

**THE CORRELATION BETWEEN STUDENTS' FREQUENCY OF  
WATCHING ENGLISH CARTOON MOVIE AND THEIR VOCABULARY  
MASTERY**

**(A Script)**

**By**

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**ENGLISH EDUCATION STUDY PROGRAM  
TEACHER TRAINING AND EDUCATION FACULTY  
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## **ABSTRACT**

### **THE CORRELATION BETWEEN STUDENTS' FREQUENCY OF WATCHING ENGLISH CARTOON MOVIE AND THEIR VOCABULARY MASTERY**

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This research was aimed to know : “There was significant correlation between students’ frequency of watching English Cartoon movie and Students; vocabulary Mastery SMAN 15 Bandar Lampung in academic year 2020/2021. The research method of this research was a quantitative. The population of the research was the twelve grade students of SMAN 15 Bandar Lampung in academic year 2020/2021, the number of students was 32 students. The researcher gave a questionnaire to know students’ frequency of watching English Cartoon movie, and test to know the students’ vocabulary mastery. The data that has been gathered was analysed by Pearson Product Moment Correlation. Data Analysis shows that there is significant correlation between two variable since  $p < 0.01$  ( $p = 0.98$ ). It can be happened because most of students use their time to watching English Cartoon movie and it can enrich their vocabulary.

Keywords: Vocabulary Mastery, Watching English Cartoon Movie, Correlation, Frequency.

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**Yunike Denasti Mandasari**

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The Faculty of Teacher and Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
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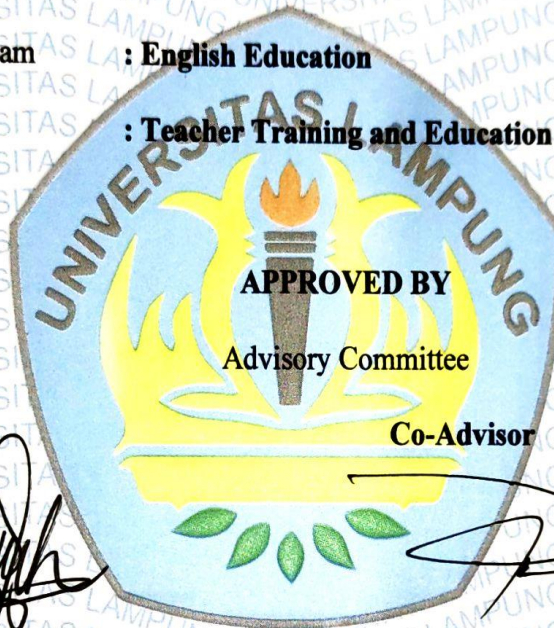
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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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## **CURRICULUM VITAE**

The writer's name is Yunike Denasti Mandasari who was born in Palembang, 28<sup>th</sup> December 1997. She is the only one daughter of Mr. Nasrul (ALM) and Mrs. Afridawati. And then she became second daughter of Mr. Hendri Maun and Mrs. Afridawati.

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The writer also carried on Teaching Practice Program (PPL) at SMPN 08 Desa Bumi Baru, Way Kanan, on July 15<sup>th</sup> to 16<sup>th</sup> August 2019.

## DEDICATION

With a bunch of love and appreciation, this script is proudly dedicated to:

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## MOTTO

*It's great to be ambitious and aim for more and more to be happy in the future, as I've lived up until now, but think it's one of the nicest ways to live life if you know how to enjoy what is in the present.*

*Everyone suffers in their life. There are many sad days, but rather than sad days, we hope to have better days. That's what makes us live. That's what makes us dream.*

*Kim Namjoon*

*Miracle only happens to those who never give up.*

- *Emporio Ivankov, One Piece*-

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The Writer

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## **I. INTRODUCTION**

This chapter deals with the background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objectives of the research, significance of the research, and definition of terms.

### **1.1 Background of the Problem**

Vocabulary is considered as an important language component because it can support the learners' ability in developing language skills as quoted by Lado (1979) as cited in Novi (2013). In line with Lado, Cameron (2001: 72) emphasized the importance of vocabulary learning especially for children who learn a foreign language. She stated that vocabulary learning can serve as a stepping stone to learn and use grammar. Thus, it can be stated that vocabulary learning is also important to be conducted in the classroom because vocabulary can make the students convey their ideas both in oral and written form effectively. Their ideas can help them in understanding the subject with the teacher's guide. Regarding the statement above as quoted by Esra (2017), Wilkins (1972) said that without grammar very little could be conveyed but without vocabulary, nothing can be conveyed. We are able to understand the language even if we do not understand grammar. On the other hand, we are not able to understand one single simple sentence if we are not able to recognize the meaning of vocabulary.

Based on the previous research (Thornburry, 2002) it was found that there are difficulties in teaching vocabulary in the class. The students have problems in memorizing and understanding vocabulary. They easily forgot some new words that the teacher taught and sometimes they could not remember how to pronounce it. This shows that their tendency to repel the subject of English is caused by their lack of vocabulary.

In Indonesia, English considered the first foreign language to be learned, the Indonesian government has chosen English as a first foreign language to be taught in schools. In formal education, English is taught from elementary school until universities. As a subject of learning process, English considered as one of subject that less comfortable by the students. So that using teaching media is very important to help the students be more interest, as stated by Saiful (2013).

As a part of language components, vocabulary has an important role in learning English. Without mastering vocabulary, it is impossible to master English well. The students who get more vocabulary, they can improve their English easily. Teaching English in conventional ways is not easy task. When students find new difficult words, they have to open a dictionary to get the meaning. Students need alternative sources to enjoying the learning of vocabulary. Therefore, the teacher must provide the media in order to help the students enriching their vocabulary.`



According to Arsyad (2012:13) media is an important tool in conveying the message or the information in the learning process. There are three kinds of media, namely: visual media are using the senses of vision, audio media are using the senses of hearing and audio-visual media that combines multiple senses hearing and vision. Students would be more motivated if they can use multiple senses than if the students is only using one sense either vision or hearing. In this case, the researcher will take audiovisual media for running the research. It is English cartoon movie media.

Cartoon film is the same as animation film. The word animation was derived from Yunani “anima” which the meaning is soul and live. The word animation also has a mean is to give a live for the object by stiring the object in the specific time. From the statement above it can concluded that animation is a group of picture or object (Wordpress: 2010) It means that cartoon film is animation films that show a 2 dimension film. Pande (2008) explains that a cartoon movie is an exaggerated amusing illustration caricaturing in moving diagram way of cruising a person or event with some thoughts. So the cartoon film is a picture that can move and make a sound. By using English cartoon, students are expected to enjoy learning English vocabulary, clarifying messages, saving teachers’ energy, motivating students to learn, increase the quantity of teaching and learning.

Based on the researcher observation, students of senior high school prefer to watch English cartoon than Indonesian cartoon. Actually, an English-cartoon that have been translated in Indonesian, but the conversation is still spoken in

English. Watching English cartoon can be an alternative media of students to improve and enrich their mastery of English vocabulary in their free time.

### **1.2 Identification of the Problem**

In reference to the background of the problem, the following problems can be identified:

1. The level of English competence and vocabulary mastery of the students is low in average.
2. The English teacher's method to improve students' vocabulary mastery is not effective yet.
3. The students need to improve their vocabulary achievement.

### **1.3 Limitation of the Problem**

This research is concentrated on investigating the following issues:

1. Frequency of watching English cartoon movie.
2. Vocabulary mastery

### **1.4 Formulation of the Problem**

In line with the limitation of the problems above, the research problem can be formulated as follows:

1. Is there any correlation between students' frequency in watching English cartoon movie and students' vocabulary mastery?

### **1.5 Objective of the Research**

The objective of this research is to find out whether there is a significant correlation between students' frequency in watching English Cartoon Movie and students' vocabulary mastery

### **1.6 Significance of the Research**

The result of this research is expected to give information for the schools, teachers, and other writers. From the result, the teacher will know the ability of their students in English so that they can find the solution. Furthermore, the teacher can decide to choose English cartoon movie as their alternative method in teaching vocabulary. Besides, this research can become a reference for other writers who will do some research in vocabulary and English Cartoon Movie.

### **1.7 Definition of Terms**

In order to the same perception about the terms used in this study, the following definitions are presented:

1. Vocabulary is a list or set of words for a particular language or a list set of word that individual speaker of language might use (Hatch and Brown quoted in Budi Setiawan 2010).
2. Movie is one of the audio visual tools that contain pictures and sounds so that students can see and hear directly.
3. Correlation is a mutual relationship or connection between two or more things.

This chapter already discussed the introduction of the research includes the explanation about the background of the research, research questions, objectives of the research, uses of the research, and definition of terms. Those were discussed to provide an insight into this research. In the next chapter, the writer tries to describe more about the theories used in this research.

## **II. LITERATURE REVIEW**

This chapter deals with the concept of vocabulary, the concept of habit, the concept of Cartoon movies, previous studies, theoretical framework, and theoretical hypothesis.

### **2.1 Definition of Vocabulary**

There are several vocabulary definitions. Vocabulary is the total of words in a language. When we talk about language, it can't be separated from vocabulary. By choosing the right words when someone communicates with others is very important. Someone's mastery of language can be seen from their vocabulary mastery.

According to Hornby (1995), vocabulary is the total number of words, which make up the language. It can be defined, roughly, as the words we teach in a foreign language. In English study is focuses on the meaning, so the students must know the meaning of the vocabulary that they are learning, that they are read, listen.

Brett and McKay (2012) state that by building vocabulary it can help you understand other people. Building your vocabulary involves more than just memorizing lists of the kinds of words you had to know for the SAT. Just as learning a second language can help you understand people from other countries, increasing your working vocabulary allows you to understand those who may share your mother tongue but also have a special “dialect” of their own. People’s fields of work and interests often come with special terminology that isn’t as commonly known. The more of these “special” words you learn, the greater the variety of people you can connect with. Therefore, the learner of a foreign language should think more about building vocabulary as many as possible before starting to master language skills.

So, vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do.

Based on the statement above, it can be inferred that in learning vocabulary, the students should know how to form the words, understand the meaning of the words, and how to use them. Understanding the meaning of English vocabulary is essential for the students to be able to form and use the word properly. It is also useful for the students to help them in doing assignments in the textbook or when they have to explain something to other people.

## 2.2 Types of Vocabulary

According to the basis of frequency, Nation (1994:3) mentions that vocabulary can be divided into two kinds; those are high-frequency vocabulary and low-frequency vocabulary. Below is the detailed description of them:

- a. *High-frequency vocabulary* is consisting of words that are used very often in normal language, use in all four skills, and across the full range of situations of use. High-frequency vocabulary consists of 2000 words families, which are about 87% of running words in formal written text and more than 95% of the words in informal spoken texts.
- b. *Low-frequency vocabulary* only covers only a small proportion of the running words of continuous text, it means that low-frequency vocabulary is rarely used in the common activity of English language. This group includes well over 100.000 words families.

Also, according to Nation (2001), the type of vocabulary is divided based on vocabulary knowledge namely receptive vocabulary and productive vocabulary. Each type has a different purpose and, luckily, vocabulary development in one type facilitates growth in another. Receptive vocabulary is learners' words that are generally understood when heard or read or seen constitute a person's receptive vocabulary. Receptive vocabulary is used passively in either listening or reading. Productive vocabulary refers to words which can be produced within an appropriate context and match the intended meaning of the speaker. Productive vocabulary is used actively either in

speaking or writing. In this research, the researcher will focus on receptive vocabulary. There are two units of receptive vocabulary as follow:

a) Listening Vocabulary

Listening vocabulary is every word that is used by people than can be recognized when listening to speech. People may still understand words they are not exposed to before using clues such as tone, gesture, the topic of the discussion, and the social context of the conversation. There are some media that can help the learner to increase their English vocabularies, such as English songs, English cartoon movie, and English podcasts. In this study, the researcher will use English cartoon movie to increase students' receptive vocabulary. The language learner will get a new vocabulary by listening to the audio (the dialog in the movie).

b) Reading Vocabulary

Reading vocabulary is every word that people can recognize when reading. This is generally the largest type of vocabulary. We can read and understand many words that we do not use in our speaking vocabulary. This is the 2<sup>nd</sup> largest vocabulary if you are a reader. If you are not a reader, you can't "grow" your vocabulary. In this study, the learner will gain a new vocabulary through reading the English subtitle of the English Cartoon Movie.

Jo-Ann Aeborsold and Mary Lee as quoted by Dian (2014), also distinguishes vocabulary into active vocabulary and passive vocabulary:



a) *Active vocabulary*; is also called as productive vocabulary. Students must know how to pronounce the vocabulary well, they must know and be able how to use the grammar of the target language, they also must be familiar with collocation and understand the connotation meaning of the word. This type is often used in speaking and writing skills.

b) *Passive vocabulary*; refers to language items that can be recognized and understood in the context of reading and listening, and it also as receptive vocabulary.

Moreover, Burton (1992:100) says that there are two types of vocabulary used by people for their communication, which are general vocabulary and special vocabulary. The general vocabulary is the words used in general. It means that there is no limit or field or user. On other side, special vocabulary means that the vocabulary is used in certain fields, jobs, professions, or special sciences. For example a journalist, lawyer, and politician. All of them have specialized vocabulary arising from particular circumstances of their lives and works.

From all explanation above, the researcher can conclude there is a different idea in classifying the types of vocabulary. For, every person may have a different perspective in showing and telling opinions and ideas.

### **2.3 The Importance of Vocabulary**

Learning English vocabulary in a country that learns English as a foreign language is not easy, because there is not much use of English words in daily

life. Unlike English as a second language, English vocabulary is very easy to find wherever they are, such as in schools, restaurants, even in the textbooks. Vocabulary is an essential part of a learner who wants to learn a foreign language. Ghazal (2007, p.84) states that vocabulary learning is one of the major challenges foreign language learners face during the process of learning a language. No matter how good students learn grammar and how successfully the sounds of the second language are mastered, without words to express a wide range of meanings, communication in a second language can't be done in any meaningful way.

From the statement above, it can be proved that vocabulary may affect someone's thinking and the way he expresses his feelings. The communication will be going fine and well to be understood if someone has been mastered vocabulary properly. The idea and feeling can be expressed directly and rightly when someone knows what vocabulary should he uses. So, communication will away from misunderstanding. The linguist David Wilkins stated, 'Without grammar very little can be conveyed, without vocabulary, nothing can be conveyed'. Moreover, he said, 'If students only spend most of their time studying grammar, their English will not improve very much'.

Troike (1985) also mentioned in his book, that vocabulary is the most important level of second language knowledge for language learners to develop their competence in academic or in personal communication, or for

a broader scope of communicative competence that spans the two. The purpose of each learner may be different, but the importance of their second language communication is through learning vocabulary.

#### **2.4 Vocabulary Mastery.**

There are many definitions of vocabulary proposed by some experts. It is very important for one to know what vocabulary is before discussing vocabulary mastery. Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, of course, foreign language learners will get some difficulties in developing the four language skills. According to Hatch and Brown (1995: 1), the term vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use.

Swannel (1994: p 656) defines mastery as comprehensive knowledge or use of a subject or instrument. Mastery is defined as the complete control of knowledge (Oxford Advanced Dictionary). This definition is supported by Hornby (1984: 777) who defines mastery as skill or thorough knowledge. From these definitions, it comes to the conclusion that mastery means the competency to understand and apply something learnt. Vocabulary mastery is always being an essential part of English. Lewis and Hill (1990: 12) say that vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having proportional English vocabulary, students will get some difficulties in using English.

Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it). In addition, Schmitt and McCharty (1997: 326) state “Receptive and Productive knowledge may prove the only realistic way to measure depth of vocabulary knowledge”. Receptive knowledge is words that the learners recognize and understand when they occur in a context. While productive knowledge relates to words which the learners understand, able to pronounce correctly and use constructively in speaking and writing. Further, Madsen (1983:12) states the purpose of vocabulary test is to measure the comprehension and production of words used in speaking or writing. It can be said that vocabulary mastery is a complete skill to understand the stock of words and their meanings of a particular language.

### **2.5 Definition Correlation.**

According to Fraenkel and Wallen (2009), correlational research is a research which purpose is to find out the relationship between two or more variables and their cause and effect. In addition, Creswell (2012) states that “a correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently.” In line with Creswell, Ary, (2010) also describe that correlational research looks for the relationship or correlation between variables in positive correlation or negative correlation, and the level of correlation is determined by the coefficient of correlation. It can be said that the detection of correlation among variables is based on its correlation coefficient. From the description

above, it can be concluded that this study constitutes correlational research which is included into nonexperimental quantitative research, because it consists of numerical data, no variable manipulation, and it purposes to identify the correlation between two variables.

## **2.6 Habitual Learning**

Everyone has their habits. Some student uses it to explore their own potential, fill their free time, their daily needs, and even learn about something to get used to. Habits are routine behaviors done on a regular basis. They are recurrent and often unconscious patterns of behaviors and are acquired through frequent repetition. Many of these are unconscious as we don't even realize we are doing them. So, we can see that habits define our character and our usual behaviors, and because they are repeated frequently, we became 'better' at them.

In brain research, habituation is a case of non-acquainted learning in which there is a dynamic lessening of social reaction likelihood with a reiteration of a boost. It is presuming that habitual learning is learning by using repetition in a method of learning. The students accomplish something repeatedly and over again and these activities are utilized as a way of learning something to improve their accomplishment. To put it plainly, habitually learning by using habit. Some Indonesian students presumably prefer to use their habits in watching English cartoon movie to enrich their vocabulary.

## **2.7 Watching English cartoon movie -Frequency**

Nowadays, people love to watch anything in order to entertain them, get information, or even learn something from it. Based on the researcher's experience, from movie, we can learn something new like vocabulary especially, from the English cartoon movie. Most people also have different frequencies of watching English cartoon movie.

By watching English Cartoon Movie students able to learning language, able to improve knowledge, enrich the information, etc. In this era, people not only use a movie as entertainment but also in pedagogic purposes. An experiment conducted by Ismaili (2013) shows that movies can develop students' listening and communication skills. Johnson noted that watching movies in foreign languages give benefits for students, such as their ability in understanding spoken language increases, their pronunciation improves, they acquire new vocabulary, they can develop students' self' expression ability, and they unconsciously adapt to the language's grammatical forms and sentence patterns in context.

Furthermore, Al-Sarhan (2013) states that watching movies can improve students' vocabulary mastery. Students may have good vocabulary achievement with a high frequency of watching English cartoon movie. Conversely, the students with a low frequency of watching English cartoon movie may have less vocabulary mastery. The more they watch English cartoon movie, the more vocabulary they get.

To know the students' frequency of watching English cartoon movie, it can be measured by using the close-ended questionnaire. The questionnaire consists of three phases, those are students' frequency of watching English cartoon movie, students' repetition of watching English cartoon movie, and the last is students' behavior of watching English cartoon movie.

## **2.8 Consideration of using English Cartoon Movie compared to another media.**

There are many alternative media that can be used in teaching and learning English. Griffé (1992:5) states "songs are especially good at introducing vocabulary because songs provide a meaningful context for the vocabulary". Also Murphey (1996:6) also says that the songs that we learned would be understood easily by the children.

Not just songs, storytelling can also be the media for learning English and enrich the vocabulary. Storytelling is an activity carried out in language learning. According to Cameron (2001: 160) storytelling is an oral activity, and story have a form with a design to heard in situation that is included. Besides that, according to Gere (2002) storytelling is an action that use language, and colorful signs to create sequential scenes.

Another example is using a poem as the media for learning English. According to Webster's dictionary, an acrostic poem is composition usually in verse in which sets of letters (as the initial or final letters of the lines) taken in order to form a word or phrase or a regular sequence of letters of the alphabet.

But the writer choose English cartoon movies as media. Cartoon is caricature; often representing important events of politic or important public figure. Furthermore, Cartoon movie is defined as one of the major forms of graphic communication. It has the power to capture attention and influence attitudes and behaviors. Moreover, Harmer (2001) explains some reason why the use of video (movies) is needed in the teaching and learning process. He states that the use of videos (movies) can add a special or extra dimension to the learning experience. The first reason is seeing language-in-use. The second reason is cross-cultural awareness. The third reason is the power of creation. The students are given the potential to create something memorable and enjoyable. The last reason is motivation. In addition, Uma and Ponambala (2001) stated that movie can be the effective tools, because the media can be utilized freely for distance teaching and learning, including teaching vocabulary skill. Moreover, the use of movies that present visual senses, audio senses, and genres will transmit the materials effective and stimulate the students in exploring of the word in vocabulary process. Furthermore, the advantages of using carton movies are to strengthen their students' understanding of new vocabulary. The students also easily understand the meaning in the video without explain more by the teacher, so they remember the words and how to use those words in their activities. By using cartoon movies as a media, it can enrich the students' vocabulary and appeal their motivation too.

Using cartoon movie in teaching vocabulary for students has merits. There are 5 advantages. The first one is students enjoy language learning with



movie. The second advantage is video is an effective way of studying body language. The next is student gain confidence through repetition. By watching cartoon movie several times student can learn by absorption and imitation. The fourth is cartoon movie communicates meaning better than other media. Learners can see who is (or what is) speaking, where the speakers are, what they are doing, etc. All these visual clues can help comprehension. The last is cartoon movie represents a positive exploitation of technology. It is seen as 'modern tool' compared to books.

## 2.9 Genres of Movie

There is a lot of genres in movies. Not everyone will love a romantic movie, neither do the action movie. Sitompul (2010) states that there is some genres in movies such as dramas, action, thrillers, comedies, romance, romantic-comedies, buddy, science fiction, western, horror, animated, and documentaries.

a) Action.

Whose central struggle plays out mainly through a clash of physical force.

The examples of this genre are:

*Big Hero Six* (2014) and *Sonic the Hedgehog* (2020)

b) Adventure

This genre revolves around the conquests and explorations of the protagonist. The purpose of the conquest can be to retrieve a person or treasure, but often the main focus is simply the pursuit of the unknown.

The examples of this genre are :

*Disney Charlie and the Chocolate Factory* (2005)

c) Comedy

Comedies usually feature pratfalls, wordplay, uncomfortable situations, and sometimes lean the opposite way of realism. Their stakes are usually personal and violence is almost always done for laughs and not serious consequences.

The examples of this genre are :

*Hotel Transylvania* (2012)

d) Horror

Whose central struggle focuses on escaping from and eventually defeating a monster (either human or non-human).

The examples of this genre are :

*Coraline* (2009)

e) Love (Romance)

Whose central struggle is between two people who each want to keep the love for them. The examples of this genre are : *Beauty and The Beast*. (1991)

f) Fantasy

That is animated, or whose central struggle plays out in two worlds-the “real” world and an imaginary world.

The examples of this genre are :

*Dragon Rider. (2020)*

### **2.10 The Advantages of Using Cartoon English Movie.**

According to Champoux (2007) there are some movie advantages in teaching English:

1. Movies are comfortable, familiar medium to contemporary students that can keep student interest in the theories and concepts under discussion. Students can see the theories and concepts in action.
2. The movie is available on a videotape of high production quality. The big production qualities of these senses present strong effects in a short time.
3. Movie also is an economical substitute for field trips and other real-world visits. While most movies are fiction, they can offer powerful
4. Students can hone their analytical skills by analyzing movie scenes using the theories and concepts they are studying. Students also can see and experience the world beyond their own, especially if the scenes sharply differ from their local environment.
5. Movie offers both cognitive and affective experiences. They can provoke a good discussion, assessment of one’s values, and assessment of self if the scenes have strong emotional content.

### **2.11 The Disadvantages of Using Movie**

Although the movie has advantages it still has disadvantages. Champoux (2007) also mentions disadvantages of movie in teaching as follow:

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

### **2.12 Previous Study**

The first study was conducted by Yusvita (2010). She sought to find the relationship between the listening skill and the watching habits of 40 second grade students of MTs Hidayatut Thalibin, South Jakarta. She used questionnaire to collect the data on students watching habit and she used students' score which provided by teacher as the data of the students' listening skill. She correlated the scores from questionnaire with their listening scores by using Pearson Product Moment statistical procedure. The findings of her research showed a moderate correlation between the watching habit of students at MTs Hidayatut Thalibin and their listening skill with index correlation value 0,46. However, her research also showed

weakness, mainly in the questionnaire. Rather than asking how the students watched the movies, most of the questions asked how the students perceived the use of movies as a learning material. Furthermore, the response only involved three scales/options. The next related study was conducted by Rahman (2012) focused on how the amount of time that students spent in watching English cartoon movie relates to their vocabulary knowledge. The sample in this research was 64 second graders at MAN 1 Semarang. Rahman used a questionnaire to measure the students watching frequency and a test to measure their vocabulary knowledge. He found a correlation with index value of 0.584. It was a positive correlation which means the more students watch movies, the more they improve their vocabulary knowledge. The next related study which was conducted by Mutmainah (2014) sought to find the relationship between students' habit of listening to English songs with their listening skills. The sample in this research was 80 second graders at SMPN 2 Kota Tangerang Selatan. She used questionnaire to measure the students' listening habit and a test to measure their listening score. After calculating the data with Pearson Product Moment statistical procedure, she found a relationship between two variables with correlation index of 0,541, which means a moderate correlation. Al-Sarhan (2013) states that watching movies can improve students' vocabulary mastery.

### **2.13 Theoretical Assumption**

Ghazal (2007, p.84) indicates that vocabulary is central to language and is of great significance to language learners. In other word, we can say that vocabulary is the basic step for the learners to achieve the language target.

In order to be successful in improving students' vocabulary size, obviously, they must apply a proper learning strategy. One of them is by watching and listening to English Cartoon Movie. Movies spread enthusiasm among students. By using movies students are more interested to attend the class. Movies also can increase students' motivation in learning language such as English. It is in line with Al-Sarhan (2013) states that watching movies can improve students' vocabulary mastery. Stewart (2006) adds that language used in movie approximates language used in real life, thereby demonstrating practical application. Students may have good vocabulary achievement with high frequency of watching English Cartoon Movie. Conversely, the students with low frequency of watching English Cartoon Movie may have less vocabulary mastery. From the explanation above, the researcher assumes that watching English Cartoon Movie will affect students' vocabulary. The more they watch English cartoon movie, the more vocabulary they get.

#### **2.14 Hypothesis**

Based on the theoretical framework above, the writer formulated the hypothesis as follows:

H<sub>1</sub> There is a significant correlation between students' frequency of watching English Cartoon Movie and their vocabulary mastery.

### III. METHODOLOGY

This chapter focuses the methods of the research that uses in this study such as the research design, population and sample, instruments, validity, reliability, techniques for data collection, techniques for data analysis,

#### 3.1 Design

In this research, the researcher was use ex post facto design. It means that the researcher was not apply any treatment to the students (Setiyadi, 2018). There are two types of ex post facto design, those are co-relation study and causal-comparative study. In this research, the researcher was find out the correlation between students' frequency of watching English Cartoon Movie and their vocabulary knowledge. So that, this study was use co-relation study.

X                      Y

Where:

X = Questionnaire of Students' Frequency in Watching English Cartoon Movie

Y = Vocabulary Test

### 3.2 Population and Sample

The population of this research was third grade of SMAN 15 Bandar Lampung. The subject was class of third grade of SMAN 15 Bandar Lampung which consist of 32 students.

### 3.3 Instruments

To collect the data, this study was use questionnaire and vocabulary test, as follow:

#### a. Questionnaire

The questionnaire was given to the Senior High School Students. The questioners was given in the first meeting. The questionnaire consists of three phases. The first phases is about the frequency of students watching English Watching Movie which consists of five questions (1-5). The second phases is about the repetition of watching movie which consists of four questions (6-9). The third phases were automatics behavior of watching movie, there are five questions (10-14).

Table 1. Phases of the Questionnaire

No.	Phase	Question
1	The students' frequency of watching English cartoon movie	1-5
2	The students' repetition of watching English cartoon movie	6-9



3	The students' behavior of watching English cartoon movie	10-14
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The questionnaire was written in Bahasa Indonesia. It also will use Likert Scales from 1-4. This scale was created in 1930s by Rensis Likert to measure students' attitude into ordinal data. The scale will be interpreted as follow:

Table 2. The Scale of The Questionnaire.

NO	CRITERIA	SCORE
1	4	Strongly Agree
2	3	Agree
3	2	Disagree
4	1	Strongly Disagree

#### **b. Vocabulary Test**

The test was given after the questionnaire. The test consists of 50 questions. The questions based on the vocabulary material. The students will get possible score 0-100, where 0 is the minimum score and 100 were the maximum score.

### **3.4 Validity and Reliability**

According to Setiyadi (2018) validity and reliability are two elements that are relatively inseparable from measuring instrument. When the instrument

is valid, it means that the instrument also reliable. Otherwise, if the instrument is reliable, it does not mean that the instrument is valid.

### **3.4.1 Validity and Reliability of the Questionnaire**

#### **a. Construct Validity**

In the construct validity of the questionnaire, it plays an important role to measure what should be measured related to the theory. To get construct validity, the researcher uses the close-ended questionnaire of Likert Scale to analyze the questionnaire. The questionnaire will be given to the Senior High School Students. The questioners will be given in the first meeting by using google form. The questionnaire consists of three phases. The first phases is about the frequency of students watching English Watching Movie which consists of five questions (1-5). The second phases is about the repetition of watching movie which consists of four questions (6-9). The third phases were automatics behavior of watching movie, there are five questions (10-14).

#### **b. Content Validity**

Content validity refers to the degree to which an assessment instrument is relevant to, and representative of, the targeted construct it is designed to measure. In this research, the researcher will measure students' frequency, students' repetition and students' behavior of watching English Cartoon Movie. So that, the questionnaire will use those aspect as the item of the questions.

### c. Reliability

In order to measure the reliability of this instrument, the researcher was use Cronbach's Alpha with a minimum score is 0.70 (Setiyadi, 2018).

## 3.4.2. Validity and Reliability of the Vocabulary Test

### a. Construct Validity of the Test

Construct validity focuses on the kind of the test that is used to measure the ability, it is used to the research that has many indicators, according to Setiyadi (2006:26), if the instrument just measures one aspect, for example, vocabulary, the construct validity can be measured by evaluating items in the test. If all items have measured vocabulary mastery, this instrument has fulfilled construct validity. The researcher used the vocabulary test as the instrument, moreover all the items in the test measure vocabulary mastery, so it has fulfilled construct validity.

Table 3. Specification of Construct Validity of The Test.

NO.	ASPECT OF VOCABULARY	YES	NO
1	Pronunciation		
2	Spelling		
3	Meaning		
4	Word classes		
	Noun		
	Adjective		
	Verb		
	Adverb		

## b. Content Validity

In this research, the writer also did a content validity to estimate the validation of the test. The measurement of content validity can be observed when we can clearly define the students' achievement which related to the objective of the study that stated on the lesson plan that we are measuring. Brown (2004: 22-23). According to Hughes (1989:22) in Holandyah (2013:46) a test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc., with which it is meant to be concerned. In order to judge whether or not a test has content validity, a specification of the skills or structures should be made based on the curriculum and syllabus. Then the result analysis in constructing the content validity is presented in the test specification table including; objectives of the test items, text's title, test indicators, number of test items, total of the questions and type of test. (Holandyah, (2013: 46).

Table 4. **specification of content validity of Vocabulary Test.**

<b>NO</b>	<b>Word Classes</b>	<b>Item Number</b>	<b>Total</b>	<b>Percentage</b>
<b>1</b>	Noun	1, 2, 3, 4, 5, 6, 7, 18, 19, 20, 21, 1(b), 2(b), 3(b), 5(b), 6(b)	17	34%
<b>2</b>	Verb	23, 26, 29, 7 (b), 10 (b), 21, 22, 23, 24, 25	10	20%

<b>3</b>	Adjective	22, 24, 25, 27, 28, 30, 8(b), 9(b), 26, 27, 28, 29, 30	13	26%
<b>4</b>	Adverb	8, 9, 10, 11, 12, 13, 14, 15, 16, 17	10	20%
	Total	50		100%

### c. Reliability

In this study, the vocabulary test was used inter-rater reliability. Inter-rater reliability is the extent to which or more raters (or observers, coders, teachers, examiners) agree. According to Setiyadi (2016), inter-rater reliability is the degree of agreement among raters. In this research, the researcher will use 2 observers (teacher, and the researcher). This type of reliability is determined based on the similarity between team members. The more people involved in the team, the more reliable the results of the analysis will be. The simplest way to measure reliability is to calculate the percentage of the similarity of each indicator. For example, if there are four people who agree that item number 1 is an indicator of motivation while one person rejects it, then the value of item number 1 has a percentage of 80% (Setiyadi, 2016).

### 3.5 Scoring System

The data of students' vocabulary mastery was gathered by using multiple choice test. There are 50 questions about vocabulary. The researcher was used the formula to get the students' score, as follow:

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

in which:

S = Score of the test

R = Number of the correct answer

N = Number of the test items

### 3.6 Research Procedure

The procedures for collecting the data are as follows: Determining the research question and determining the focus of the research, determining the instruments, determining the population and sample of the research, distributing the instruments, analyzing the data and drawing a conclusion. Here is the detailed explanation of them.

#### **a. Determining the research question and determining the focus of the research**

Considering the fact among the findings found by researcher about the correlation between students' frequency of watching English movie and students' vocabulary knowledge preference, thus, the researchers have made research questions as follow:

Is there any significant correlation between students' frequency of watching English movie and students' vocabulary knowledge?

Yet, the study has focused on finding out the result of the correlation between students' frequency of watching English movie and their vocabulary knowledge.

**b. Selecting instrument materials**

In this research, the researcher has used two instrument materials which are questionnaires and vocabulary tests. For the questionnaire, the researcher has considered the three phases, those are students' frequency of watching English movie, students' repetition of watching English movie, and students' analysing of watching English movie. Then, the researcher will use vocabulary test which consists of 50 questions.

**c. Determining the sample of the research**

The sample of the research was determined through a purposive sampling technique or theoretical sampling technique. It means that in determining the research sample the researcher has used the existing theoretical basis so that the researcher considers that the sample chosen can represent the case study.

**d. Distributing the instrument**

In this step, the researcher was distributed the instrument (questionnaire and vocabulary test) to the sample of the study. At first, each of the participants was get a piece of students' frequency questionnaire and after that the students was had a vocabulary test. Before answering the question, all

participants have to mention their name, institution, and batch in the identity box and read the directions in order to fill the answer.

**e. Analyzing the data**

After the data of watching English movie and vocabulary mastery are collected. The researcher examines research hypothesis by calculating and correlate the data of X and Y variables. The examination will use Pearson Product Moment.

The equation for Pearson (r) is as follow:

$$r = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Where :  $r$  = correlation coefficient

$\sum x$  = the values for the X variable

$\sum y$  = the values for the Y variable

$\sum xy$  = the values for XY variable

(Sugiyono, 2012)

**f. Drawing conclusion**

After analyzing the data, the researcher made a conclusion about the finding of the study. The conclusion is consisting of the judgment of the researcher towards his/her findings or the result of the study. In order to make a conclusion, either generalization or even prediction, the researcher and the reader of the finding must believe that the conclusion is having a probability and level of significance (the level of trust in a conclusion) (Setiyadi,2018:83).



### 3.7 Data Analysis

The data of the research was statistically analyzed. The Correlation also was used as the tool to analyze the correlation between students' frequency of watching English movie and their vocabulary knowledge. The data were computed through the Statistical Package for Social Sciences (SPSS) version 16.0. The researcher was used product moment correlation in SPSS 16.0 version to find out the correlation between students' frequency in watching English Cartoon movie and their English vocabulary mastery. In interpreting the coefficient of correlation, the guidelines on Table 3 was used.

**Table 5. Interpretations of Correlation**

The Correlation Coefficient	Interpretations
0,00-0,20	Very low correlation
0,20-0,40	Low correlation
0,40-0,70	Moderate correlation
0,70-0,90	High correlation
0,90-1,00	Very high correlation

(Anas Sudijono. *Pengantar Pendidikan*. Hal 193-195)

This is the end of this chapter, this chapter already discussed about research design, the population and sample, the instruments, validity and reliability, data collecting technique, and data analysis.

## V. CONCLUSIONS AND SUGGESTIONS

Based on discussion that proposed in previous other chapters, inferential the followings.

### 5.1 Conclusion

Based on findings and discussion to the previous research, the researcher concludes about correlation between students' frequency of watching English cartoon movie and students' vocabulary mastery at the Third Grade of SMK Negeri 15 Bandar Lampung in Academic Year of 2019/2020.

1. Based on the analysis of data about vocabulary mastery in which the level of vocabulary mastery is divided into three categories. High vocabulary mastery 17 students, moderate vocabulary mastery is 9 students, low vocabulary mastery is 6 students. It can be concluded that the level of Students' Vocabulary Mastery at the Third Grade of SMK Negeri 15 Bandar Lampung is high.
2. Based on result of product moment correlation test analysis with value  $X = 34,312$  and  $Y = 72,218$  produce  $r = 0,98$  meaning that there is significant relation between student frequency of watching

English cartoon movie and student vocabulary mastery. It is proved by the value of product moment coefficient which shows that  $r > 0.01$  which means there is a correlation between the students frequency of watching English cartoon movies with student vocabulary mastery.

## **5.2 Suggestion.**

### 1. For Teacher

- a. Teacher have to be more creative and selective on choosing a method in learning process. Teachers have to know what students need and want in learning process so they will be more enjoy and feel comfort during the process.
- b. The use of media is one of learning method that must be capable by the teacher. By using media, the teacher will be more helpful in teaching process because it can make students more interested to the material that the teacher wants to deliver.

### 2. For students

- a. The writer hopes that Students can improve their English ability independently.
- b. The writer hopes that Students more interested in English lesson.
- c. The writer hopes that Students study more and respond in teaching process.

3. For the Researcher

It is suggested for other researcher to complete this research by conducting other research by using English movie. Based on the explanation, the writer would like to suggest other researcher that this research will be useful as additional reference.

4. The writer hopes that schools can add more facilities such as audio visual media so that the teachers and students will be enjoy and it is also maximize the learning process.

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