

**THE CORRELATION BETWEEN STUDENTS' HABIT OF WATCHING
ENGLISH ANIMATED COMEDY MOVIES AND STUDENTS'
VOCABULARY MASTERY OF EIGHTH GRADERS IN SMPN 1
NGANTANG**

THESIS



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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG**

2023

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NGANTANG**

*“Submitted to the Board of Examiners in Partial Fulfillment of the Requirement
for the Degree of English Language Teaching (S.Pd) in the English Education
Department”*



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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG**

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APPROVAL SHEET

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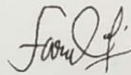
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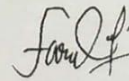
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LEGITIMATION SHEET

LEGITIMATION SHEET

THE CORRELATION BETWEEN STUDENTS' HABIT OF WATCHING ENGLISH ANIMATED COMEDY MOVIES AND STUDENTS' VOCABULARY MASTERY OF EIGHTH GRADERS IN SMPN 1

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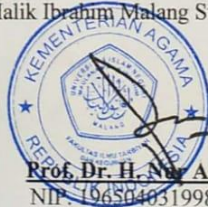
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DEDICATION

I dedicate this thesis to my beloved mother, Erlina Mardiningsih, my brother Hisyam Amir Maftuh, and my father, Aminudin Zen, who have left this world and are now in the care of Allah. My dear mother, you were my source of strength. Your unwavering support, love, and guidance have been my constant inspiration. You instilled in me the values of hard work, perseverance, and compassion. My dear brother, You were my confidant, my partner in crime, and my biggest cheerleader. My dear father, you were the backbone of our family, and your wisdom, guidance, and love were the foundation of my success. Your memory continues to inspire me to be the best that I can be, and I know that you are watching over me from the heavens above. I pray to Allah to bless your souls and grant you a place in Jannah. May Allah reward you for all that you have done for me.

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This thesis is submitted as a requirement for the Degree of English Language Teaching (S.Pd) in the English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. Through the process of completing this thesis, the researcher has learned the values of perseverance, patience, hard work, and sincerity.

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ABSTRACT

Farkhi, Muhamad Reza.2023. The Correlation Between Students' Habit of Watching English Animated Comedy Movies and Students' Vocabulary Mastery of Eighth Graders in SMPN 1 Ngantang.Thesis, English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Farid Munfaati, M.Pd.

Keywords: Correlation, Vocabulary, Movie

English language learning encompasses various aspects, with vocabulary being a fundamental element. Vocabulary proficiency plays a vital role in language acquisition for learners. Among the various methods to enhance vocabulary skills, watching movies has emerged as a popular medium. This study aims to examine the correlation between students' habits of watching English animated comedy movies and their English vocabulary mastery among Eighth Graders in SMPN 1 Ngantang. A quantitative approach with the correlation method was employed for this research, with a sample of 45 randomly selected students. Questionnaires and vocabulary tests were utilized as data collection instruments. Data analysis using the Pearson Product Moment correlation revealed a low negative correlation between students' habits of watching English animated comedy movies and their English vocabulary mastery ($r = -0.294$). The obtained correlation coefficient (r) was found to be smaller than the critical value (r table) at a 5% significance level. Additionally, the two-tailed significance level ($\text{sig.} = 0.05$) confirmed a significant relationship between the variables. Consequently, the findings indicate a significant but low negative correlation between students' habits of watching English animated comedy movies and their English vocabulary mastery among Eighth Graders in SMPN 1 Ngantang.

ABSTRAK

Farkhi, Muhamad Reza. 2023. Hubungan Antara Kebiasaan Siswa Menonton Film Komedi Animasi Berbahasa Inggris dengan Penguasaan Kosakata Siswa Kelas VIII SMPN 1 Ngantang. Skripsi, Jurusan Tadris Bahasa Inggris. Fakultas Pendidikan dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing : Farid Munfaati, M.Pd.

Keywords: Correlation, Vocabulary, Movie

Pembelajaran bahasa Inggris mencakup berbagai aspek, dengan kosa kata sebagai elemen mendasar. Kemahiran kosakata memainkan peran penting dalam penguasaan bahasa bagi pembelajar. Di antara berbagai metode untuk meningkatkan keterampilan kosa kata, menonton film menjadi salah satu media yang populer. Penelitian ini bertujuan untuk menguji hubungan antara kebiasaan siswa menonton film komedi animasi bahasa Inggris dan penguasaan kosa kata bahasa Inggris siswa kelas VIII di SMPN 1 Ngantang. Pendekatan kuantitatif dengan metode korelasi digunakan untuk penelitian ini, dengan sampel 45 siswa yang dipilih secara acak. Kuesioner dan tes kosa kata digunakan sebagai instrumen pengumpulan data. Analisis data menggunakan korelasi Pearson Product Moment mengungkapkan korelasi negatif yang rendah antara kebiasaan siswa menonton film komedi animasi bahasa Inggris dan penguasaan kosa kata bahasa Inggris mereka ($r = -0,294$). Koefisien korelasi (r) yang diperoleh ternyata lebih kecil dari nilai kritis (r tabel) pada taraf signifikansi 5%. Selain itu, tingkat signifikansi dua sisi ($\text{sig.} = 0,05$) menegaskan hubungan yang signifikan antara variabel. Akibatnya, temuan menunjukkan korelasi negatif yang signifikan tetapi rendah antara kebiasaan siswa menonton film komedi animasi bahasa Inggris dan penguasaan kosa kata bahasa Inggris mereka di antara siswa kelas delapan di SMPN 1 Ngantang.

المخلص

فخري ، محمد رضا. 2023. العلاقة بين عادة الطلاب في مشاهدة أفلام الرسوم المتحركة الكوميديّة الإنجليزيّة وإتقان مفردات الطلاب لطلاب الصف الثامن في سمين 1 نغانتانغ. أطروحة ، قسم تعليم اللغة الإنجليزيّة. كلية التربية وتدريب المعلمين. مولانا مالك إبراهيم الدولة الإسلاميّة جامعة مالانج. المستشار فريد منغاتي

الكلمات الرئيسيّة: الارتباط ، المفردات ، الفيلم

يشمل تعلم اللغة الإنجليزيّة جوانب مختلفة ، مع كون المفردات عنصرا أساسيا. تلعب إتقان المفردات دورا حيويا في اكتساب اللغة للمتعلمين. من بين الطرق المختلفة لتعزيز مهارات المفردات ، ظهرت مشاهدة الأفلام كوسيلة شائعة. تهدف هذه الدراسة إلى دراسة العلاقة بين عادات الطلاب في مشاهدة الأفلام الكوميديّة المتحركة الإنجليزيّة وإتقانهم لمفردات اللغة الإنجليزيّة بين طلاب الصف الثامن في سمين 1 نغانتانغ. تم استخدام نهج كمي مع طريقة الارتباط لهذا البحث ، مع عينة من ٤٥ طالبا تم اختيارهم عشوائيا. واستخدمت الاستبيانات واختبارات المفردات كأدوات لجمع البيانات. كشف تحليل البيانات باستخدام ارتباط لحظة منتج بيرسون عن ارتباط سلبي منخفض بين عادات الطلاب في مشاهدة أفلام الرسوم المتحركة الكوميديّة الإنجليزيّة وإتقانهم لمفردات اللغة الإنجليزيّة (ص = -٠.٢٩٤). (تم العثور على معامل الارتباط الذي تم الحصول عليه (ص (ليكون أصغر من القيمة الحرجة) جدول ص (عند مستوى أهمية ٥٪. بالإضافة إلى ذلك ، فإن مستوى الأهمية ثنائي الذيل) سيح = ٠.٠٥. (أكد وجود علاقة كبيرة بين المتغيرات. بناء على ذلك ، تشير النتائج إلى وجود علاقة سلبية مهمة ولكنها منخفضة بين عادات الطلاب في مشاهدة أفلام الرسوم المتحركة الكوميديّة الإنجليزيّة وإتقانهم لمفردات اللغة الإنجليزيّة بين طلاب الصف الثامن في سمين ١ نغانتانغ.

CHAPTER I

INTRODUCTION

This chapter discusses the background of study, research question, objective of study, significance of study, scope and limitation of study, and the definition of key terms.

1.1 Background of the Study

Many aspects need to be learned in English, one of which is essential, namely Vocabulary. Vocabulary is a set of words owned by a person or individual. Vocabulary has a crucial role in foreign language training, particularly in the communication process, as it acts as a transporter of information, thoughts, and messages (İşcan, 2017). The more we know words, the better our English will be. Learning a foreign language, especially English, can be started with vocabulary first, where we learn words. Vocabulary is the foundation of language and is crucial for language learners. People will be unable to communicate effectively and express their views in both oral and written form to decipher the meaning of what others say if they do not master the vocabulary.

To improve vocabulary skills, especially for students, definitely need a strategy. Strategies can be in the form of fun teaching, exciting media, or games. At the same time, students are expected to be able to learn vocabulary quickly and have fun. You could say that students must be more active in learning nowadays, whether studying at school or home.

Learning is not always in the classroom. Students can study anywhere with anyone without teacher. One of the media that can be used is English-language movies. Movies are an audiovisual medium that can be utilized in the classroom to teach foreign languages (İşcan, 2017). Students who have the habit of watching English movies have the opportunity to learn more vocabulary. The habit of watching this movie can be a positive thing where students are not forced to learn vocabulary. However, students voluntarily enjoy learning it indirectly, making them remember the

vocabulary they have learned better. Movie are means of entertainment for everyone, which makes animation movies the object of study regarding the character education values (Astuti et al., 2019). Students who watch movies may take the initiative to open a dictionary and look up the definitions of the words they hear. Movies allow the teacher to bring variety and reality into the classroom. Discussions based on movie content also allow students to bring their knowledge and experiences to the table. (Saree & Sardareh, 2016).

Many types of movies are available on the internet that can be viewed for free. Television channels also provide movies at certain times, mainly during school holidays when the number of viewers increases due to the holidays. However, when it comes to movies that use English on television, it cannot be denied that most of the movies are adult categories shown at night. Junior high school children mostly need to download it on the internet to enjoy age-appropriate movies, most of which are animated movies. There are many exciting movies to watch, one of which is an animated comedy type. This type of movie aims to entertain with gorgeous animation or make the audience laugh, and there is movie such as Up, Despicable Me, Luca, and many others.

Gradually, movies are also used to teach English directly or indirectly. Many movies are made to engage in animation and storytelling to lure the audience to be interested in watching and follow it to the end. The audience will indirectly drift into the movie's atmosphere and start to feel the fun until the audience does not realize that time passes so quickly and the movie they watch runs out. Indirectly, the audience will also imitate what the characters from the movie say, especially from the scenes that look interesting to watch. The curiosity of the words spoken by the characters from the scene will make the audience curious about the meaning spoken in English. As İşcan (2017) said, movies motivate students to learn vocabulary and understand the language better. As said before, movies can be a media

of learning to improve students' vocabulary, especially if they like the movie. By giving students the genre and type of movie that suits them, they will automatically focus their attention on the movie.

One of genre movies that is especially suitable for junior high school students is comedy, where this genre is appropriate for their age. Comedy movies are easier to accept because the story is light, fun and easy to understand. Comedy movies can be divided into two common types: the first is a live-action comedy. It is a movie that is played by people directly. The second is an animated comedy movie. It is a movie that is not played directly by an actor but uses a computer to create an image that seems alive and moving. These two types of movies can be used in learning English. However, the popularity of live-action comedic movies among junior high school students can be said to be lower than animated comedic movies.

As Ismaili (2013) said, the genres that students like are comedy and action movies, and they believe that English movies benefit learning English. Therefore, animated comedy movies are more suitable for junior high school students. There is also the advantage of using animated comedy movies for junior high school students, such as; 1) the movie looks more attractive to junior high school students because of the lively colours and the expression of the characters in the movie funnier and more attractive. 2) Animated comedy movies have stories that are easier to digest and understand for junior high school students, compared to live-action movies, where there are usually jokes that junior high school students do not understand. 3) Animated comedy movies have a unique characteristic of a character in the story and cannot be imitated in real life. The cute character designs make the audience more interested in seeing the movie.

The reason for choosing vocabulary as part of the study is that because I think it is essential for understanding spoken and written language. Knowing the meanings of words enables individuals to comprehend texts, conversations, lectures, and other forms of communication more accurately.

A rich vocabulary allows for better comprehension of complex ideas, nuances, and contextual information. As (Moghadam et al., 2012) said, many words are required to be competent in a foreign language. (Alqahtani, 2015) state that having a limited vocabulary in a second language can hinder effective communication, which is why vocabulary knowledge is often considered essential for second language learners. Without an adequate vocabulary, learners may struggle to express their thoughts, ideas, and emotions accurately. They may experience difficulty finding the right words or using appropriate vocabulary in different contexts, leading to misunderstandings and ineffective communication. Thus, having a strong vocabulary is very important in developing proficiency in the four language skills, and vocabulary mastery is an important part of the language component.

Movie was chosen as the medium because movies serve as an enjoyable and inspiring medium for the majority of students, as they find entertainment while simultaneously enhancing their vocabulary and improving their listening skills. (Lestari 2018 as cited in Br Simamora & Oktaviani, 2020) Said that utilizing movies to enhance students' vocabulary is an engaging and pleasurable activity. Some students were able to learn while indulging in their preferred pastime of watching movies. This approach made the learning process more captivating, enjoyable, and enthusiastic. Therefore, the researchers want to investigate students' habit on learning English vocabulary through the medium of English movies.

The researcher chose to use animated comedy movies because these types and genres are things that middle school students like in general. Researchers also realize that animated comedy movies have interesting stories and are suitable for students to watch. As (Br Simamora & Oktaviani, 2020) said, watching English movies enables students to easily recognize and comprehend new elements. For instance, students can quickly understand vocabulary and relate it to their own lives, effectively translating

the stories depicted in movies into their personal experiences. Another reason for choosing this title also considered the Covid-19 incident, which made students study from home. With this incident, the researcher considers that students fill their free time by doing activities, and one of them is watching movies. so that reason is the basis for researcher to choose animated comedy movies as part of the study.

Unfortunately, student's vocabulary mastery is not very good. The reality that occurs is that many students lack English vocabulary. Examples include their lack of simple conversation, such as greeting and responding in English. That is why the researcher interested in doing this research and want to improve the quality of students in terms of vocabulary mastery

The first study discusses about the correlation between movie-watching habits and students' vocabulary levels. This study was conducted by Ikram (2017). The study was done at MTs Izzatul Islam Parung with a population of all eighth-graders totaling 105 students. The instruments used are questionnaires and vocabulary test. However, this study does not use specific types of movies or genres or can be said to be too broad in scope. Thus, in this study, students can use all genres of movies that have elements of the English language. The results, namely, the habit of watching movies and students' vocabulary levels, showed a positive correlation with the number 0,505. Therefore, this study argues that watching English movies can increase students' vocabulary skills.

The second study was conducted by Mentari (2018). This study was conducted by taking samples from Eleventh Grade Students of SMK Negeri 1 Enrekang with 140 students. This study discusses the relationship between students' habits in watching English movies and vocabulary mastery. The instruments used are questionnaires and vocabulary test. The results obtained in this study indicate a significant correlation between student habits in watching English movies and vocabulary mastery, with the result $r = 0,985$.

The third study was conducted by Utami (2020). The study was done at SMA Negeri 6 Yogyakarta with a population of all eleventh-graders, which consisted of 256 students. This study also does not have any limitations on the genre of movies. The instruments used in this study are a questionnaire and a vocabulary test. The results obtained in this study were 0,188 means that the correlation between students' frequency of watching English movies and students' vocabulary mastery is considered a very low.

The fourth study was conducted by Rahmalia (2020). This study was conducted on all students of English Education in the 5th semester of IAIN Palangkaraya. This study also discusses the relationship between students' habits in watching English movies and vocabulary mastery. The instruments used are questionnaires and vocabulary test. There are no limitations on the types and genres of movies watched in this study. The results obtained are positive but not significant in very poor correlation. The correlation results show the number 0,168, which indicates that it is in the lower category.

The last study was conducted by Ilham (2018). This study was conducted on English department students in the 5th semester of IAIN Parepare. No limitations on the types and genres of movies watched in this study. The instruments used are questionnaires and vocabulary test. The results obtained in this study were 0,06 means that the correlation between students' frequency of watching English movies and students' vocabulary mastery is very low.

The Difference from previous study, this study uses limitations in the type and genre of the movie that will be used, such animated movies and comedy as type and genre, respectively. However, this study still discusses the correlation between students' habits when watching movies and students' vocabulary skills.

1.2 Research Question

After discussing the background of the study, the question is formulated below:

How does students' habit of watching English animated comedy movies correlate with students' English vocabulary mastery?

1.3 Objective of Study

To find the correlation between students' habits of watching English animated comedy movies and students' English vocabulary mastery at Eighth Graders in SMPN 1 Ngantang.

1.4 Significance of Study

The findings of this study are expected to increase knowledge for both academic and non-academic parties and contribute to education knowledge, specifically in the form of an explanation of the impact of English animated comedy movies on vocabulary mastery. This study aims to learn more about the relationship between student habits of watching English animated comedy movies and vocabulary mastery. The lecturer can use it to determine whether watching English animated comedy movies can help students improve their vocabulary mastery. This study will serve as a resource for teachers dealing with students' subject abilities. After learning about the problem's students face, this study will be helpful as a reference and evaluation to help teachers improve their teaching.

1.5 Scope and Limitation of Study

This study focuses on the habits of students in watching English animated comedy movies. While on the other side, this study limits itself to not including any other genre except comedy. The scope of this study is limited to analyzing the correlation between students' habit of watching English animated comedy movies and vocabulary mastery.

1.6 Definition of Key Terms

1. Correlation

Correlation is a research design used to measure between two or more continuous variable. quantitative method that describes the association or relationship of one interval variable with other interval variables

2. Animated Comedy Movies

A recording of moving images that tells a story that people watch on a screen or television as a means of entertainment. Animated comedy movies are films that emphasize the comedy genre that uses animation. In other words, comedy films are made using computer tools.

3. Vocabulary Mastery

Vocabulary mastery is the understanding of how a word and its meaning are used correctly. Vocabulary mastery includes listening, speaking, reading, and writing in foreign language learning.

4. Students Habit

The students do something continuously and repeatedly, and this activity is used to learn something to improve their achievement. Some students probably like to use their habits of watching movies to enrich their vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the definition of vocabulary, vocabulary mastery, kinds of vocabulary, importance of vocabulary, vocabulary learning, teaching vocabulary, definition of movies, function of movies, genre of movies and animated comedy movies.

2.1 Definition of Vocabulary

Vocabulary is the most important thing in language that is used to communicate between people. (Kurniawan et al., 2021) claims that vocabulary is an important part of the language used by students to communicate, without vocabulary it will be difficult for them to learn the language, but by mastering vocabulary, they will be easier to communicate. There are many definitions of vocabulary. (Baskarani, 2016) state that vocabulary is made up of all the words he or she knows and uses in a language, as well as their meanings. (Kurniawan et al., 2021) claim that Vocabulary is the first basic aspect that is important for learning English by learners. (Richards & Renandya, 2002 as cited in Utami, 2020) says that vocabulary is an important component of language skills and is fundamental to how learners listen, read, speak, and write. (Hatch and Brown, 1995 as cited in Ningrum, 2015) also says that vocabulary refers to a list or set of words for a particular language or a list or set of words that may be used by every speaker of that language. Based on the statement above, vocabulary is the first component before learning to listen, read, speak, and write. It can be said that vocabulary is the key to learning a foreign language and mastering it. Having many vocabularies also helps learners learn four English skills such as listening, speaking, reading, and writing faster. Then, it can be concluded that vocabulary is an important aspect and the first basic in language learning.

The foundation for how learners talks, listen, read, and write is vocabulary, a key component of language proficiency. Learners who do not have a large vocabulary or strategies for expanding their vocabulary usually

can't reach their full potential. They feel discouraged from taking advantage of language learning opportunities such as listening to the radio, speaking with native speakers, using language in different contexts, reading, or watching movies.

2.2 Vocabulary Mastery

Vocabulary is a central aspect of learning English. Mastery is knowledge or understanding of something. It can be said that what is meant by mastery of vocabulary is the ability or mastery of a person in the aspect of speaking English. One of the criteria for mastering English as a foreign language is vocabulary mastery. In this case, it can be interpreted that students who understand and apply words and their meanings can perform better in their language when they have a more comprehensive vocabulary. Students will find it difficult to understand English skills if they have limited vocabulary. (Syarifudin et al., 2014) says that by mastering vocabulary, they can process the English they are learning and make English one of their subjects at school. In vocabulary mastery, it is expected to be able to master four English skills such as writing, speaking, listening, and reading. The definition of vocabulary mastery from the explanation above can be concluded that vocabulary mastery is a person's ability to know the use and application of the language they are learning for all situations related to interaction.

2.3 Kinds of Vocabulary

According to (Harmer, 1991, as cited in Munir, 2016), there are two kinds of vocabulary:

1. Active Vocabulary

Active vocabulary is used in direct use by showing oral and written expressions by students. The words that students understand well will be used effectively both in speaking and writing.

2. Passive Vocabulary

Passive vocabulary is used in listening and reading material. This passive vocabulary means that students do not actively use it but only

listen to someone or can be said to be the recipient. This also applies when reading, where students digest and understand the books they read.

The above discussion concludes that active vocabulary is used for conversation and writing because students need to process or create words. In contrast, passive vocabulary is used for reading and listening because students do not need to make words. However, on the contrary, students only need to listen and read without the need to create new words.

2.4 Importance of Vocabulary

In learning English, vocabulary is the most important of the four language skills such as writing, listening, speaking, and reading. In learning a foreign language, vocabulary knowledge can be seen as an essential tool because least understanding foreign language vocabulary will make it difficult to communicate well with each other.

Building vocabulary means understanding the meaning or intent of the words that have been studied. (Dakhi & Fitria, 2019) claims that vocabulary plays a vital role in language use. That means vocabulary is fundamental in learning languages, especially for second language learners, to improve and develop their competence in academic or communication fields. That way, vocabulary can be categorized as essential for language learning.

2.5 Vocabulary learning

Learning vocabulary is important in strengthening vocabulary mastery. There are many ways to increase vocabulary, such as disciplined practice and good technique are needed to master it. In learning vocabulary, students are expected to increase the amount of their vocabulary. According to (Schmitt, 2000) There are 2000 words that are most often quoted or become initial goals for second language learners to be able to carry out basic conversations. That number of words can provide a reasonable basis for continuing to higher levels. (Nation, 1995 as cited in Schmitt, 2000) also

suggest learning the 2000 most used words as they are important for language use, and the effort is worth learning and understanding.

As a proficient student who has the vocabulary to communicate and use the vocabulary that has been learned in everyday use, the next step is to get or learn vocabulary to be able to read authentic texts such as journals, articles, and novels. (Nation & Warring, 1995 as cited in Schmitt, 2000) says, to understand an authentic text, it takes at least 3000-5000 words to make it possible to understand it even though there is no limit or vocabulary size that must be achieved. (Hazenbergh & Hulstijn, 1996 as cited in Schmitt, 2000) also says it required at least 10,000-word families to understand challenging material, such as university books. A learner who wants to communicate in a particular field needs at least a unique vocabulary so that students can target more vocabulary foundations to learn. Students can also develop their ability to become native speakers, but it takes around 15,000-20,000 vocabulary to reach that level.

Although the English vocabulary has a high number, students are not required to learn or know everything. As stated by Nation and Warring, at least students have at least 2000 words to understand even though they have not been able to apply them. In addition to the amount of vocabulary understanding, students are expected to be able to apply or use vocabulary in all situations that are created. Thus, learning vocabulary can improve students' ability to use vocabulary in all situations and increase their vocabulary count.

2.6 Teaching Vocabulary

Teaching is a process in which a person teaches the knowledge obtained to ordinary people who want to know or develop their skills, attitudes, ideas, and appreciation, especially in affective, cognitive, and psychomotor (Munir, 2016). Teaching vocabulary is important to provide understanding, especially for students to improve their ability to understand and practice the vocabulary they get.

In structured vocabulary learning, appropriate activities and teaching are needed. According to (Schmitt, 2000) in the vocabulary learning program, it is necessary to have a proper mix of explicit and incidental learning where students who are still in the beginner category start using the unknown words explicitly. However, for basic levels and above, incidental learning is needed and structured into a program in a principle way.

Graves (1987 as cited in Schmitt, 2000) says that he categorizes the six stages of vocabulary learning for students. The order Graves makes is:

- 1) Learn to read words that are already known or learned.
- 2) Learn new meaning sense for words that are already known or studied.
- 3) Learn new words that represent known concepts.
- 4) Learn new words that represent new concepts.
- 5) Define and enrich the meaning of words that have been known or studied.
- 6) Moving words from receptive to productive vocabularies.

There must be some problems in learning vocabulary that the teacher must face. In order to avoid the problems that will arise, action is needed. According to Nation (2005), the main issue with teaching vocabulary is that teachers can only focus on a small portion of what is needed to know a word. As a result, Nation proposes several principles for effectively teaching vocabulary:

- a) Teachers need to avoid complicated explanations, keep it simple and clear.
- b) Teachers need to show a pattern or analogies that relate to the present teaching to past knowledge.
- c) Teachers need to use both oral and written presentations that can be written on the blackboard as well as explained.
- d) Teachers need to give the most attention to words that are known to students.

- e) Teacher need to tell the students if it is a high-frequency word that needs future attention.
- f) Teacher don't need to bring unknown or poorly known words to the students

The benefits of vocabulary teaching include the ability to provide assistance when students feel it is most needed. This is especially true for vocabulary teaching in the context of message-focused activities such as listening, speaking, reading, and writing. The instruction focuses on items that learners perceive to be highly relevant to the activity.

It can be concluded that teaching vocabulary cannot be done carelessly. As explained above, proving that teaching vocabulary is not an easy task to do. However, no matter how difficult it is, there are many stages and ways to teach vocabulary to students.

2.7 Definition of Habit

Habits are memory-based context-behavior associations that develop as people repeatedly receive rewards for performing a specific action in a specific context (Mazar & Wood, 2018). Habits are patterns of behavior that develop over time as a result of repeated actions and eventually become automatic. The description above shows that someone's actions that have become habits arise because of doing something continuously. Getting appreciation for the things they do makes the habit grow, which causes the action to run continuously.

2.8 Definition of Movies

Movies are one of the many forms of entertainment available to be enjoyed to relax and entertain. Movies are divided into two types, and the first is fiction. Fiction is a movie not based on a true story or things that happen in real life. The second type is non-fiction. This type of movie takes the story from real life that happened in the past and present. A movie is a visual aid that displays moving images (Utami, 2020). Movies can indeed be referred to as script work recorded using a film camera, or can also be

referred to as an image captured continuously to produce an image that has the impression of moving.

Movies have become such an integral part of human life and culture that it is unavoidable that everyone has seen one at least once in their lives. With the advancement of digital technology, movies have become much more accessible to the general public. People can easily go to a movie theater and watch movies there, or they can stream movies on their computers or smartphones via paid streaming sites.

2.9 Function of Movies

As entertainment that is currently known by all circles, movies are a way to relieve fatigue or stress easily accessible by all people. Even so, nowadays, movies are used as entertainment, but they also use movies as education. Currently, many teachers use movies as a way to teach English. By using the right way, movies can improve listening skills and increase students' vocabulary. Movies can also be used as visual aids to make it easier for students to learn in the classroom. Movies can also teach things other than English, such as history, science, technology, the world, and many other subjects.

2.10 Genre of Movies

Genre is a term used in movie studies theory to describe aesthetic or broader social, institutional, cultural, and psychological similarities between groups of movies (Bondebjerg, 2015). Genre is a designation or term for each literary category. Movies also have their genre, showing the identity of the movie's work. The definitions of several genres of movies are as follows:

1. Animated Movies

An Animated movie is a movie in the form of a series of images filmed one by one by paying attention to the continuity of the motion so that it appears as one movement in the film and then arranged according to the storyboard to produce a complete animated movie. The majority of animated movies are currently made using a computer as a tool because

by using a computer, the work of an animated movie can be done more quickly and efficiently than in the traditional way.

2. Action Movies

Action Movies have a primary characteristic that tells the story of heroes vs. villains. In this genre, there are many stories related to strife and struggle. Many elements are also related to action, such as fights, chases, rescues, and wars. Action movies also have sub-genres such as war and military action, martial arts, spy and espionage, and action hybrid genres.

3. Comedy Movies

Comedy Movies have the main characteristic of emphasizing humor. This genre has a simple but fun plot that everyone easily digests. The dialogue and funny characterizations can make the audience smile and laugh. Comedy movies also have certain sub-genres such as screwball, parody, and slapstick comedy.

4. Horror Movies

Horror Movies have a primary characteristic that accentuates the scary atmosphere. This genre aims to frighten the viewing audience. Usually, certain elements are unique in horrors, such as ghosts, monsters, blood, possession, mystery, cults, and magicians. Horror movies also have certain sub-genres such as folk, body, and zombie horror

5. Romance Movies

Romance movies have main characteristics that highlight love and courtship. This genre aims to make the audience feel what love and affection are. In general, this genre tells the story of the main character who falls in love with the heroine where they have to overcome many obstacles to get their true love. Romance movies also have certain sub-genres, such as romantic comedy, historical romance, and romantic drama.

6. Sci-Fi Movies

Sci-fi movies have key features that highlight cutting-edge technology and future depictions. This genre aims to make the audience see the technological advancements imagined. There are certain elements such as aliens, robots, time machines, and outer space. Sci-fi movies also have certain sub-genres such as time travel, space travel, and alien invasion.

7. Fantasy Movies

Fantasy movies have main characteristics that highlight the imaginative or imaginative world. This genre aims to entertain the audience by showing imaginative stories and inherent elements such as magic, kingdom, myth, and forest. Fantasy movies also have sub-genres such as epic fantasy, fairy tales, and monster movies.

8. Thriller Movies

Thriller movies have a primary characteristic that focuses on the audience's tension. This genre aims to make the audience feel tense and confused. Thriller movies also have certain sub-genres such as conspiracy, spy, and supernatural thriller.

2.11 Animated Comedy Movies

This genre is a blend of animation and comedy that produces a film made using computer technology. Animated films are filmed in which actors voice the characters, and the images are primarily created by computer or hand. At the same time, comedy is a fiction genre that comprises discourses or works intended to be hilarious or amusing by eliciting laughter. It can be said from the statement above that animated comedy movies are animated films that aim to make the audience laugh and are made using a computer or hand. Also, the characters in the film are voiced by actors.

The first animated movie released is *El Apóstol* by Quirino Cristiani, released on November 9, 1917, in Argentina. The film is about 70 minutes long and uses the cardboard cutout technique. This film has 58,000 frames which can be said to be very much seen by those who still use the cardboard

cutout technique, and this film has 14 frames per second, or it can be said that every second, this film uses 14 different frames.

While *El Apóstol* was the first animated film to be made, the first comedy film was *L'Arroseur Arrosé*. This film is a silent comedy film, which means this film is a silent film that does not have the slightest sound, and this film is still in the form of black and white. Louis Lumière created *L'Arroseur Arrosé* on June 10, 1895, which tells of a man playing a prank on a gardener. Unfortunately, this film only lasts 60 seconds or can be called a short black-and-white silent comedy film.

Then, the first animated comedy movies were made by Walt Disney with the title *Snow White and the Seven Dwarfs* in 1937. This film was so famous in its day that it grossed \$8 million on its first release. This 83-minute film tells the story of Snow White, a princess who was expelled from the palace by her evil stepmother, then goes to the forest and meets seven dwarfs who eventually become friends with her.

At this time, many films have been made, especially animated comedy movies. There were no more obstacles like technology like in the past when it was done manually, and now, filmmakers can make it with the help of computer technology. Especially animated comedy, many movie titles have been released using this genre, for example, *UP*, *Toy Story*, *Coco*, *Ratatouille*, and many more. The development of animation films will continue to grow over time and will continue to grow.

2.12 Movie on Vocabulary

According to Sharjeel and (Dadabhoy 2013 as cited in Br Simamora & Oktaviani, 2020), movies offer a visual representation that reflects reality, enabling students to experience natural and authentic English. This exposure to natural English in movies allows students to acquire vocabulary that may not be taught or heard in a school or college setting. Additionally, watching movies enhances students' sensitivity to auditory cues, improving their listening comprehension. For many students, movies serve as an enjoyable and motivating medium that entertains them and helps them expand their

vocabulary and enhance their listening skills. In addition, watching English movies offers various benefits, including maintaining students' interest in learning English, enhancing their listening skills, and exposing them to new vocabulary and phrases commonly used in English movies. These advantages contribute to students' acquisition of new vocabulary and idiomatic expressions.

2.13 Choosing Comedy Movies

Using comedy movies as a tool to improve students' vocabulary can be an enjoyable and effective approach. These are some strategies from (Togatorop & Sihotang, 2020) to enhance students' vocabulary using comedy movies:

1. Use subtitles: Enable subtitles in the students' native language or English, depending on their proficiency level. Subtitles can help students associate spoken words with their written form, reinforcing vocabulary acquisition.
2. Active viewing and listening: Encourage students to actively engage with the movie by asking them to identify and note down new words or phrases they encounter. Encourage discussions about the movie, characters, and humorous scenes to further reinforce vocabulary usage.
3. Follow-up writing tasks: Assign writing tasks that require students to incorporate the newly learned vocabulary into essays, stories, or dialogue exchanges. This helps reinforce vocabulary usage and encourages students to apply what they have learned.

The reason comedy movie was chosen because comedy movies are loved by audiences because their main purpose is to entertain. They feature funny characters and situations that make people laugh. This comedic aspect of movies has led to the idea of using them to teach English skills. Although there is limited literature on using comedy movies for English instruction, experts suggest that humor and funny videos can be effective teaching tools. For example, (Morrison 2008 as cited in Ukhra et al., 2020) pointed out that

using humor, like comedy, in language teaching can reduce anxiety and improve students' self-esteem, motivation, and overall well-being. Therefore, incorporating humor from comedy movies can help reduce students' stress and enhance their performance in learning.

2.14 Vocabulary on Junior Highschool Students

The vocabulary development, as well as English proficiency in general, among junior high school students is currently perceived as inadequate. There are specific issues such as students being unfamiliar with the meanings of words in simple conversational sentences or remaining silent when asked by their teacher to explain the meaning of a word. This problem could be attributed to their lack of interest in learning English. When students lack interest in learning English, their enthusiasm for acquiring new vocabulary diminishes as well. This is because having an interest in a subject prompts student to pay closer attention to it, as explained by (Lester D. Crow and Alice Crow as cited in Saufi Hudaibah Firmani, 2009), who define interest as the driving force that compels students to engage with people, things, or activities. In simpler terms, interest has the power to motivate students to learn. Students who possess a genuine interest in learning English feel compelled to expand their vocabulary. However, students who lack interest in the language lack the motivation to learn English and, consequently, to expand their vocabulary. Therefore, this study tries to find out whether using comedy movies can improve students' vocabulary

CHAPTER III

METHODOLOGY

This chapter presents the methods and stages of this study, including research design, subject of study, data collection technique, validity and reliability, and data analysis.

3.1 Research Design

This study used the correlation research method. This study is intended to find the correlation between students' habits of watching animated comedy movies and students' vocabulary levels. This study also did not treat the subject and only examined the effects of natural occurrences. In this study, the researcher used a quantitative approach with the correlation method because the main purpose of this study was to find out whether there was a correlation between two variables, namely students' habits of watching animated comedy movies and students' vocabulary levels.

3.2 Subject of Study

The subject of study is divided into two sections, including population and sample.

3.2.1 Population

According to Winarno (2013) population is a collection of objects or sources of research data. The population in this study is the eighth grade of SMP Negeri 1 Ngantang in the academic year 2022/2023, with 128 students and four classes. The reason for choosing this population is that eighth graders in SMPN 1 Ngantang are known to like watching movies.

3.2.2 Sample

The sample is part of the population or the number of population members that represent the characteristics of the population (Winarno, 2013). The method of taking samples in this study was simple random sampling, where each student has the same

probability of being taken as an element in the sample. Simple random sampling was chosen so that the samples taken could represent the entire population and had more mixed results. This study only took 35% of the total population to be used as samples. The number to be taken is $35/100 \times 128 = 45$ eighth-grade students from SMP Negeri 1 Ngantang.

3.3 Data Collection Technique

The data collection method is a standardized and common technique for gathering the necessary information. The researcher carried out instrument to collect data from the sample by:

a. Questionnaire

Questionnaires are a number of written questions that are used to obtain information from respondents about something to be studied (Winarno, 2013). In this study, the questionnaire would be a closed one where respondents are asked to choose answers according to their criteria. This questionnaire aimed to identify the students' habits of watching English animated comedy movies.

In this questionnaire, the items are developed based on table 3.1 that have been made by Ikram (2017). The development of these indicators can be seen in the following table:

Table 3.1: The Development of Indicators

Aspects	Indicators
Exposure	The respondent watch movies frequently
Attitudes	The respondents have a positive feeling when they watch movies
Subtitle Use	The respondents watch English movies without using subtitles
Familiarity with Spoken Language	The respondents can identify the characteristics of spoken language in the movies that they watch

Familiarity with Situation and Culture	The respondents can understand the language used in the movie because they are familiar with the situation in the story
	The respondents can understand the language used in the movie because they are familiar with the culture shown in the story
Visual Clues	The respondents can understand the language used in the movie because of the help from the visual elements

Then these indicators are formulated in the form of a blueprint, as shown in the table below:

Table 3.2: Blueprint of the Questionnaire

No	Aspects	Indicators	Total	Item Number
1	Exposure	The respondent watch movies frequently	3	1,2,3
2	Attitudes	The respondents have a positive feeling when they watch movies	3	4, 5, 6
3	Subtitle Use	The respondents watch English movies without using subtitles	2	7, 8
4	Familiarity with Spoken Language	The respondents can identify the characteristics of spoken language in the movies that they watch	5	9, 10, 11, 12, 13
5	Familiarity with Situation and Culture	The respondents can understand the language used in the movie because they are familiar with the situation and culture in the story	1	14
6	Visual Clues	The respondents can understand the language used in the movie because of the help from the visual elements	1	15

Table 3.2 shows the blueprint of items prepared in this questionnaire adapted from (Utami, 2020) that also uses the same formula from (Ikram, 2017). Items used in the questionnaire consisted of 15 items. The questionnaire will undergo slight changes or additions to be relevant to the theme being discussed in this study but does not change the essence of the adapted questionnaire. The questionnaire deals with the habit of students watching animated comedy movies in English. The scale used in the questionnaire is the Likert scale, which ranged from: Always, Often, Sometimes, Rarely, and Never.

Table 3.3: The Score of Questionnaire

Criteria	Score
<i>Always</i>	5
<i>Often</i>	4
<i>Sometimes</i>	3
<i>Rarely</i>	2
<i>Never</i>	1

b. Vocabulary Test

The Vocabulary test used is in the form of multiple choice with a total of 20 questions taken from Nation & Beglar (2007) which was obtained from a website called *Lextutor*, a learning website that provides various forms of vocabulary tests. The scores of the students' vocabulary test can be classified as follows:

Table 3.4: Vocabulary Classification Score

Criteria	Score
Excellent	81-100
Good	61-80
Pair	41-60
Poor	21-40
Very Poor	0-20

3.4 Validity and Reliability

a. The Validity of Questionnaire

Before measuring a variable, a process is needed to see how accurate the variable to be studied is. The extent to which a concept is accurately measured in a quantitative study is known as validity (Heale & Twycross, 2015). In this study, the researcher not validated the questionnaire independently because of adapting previous study's questionnaires. By adapting a questionnaire, the validity test does not need to be carried out again and can take the validity results from the previous study. This study would adapt questionnaires from previous the study conducted by Utami (2020).

The results of the item validity analysis by Utami (2020) can be seen in the table below:

Table 3.5: Validity Analysis Result

Item	Score (Pearson Correlation)	Probability Correlation (sig.2 tailed)	Validity
1	0.685	0.000	Valid
2	0.528	0.002	Valid
3	0.622	0.000	Valid
4	0.601	0.000	Valid
5	-0.096	0.603	Invalid
6	0.446	0.010	Valid
7	0.677	0.000	Valid
8	0.456	0.009	Valid
9	0.553	0.001	Valid
10	0.600	0.000	Valid
11	0.529	0.002	Valid
12	0.699	0.000	Valid
13	0.569	0.001	Valid
14	0.552	0.001	Valid

b. The Reliability of Questionnaire

The next step is to measure the level of reliability of the questionnaire. The consistency of a measurement is referred to as reliability (Heale & Twycross, 2015). Reliability can be defined as a tool for assessing the questionnaire that serves as an indicator of a variable or construct. If a person's response to a statement is consistent or stable over time, the questionnaire is said to be reliable. The outcome of reliability score is a value between 0 and 1. A dependability score of 0.7 or above is considered satisfactory. Therefore, in this study the researcher would use the result from previous study that being adapted. The reliability test results show a value of 0.834, which means that the questionnaire is considered very good and can be used to collect data. The following table is the reliability test result from Utami (2020):

Table 3.6: Reliability Test Result

Reliability Statistics	
Cronbach's Alpha	N of Items
0,834	13

3.5 Data Analysis

This study used correlational research to find a relationship between two variables. The students' habit of watching English animated comedy movies is the variable (X), and the students' vocabulary mastery is the variable (Y). To determine whether the variables are normally distributed or not, normality tests were used. The homogeneity test also ensures that the data set is measured from a homogeneous population. After getting the results of the questionnaire and vocabulary test results, the normality and homogeneity test would be conducted using SPSS Statistics and the Shapiro-Wilk formula. The homogeneity test was also tested using SPSS Statistics to determine whether the relationship was homogeneous or not.

3.5.1 Hypothesis

This study used Pearson's Product Moment formula in SPSS to test the hypothesis. The following are the criteria for the product moment correlation test:

Comparing the calculated significance (Sig) with the predetermined significance. The formulations of the hypothesis were as follows:

- a. H_0 = There is no significant relationship between students' habit of watching English animated comedy movies (X) and students' English vocabulary mastery (Y) if Sig count $>$ Sig α (0,05).
- b. H_1 = There is a significant relationship between students' habit of watching English animated comedy movies (X) and students' English vocabulary mastery (Y) if Sig count \leq Sig α (0,05).

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the research finding and the discussion. The researcher obtained the findings during the study conducted in SMPN 1 Ngantang in October 2022. Therefore, the discussion would be among the data and the theory elaborated in the literature review.

4.1 Research Finding

4.1.1. Data Description

a. Questionnaire Result

The researcher presented the data presentation of the questionnaire by showing the frequency and percentage based on the options of each item of the questionnaire, which can be seen in the figures below:

Figure 4.1: Item Number 1

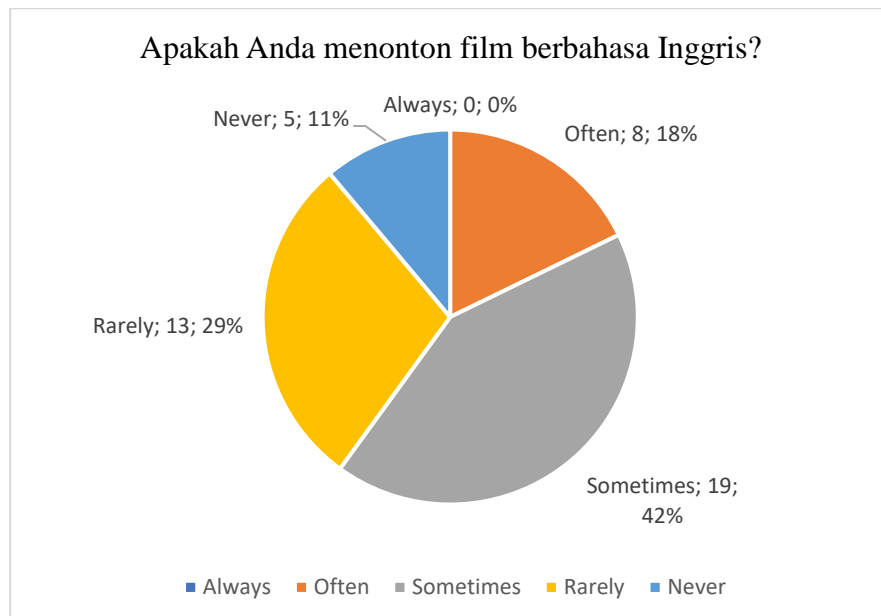


Figure 4.1 shows that 42% of students sometimes watched English movies, followed by 29% of students who rarely watched English movies, 18% of students who often, and 11% who never watched English movies. In contrast, no one would always watches English movies. In conclusion, since students need help understanding English, they sometimes watched English movies when they wanted.

Figure 4.2: Item Number 2

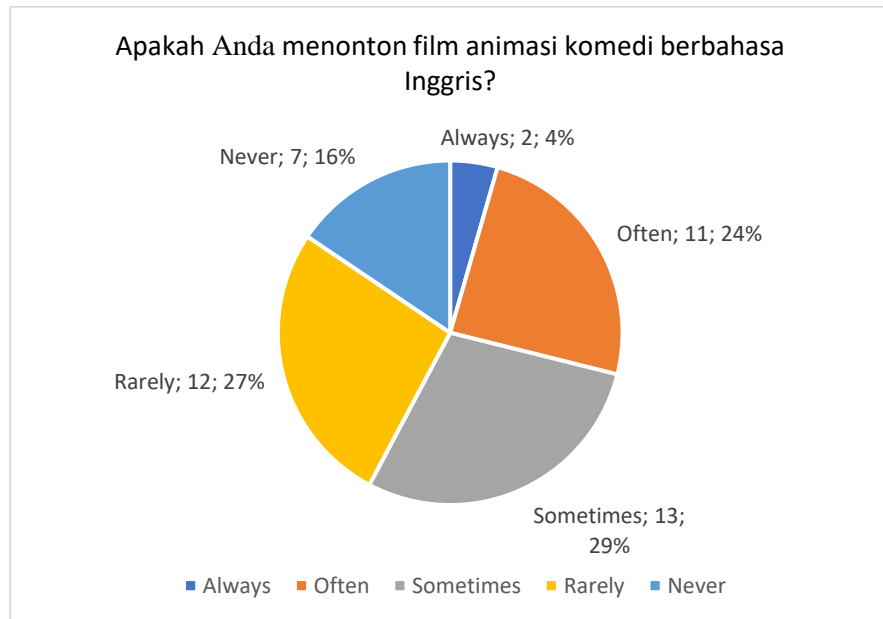


Figure 4.2 shows that 29% of students sometimes watched animated comedy movies, followed by 27% of students who rarely watched animated comedy movies, 24% of students who often, 16% who never, and 4% who always watched animated comedy movies. In conclusion, students sometimes prefer to watch animated comedy genre at watching English movies.

Figure 4.3: Item Number 3



Figure 4.3 shows that 42% of students rarely take time to watched new animated comedy movies whenever new movies come out, followed by 25% of students who sometimes take time to watched new animated comedy movies whenever new movies come out, 13% of students who never, and 2% who always and often take time to watched new animated comedy movies whenever new movies come out. In conclusion, students rarely gave their time to watch animated comedy movies whenever new movies come out.

Figure 4.4: Item Number 4

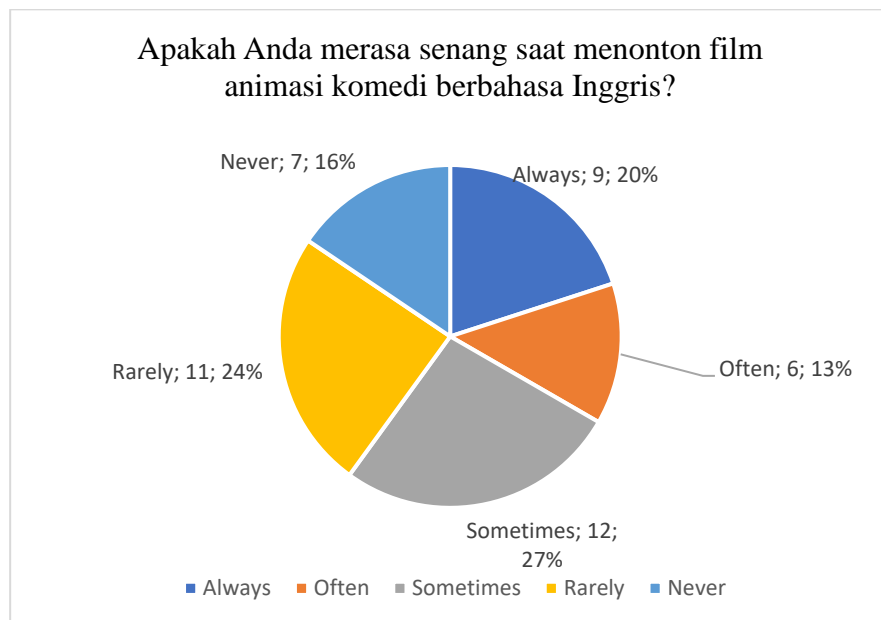


Figure 4.4 shows that 27% of students sometimes feel happy while watched animated comedy movies, followed by 24% of students who rarely feel happy, 20% of students who always, and 13% who often and never feel happy while watched animated comedy movies. In conclusion, students sometimes feel happy as they watched animated comedy movies.

Figure 4.5: Item Number 5



Figure 4.5 shows that 27% of students never look for the meaning of foreign words they found in animated comedy movies, followed by 24% of students who sometimes look for the meaning of foreign words, 20% of students who always, 16% who rarely, and 13% who often look for the meaning of foreign words they found in animated comedy movies. In conclusion, most students were not interested in looking at the meaning of words they found in animated comedy movies.

Figure 4.6: Item Number 6

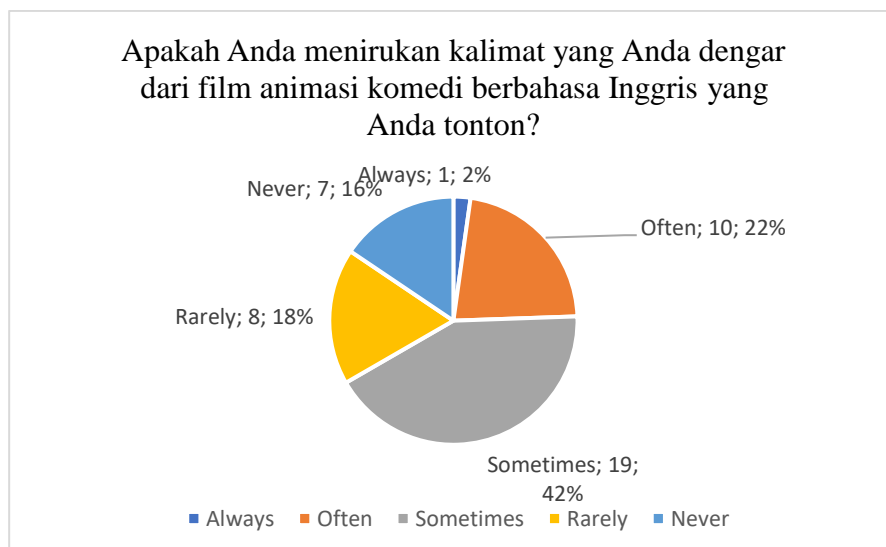


Figure 4.6 shows that 42% of students sometimes imitated the sentences they heard from animated comedy movies, followed by 22% of students who often imitated the sentences, 18% of students who rarely, 16% who never, and 2% who always imitated the sentences they hear from animated comedy movies. In conclusion, most students sometimes imitate sentences they hear.

Figure 4.7: Item Number 7

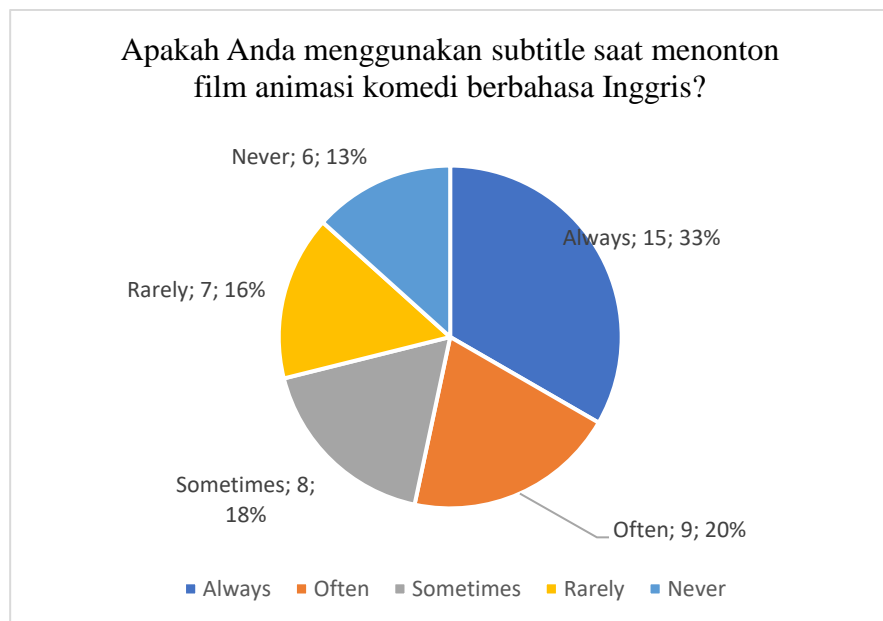


Figure 4.7 shows that 33% of students always use subtitles when watched animated comedy movies, followed by 20% of students who often use subtitles, 18% of students who sometimes, 16% who rarely, and 13% who never use subtitles when watched animated comedy movies. In conclusion, most students find subtitles useful when watching animated comedy movies and prefer always to use subtitles.

Figure 4.8: Item Number 8

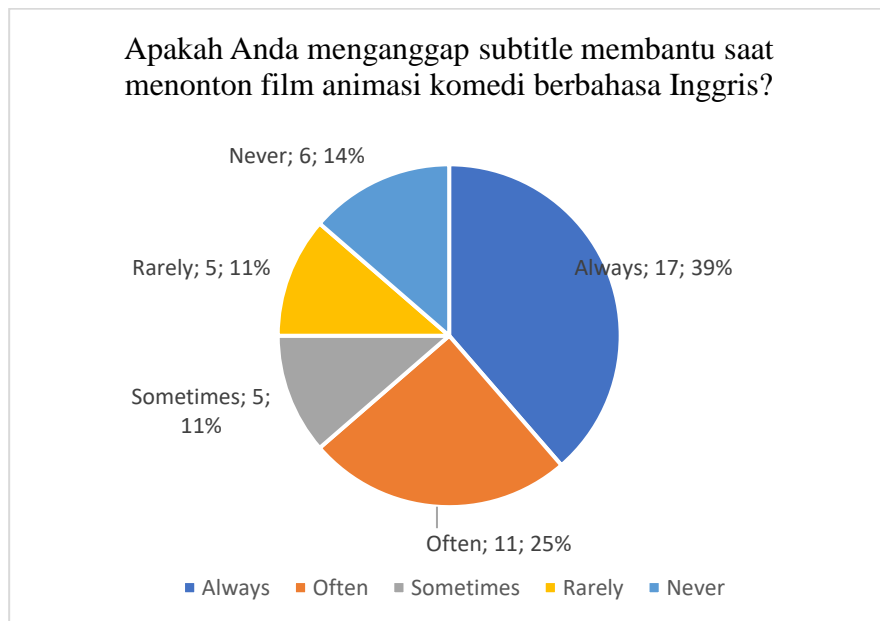


Figure 4.8 shows that 39% of students always found subtitles helpful when watching animated comedy movies, followed by 25% of students who often found subtitles helpful, 14% of students who never, and 11% who sometimes and rarely found subtitles helpful when watching animated comedy movies. In conclusion, the majority of students agree that using subtitles helps them to understand when they watch animated comedy movies..

Figure 4.9: Item Number 9

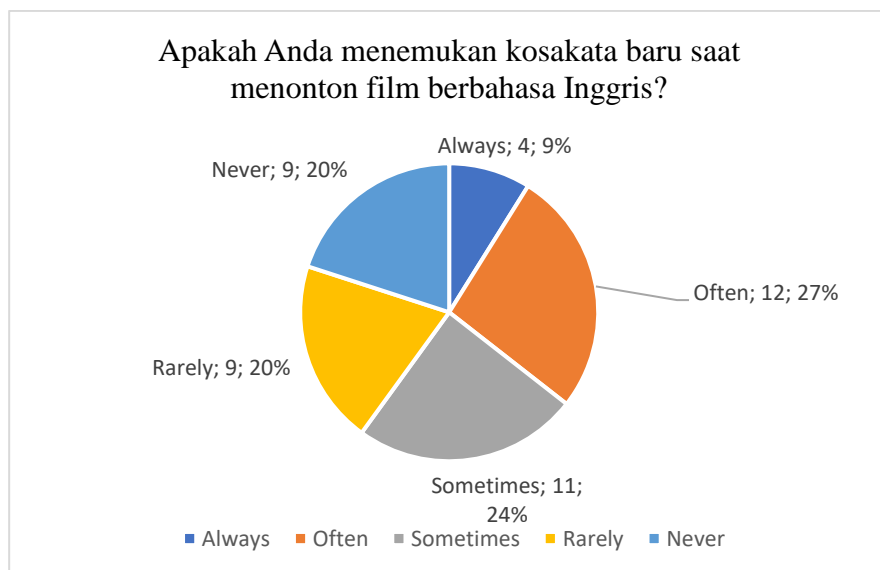


Figure 4.9 shows that 27% of students often found new vocabulary while watching English movies, followed by 24% of students who sometimes found new vocabulary, 20% of students who rarely and never, and 9% who always found new vocabulary while watching English movies. In conclusion, most students often find new vocabulary while watching English movies.

Figure 4.10: Item Number 10

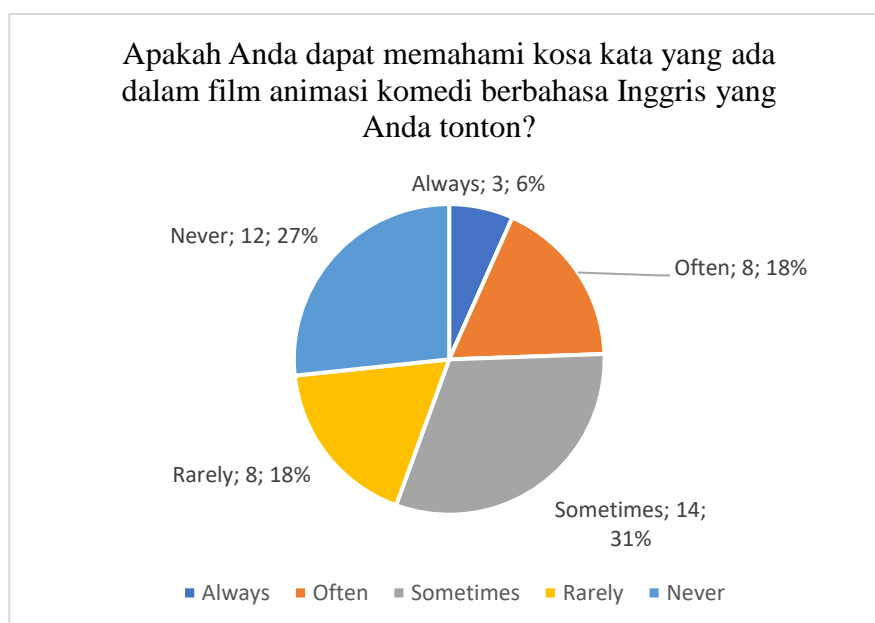


Figure 4.10 shows that 31% of students sometimes understand the vocabulary in animated comedy movies they watched, followed by 27% of students who never understand the vocabulary in animated comedy movies they watched, 18% of students who often and rarely, and 6% who always understand the vocabulary in animated comedy movies they watched. In conclusion, most students sometimes understand the vocabulary they find while watching animated comedy movies.

Figure 4.11: Item Number 11

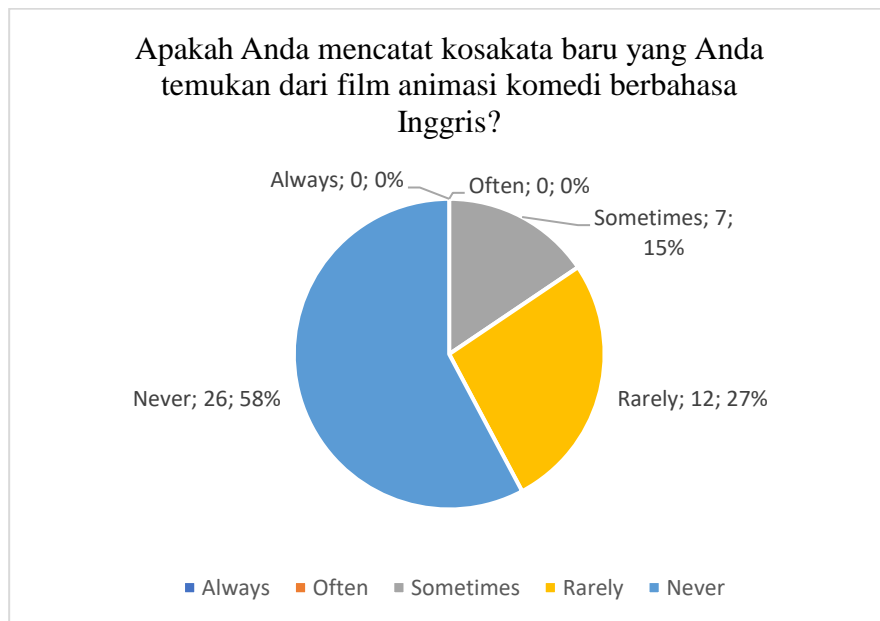


Figure 4.11 shows that 58% of students never take note of the new vocabulary they found in animated comedy movies, followed by 15% of students who sometimes and 27% of students who rarely take note of the new vocabulary they found in animated comedy movies. In contrast, no one would always and sometimes take note of the new vocabulary they found in animated comedy movies. In conclusion, most students would not take note of the new vocabulary they find in animated comedy movies.

Figure 4.12: Item Number 12

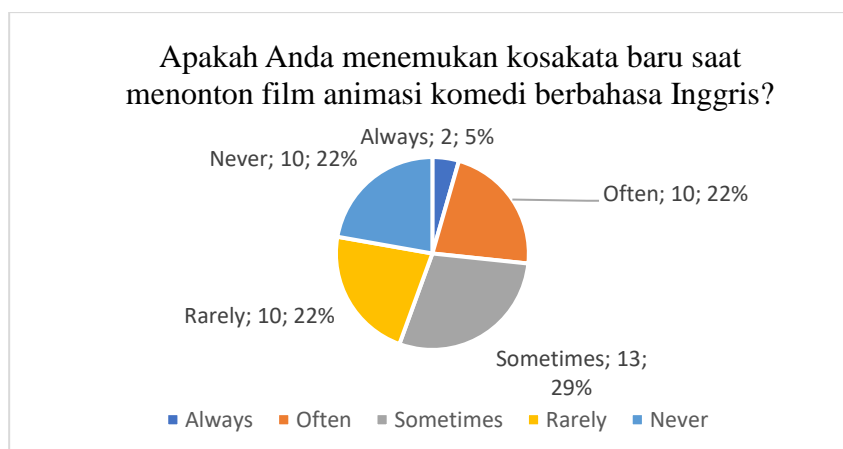


Figure 4.12 shows that 29% of students sometimes found a new vocabulary while watching animated comedy movies, followed by 22% of students who often, rarely, and also never found a new vocabulary while watching animated comedy movies, and 5% of students who always, found a new vocabulary while watching animated comedy movies. In conclusion, most students often find new vocabulary while watching animated comedy movies.

Figure 4.13: Item Number 13

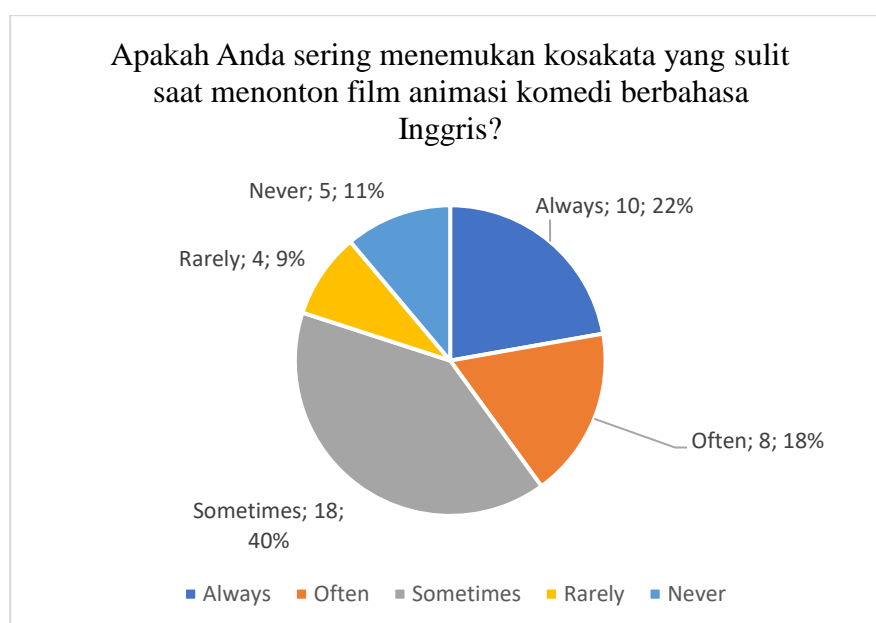


Figure 4.13 shows that 40% of students sometimes encounter difficult vocabulary when watched animated comedy movies, followed by 22% of students who also always encounter difficult vocabulary when watched animated comedy movies, 18% of students who often, 11% who never, and 9% who rarely encounter difficult vocabulary when watched animated comedy movies. In conclusion, most students sometimes encounter difficult vocabulary when watched animated comedy movies

Figure 4.14: Item Number 14

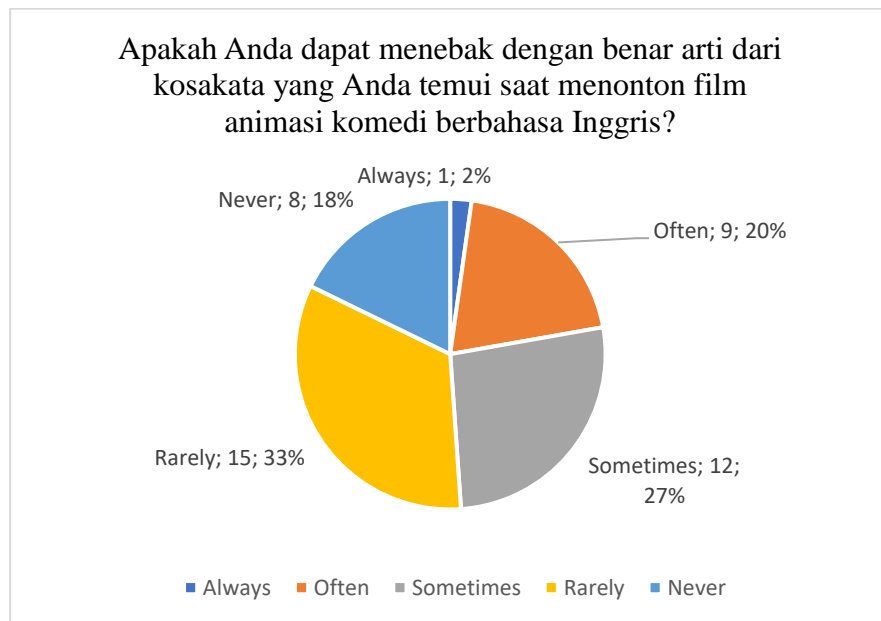


Figure 4.14 shows that 33% of students rarely correctly guess the meaning of the vocabulary they encounter when watched animated comedy movies, followed by 27% of students who also sometimes correctly guess the meaning of the vocabulary they encounter when watched animated comedy movies, 20% of students who often, 18% who never, and 2% who rarely correctly guess the meaning of the vocabulary they encounter when watched animated comedy movies. In conclusion, most students rarely correctly guess the meaning of the vocabulary they encounter when watched animated comedy movies.

Figure 4.15: Item Number 15

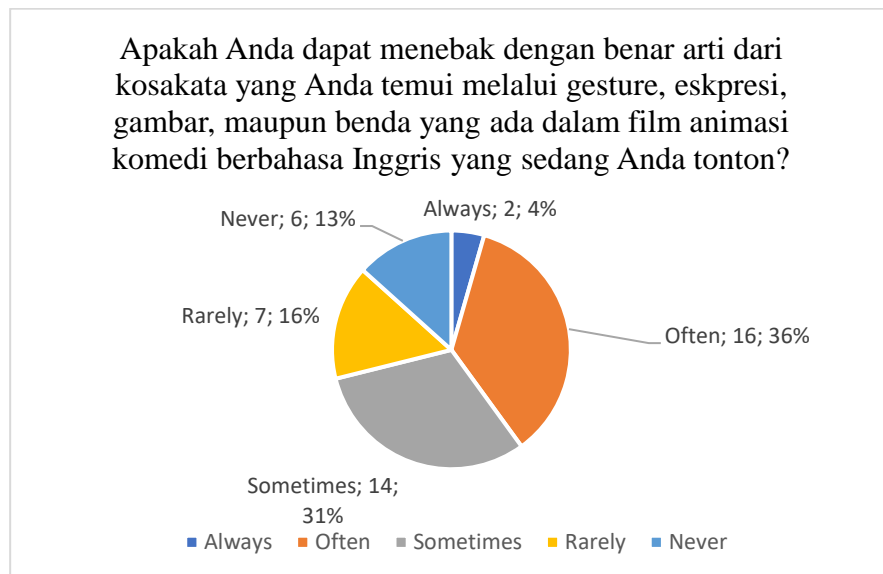


Figure 4.15 shows that 36% of students often correctly guess the meaning of the vocabulary they encounter through gestures, expressions, pictures, or objects in animated comedy movies, followed by 31% of students who also sometimes correctly guess the meaning of the vocabulary they encounter through gestures, expressions, pictures, or objects in animated comedy movies, 16% of students who rarely, 13% who never, and 4% who always correctly guess the meaning of the vocabulary they encounter through gestures, expressions, pictures, or objects in animated comedy movies. In conclusion, most students often correctly guess the meaning of the vocabulary they encounter through gestures, expressions, pictures, or objects in animated comedy movies.

Data on students' habits of watching English comedy animated films have been obtained from a questionnaire. The results of students answering the questionnaire also varies, as can be seen in the following table.

Table 4.1: Questionnaire Statistics

Statistics		
X		
N	Valid	45
	Missing	0
Mean		41.73
Median		43.00
Mode		26 ^a
Std. Deviation		11.458
Variance		131.291
Range		43
Minimum		17
Maximum		60
Sum		1878
a. Multiple modes exist. The smallest value is shown		

From the table 4.1, it can be seen that the total score of the questionnaire was 1878, with an average obtained of 41.73. The highest or maximum score obtained shows a score of 60, and the lowest or minimum score shows a score of 17. The median or middle score indicates the number 43, while the range of the data is 43. It can be seen that the questionnaire has a variance number of 131.291 and the standard deviation is 11.458.

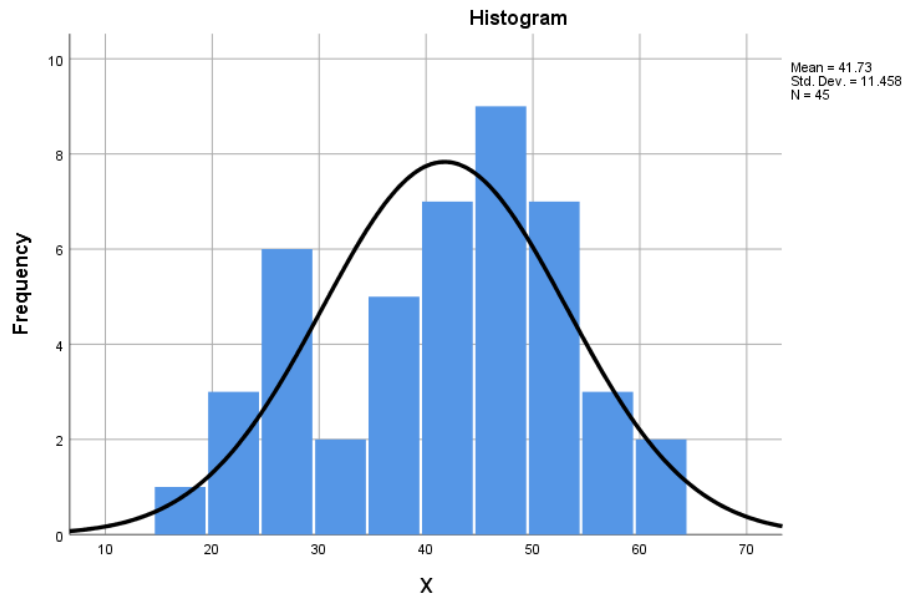
Meanwhile, the frequency distribution of the students' English movie-watching activity scores can be seen in the following table.

Table 4.2: The Frequency Distribution of Questionnaire

		X			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17	1	2.2	2.2	2.2
	22	1	2.2	2.2	4.4
	23	1	2.2	2.2	6.7
	24	1	2.2	2.2	8.9
	25	1	2.2	2.2	11.1
	26	3	6.7	6.7	17.8
	28	1	2.2	2.2	20.0
	29	1	2.2	2.2	22.2
	33	2	4.4	4.4	26.7
	37	3	6.7	6.7	33.3
	39	2	4.4	4.4	37.8
	41	3	6.7	6.7	44.4
	42	1	2.2	2.2	46.7
	43	2	4.4	4.4	51.1
	44	1	2.2	2.2	53.3
	45	3	6.7	6.7	60.0
	46	1	2.2	2.2	62.2
	47	1	2.2	2.2	64.4
	48	2	4.4	4.4	68.9
	49	2	4.4	4.4	73.3
	50	1	2.2	2.2	75.6
	52	2	4.4	4.4	80.0
	53	1	2.2	2.2	82.2
54	3	6.7	6.7	88.9	
55	1	2.2	2.2	91.1	
58	2	4.4	4.4	95.6	
60	2	4.4	4.4	100.0	
Total		45	100.0	100.0	

From the two tables, the researcher can take the conclusion that the students' questionnaire scores are various. To make it clearer, the distribution of the questionnaire scores can also be seen in the following histogram.

Figure 4.16: Questionnaire Answer Distribution Histogram



b. Vocabulary Score

The data obtained from the vocabulary test students have done. The score is obtained by multiplying the number of correct answers by 5. Furthermore, the results of students answering the vocabulary test was also varies, as can be seen in the following table.

Table 4.3: Vocabulary Statistics

Statistics		
Y		
N	Valid	45
	Missing	0
Mean		63.67
Median		65.00
Mode		70 ^a
Std. Deviation		14.825
Variance		219.773
Range		60
Minimum		30
Maximum		90
Sum		2865
a. Multiple modes exist. The smallest value is shown		

Table 4.3 above shows that the total score of the questionnaire was 2865, with an average of 63.67, meaning students still had a good grade category. The highest or maximum score obtained is 90, and the lowest or minimum score shows a score of 30. The median or middle score shows 65.00, while the data range is 60. It can be seen that the vocabulary test has a variance number of 219.773 and a standard deviation, namely 14.825.

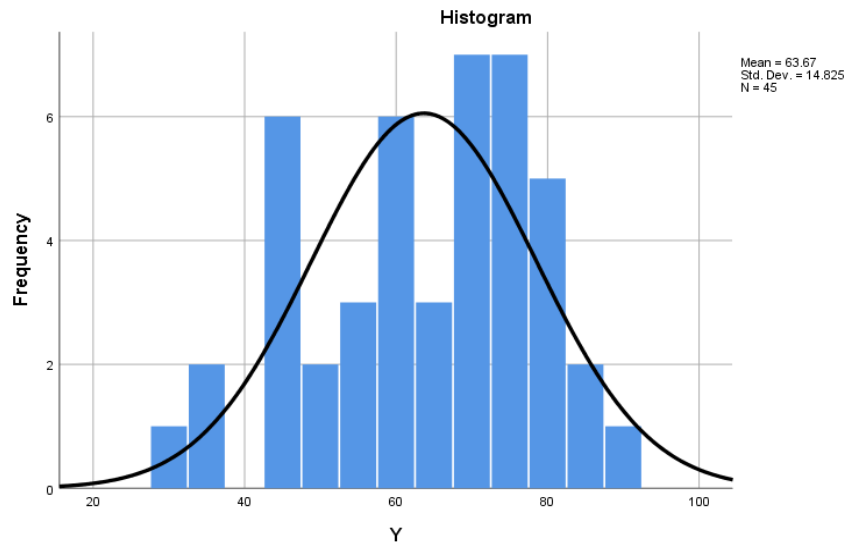
The frequency distribution of the students' English movie watching activity scores can be seen in table below.

Table 4.4: The Frequency Distribution of Vocabulary

		Y			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	2.2	2.2	2.2
	35	2	4.4	4.4	6.7
	45	6	13.3	13.3	20.0
	50	2	4.4	4.4	24.4
	55	3	6.7	6.7	31.1
	60	6	13.3	13.3	44.4
	65	3	6.7	6.7	51.1
	70	7	15.6	15.6	66.7
	75	7	15.6	15.6	82.2
	80	5	11.1	11.1	93.3
	85	2	4.4	4.4	97.8
	90	1	2.2	2.2	100.0
	Total	45	100.0	100.0	

The researcher can infer from the two tables that there are differences in the students' questionnaire results. The distribution of the questionnaire results can also be seen in the following histogram to clarify it further.

Figure 4.17: Vocabulary Test Answer Distribution Histogram



After getting the data obtained from the population or sample using data collection instruments, data analysis is needed to determine the relationship between the two variables. Before analyzing the relationship between the two variables, some prerequisites must be met first to see whether the data is normal and homogeneous.

a. Normality Test

Before analyzing the relationship between the two variables, a normality test needs to be conducted first. Through the data normality test, it can be seen whether the data is normally distributed or not. If the data is normally distributed, it can be assumed that it is taken randomly from the normal population. The type of data normality test used is a test using the Shapiro-Wilk formula at a significant level of 5% with the help of SPSS Statistics. The results of the normality test can be seen in the following table.

Table 4.7: Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
X	.097	45	.200*	.958	45	.100
Y	.154	45	.009	.955	45	.078
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Based on the table 4.7, it can be seen that the questionnaire regarding the habit of watching animated comedy movies was normally distributed because the results showed a number of 0.100, which is greater than the level of significance of 0.05. Meanwhile, the vocabulary test also shows a value of 0.078, meaning that the result is greater than the significance level of 0.05. The results showed that the data on the variable frequency of students English animated comedy movies watching activity were normally distributed because its significance was greater than 0.05 and it can be assumed that the data is taken randomly from the normal population.

b. Homogeneity Test

The next step is to test Homogeneity to ensure that the data is from a homogenous population. In theory homogeneity test is a statistical test procedure that aims to show that two or more groups of sample data that have been taken come from populations that have the same variance.

Table 4.8: Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Vocabulary	Based on Mean	2.264	3	40	.096
	Based on Median	.586	3	40	.628
	Based on Median and with adjusted df	.586	3	30.2 40	.629
	Based on trimmed mean	1.976	3	40	.133

Based on the calculations with SPSS, it shows a variance homogeneity test with the value of 0.096, which means that the data was in a homogeneous population and the same variance as the significance homogeneity is more than 0.05.

c. Hypothesis Test

Researchers use the SPSS program to calculate the Pearson Product Moment Correlation in testing the study hypothesis. The formulations of the hypothesis were as follows:

- a. H_0 = There is no significant relationship between students' habit of watching English animated comedy movies (X) and students' English vocabulary mastery (Y) if Sig count > Sig α (0,05).
- b. H_1 = There is a significant relationship between students' habit of watching English animated comedy movies (X) and students' English vocabulary mastery (Y) if Sig count \leq Sig α (0,05).

The calculation results can be seen in the following table.

Table 4.9: Correlation Test

		Correlations	
		X	Y
X	Pearson Correlation	1	-.294
	Sig. (2-tailed)		.050
	N	45	45
Y	Pearson Correlation	-.294	1
	Sig. (2-tailed)	.050	
	N	45	45

Based on the calculation results through SPSS above, the analysis show as follows:

Based on the significant value of Sig. (2-tailed): If the value of Sig. (2-tailed) \leq 0.05, then there is a relationship between the two variables. On the other hand, if the value of Sig. (2-tailed) > 0.05, then there is no relationship. From the results of calculations using SPSS, it is known that Sig. (2-tailed) between students' habit of watching English animated

comedy movies (X) and students' English vocabulary mastery (Y) is $0.050 \leq 0.050$, which means there is significant relationship between students' habit of watching English animated comedy movies and students' English vocabulary mastery.

Next, based on the calculated r (Pearson Correlations): If the calculated $r > r_t$, there is a positive correlation between the variables. On the other hand, if the value of $r < r_t$, it means that there is a negative correlation between variables. The score for the correlation between students' habit of watching English animated comedy movies (X) and students' English vocabulary mastery (Y) is $-0.294 < 0.294$ ($r < r_t$), which means that there is negative correlation between variables.

Then, based on the r value, the criteria for the strength of the correlation between students' habit of watching English animated comedy movies (X) and students' English vocabulary mastery (Y) can be determined as low negative correlation as it shows the result of -0.294 .

The findings show that the r (Pearson Correlations) number is -0.294 , with an r_t score with a degree of significance of 5% indicating a higher number of 0.294 , which means there is no correlation between the two variables. The results of Sig. (2-tailed) is 0.050 with a significance level of $\alpha = 0.05$, which means the results are equal and had a significant relationship between the two variables because of $\text{Sig.} \leq \alpha$. Therefore, the null hypothesis (H_0) will be rejected, and the alternative hypothesis (H_1) will be accepted. Researchers can conclude from the results and calculations that have been done that there is a negative relationship between students' habit of watching English animated comedy movies and students' English vocabulary mastery. It can be assumed that the eighth graders of SMP Negeri 1 Ngantang have not effectively utilized movie as a media of vocabulary knowledge. Students also seem to lack good habit of watching animated comedy movies.

4.2 Discussion

The purpose of data analysis in this study was to measure the correlation between the student's habit of watching English animated comedy films and students' English vocabulary mastery of eighth graders at SMPN 1 Ngantang.

Vocabulary is an essential aspect of learning English, especially for English learners. By learning vocabulary, students can use the right words to express their thoughts in English. Vocabulary is an important part of the English language. Without vocabulary, communication will be difficult due to students' lack of understanding of English. By mastering vocabulary, students are expected to understand and apply the English language in all situations.

It is essential to learn vocabulary for students to develop their language skills. However, in learning a language, there are obstacles. Some students may think that learning vocabulary is difficult and tedious. In this case, teachers are asked to be creative in finding learning techniques and media suitable for students.

In this study, researchers wanted to know students' habits in watching animated comedy movies toward students' vocabulary mastery. By choosing suitable media, students will be more interested in learning the vocabulary of what they watch, especially if the media is a movie with the genre they like. Movies are one of the media that can be used in learning English.

In this study, researchers gave questionnaires to students to obtain students' perceptions about the habit of watching animated comedy movies. To measure students' ability in vocabulary mastery, the researcher also gave students a vocabulary test.

The analysis shows the score of the Pearson correlation (r) was smaller than the score of the r table (r_t), with the Pearson correlation being -0.294, compared to the r table with the degree of significance of 5%, showed that the r table obtained is 0.294. Therefore, the score of Pearson correlation is smaller in comparison to the score of the r table, which means there is a low negative correlation between the two variables. The results also show the score of Sig. (2-tailed) is 0.05 with a significance level of $\alpha = 0.05$, which means that the

score of Sig. (2-tailed) was equal to α , with the conclusion that $\text{Sig.} \leq \alpha$, in other words, the alternative hypothesis (H_1) is accepted, and the null hypothesis (H_0) is rejected, which means that there is a significant relationship between the two variables. From these results, it can be concluded that there is a significant but low negative correlation between students' habit of watching English animated comedy movies and students' vocabulary mastery.

Based on a previous study from Ikram (2017), he found the results of the students' habit of watching movies and students' vocabulary level was 1.54 at the significance level of 5% with the value of r table 0.396. The correlation between the two variables was significant since the Pearson correlation is higher than the value of the r table ($1.54 > 0.396$). The results also show the score of Sig. (2-tailed) is 0.00 with a significance level of $\alpha = 0.05$, which means there is significant and very high correlation between the two students' habit of watching movies and students' vocabulary level at the Second Year of MTs Izaatul Islam Parung.

Another study from Utami (2020) shows the result of the students' habit of watching movies and students' vocabulary mastery with the pearson correlation was 0.188 and sig. (2. tailed) is 0.165 at the level of significance $\alpha = 0.05$. This result means there is no significance and very low correlation between students' habit of watching movies and students' vocabulary mastery at the Second Year of SMA Negeri 6 Yogyakarta.

However, this study, which was applied to eight grader students of SMPN 1 Ngantang, provided different results than in previous studies which showed a positive correlation between the two variables. This means this research has several reasons that could cause this to happen.

Based on the findings, which show that there is low negative correlation between students' habit of watching English animated comedy movies and students' vocabulary mastery, this can occur because the lack of interest in learning English makes students less interested in learning and increasing their English vocabulary. By having an interest in a subject, students will pay more attention to that subject. In other words, interest is an encouragement to increase

students' desire to learn. Students who have an interest in learning English will automatically increase the number of their vocabulary on their own accord. However, students who have no interest in English will not be motivated to learn English, let alone increase their vocabulary. There is also the habit of students watching English movies that only focus on the storyline they understand through the movie's subtitles rather than on the vocabulary spoken by the characters in the movie.

To improve students' vocabulary while or after watching animated comedy movies, researchers have identified several effective methods by (Togatorop & Sihotang, 2020). These methods aim to help students better understand the vocabulary they encounter in the movies. The approach can be divided into three stages:

1. Using subtitles: Subtitles allow students to comprehend the words spoken by the characters easily. This method effectively captures students' interest in watching and paying attention to movies, enabling them to focus and acquire new vocabulary. Animated comedy movies, in particular, help prevent students from feeling bored. As stated by Ukhra et al. (2020), humour in comedy movies can reduce students' stress and enhance their performance in learning.
2. Active viewing and listening: This method encourages students to actively engage while watching movies. Assigning tasks such as noting new words encountered during the movie prompts students to discover and learn vocabulary from animated comedy movies proactively. For instance, while watching the movie "UP," students might come across a funny line like, "*Tell your boss he can have my house*" when the main character's house starts flying. Such amusing and memorable moments in the movie pique students' interest in understanding the meaning and usage of these words, thereby expanding their vocabulary. As Brother Simamora and Oktaviani (2020) highlight, students enjoy the visuals and learn from the characters' behaviours and actions.

3. Follow-up writing tasks: The final stage involves asking students to write an essay based on the movies they have watched. By doing so, students can directly apply the vocabulary acquired through movie watching. Writing a few paragraphs allows teachers to assess whether students effectively use the new vocabulary they have learned. Animated comedy movies provide an advantage for students in terms of memory retention. The humorous and exciting behaviours portrayed in these movies make it easier for students to remember what occurred in the film. As a result, the words spoken by the characters during these funny and engaging moments leave a more lasting impression on students. As a result, students will find it easier to write essays based on the content they have watched in movies.

By employing this method, the researcher can effectively improve students' vocabulary with the help of movies. Animated comedy movies play a crucial role in making the learning process more engaging, enjoyable, and enthusiastic.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusions and suggestions of this study. The researcher explains the conclusion of the study and suggestion for further research.

5.1 Conclusion

Based on the result of the study, between the two variables, which students' habit of watching English animated comedy movies (X) and students' English vocabulary mastery (Y) showed a correlation coefficient (r) totaling -0.294 compared to the r table with the degree of significance of 5%, showed that the r table obtained is 0.294. Therefore, the score of Pearson correlation is smaller in comparison to the score of the r table, which means there is a low negative correlation between the two variables. The sig. (2-tailed) also shows the number 0.05, which means the same as the significance level of 0.05 where if $\text{sig.} \leq \alpha$, then there is significant relationship between the two variables.

The calculation showed a low negative correlation between students' habit of watching English animated comedy movies and students' English vocabulary mastery. The low negative correlation signifies that as the students' habit of watching English animated comedy movies decreases, the student's English vocabulary mastery increases (and vice versa). This may be caused by several factors, such as the lack of student interest in English lessons or the limitations of this study which only focuses on animated comedy movies, where each student has their preferences in watching movies. The result also shows the significant relationship between students' habit of watching English animated comedy movies and students' vocabulary mastery. In conclusion, there is a significant but low negative correlation, meaning that the two variables influence each other significantly but are low correlated.

5.2 Suggestion

The researcher would like to propose some suggestions for students, teachers, and future researchers as follows.

Students at least get used to watching movies in English because it will help them expand their vocabulary. In addition, students who study English are expected to equip themselves with vocabulary knowledge. Furthermore, students have to practice more so they can easily understand the material provided by the teacher.

Second, teachers at least encourage their students to watch English movies in their spare time to expand their vocabulary. Teachers can also use movies as their media in teaching and learning as a fun way to learn English. To increase their vocabulary, the teacher can give assignments related to the movie they just watched.

Finally, for future researchers, due to limited ability, the writer realizes that this research is far from perfect. Furthermore, because this study only looked at two variables, the correlation between students' habits in watching English animated comedy movies and their vocabulary mastery, the writer suggests that future researchers conduct similar research by incorporating other English skills or components. (Latief, 2012)

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APPENDICES

Appendix 1 (Questionnaire score)

No.	Respondent	X
1	FP	26
2	FSR	42
3	GDO	24
4	KPPS	45
5	MAR	37
6	MNQAR	48
7	RDL	44
8	RGT	41
9	SAY	43
10	SDO	25
11	AYRNH	29
12	AARZH	33
13	AV	48
14	ADNA	37
15	BARK	58
16	CAN	41
17	ELF	37
18	FN	26
19	GEF	22
20	MDP	45
21	MFAA	17
22	RS	45
23	RDPP	50
24	NAPD	49
25	ANF	55
26	AIT	54

27	KH	41
28	NAMP	54
29	RAA	39
30	RHA	52
31	SBUKP	54
32	VA	58
33	ZZ	47
34	AFES	49
35	AHA	46
36	IPAB	23
37	IRO	33
38	KNY	26
39	MVDA	60
40	MHF	28
41	FBEY	60
42	NFI	43
43	NNS	39
44	RDL	52
45	TNG	53
Σ		1878

Appendix 2 (Vocabulary Test Score)

No.	Respondent	X
1	FP	75
2	FSR	30
3	GDO	75
4	KPPS	80
5	MAR	50
6	MNQAR	85
7	RDL	45
8	RGT	85
9	SAY	80
10	SDO	60
11	AYRNH	70
12	AARZH	70
13	AV	50
14	ADNA	70
15	BARK	45
16	CAN	35
17	ELF	90
18	FN	70
19	GEF	70
20	MDP	80
21	MFAA	70
22	RS	75
23	RDPP	45
24	NAPD	35
25	ANF	45
26	AIT	55

27	KH	60
28	NAMP	60
29	RAA	60
30	RHA	75
31	SBUKP	65
32	VA	55
33	ZZ	75
34	AFES	80
35	AHA	45
36	IPAB	65
37	IRO	70
38	KNY	80
39	MVDA	45
40	MHF	60
41	FBY	65
42	NFI	75
43	NNS	55
44	RDL	60
45	TNG	75
Σ		2865

Appendix 3 (*r* Product Moment Table)

N	Taraf Signif		N	Taraf Signif		N	Taraf Signif	
	5%	10%		5%	10%		5%	10%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

Appendix 4 (Correlation Interpretation Table)

Item 1

The Correlation Coefficient	Interpretation
0.800 – 1.00	Very High Correlation
0.600 – 0.799	High Correlation
0.400 – 0.599	Moderate Correlation
0.200 – 0.399	Low Correlation
0.000 – 0.199	Very Low Correlation

Item 2

The Correlation Coefficient	Interpretation
-(0.800 – 1.00)	Very High Negative Correlation
-(0.600 – 0.799)	High Negative Correlation
-(0.400 – 0.599)	Moderate Negative Correlation
-(0.200 – 0.399)	Low Negative Correlation
-(0.000 – 0.199)	Very Low Negative Correlation

Appendix 5 (Questionnaire)

Nama :

Absen :

Kelas :

Kuesioner “Hubungan Kebiasaan Siswa Menonton Film Animasi Komedi Berbahasa Inggris Dengan Penguasaan Kosa Kata Bahasa Inggris Siswa Kelas 8 SMPN 1 Ngantang”

1. Apakah Anda menonton film berbahasa Inggris?
 - a) Selalu
 - b) Sering
 - c) Kadang-kadang
 - d) Jarang
 - e) Tidak Pernah
2. Apakah Anda menonton film animasi komedi berbahasa Inggris? (ex: Up, Toy Story, Ice Age, Despicable Me, dll)
 - a) Selalu
 - b) Sering
 - c) Kadang-kadang
 - d) Jarang
 - e) Tidak Pernah
3. Apakah Anda menyempatkan diri untuk menonton film animasi komedi berbahasa Inggris keluaran terbaru?
 - a) Selalu
 - b) Sering
 - c) Kadang-kadang
 - d) Jarang
 - e) Tidak Pernah
4. Apakah Anda merasa senang saat menonton film animasi komedi berbahasa Inggris?
 - a) Selalu
 - b) Sering
 - c) Kadang-kadang
 - d) Jarang
 - e) Tidak Pernah
5. Apakah Anda mencari arti kata asing yang Anda temui dalam film animasi komedi berbahasa Inggris?
 - a) Selalu
 - b) Sering
 - c) Kadang-kadang

- d) Jarang
 - e) Tidak Pernah
6. Apakah Anda menirukan kalimat yang Anda dengar dari film animasi komedi berbahasa Inggris yang Anda tonton?
 - a) Selalu
 - b) Sering
 - c) Kadang-kadang
 - d) Jarang
 - e) Tidak Pernah
 7. Apakah Anda menggunakan subtitle saat menonton film animasi komedi berbahasa Inggris?
 - a) Selalu
 - b) Sering
 - c) Kadang-kadang
 - d) Jarang
 - e) Tidak Pernah
 8. Apakah Anda menganggap subtitle membantu saat menonton film animasi komedi berbahasa Inggris?
 - a) Selalu
 - b) Sering
 - c) Kadang-kadang
 - d) Jarang
 - e) Tidak Pernah
 9. Apakah Anda menemukan kosakata baru saat menonton film berbahasa Inggris?
 - a) Selalu
 - b) Sering
 - c) Kadang-kadang
 - d) Jarang
 - e) Tidak Pernah
 10. Apakah Anda dapat memahami kosa kata yang ada dalam film animasi komedi berbahasa Inggris yang Anda tonton?
 - a) Selalu
 - b) Sering
 - c) Kadang-kadang
 - d) Jarang
 - e) Tidak Pernah
 11. Apakah Anda mencatat kosakata baru yang Anda temukan dari film animasi komedi berbahasa Inggris?
 - a) Selalu
 - b) Sering
 - c) Kadang-kadang
 - d) Jarang

- e) Tidak Pernah
12. Apakah Anda menemukan kosakata baru setelah menonton film animasi komedi berbahasa Inggris?
- a) Selalu
 - b) Sering
 - c) Kadang-kadang
 - d) Jarang
 - e) Tidak Pernah
13. Apakah Anda sering menemukan kosakata yang sulit saat menonton film animasi komedi berbahasa Inggris?
- a) Selalu
 - b) Sering
 - c) Kadang-kadang
 - d) Jarang
 - e) Tidak Pernah
14. Apakah Anda dapat menebak dengan benar arti dari kosakata yang Anda temui saat menonton film animasi komedi berbahasa Inggris?
- a) Selalu
 - b) Sering
 - c) Kadang-kadang
 - d) Jarang
 - e) Tidak Pernah
15. Apakah Anda dapat menebak dengan benar arti dari kosakata yang Anda temui melalui gesture, ekspresi, gambar, maupun benda yang ada dalam film animasi komedi berbahasa Inggris yang sedang Anda tonton?
- a) Selalu
 - b) Sering
 - c) Kadang-kadang
 - d) Jarang
 - e) Tidak Pernah

Appendix 6 (Vocabulary Test)

Nama :

Absen :

Kelas :

Vocabulary Test

Pilih jawaban yang paling benar dengan arti yang paling dekat dengan kata kunci dalam pertanyaan.

1. SEE: They **saw** it.
 - a. cut
 - b. waited for
 - c. looked at
 - d. started
2. TIME: They have a lot of **time**.
 - a. money
 - b. food
 - c. hours
 - d. friends
3. PERIOD: It was a difficult **period**.
 - a. questions
 - b. time
 - c. thing to do
 - d. book
4. FIGURE: Is this the right **figure**?
 - a. answer
 - b. place
 - c. time
 - d. number
5. POOR: We are **poor**.
 - a. have no money
 - b. feel happy
 - c. are very interested
 - d. do not like to work hard
6. DRIVE: He **drives** fast.
 - a. swims
 - b. learns
 - c. throws balls
 - d. uses a car
7. JUMP: She tried to **jump**.

- a. lie on top of the water
 - b. get off the ground suddenly
 - c. stop the car at the edge of the road
 - d. move very fast
8. SHOE: Where is your **shoe**?
- a. the person who looks after you
 - b. the thing you keep your money in
 - c. the thing you use for writing
 - d. the thing you wear on your foot
9. STANDARD: Her **standards** are very high.
- a. the bits at the back under her shoes
 - b. the marks she gets in school
 - c. the money she asks for
 - d. the levels she reaches in everything
10. BASIS: This was used as the **basis**.
- a. answer
 - b. place to take rest
 - c. next step
 - d. main part
11. MAINTAIN: Can they **maintain** it?
- a. keep it as it is
 - b. make it larger
 - c. get a better one than it
 - d. get it
12. STONE: He sat on a **stone**.
- a. hard thing
 - b. kind of chair
 - c. soft thing on the floor
 - d. part of a tree
13. UPSET: I am **upset**.
- a. tired
 - b. famous
 - c. rich
 - d. unhappy
14. DRAWER: The **drawer** was empty.
- a. sliding box
 - b. place where cars are kept
 - c. cupboard to keep things cool
 - d. animal house
15. PATIENCE: He has no **patience**.

- a. will not wait happily
 - b. has no free time
 - c. has no faith
 - d. does not know what is fair
16. NIL: His mark for that question was **nil**.
- a. very bad
 - b. nothing
 - c. very good
 - d. in the middle
17. PUB: They went to the **pub**.
- a. place where people drink and talk
 - b. place that looks after money
 - c. large building with many shops
 - d. building for swimming
18. CIRCLE: Make a **circle**.
- a. rough picture
 - b. space with nothing in it
 - c. round shape
 - d. large hole
19. MICROPHONE: Please use the **microphone**.
- a. machine for making food hot
 - b. machine that makes sounds louder
 - c. machine that makes things look bigger
 - d. small telephone that can be carried around
20. PRO: He's a **pro**.
- a. someone who is employed to find out important secrets
 - b. a stupid person
 - c. someone who writes for a newspaper
 - d. someone who is paid for playing sport, etc

Appendix 7 (Curriculum Vitae)

AUTHOR BIOGRAPHY

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