

**THE CORRELTION BETWEEN STUDENTS' HABIT IN  
WATCHING ENGLISH MOVIE AND THEIR  
VOCABULARY KNOWLEDGE**

**A Thesis**

**Submitted as a Partial Fulfillment of the Requirements for  
S-1 Degree**

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## ABSTRACT

### THE CORRELTION BETWEEN STUDENTS' HABIT IN WATCHING ENGLISH MOVIE AND THEIR VOCABULARY KNOWLEDGE

BY

**Amega Dian Permatha**

The habit of watching movie provide opportunities to study language about vocabulary, get new vocabularies and find many information about grammar to help language skill. Movie can be a challenge for students because they are often faster than instructor's speech however they can also be enjoyable and serve to reinforce certain aspect of English.

The aim of the research was to find out: the correlation between students' habit in watching English movies and vocabulary knowledge of students' in eleventh grade of MA Al-Hikmah. This study was focus to find out the correlation between students' habit in watching English movies and vocabulary knowledge students' of eleventh grade in MA Al-Himmah.

The research type was quantitative. In collecting the data, the researcher used questionnaire and test. The population of the study were the eleventh grade of MA Al-Hikmah. The sample of the study consisted of 97 students'. The method of sampling in this study was cluster sampling. The technique of collecting data of students habit in watching English movies by using questionnaire. The technique of collecting data of vocabulary knowledge was test. The technique of data analysis used the Pearson product moment correlation.

The research findings show that there is positive correlation but insignificant between students' habit in watching English movies and vocabulary knowledge at MA Al-Hikmah ( $r_{xy} = 0.168 \leq r_{table} = 0.254$ ). So, the alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_o$ ) is refused. The meaning of this statement is the students' habit in watching English movies has positive relationship but insignificant to students' vocabulary knowledge.

**Key Words:** *Correlation, habit, movie, vocabulary knowledge*

## DECLARATION

a student with the following identity:

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**APPROVAL**

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In The Academic Year 2022/2023**

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**MOTTO**

*God's plan is always more beautiful than our desire.*

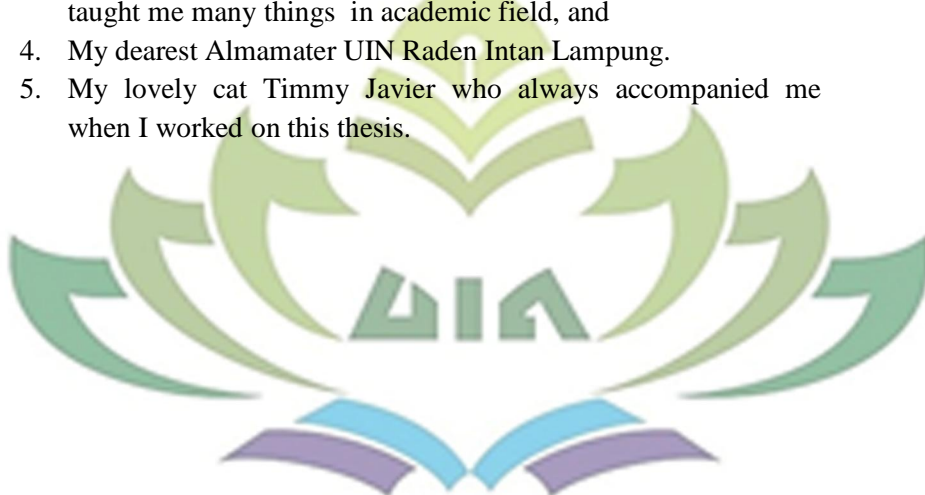


## DEDICATION

This thesis is dedicated to everyone who cares and loves me.

This thesis intended to be dedicated in particular to:

1. My dearest parents : Mr. Zulyanto (alm) and Mrs. Sri Wahyuni, who never stopped encouraging me and always did everything to me.
2. My one and only sister : Ririn Arisandi, Amd.Gz who always gave me everything I need.
3. My dearest all lecturers in English Education Department who taught me many things in academic field, and
4. My dearest Almamater UIN Raden Intan Lampung.
5. My lovely cat Timmy Javier who always accompanied me when I worked on this thesis.



## **CURRICULUM VITAE**

The name of researcher is Amega Dian Permatha. She was born in Bandar Lampung February 12<sup>th</sup> 1998. She is the second daughter of Mr. Zulyanto (alm) and Mrs. Sri Wahyuni. She has older sister Ririn Arisandi, Amd.Gz.

In her academic background, she started her formal study at the age of five in kinder garden of Tut Wuri Handayani. She continued to study in Elementary School 1 Kedaton Bandar Lampung and graduated in 2010. She continued to Junior High School 26 Bandar Lampung and graduated in 2013. On the same year she was continued in Senior High School Al-Hikmah Bandar Lampung and graduated in 2016. After finishing her high school, she continued her study S1 degree of English Education at State Islamic University of Raden Intan Lampung.





## ACKNOWLEDGMENT

### *In the name of Allah, the Beneficent and The Merciful*

All praised is due to Allah, Lord of the world, who has given the researcher love and blessing to finish her last assignment in her study, *Thesis*. Peace and salutation be upon to the Prophet Muhammad *Shallallahu ,Alayhi Wassalam*, his family, his companion and his adherence.

This thesis entitled *The Correlation between Students' Habit in Watching English Movie and Their Vocabulary Knowledge* is handed in as compulsory requirements for S-1 Degree of English Education Department Study Program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung.

There are many people who have been very helpful and supportive during the writing of this thesis. Therefore, the researcher would like to give her gratitude and appreciations to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd , the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.
2. Dr. M. Muhassin, M.Hum, the Head of English Education Study Program at UIN Raden Intan Lampung
3. M. Ridho Kholid, M.Pd, as the advisor who always patiently guided the researcher until the completion of this thesis.
4. Sri Suci Suryawati, M.Pd, as the co-advisor who always guided the researcher and spent her time to correcting this thesis until finish.
5. All of the lecturers of UIN Raden Intan Lampung who have taught the researcher.
6. Mukhtaruddin, S.Pd.I, as headmaster of MA Al-Himkah Bandar Lampung who has helped the researcher
7. Yayan Mulyana, S.Pd, as English teacher in MA Al-Hikmah Bandar Lampung who helped the researcher in collecting the data.

8. All students of MA Al-Hikmah Bandar Lampung, especially students in eleventh grade who have given their best participant.
9. My beloved best friends, Puji Pinasti, S.Pd , Saras Salsabila, S.H, Siti Nur Azizah, S.H, Indah Susilowati, S.E, Darrotin Rizky Fitriani, S.Pd, Eka Safitri, S.Pd, Elin Aprilia, Merlin Fadilla, S.Pd, Ana Octa Nanda Sari, S.Pd , Nickent Ayunva Pradinanty, S.Pd , Fadhila Nafi Taqqiya, S.Pd.
10. My beloved cousins, Ikhsan Habib Fabilla, S.E., M.Ak Diva Nabila Mayzuroh, Alma Dhita Melati Sukma, Habib Hakin AL-Khosy, Putri Gumaya Sari, S.T
11. My co-workers at SD Negeri 2 Segalamider Bandar Lampung.
12. My friends from English Education F class to be my partner since 2016 until now.

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The Researcher

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## CHAPTER I INTRODUCTION

### **A. Background of Problem**

The capacity to learn and use sophisticated communication systems is referred to as language. To find and provide meaningful information, the people require language. The most crucial part of language is communication; reading or listening cannot take place without it. Language is the essential tool of communication, according to Clark<sup>1</sup>, People use speech to share ideas, learn new information, respond to inquiries, and in a variety of other ways. In addition to having a structure, a language also has a purpose for which its structure is used, Herber H. Clark asserts that language is the essential tool for communication. Individuals communicate with each other through speech in order to get them to understand new information, respond to inquiries, keep promises, etc.

The most evident and the first thing used in language as communication, among the various components of language learning, is vocabulary. According to Hornby<sup>2</sup>, the entire number of words that make up a language is its vocabulary. It is the word we teach in the other language, to put it simply. Learning vocabulary might be a good place to start while studying a language. The most crucial component of language is it. The study of vocabulary is crucial for language learners since it is the foundation of language. Students cannot properly communicate and convey their ideas in both oral and written form in order to understand what other people are saying if they do not possess a strong vocabulary. As a result, the pupils frequently concentrate on vocabulary.

Learning a language will be easier for students who have a large vocabulary. Students who have mastered their vocabulary will be able to utilize it both orally and in writing. They will also be able to recognize and comprehend terms whether they are reading or listening

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<sup>1</sup> Jack C Richards Jack C. and Schmidt Richard. Dictionary of Language Teaching and Applied Linguistic, Third Edition, London: Longman, 2002.

<sup>2</sup> Hornby. A.S. (1995). *Oxford Learner's Dictionary of Current English*. London:Oxford University Press.

to someone else, English is the language of globalization, worldwide communication, economics and trade, the media, and pop culture, thus several motivations for learning it come into play. English is no longer regarded as the property of the English-speaking countries, but as an international product, commonly referred to as World English or English as an International Language.

English is a global language, spoken by an increasing number of people worldwide. Additionally, English serves as a language of science, technology, and art. People who can converse in English will have an easier time gathering information and knowledge. Millions of individuals now wish to enhance their command of the English language, and there are numerous possibilities to do so, including official or informal education, studying abroad, the media, and the Internet. In Indonesia, English is taught as a foreign language in elementary, junior high, senior high, and university levels. For Indonesia, English is a foreign language. Learning a foreign language is an integrated process in which the student should focus on four fundamental skills: listening, speaking, reading, and writing. These skills cannot be isolated from vocabulary.

Learning vocabulary is vital for students, especially young learners, because it allows them to express themselves. David Wilkins, as quoted by Agustika, believes that without grammar, very little can be conveyed, and without vocabulary, nothing can be conveyed.<sup>3</sup>

Teachers can teach vocabulary through a variety of alternative media to enhance their students' vocabulary understanding. Harmer lists a few different types of media that can be used to teach vocabulary, including pictures, word circles, word maps, and vocabulary games. This is crucial since students' sometimes struggle to memorize or retain words. For the pupils to quickly learn the vocabulary word, there needs to be a relaxed, engaging, and pleasurable learning environment. Movies are one type of media that can be utilized to aid pupils in memorizing language.

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<sup>3</sup> Agustika Pratiwi, (2016), *The Effect of Quick on The Draw Strategy on The Students' Ability at Writing News Item Text*, Medan: State Islamic University of North Sumatera, page:7

According to previous issues, movie can be one of medias can affect a person listening skill, especially English movie. Nowadays, movie becomes very familiar to various level of society, especially student. The habit of watching movie provide opportunities to study language about vocabulary. Moreover, students should have a schedule for it is. In order to they can get new vocabularies and find many information about grammar to help language skill. Sometimes they also will find the problems about structure, difficult new vocabulary based on the dialogue by the native speaker. Then, they can look for the solution of the problems by asking to the teacher or look for the other referent. Indirectly, students will study about vocabulary of English by watching movie.

In fact, the students have problems in English during the teaching process. Based on the researcher experienced when observed students at MA AL-HIKMAH Bandar Lampung, the researcher found some problems in teaching English in the classroom especially in vocabulary. Most of the students think that English is difficult, it could not enrich review their vocabulary. The researcher assumes that the use of Watching English Movie in learning English is appropriate for improving students vocabulary knowledge.

The habit of viewing movies provides possibilities to learn language and vocabulary. Furthermore, pupils should create a schedule for it. To improve language skills, learn new vocabulary and discover a wealth of grammar material. Based on the native speaker's discourse, they occasionally discovered structural issues or challenging new words. Then they can search for the other referent. Students will indirectly learn about English language by watching a movie.

Furthermore, the research problem of this research was “Is there any significant correlation between students habit in watching english movies and vocabulary mastery ?”. Then, the research objective was “To identify the significant correlation between students habit in watching english movies and vocabulary mastery”

Based on the explanation above, the researcher is interested to conduct the research entitled ***“The Correlation between Students’ Habit in Watching English Movie and their Vocabulary Knowledge***

*at the Eleventh Grade of MA AL-HIKMAH Bandar Lampung”*. After doing this research, the researcher hopes that, the using of media like watching English movie in teaching can make the students feel more interested and pay more attention to the teacher. In addition, students are able to enrich their vocabularies so they can learn another English materials easily.

### **B. Identification of The Problem**

1. How the vocabulary knowledge of the Eleventh Grade Students of MA AL-HIKMAH in Academic Year of 2022/2023?
2. Is there any correlation between students’ habit in watching English movie and students’ vocabulary knowledge of the Eleventh Grade Students’ of MA AL-HIKMAH in Academy Year of 2022/2023.

### **C. Limitation of The Problem**

On bases the problem, this study focuses on the topic. In this case, the problems are limited to students’ habits in watching English movie and their vocabulary knowledge. Thus, in this research only in focus on investigating students’ habit in watching English movie of the eleventh grade of MA AL-HIKMAH Bandar Lampung in the academic year 2022/2023. In which, this study will focus on the correlation that shows whether the students’ habit in watching English movie affects to the students’ vocabulary knowledge or not.

### **D. Formulation of The problem**

As concern the background of the problem this study formulates the questions “is there any correlation between students’ habit in watching English movie and students’ vocabulary knowledge eleventh grade of MA AL-HIKMAH Bandar Lampung in the academic year 2022/2023 ”.

## **E. Objective of The Problem**

The purpose of the research is to define the score of students' vocabulary skills and to know correlation between students' habit in watching English movie and and students' vocabulary knowledge of the Eleventh Grade Students' of MAAL-HIKMAH in academic Year of 2022/2023.

## **F. Significance of the Problem**

The uses of this study will be as follows:

### **1. For the teachers and other language practitioners**

Should there be a significant and positive correlation between the two variables, the teachers may encourage the students to watch English movies to improve their language skills. Furthermore, they can use movies in their classes if possible.

### **2. For the students**

If they want to improve their language skills and competence, especially vocabulary, they can try to watch English movies in order to expose themselves to the language and develop their vocabulary knowledge.

### **3. For the school**

They may conduct movie screenings regularly to expose the students to English language.

### **4. For other researchers**

They may inspect this topic more thoroughly to see the extent of movies as a medium for language learning and language acquisition.

## **G. Scope of The Research**

This research is restricted to the use of English movie as a teaching technique in learning vocabulary. The movie in this case is Madagascar 4. The researcher chose this movie because it uses simple language, pretty familiar vocabulary, funny, and educative enough. In this movie, the students must focus on two kinds of vocabularies those are noun and verb. The researcher does it because the researcher want to get maximum result of the study and it will contribute advantage in English teaching and learning.





## CHAPTER II LITERATURE REVIEWS

### A. Vocabulary

#### 1. Definition of Vocabulary

There are a number of definition about vocabulary. Vocabulary is the total of words in a language. Vocabulary is all about words. in sentence be found noun, verb, adjective etc. They are a component of word, therefore to able make sentence someone have getting of the words and vocabulary. Vocabulary is so important, from vocabulary we can created a sentence.

According to Hiebert “vocabulary is knowledge of meaning of words”<sup>4</sup>. Its mean that vocabulary is important in creating of understanding in conversation. Vocabulary is one of aspects language that must be learning when students are learning a language, besides grammar and pronunciation. Also vocabulary can be help the student in learning and get easy to learning in the class. Its mean that to convey something so necessary stock vocabulary. Vocabulary is a stock of words used by person, class or profession when they are learning a foreign language and expressing the meaning or idea to construct sentence for communication. And vocabulary is key of learning.

Penny Ur defines that vocabulary can defined, roughly, as the words we teach in the foreign language<sup>5</sup>. It means that all words in foreign language that have been taught by teachers in order that the students can use those word in sentences or daily communication. It Also can help the student to more easy understand in learning. Until the student get improve their ability.

Thornbury state that “vocabulary is word and word is a microcosm of human consciousness”<sup>6</sup>. It means that word is a part of vocabulary, everybody in this world can grow with the words

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<sup>4</sup> Elfrida H. Hiebert, Michael L. Kamil, *Teaching and Learning Vocabulary*, (Mahwa, New Jersey : Lawrence Erlbaum associates, inc, 2006) p.3

<sup>5</sup> Penny Ur, *Acourse in Language Teaching*, (United Kingdom: CambridgeUniversity Press, 1996),

<sup>6</sup> Scott Thornbury, *How to Teach Vocabulary* , (Longman: Education Pearson Limited, 2002), p. 1

because the expansion and elaboration of vocabulary is something that extends across a lifetime. Hornby state that vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook<sup>7</sup>.

According to Mohammad Reza that vocabulary as a major component of language learning has been the object of numerous studies each of which has its own contribution to the field<sup>8</sup>. It means that vocabulary is one aspect important in mastering language and as a major component of language.

The teaching procedure, in which Allah taught Adam the names of everything, exemplifies vocabulary learning. Education is viewed as a necessary activity in human life. Allah SWT has given mankind the ability to call out words from the names of things. It is true that a man can communicate effectively if he knows the names of things.

From the statement above, the writer concludes that vocabulary is a list of words that are essential elements for the individual speakers that used to convey the meaning and communicate with each other in formal language or international language. and Vocabulary is important for people especially for students, teachers, and government. Because they need it. And every year often present new word or vocabulary in this world. Therefore, they are so important to enrich vocabulary knowledge.

## 2. The Types of Vocabulary

Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and print. Knowledge of words also comes in at least two forms, receptive that which we can understand or recognize and productive the vocabulary we use when we write or

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<sup>7</sup> Hornby, As, *Oxford Advanced Learner Dictionary*, (New York: Oxford University Press, 1995), 1331.

<sup>8</sup> Mohammad reza, "the effect of using vocabulary flash card on iranian pre-university students' vocabulary knowledge", *international education studies* (3, June 2012),1.

speak<sup>9</sup>.

Elfrieda H. Hiebert and Michael L. Kamil classifies vocabulary in two categories, they are:

1. Receptive Vocabulary is larger than production vocabulary. And, as noted earlier, for beginner readers, oral vocabulary far outstrips print vocabulary.
2. Productive Vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.

So, the difference between receptive and productive vocabulary is the time when you introduce that word that saves it in your brain is called receptive and the time when you take that word from the brain to use we call it productive.

Mentioning learning vocabulary is something more than memorizing a list of words. Learning vocabulary in elementary school is usually still focused on memorizing words, students are asked to memorize a lot of words. But the students quickly forget the words they have learned or memorized.

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

- a) Active vocabulary; is also called as *productive vocabulary*. Students must know how to pronounce the vocabulary well, they must know and be able to use grammar of the target language, they also must be familiar with collocation and understand the connotation meaning of the word. This type is often used in speaking and writing skills.
- b) Passive vocabulary; refers to language items that can be recognized and understood in the context of reading and listening, and it is also called as *receptive vocabulary*<sup>10</sup>.

From the types above we know two types in vocabulary.

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<sup>9</sup> Elfrieda H. Hiebert, Michael L. Kamil, *Teaching and Learning Vocabulary* Mahwah, New Jersey : Lawrence Erlbaum Associates, Inc, 2006, 3

<sup>10</sup> Dian Surya, (2014), *Improving Students' English Vocabulary Through Cluster Technique*, Jakarta: Syarif Hidayatullah State Islamic University, page: 7

They are productive and receptive vocabulary. Productive vocabulary has relation with speaking and writing skill. But, receptive vocabulary has relation with reading and listening skill.

Judy stated that there are four types of vocabulary which must be known and mastered for any skill, such as reading, speaking, listening and writing. They are<sup>11</sup>:

a) Reading Vocabulary

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

b) Speaking Vocabulary

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

c) Listening Vocabulary

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

d) Writing Vocabulary

Writing vocabulary is the words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.

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<sup>11</sup> Judy K. Montgomery, (2007), *The Bridge of Vocabulary: Evidence Based Activities for AcademicSuccess*, NCS Pearson Inc, page:24

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

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

1. Meaning

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

2. Pronunciation

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

3. Collocation

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

4. Expression

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

etc. It is often used in spoken form.

5. Synonym

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

6. Antonym

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

7. Homonym

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

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

### 3. Level of Vocabulary

Thornbury<sup>12</sup>, classify the scale of the words level as follow:

**Table 2.1 the scale of the words level**

Level	Words
Easy stars	200 Words
Level One Beginner	300 Words
Level two elementary	600 Words
Level three Pre-Intermediate	1200 Words
Level four Intermediate	1700 Words
Level five Upper-Intermediate	2300 Words
Level six Advanced	3000 ds

<sup>12</sup> Thornbury, S. 2002. *How To Teach Vocabulary*. England: Pearson Educational Limited.

## **B. Vocabulary Knowledge .....13**

### **1. Definition of Vocabulary Knowledge 13**

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

2. Having sources for encountering new words.
3. Getting a clear image, either visual or auditory or both, for the forms of the new words.
4. Learning the meaning of the words.
5. Making a strong memory connection between the forms and meanings of the words.
6. Using the words.

### **2. The Importance of Learning Vocabulary**

According to Nunan the importance of vocabulary is demonstrated daily in and out the school. Vocabulary must be mastered and enriched to gain a higher level of proficiency. The acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we have learned for comprehensible communication<sup>13</sup>.

According to Thornbury, also show the importance of vocabulary in language learning. "If you spend most of your time studying grammar, your English will not improve much. You will see most improvement if you learn more words and expression. You can see little with grammar, but you can say almost anything with words"<sup>14</sup>.

### **3. The Technique in teaching vocabulary**

Vocabulary is the first step important in learning language, but for teaching vocabulary is not easy to do. Teacher should facilitate vocabulary by good teaching strategies to help learners

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<sup>13</sup> David Nunan, *Practical English Language Teaching Young Learners*. (New York: McGraw-Hill, 2005), p.122

<sup>14</sup> Scott Thornbury, *How to Teach Vocabulary*, (Longman: Education Pearson Limited, 2002),



figure out meanings on their own. Teaching vocabulary is one of good ways of developing students' language vocabulary, and one of the good ways to enrich students' vocabulary. Besides, Richards states that teaching of vocabulary is an essential part of a language course. Its mean that teaching vocabulary is important essential for the students which begin learning language<sup>15</sup>.

Because it will help them in learning . learning vocabulary may not be learned all at once but doing continuous. By using the vocabulary in daily activities. Because the basic of the people has forget characteristic. And learning it by continuous way will help them to memorize it. Factual, learners are often unable to gain new words while reading or listening activity because of their limitation in their vocabulary knowledge. For overbuild in teaching vocabulary, teacher can add a variety technique while teaching in the classroom.

According to Brown, teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods and classroom techniques<sup>16</sup>. Its mean that to be a good teacher, the person must be creative, skill and knowledge, with his creative he can create the new situation leaning until situation learning be more productive and comfortable and by his skill he can convey the explain clearly and get choosing the words. And by his knowledge he can share it to his student.

Therefore to create the productive and interesting in learning vocabulary, teacher have to creatively to make material more interesting. According to Ruth and Stuart say there are many techniques of vocabulary teaching. There are visual aids, verbal explanation, and contextual guesswork<sup>17</sup>.

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<sup>15</sup> Jack C Richards, et all, *Methodology in Language Teaching* (Malaysia :person education, 2010), 256

<sup>16</sup>H. Douglas, Brown, *Principles of Language Learning and Teaching*, (New York:Longman, 2007), p.8

<sup>17</sup> Ruth Gairm and Stuart Redman, *Working with Word : Guide to Teaching and learning Vocabulary*, (New York : Cambridge University Press, 2003), 73

### 7. Visual Aids

In this technique, the teacher can use paper or short story or picture or sound or slide show and white board in teaching vocabulary. As long that equipment or media can improve and enrich vocabulary mastery.

### 8. Verbal explanation

In this technique, the teacher can explain can explain the meaning of the words. A teacher should select and provide words based on students' mastery. This efficient way to explain unknown words.

### 9. Contextual guesswork

In this technique, the students learn vocabulary using a text. The students learn to understand the meaning of the word.

From several techniques above the writer use in this research by visual aids because the writer use short story. The students are more interest and quickly to understand when the teacher explains the contain of short story and they get new some vocabularies from that short story. Beside it, the students are happy in process learning.

## 1. Principle of Teaching Vocabulary

According to Wallace as quoted in Indah Silitonga, there are nine principles of teaching vocabulary<sup>18</sup>:

#### a. Aims

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

#### b. Quantity

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

#### c. Need

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<sup>18</sup> Indah Christiani Silitonga,(2013),*The Effect of Applying Word Webbing Technique on Students' Vocabulary Mastery*, Medan: State University of Medan, page:9-11

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

d. Frequent Exposure and Repetition

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

e. Meaningful Presentation

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

f. Presentation in Context

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

g. Situational Presentation

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

## 2. Learning Vocabulary

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

- 1) Having sources forencountering new words
- 2) Getting a clear image, either visual or auditory orboth, for the forms of the new words
- 3) Learning the meaning of the words
- 4) Making a strong memory connection between the forms and meanings of the words
- 5) Using the words<sup>19</sup>.

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<sup>19</sup> Budi Setiawan, Op.Cit., Page:13

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

1) Discovery Strategies

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

2) Social Strategies

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

3) Memory Strategies

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

4) Cognitive Strategies

Language strategies in this taxonomy are similar to memory strategies, but are not focused specially on manipulative mental processing; they include sorting, classifying, comparing, predicating, repeating and using mechanical means to study vocabulary<sup>20</sup>.

### 3. Assesment in Vocabulary

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

Assessment is the process of observing and measuring learning. Assessment is a broad term includes testing. A test is a special form of assessment<sup>21</sup>. In other words, all tests are assessments. We test at the end of a lesson or unit. We assess

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<sup>20</sup> *Ibid*, page:14

<sup>21</sup> Indah, Op.Cit., page:11

progress at the end of a school year through testing. Evaluation of the students' achievement is necessary.

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

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

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

#### **4. Teaching of Vocabulary Knowledge**

There are many ways in presenting vocabulary, those are:

- 1) Say the word clearly and write it on the board. The teacher gives the example firstly how to pronounce this word correctly, and say it clearly, then teacher asks to students' follow andrepeat it, after that write it on the board.

- 2) Get the class to repeat the word in chorus. Teacher tries to repeat word, so that students' can practice more, and they understand it.
- 3) Translate the word into the students' own language. Teacher gives the word on the text that has prepared, and also asks them to translate it into students' own language.
- 4) Ask students' to translate the word. Commonly, the teacher gives the text, read it correctly, after that he or she asks students to translate the word.
- 5) Draw a picture to show what the word means. One technique of presenting new word is drawing a picture to show and explain the word means.
- 6) Give an English example to show how the word is used. The teacher gives an English example firstly, and students' follow and repeat it, it hopes can show how the word is used.
- 7) Ask questions using the new word. After the teacher gives an English example, follow, and repeat it correctly. Then the teacher asks questions using the new word to measure whether students' can understand or not. Here, it can be argued that this way is very good for all of teachers to use this way, because many things can be gotten, they are: students' can know, pronounce, use, and understand new word means. Besides that, teacher has to choose one of ways based on the students' level, students' ability, and conditions of vocabulary<sup>22</sup>. The English teachers can use it for teaching vocabulary in their class. That is the steps to presenting vocabulary in a good way.

As Jeremy Harmer stated that: there are many occasions when some form of presentations and explanations are the best way to bring new words into the classroom, those are<sup>23</sup>:

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<sup>22</sup> Dian, Op.Cit., page:9

<sup>23</sup> *Ibid*, page:10

- Realia

One way of presenting words is to bring the things they represent into the classroom

—by bringing —realia into the room. Words like —postcard,—ruler,—pen,—ball,etc. can obviously be presented in this way. The teacher holds up the object (or points it). Says the word and then gets students to repeat it.

- Pictures

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

- Mime, action and gesture

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

- Contrast

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

- Enumeration

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

- Explanation

Explaining the meaning of vocabulary items can be very

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

- Translation

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

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

## C. Habit

### 1. Definition of Habit

A habit is a routine of behavior that is repeated regularly and tends to occur subconsciously. Habitual behavior often goes unnoticed in persons exhibiting it, because a person does not need to engage in self-analysis when undertaking routine tasks. Habits are sometimes compulsory. New behaviours can become automatic through the process of habit formation. Old habits are hard to break and new habits are hard to form because the behavioural patterns which humans repeat become imprinted in neural pathways, but it is possible to form new habits through repetition<sup>24</sup>.

According to Covey habit is something that is not conducted drastically but it is conducted slowly, repeatedly, and continuously habit is a routine of behavior that is repeated

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<sup>24</sup> Wikipedia. "*Habit*", <https://en.wikipedia.org/wiki/Habit> accessed on 11 July 2017



regularly and tends to occur unconsciously<sup>25</sup>.

Richards stated that; “Habit is a pattern of behavior that regular and which has become almost automatic as a result of repetition. When one is doing a habit, it diminishes the conscious attention with which his/ her acts are performed. It means that he or she is not aware what he or she is doing because the acts are often done by him or her several times. It all begins in one’s mind. Intentional thoughts become intentional actions. Intentional actions become repetitive actions. Repetitive actions become automatic actions. Automatic actions become habits<sup>26</sup>.”

Classic studies of habit learning distinguished this form of learning as a product of a procedural learning brain system that is differentiable from declarative learning brain systems for encoding facts and episodes<sup>27</sup>. Habit are routines of behavior that are repeated regularly and tend to occur subconscious about them. Habitual behavior often goes unnoticed in person exhibiting it because a person does not need to engage in self-analysis when undertaking routine tasks. Habituation is an extremely simple form of learning in which in an organism, after a period of exposure to a stimulus, stop responding to that stimulus in varied manners.

The research which had been conducted by Usman Abdullah (2017) Entitled “The Correlation Between Students’ Habit In Watching Movie And Listening Skill”. There were some findings found based on data of students’ questionnaire score and students’ listening score here in after formulated to find out the value of correlation coefficient.

From the definition above, the researcher concludes that habit is something that is conducted repeatedly and continuously. In this

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<sup>25</sup> Covey, Stephen R. 1997. *The Seven Habits of Highly Effective People*. London, Simon and Schuster Ltd.

<sup>26</sup> Richards, J.C. 2002. *Curriculum Development in Language Teaching*. USA: Cambridge.

<sup>27</sup> Graybiel, A. M. 2008. *Habits, Rituals, And The Evaluative Brain*. Annual Review Of Neuroscience, 31(1), 359–387.

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

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

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## **2. Understanding Habit**

There are two perspectives on habit, coming from two different academic disciplines: Psychology and Sociology. In Psychology, habit appears as a psychological construct and a factor that influence behavior. In Sociology, habit appears as routine practices<sup>28</sup>.

### **a. Habit as Behaviour**

Habit appears as a factor within behaviour, acting as a barrier or driver to determine behavioral outcomes. More precisely, habit is also identified interacting with other key factors such as attitudes, norms, and intentions. In habit as a

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<sup>28</sup> Darnton, Andrew. Habits, Routines and Sustainable Lifestyles, London:Department for Environment,Food and Rural Affairs, 2007.

factor in behavior, here are the key points:

1. Habits are not simply defined by their frequency; as well a frequency, the other aspect of habit involve automaticity (the absence of deliberation, or conscious thought), and a stable context (for a habit to be formed, the immediate environment in which the behavior occur needs to remain constant).
2. Habit Strength the extent to which a behavior has become an established habit and is not driven by intentions can be measured, using a set of survey questions which assess the frequency, automaticity and context stability of a behavior for a particular person at a given point in time. In turn, this measure can suggest the type and force of intervention needed to break (or further embed) the habit.

b. Habit as Practice

This section looks at what practice theory has to say about habits, and explores the implications for practitioners. Instead of targeting individuals' motivation, practice theory calls for the rearranging of the elements that hold certain practices together. Practice theory (an emerging branch of sociology) holds that practices are made of three elements:

1. Materials (objects, hard infrastructure)
2. Competence (skills and know-how)
3. Image (meanings, ideas, interpretations)

From two perspectives on habit above, it can be synthesized that in psychology, habit is considered as a psychological construct that influence behavior. Key points in habit as behavior are, habit interacting with factors like attitude, norms, and intentions, involve frequency and automatically, and stable context. Furthermore, in sociology, habit is considered as a routine practice.

Different from a psychology perspective, the pressure point in sociology is not only relying on the individual behavior but also about the interaction between individuals and social world.

Practice theory also presents three key elements that hold routine practice. Those three elements are materials (object, hard infrastructure), competence (skills and know-how), and images (meanings, idea, and interpretations).

### 3. Habitual learning

In psychology, habituation is an example of non-associative learning in which there is progressive diminution of behavioral response probability with repetition of a stimulus. It is another form of integration. An animal first responds to a stimulus, but in subsequent responses. One example of this can be seen in a small cage; the birds initially react to it as though it were a predator, showing that it is only a very specific stimulus that is habituated to (namely one particular unmoving owl in one place). Habituation has been shown in essentially every species of animals, including the large protozoan stentor or cerulean.

## D. Movie

### 1. Definition of Movie

A film, also called a movie or motion picture, is a series of still or moving images. It is produced by recording photographic images with cameras, or by creating images using animation techniques or visual effect<sup>29</sup>.

Eliab state that analyzing movie the first thing is to understand the elements of movie. They are story, character, theme, setting, and style<sup>30</sup>.

A good story is the basis for most successful films. A good story has a very clear beginning, middle, and end. The best way to organize the telling of a story is through proper balance of suspense and action.

Meanwhile, vocabulary learning is a continue process for all educate people. It means that, the better you can chance of

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<sup>29</sup> Wikipedia. "Movie", [http://en.wikipedia.org/wiki/Film\\_genre](http://en.wikipedia.org/wiki/Film_genre) accessed on 15 May 2017.

<sup>30</sup> Eliab S, Bong. 2001. "Film Principle", <http://eliab.tripod.com/films>, accessed on 15<sup>th</sup> May 2017.

understanding or making yourself understood.

A character is a person that created by movies“ creator or sometimes events an animal who takes part in action of story. Based on the character function on the story, character can be classified to be two. They are main character and supporting character. The main character is the character that has many scenes on the story. Whereas, the supporting character is character that supports and helps the main character on the story.

Theme is main concepts and idea that underlies the story. Theme is revealed through the values of the character when confronting obstacles and resolving conflict in pursuit of their goal. It can be considered as the foundation and purpose of the story because without purpose the story will be trivial.

The setting refers to all of the information about the place, time and situation of the movie. The setting can be classified to be two kinds. There are physical setting and social setting. The physical setting is setting that can be understood by using sense, such as time and place. The social setting is setting that describes about the situation, lifestyle, culture, language of the society. The last element of the movie is style refers to genre of movie.

The statement above can be concluded that movie is a form of entertainment that composed by some elements. Movie has five elements which we have to know and understand when watching a movie or reading story, because they are parts of the movies. If we don't know about it, we will not understand the substance of that movie. Film is a story, recorded as a set of moving pictures to be shows on television or at the cinema<sup>31</sup>.

## 2. Genres Movie

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

1. Action stories whose central struggle plays out mainly through a clash of physical forces.

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<sup>31</sup> Hornby. 1995. *Oxford Learner's Pocket Dictionary*. New York: Oxford University Press.

2. Adventure stories whose central struggle plays out mainly through encounters with new “worlds”.
3. Comedy stories whose central struggle causes hilarious results.
4. Horror stories whose central struggle focuses on escaping from and eventually defeating a monster (either human or non-human).
5. Love (romance) stories whose central struggle is between two people who each want to win or keep the love of the other.
6. Fantasy stories that are animated, or whose central struggle plays out in two worlds the “real” world and an imaginary world.
7. Thriller stories whose central struggle pits an innocent hero against a lethal enemy who is out to kill him or her<sup>32</sup>.

### **3. Advantages and Disadvantages of Watching Movie**

#### **a. Advantages of Movie**

Watching movie is kind of entertainment. But we have to know that by watching movie we can learn English. We can enrich our vocabulary by frequently watching movie. Vocabulary will be familiar in our mind because we hear it frequently and use it in daily activity. Watching movie is also a technique to provide material based on our intelligences that are audio and visual intelligence. Because of such advantages, watching movie is possible to be a way of enriching vocabulary.

Film is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement. Film can be effective media in teaching learning process, because it stimulates students both receptive skills (listening and reading) and productive skills (writing and speaking). Film can be more effective than other instructional media for relating one idea to another, for building continuity of thought, and for creating

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<sup>32</sup>Venny Sitompul, (2010), *The Effect of Applying English Movies on Grade XI Students' Speaking Achievement*, Medan: State University of Medan.

dramatic impact. It indicates that film is a useful way to improve students vocabulary. Choosing the right film is very important too. A lesson will be much easier and interesting if we use film.

Movie has particular value, such as completing basic experience, provoking new inspiration, attracting attention, showing treatment of realobject, explaining abstract things, etc.

Nasution states that the advantages of using movie in teaching and learning proses are<sup>33</sup>:

1. Movie is very good in describing a process, if necessary by using “slow motion”.
2. Each students can learn something from the movie, from thecleaver one or less intelligent.
3. Movies can take a child from one country to another country andfrom one period to another period.
4. Movie can be repeated if necessary to add clarity.

#### b. Disadvantages f Movie

According to Azhar, he states that disadvantages of using movie in teaching and learning proses are<sup>34</sup>:

1. Procument of English movie generally is expensive and cost a lot of time.
2. When the movie showed, the pictures will keep changing making all students are not able follow the information given through the movie.
3. Movies not always appropriate with the needs and desired learning objective.

A good film is a film that can meet the needs of students in relation to what has been learned. Hamalik argues that adhere to basic principles of 4-R is: “the right film is the right place at the right time used in the right way”.

#### **4. How to Minimize The Disadvantages of Using English Movie in Teaching Learning Procces.**

To save our money, we can find the video on internet. We can use the facility that is provided by the school such as a wi-fi

<sup>33</sup> Nasution. 2005. *Teknologi Pendidikan*. Jakarta: Bumi Aksara.

<sup>34</sup> Azhar, Arsyad. 2011. *Media Pembelajaran*, Jakarta: Rajawali Pers.

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

### **5. Movie as a Media in Teaching Vocabulary**

It is necessary to learn vocabulary whenever a learner comes into contact with a new language and tries to use it. However, studying language causes some problems. Because many students consider that learning vocabulary is a boring activity, teacher should keep looking for way to make learning vocabulary easier and more pleasant. Therefore, the teacher should use appropriate technique and media.

Actually teaching learning process is a communication process. It has to be realized through conveying activity and changing message by the teachers or students. Teaching English as the foreign language for Indonesian students is not easy. The teacher is asked to use a suitable technique or media to teach effectively because effective teaching is the basic factor for the successful learning process including learning vocabulary. The use of media such as movie is very important and also helps students more understand the message which the teacher gave them.

In other words, many special factors which help teachers to select appropriate media that should be used. Many kinds of media such as pictures, tape recorder, radio, television, and movie that are useful for teachers to achieve instructional goals of the teaching learning process and they can also be formed easily in our daily lives.



## E. Media

### 1. Definition of Media

According to Rossi and Biddle in quoted by Pradiba, Media consist of physical aids totell content of teaching material from script films, tape recoreder, cassette, films, slides, photographs, pictures, graphics, television and computer. Educational media are those used to support the processes of education, where by teachers attempt to induce learning in students<sup>35</sup>. Kasbolah says that there are five criteria of media which are used by teacher in the classroom. They are:

1. Easy to prepare

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

2. Easy to organize

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

3. Interesting

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

4. Meaningful and Authentic

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

5. Sufficient amount of the language

The activity will give rise to sufficient amount of the language use in order to justify its conclusion in the language lesson<sup>36</sup>.

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<sup>35</sup>Pradiba Utari, (2014), *The Effect of Using English Movie on The Students' Achievement on WritingReview Text*, Medan: State University of Medan, page:18

<sup>36</sup>Kasbolah, (2007), *English for Young Learners*, Jakarta: BumiAksara, page:102

## 2. Contribution of Media

Hamalik in quoted by Pradiba, state that the use of media in teaching-learning process can arouse the stimulus in learning activity and can take psychological effects on the students<sup>37</sup>.

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

1. Teaching material is more standard
2. Learning activity is more attractive
3. Learning activity is more interactive
4. The time needed to learn can be decreased
5. The learning quality can be advanced
6. The learning process can be done wherever and whenever
7. Increasing positive attitude to the learners and learning process becomes better and giving positive value to the teacher<sup>38</sup>.

## 3. Criteria of Choosing Media

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

1. Are the media easily prepared by the teacher?
2. Are the media easily operated by the teacher?
3. Are the media interesting for students?
4. Are the media easily gotten?<sup>39</sup>

## 4. Classification of Media

Rayandra divides media into three types. They are:

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

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<sup>37</sup>Pradiba, Op.Cit., page: 20

<sup>38</sup>A. Arsyad, Op. Cit., page:21-23

<sup>39</sup>Rayandra Asyhar, (2012), *Kreatif Mengembangkan Media Pembelajaran*, Jakarta: Grafindo, page 10

3. Audio-visual media a form of media to communicate involving both hearing and seeing information<sup>40</sup>.

## 5. Conceptual Framework

Teaching is the process of giving instruction to do something to someone. Teaching is one of ways to transfer the knowledge and information. In teaching a subject matter, teacher is required to be more creative and have various kinds of media to enhance students' vocabulary knowledge.

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

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

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

## 6. Related Studies

The research about habit in watching English movie has been done by Ahmad Syafi'i that was "*The Correlation Study Between Students' Habit in Watching English Movie and Their Vocabulary Mastery at SMKN 1 Salatiga*" this research explain about the correlation between students' habit watching English movie and their vocabulary mastery. He conducted the observation on 2013. He used media as English movie to teach vocabulary and to improve students vocabulary. In fact, the result of analysis of interpretation of the data shows that teaching vocabulary is probably more effective by using English movie.

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<sup>40</sup>*Ibid*, page:103

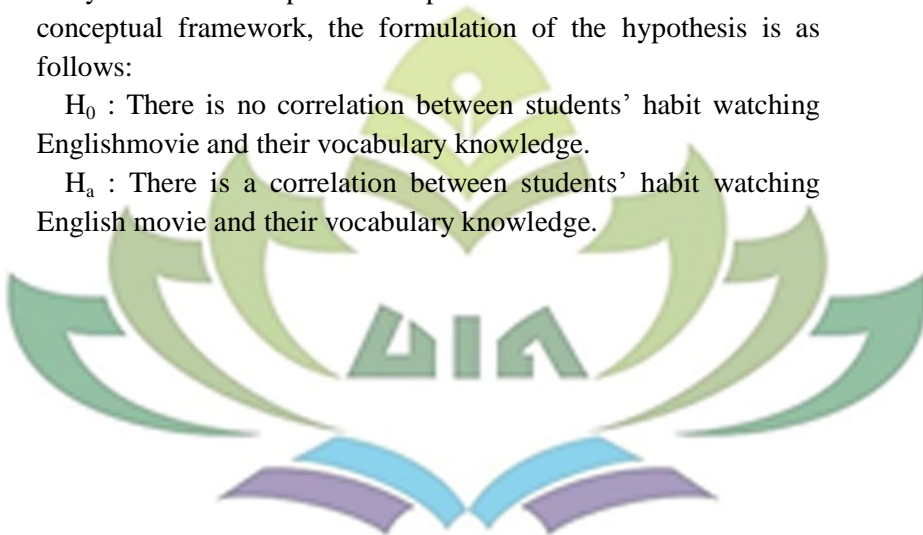
It can be seen from the result of the test. By using English movie in teaching vocabulary, the researcher hopes that the students will be interested in achieving vocabulary. Based on the result of research has been observed by Ahmad Syafi'i the researcher continue to the research about the correlation between students' habit watching English movie. The researcher expected students' habit watching English movie to help the English teacher to improve students' vocabulary.

## **F. Hypotheses**

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

$H_0$  : There is no correlation between students' habit watching Englishmovie and their vocabulary knowledge.

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



## CHAPTER V CONCLUSION AND SUGGESTION

### A. Conclusion

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

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

### B. Suggestions

Based on the conclusion, the researcher gives some suggestion:

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



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