is or not a significant correlation between students' habit in watching English movies and students' mastery of phrasal verbs. Based on the data analysis that the researcher has done, the researcher found that:

1. The students' mastery levels were divided into 5 categories. Of the 34 students, there were 13 students in the unsatisfactory category, 9 students in the poor category, 5 students in the acceptable category, 5 students in the good category, and 2 students in the excellent category. Referring to the overall mean score results of the students' phrasal verbs test score data, which is= 62.20, indicated that in general the level of phrasal verbs mastery of class 2020 English Education students of UIN Raden Intan Lampung is categorized as 'Below average or Poor'.

2. The results of the correlation test shows that the correlation level between the two variables is considered 'Very Weak' and it has almost no value in any predictive sense. It is because the Pearson coefficient value obtained was= 0.014. Apart from that, the Sig (2-tailed) value obtained was = 0.937 > 0.05, which also means that there was no significant correlation between students' habit in watching English movies and their mastery of phrasal verbs. Therefore, the results of hypothesis testing in this research was the null hypothesis (Ho) is accepted and the alternative hypothesis (H_1) is rejected.

The results of research objective 1 is similiar with relevant previous research entitled: "Students' Mastery in Phrasal Verbs at Fifth Semester Students of English Department in the University of Mataram" by I Putu Adi Juniartawan, Husnul Lail and I Made Sujana. The results of that research indicated that 65% of the students are consired

scored below the minimum exam score which is 56. In addition, other relevant research also has the same findings as this research, entitled: "The Mastery of English Phrasal Verbs Among The Students of English Education Study Program "by Indrawati, Belly Januarta, and Muslim Ansori. The findings of this research was that student has a low degree of English phrasal verbs mastery or categorized as failing because the minimum requirement score for phrasal verb mastery is 56.

Whereas, the results of research objective 2 are different from the results of previous researches that are relevant in the context of vocabulary mastery. For instance, a research conducted by Mira Arlin and Eva Faliyanti entitled "The Correlation Between Students' Habit In Watching English Movie And Vocabulary Mastery At The Sixth Semester At English Education Study Program In Muhammadiyah University Of Metro". The results of it revealed a positive correlation between the two research variables. Another relevant previous research entitled: "The Correlation between Students' Watching English Animation Movie Habit with Their Vocabulary Mastery" by Ni Kadek Sugi Juniari, Putu Ayu Paramita Dharmayanti and Anak Agung Putu Arsana revealed that there was a significant correlation between the two variables and the correlation value shows a high correlation which is 0.719. According to those researches, it shows that there is a correlation between the habit of watching English movies and the mastery of students' vocabulary. However, in the context of students' phrasal verbs mastery, it shows no significant correlation with students' habit in watching English movies.

Even though the review of literature has shown that movies could be beneficial for language acquisition and claims that watching them repeatedly can improve students' phrasal verb skills, the findings of this research actually showed the opposite. This is due to the statement made by

some students when the researcher conducted a preliminary research. Some students admitted that phrasal verbs are one of the English skills that are difficult to master. Because of that, they often feel confused and have difficulty in understanding the meaning of phrasal verbs. This is also supported by White's theory which states that: "the reason behind students' difficulties in learning phrasal verbs is because they are frequent, unpredictable, polysemous and non-universal".

Additionally, the results of Product Moment Correlation test revealed that there was no significant correlation between the two variables in this research. From this results, it can be concluded that the findings contradict and reject the theory from Shahriari who said that: "getting more input from things outside of school, like watching English movies, may improve the receptive and productive knowledge about phrasal verbs among English learners".

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The researcher made a few conclusions based on the outcomes of the data analysis and hypothesis testing that were covered in the previous chapter which are as follow:

1. Based on the results of students' phrasal verbs mastery data analysis, it has been found that students' mastery levels were divided into 5 categories. Of the 34 students, there were 13 students in the unsatisfactory category, 9 students in the poor category, 5 students in the acceptable category, 5 students in the good category, and 2 students in the excellent category. Referring to the overall mean score results of the students' phrasal verbs test score data, which is= 62.20, indicated that in general the level of phrasal verbs mastery of class 2020 English Education students of UIN Raden Intan Lampung is categorized as 'Below average or Poor'.

2. According to the findings of the Product Moment Correlation analysis, the Sig. (2-tailed) value was = 0.937 > 0.05. Because the significance value exceeds 0.05, the researcher draw a conclusion that there is no significant correlation between students' habit in watching English movies and their mastery of phrasal verbs at Class 2020 English Education students of Raden Intan State Islamic University Lampung. In other words, in this research, the alternative hypothesis (H_1) is rejected and null hypothesis (Ho) is accepted.

B. Suggestion

There are numerous suggestions that the researcher should convey based on the conclusions and research findings, including the following:

1. For teacher who has a role in teaching people in the

context of foreign language skills, it is quite necessary for them to boost students' knowledge about English phrasal verbs. It is because refering to the finding in this research, students as a foreign language learner often find it difficult to understand the meaning of phrasal verbs. In fact, the mastery of English phrasal verbs is no less important than any other English skills.

2. For students, learning and mastering English phrasal verbs is very important because phrasal verbs are extremely common in native speakers daily conversations. The more knowledge students have about phrasal verbs, the more fluent they will be in English. Especially for students majoring in English Education, mastering phrasal verbs becomes much more important, because it is very likely that English would be either the first or second language that is always used, both when attending classes or when communicating with colleagues and lecturers in campus.

3. For the next researcher who wish to conduct similar topics, the researcher advises to continue this research by doing a research about "The Influence of Students' Habit in Watching English Movie Towards Students' Verb Phrase Mastery". The researcher hopes that this research can give many benefits or knowledge for the readers and this thesis can become a reference for further research.

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APPENDICES

APPENDIX 1. QUESTIONNAIRE OF HABIT

IN WATCHING ENGLISH MOVIES

NAMA   :

KELAS   :

NPM   :

PETUNJUK PENGISIAN:

- Baca setiap pertanyaan dengan teliti
- Beri tanda ceklis pada jawaban yang anda pilih
- Pengisian angket ini tidak mempengaruhi nilai kuliah, untuk itu jawablah pertanyaan dengan jujur dan sesuai hati nurani anda

KETERANGAN JAWABAN:

SS   : Sangat Setuju

S   : Setuju

RR   : Ragu – Ragu

TS   : Tidak Setuju

STS : Sangat Tidak Setuju

NO	PERTANYAAN	SS	S	RR	TS	STS
	FREQUENCY					
1.	Menonton film berbahasa Inggris adalah salah satu aktivitas favorit saya					
2.	Saya menonton film bahasa Inggris setiap hari					
3.	Saya sering menonton film bahasa Inggris karena ceritanya					

	selalu menarik					
4.	Saya sering menonton film bahasa Inggris karena saya menyukai aktor aktornya					
5.	Saya sering menonton film bahasa Inggris karena saya suka dengan budaya barat/western					
	REPETITION					
6.	Saya menonton film berbahasa Inggris kapanpun dan dimanapun saat ada waktu luang					
7.	Menonton film berbahasa Inggris telah menjadi rutinitas sehari – hari saya					
8.	Saya merasa tidak nyaman jika tidak menonton film bahasa Inggris apapun dalam satu hari					
9.	Saya merasa harus menonton setidaknya 1 film bahasa Inggris dalam seminggu					
	BEHAVIOR					
10.	Saya merasa terhibur saat menonton film berbahasa Inggris					
11.	Saya suka menonton film - film bahasa Inggris keluaran terbaru					
12.	Saya akan cepat - cepat menonton film bahasa Inggris yang sedang naik daun/populer					
13.	Saya suka menonton film bahasa Inggris sendirian					
14.	Saya lebih suka menonton film bahasa Inggris di rumah dibanding di tempat lain					
15.	Saya memperoleh banyak kosakata baru setelah menonton film bahasa Inggris					
16.	Ketika menemukan kosakata baru yang tidak saya ketahui, saya langsung mencari artinya di					

	kamus					
17.	Jika mendapatkan ungkapan baru saat menonton film berbahasa Inggris, saya langsung menggunakannya dalam kehidupan sehari-hari					
18.	Saya sering menirukan cara berbicara aktris/aktor yang saya tonton dalam kehidupan sehari – hari					
19.	Saya sering terbawa untuk bersikap selayaknya karakter film yang saya tonton dalam kehidupan sehari – hari					

APPENDIX 2. PHRASAL VERBS TEST

Pilihlah salah satu jawaban dibawah ini yang menurut anda paling tepat!

1. "They look healthier because they _____ smoking"
   a. Look after   b. Gave up   c. Get on   d. Take off

2. "Henry has a crush on Stefi. So, he _____ her out yesterday"
   a. Mixed   b. Asked   c. Looked   d. Turned

3. "This room is so dark. Please _____ the light"
   a. Turn on   b. Turn off   c. Turn down   d. Speak up

4. "My car _____ on the way to work"
   a. Broke down   b. Pick out   c. Go ahead   d. Bottle away

5. "The party came _____ well. Everyone had a lot of fun"
   a. On   b. Up   c. Down   d. Off

6. "Sorry that I didn't _____ up the call. I was at meeting yesterday"
   a. Come   b. Start   c. Pick   d. Run

7. "I have _____ patience with him. He still has not completed the task that I gave him"

a. Run out   b. Run out of   c. Run in
d. Run off

8. "Why don't you ask some of your friends ____?"
a. Along   b. after   c. To
d. With

9. "They took something risky, but it really paid _____ in the end"
a. On   b. In   c. Out
d. Off

10. "You are too fast. You ought to slow down".
What does the **underlined words** mean?
a. To reduce speed   c. To drive a vehicle
b. To stop something   d. To change the shape of something

11. "He lost his money and I try to cheer him up".
What does the **underlined words** mean?
a. To make him less miserable   c. To kick him
b. To lie to him   d. To leave him alone

12. "I get up at 6.00 a.m every morning"
What does the **underlined words** mean?
a. To eat foods   c. To wake up from sleep
b. To wash a car   d. To exercise

13. "1 didn't want to have to argue it out with him again"
What does the **underlined words** mean?

a. To scold someone c. To lie to someone

b. To debate about something d. To persuade

14. "Hey, don't stop - <u>carry on</u>!"
    What does the **underlined words** mean?

    a. To become so excited c. To agree to do something

    b. To continue doing something d. To find something you're not expecting to

15. "I don't believe it. It is like a <u>made up</u> words."
    What is the **synonym** of the underlined words?

    a. Invented b. Happy c. Horrible
    d. Negative

16. "My parents <u>freaked out</u> when I quit school"
    What is the **synonym** of the underlined words?

    a. Mad b. Shocked c. Startled
    d. Furious

17. "Julius decided to buy himself a more expensive car that would <u>fit in</u> with his lifestyle"
    What is the **synonym** of the underlined words?

    a. Match b. Ruin c. Interrupt
    d. Equal

18. "You've <u>missed out</u> the most vital piece of information on this invitation"
    What is the **synonym** of the underlined words?

    a. Confuse b. Omit c. Leave
    d. Reduce

19. "The order was to *call off* the strike immediately"
    Which of the following answers **has the same meaning** as

the sentence above?

    a. The order was to *continue* the strike immediately

    b. The order was to *execute* the strike immediately

    c. The order was to *cancel* the strike immediately

    d. The order was to *bring* the strike immediately

20. "I have made up my mind to study abroad in Australia next year"

    Which of the following answers **has the same meaning** as the sentence above?

    a. I refuse to study abroad in Australia next year

    b. I decided to study abroad in Australia next year

    c. I'm happy that I'm able to study abroad in Australia next year

    d. I hate that I have to study abroad in Australia next year

APPENDIX 3. ANSWER KEY OF PHRASAL VERBS TESTS

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

APPENDIX 4. VALIDITY TESTING OF QUESTIONNAIRE

No.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Total
1	5	3	2	3	5	3	5	5	3	3	2	4	2	4	3	4	4	4	3	4	4	4	3	4	2	88
2	4	2	1	4	5	2	4	3	2	2	2	4	1	5	4	3	4	4	5	5	4	4	4	4	4	86
3	3	2	2	2	4	4	3	2	2	2	3	4	3	3	3	3	3	4	4	5	5	4	3	2	3	78
4	5	5	2	5	5	5	5	5	5	2	4	4	1	5	2	5	5	5	5	5	4	5	5	3	3	105
5	4	2	2	5	4	3	4	3	2	2	3	5	2	4	2	4	4	5	5	5	5	4	4	4	3	91
6	4	2	2	5	4	4	3	4	2	3	3	5	1	5	1	5	5	4	5	5	5	5	5	5	4	96
7	4	4	1	3	4	4	3	3	2	3	4	5	2	5	2	5	5	5	5	5	5	5	4	4	3	95
8	5	3	2	4	4	4	3	4	3	3	4	5	2	4	2	4	4	4	4	4	4	4	4	4	4	92
9	5	4	3	4	4	5	3	5	2	1	1	3	2	4	3	5	5	5	5	4	5	4	5	5	5	96
10	4	4	2	5	5	4	4	5	5	4	5	5	2	5	3	4	5	5	5	5	5	4	4	4	4	107
11	5	4	2	4	5	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	99
12	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	98
13	4	2	1	4	4	3	3	2	2	4	2	2	4	4	4	4	4	4	4	4	4	4	4	4	4	83
14	4	3	2	4	4	4	4	4	2	2	3	4	3	4	2	4	3	4	4	4	4	4	4	4	4	88
15	4	2	1	3	3	2	1	3	1	1	2	4	4	2	2	4	4	4	4	5	3	4	2	2	2	70
16	4	2	2	4	4	4	2	4	2	2	4	4	2	4	2	4	4	4	2	4	4	4	4	4	4	84
17	4	2	3	4	4	4	4	4	3	2	4	4	4	4	5	3	4	4	4	4	4	4	4	4	4	94
18	4	4	2	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	119
19	4	2	2	4	4	4	2	3	4	4	5	2	3	2	3	2	4	4	5	4	4	3	2	3	4	84
20	4	4	2	2	5	4	3	4	3	3	3	3	2	4	4	4	2	4	4	4	4	4	4	4	4	88
21	4	3	2	5	4	4	3	1	3	2	3	4	2	4	3	5	4	3	4	4	4	3	4	3	4	85
22	4	3	2	4	4	3	3	2	3	2	2	3	2	4	4	2	2	4	4	4	4	4	4	4	4	81
23	4	3	2	5	4	4	2	3	2	2	3	4	3	4	4	3	4	4	5	4	4	2	4	4	4	87
24	4	1	1	4	4	2	3	2	2	2	3	5	2	2	4	3	4	4	4	4	4	4	3	4	2	77
25	4	2	2	4	4	3	4	4	2	2	4	4	2	5	3	4	4	4	5	4	3	2	3	3	4	85
26	4	1	2	4	4	4	4	3	3	2	3	4	2	4	2	3	4	3	4	5	4	2	2	2	2	79
27	4	2	2	4	4	4	4	3	3	2	4	4	3	4	2	4	4	4	5	4	3	3	4	4	2	86
28	4	1	1	4	4	3	4	4	4	2	4	5	2	4	2	4	5	4	4	5	3	4	4	4	2	87
29	4	2	2	4	4	2	4	4	4	3	2	4	2	3	4	5	5	4	4	4	2	4	4	2	2	85
30	3	2	2	4	4	3	3	4	4	3	2	5	2	4	4	4	4	2	4	5	4	4	2	2	2	83
rcount	0,474	0,702	0,336	0,344	0,627	0,648	0,58	0,631	0,644	0,61	0,519	0,253	0,219	0,676	0,172	0,597	0,402	0,479	0,396	0,155	0,362	0,653	0,563	0,543	0,5698	1
rtable	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	
V/TV	V	V	TV	TV	V	V	V	V	V	V	V	TV	TV	V	TV	V	V	V	V	TV	V	V	V	V	V	

APPENDIX 5. VALIDITY TESTING OF PHRASAL VERBS TEST

No.	Name	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	TOTAL
1	A	5	4	5	4	5	3	5	2	2	5	5	5	5	5	5	5	5	4	4	82
2	I	4	2	4	4	2	4	2	2	2	4	4	2	4	2	4	4	4	5	2	61
3	PI	4	2	2	2	2	2	2	2	2	4	4	2	5	5	5	5	2	4	5	59
4	NRL	5	4	5	3	4	4	4	3	4	5	4	3	4	4	4	3	3	3	3	72
5	WJP	4	3	4	4	3	4	3	2	4	4	4	4	4	5	4	3	3	3	3	68
6	TA	4	3	4	4	2	2	2	2	4	5	3	3	4	5	5	4	3	3	3	65
7	VAS	4	3	4	5	3	4	3	2	3	5	5	4	4	5	4	4	4	3	3	73
8	RR	4	2	5	3	4	3	2	2	3	4	4	4	4	4	4	3	3	4	2	64
9	A	4	3	4	3	4	3	3	4	4	4	4	4	4	5	4	4	3	3	3	69
10	KN	4	2	4	2	2	4	1	1	2	4	4	2	4	2	4	4	4	4	2	56
11	KU	5	4	4	3	4	3	3	4	4	5	5	5	5	5	5	3	5	5	4	80
12	SRP	5	4	4	3	4	4	2	3	4	5	4	4	2	5	3	4	3	2	3	68
13	FN	4	3	4	4	3	3	3	4	4	4	4	4	4	4	3	4	3	4	3	69
14	IDP	4	2	3	3	3	1	2	2	2	5	4	3	4	5	5	4	2	2	2	59
15	WRP	4	3	4	3	3	4	3	2	2	4	3	4	3	5	3	3	4	4	3	65
16	MAS	4	3	4	4	4	3	2	2	4	4	3	2	4	5	4	3	5	5	3	66
17	MF	2	2	2	4	2	2	2	2	3	2	2	2	2	4	2	2	4	2	4	45
18	JPN	4	3	5	2	2	3	3	2	3	4	4	4	3	4	4	3	3	2	2	62
19	TWI	3	1	4	4	3	3	3	2	3	5	4	3	4	4	5	3	4	4	4	66
20	EH	4	2	4	5	4	1	2	2	2	5	3	5	5	5	3	3	3	4	5	67
21	SM	4	2	4	4	3	2	2	2	3	4	4	4	3	4	4	3	3	3	3	61
22	DL	4	3	4	4	3	4	3	2	2	5	5	3	5	5	5	3	3	2	2	67
23	FMA	4	4	3	4	3	3	3	2	2	4	4	4	4	5	4	5	5	5	4	71
24	RP	4	4	5	4	3	4	3	2	3	4	4	5	3	3	5	4	4	3	4	71
25	MMR	3	2	3	3	3	3	2	2	3	3	3	2	3	4	4	3	2	4	3	55
26	SSA	3	3	3	3	3	2	3	2	3	2	2	3	3	4	4	4	4	4	5	57
27	ASPS	4	2	3	4	4	2	2	2	2	4	3	3	4	4	4	3	4	4	4	61
28	LW	4	2	4	3	4	3	2	4	4	4	4	4	4	4	3	3	3	3	3	66
29	PI	4	2	4	4	4	4	3	2	4	5	4	4	4	4	2	3	3	3	3	67
30	SZA	4	3	4	5	4	4	1	4	4	3	4	4	5	4	3	3	3	2	2	68
31	PE	5	2	4	4	4	4	2	2	3	5	4	5	4	4	4	4	3	3	3	70
32	F	4	4	4	4	4	4	3	4	5	4	4	5	5	4	4	4	4	3	3	77
33	MMR	4	1	4	3	4	3	4	2	3	4	4	4	4	4	3	3	3	2	2	63
34	NSM	4	4	4	3	4	3	3	2	4	4	4	4	4	4	4	4	2	2	2	67

Correlations

		Habit_In_Watching _English_Movies	Phrasal_Ver bs_Mastery
Habit_In_Watching _English_Movies	Pearson Correlation	1	,014
	Sig. (2-tailed)		,937
	N	34	34
Phrasal_Verbs_Mastery	Pearson Correlation	,014	1
	Sig. (2-tailed)	,937	
	N	34	34

Data analyzed in SPSS

APPENDIX 9. PRELIMINARY RESEARCH LETTER

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
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Alamat : Jl. Let. Kol. H. Endro Suratmin Sukarame 1 Bandar Lampung (0721) 703260

Nomor   : B-254 /Un.16/DT.1/PP.009.7/02/2023   Bandar Lampung, Februari 2023
Lampiran : -
Perihal   : Izin Melaksanakan Pra Penelitian

Kepada Yth.
Kepala Prodi Pendidikan Bahasa Inggris
Fakultas Tarbiyah dan Keguruan
UIN Raden Intan Lampung
di-
Tempat

Assalamu'alaikum, Wr.Wb

Dalam rangka memenuhi persyaratan studi pada program Strata 1 (S1) UIN Raden Intan Lampung, maka dengan ini mohon Bapak/Ibu berkenan memberikan izin kepada mahasiswa/i:

Nama   : Mukti Saraswati
NPM   : 1911040140
Semester   : VIII (Delapan)
Fakultas/Jurusan : Tarbiyah dan Keguruan/ Pendidikan Bahasa Inggris

Untuk melaksanakan Pra Penelitian di Prodi Pendidikan Bahasa Inggris Universitas Islam Negeri Raden Intan Lampung. Data hasil penelitian tersebut akan dipergunakan oleh yang bersangkutan untuk penyusunan Proposal Skripsi.

Demikian, atas izin dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum, Wr.Wb

A.n. Dekan
Wakil Dekan 1 Bidang Akademik dan Kelembagaan

Prof. Dr. H. Deden Makbuloh, S.Ag, M.Ag.
NIP. 197305032001121001

Tembusan:
1. *Dekan Fakultas Tarbiyah dan Keguruan*
2. *Kabag TU/FTK*
3. *Kaprodi Pendidikan Bahasa Inggris*
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APPENDIX 10. RESEARCH LETTER

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Sifat : Penting
Lampiran : -
Perihal : Permohonan Mengadakan Penelitian

Kepada Yth.

Kepala RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG
di Tempat

Assalamu'alaikum Wr. Wb.

Setelah memperhatikan Judul Skripsi dan Out Line yang sudah disetujui oleh dosen Pembimbing Akademik (PA), maka dengan ini Mahasiswa/i Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Raden Intan Lampung :

Nama : Mukti Saraswati
NPM : 1911040440
Semester/T.A : IX (Sembilan)
Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : THE CORRELATION BETWEEN STUDENT'S HABIT IN WATCING ENGLISH MOVIES AND THEIR MASTERY OF PHRASAL VERBS (A STUDY AT CLASS 2020 ENGLISH EDUCATION STUDENT OF RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG)",

Akan mengadakan penelitian di RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG, Guna mengumpulkan data dan bahan-bahan skripsi yang bersangkutan. Waktu yang diberikan mulai tanggal 2 Oktober 2023 sampai dengan selesai.

Demikian, atas perkenan dan bantuannya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Dekan,

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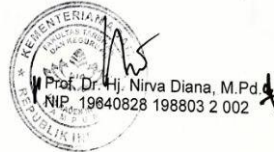
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Nomor: B- 0378/ Un.16 / P1 /KT/I/ 2024

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NIP   : 197308291998031003
Jabatan   : Kepala Pusat Perpustakaan UIN Raden Intan Lampung
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