

The Correlation between Students' Watching English Animation Movie Habit with Their Vocabulary Mastery

Ni Kadek Sugi Juniari¹

Universitas Mahasaraswati Denpasar

Email: kadeksugijuniari@gmail.com

Putu Ayu Paramita Dharmayanti²

Universitas Mahasaraswati Denpasar

Email : ayuparamita@unmas.ac.id

Anak Agung Putu Arsana³

Universitas Mahasaraswati Denpasar

Email: agungfreedom@yahoo.com

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ABSTRACT

The study aims at figuring out the correlation between students' watching English Animation Movie habit with the vocabulary mastery of the eleventh - grade students of SMAN 1 Sukawati in Academic Year 2020/2021. In the present study, the researcher specified the type of movie into animation movie which individual's drawings, paintings, or illustrations are photographed frame by frame (stop-frame cinematography). The undertaking of the research was mainly based on the preliminary study. The subjects were the eleventh - grade students of SMAN 1 Sukawati in academic year 2020/2021. There were 60 subjects which came from 12 classes. The design was ex-post facto correlational research design. The research was carried out by distributing a questionnaire about students' habit in watching English animation movies and a vocabulary test through google form. The result showed that there was significant correlation between students' watching English Animation Movie habit with the vocabulary mastery of the eleventh - grade students of SMAN 1 Sukawati in Academic Year 2020/2021 with the correlation value was 0.719 that belonged to high correlation scale (0.600-0.800).

Keywords: habit, movie, animation and vocabulary mastery.

INTRODUCTION

Language learning begins by mastering the vocabulary. As it is one of the basic components in language learning, vocabulary mastery is highly needed in order to step further in the learning process. Students with large vocabulary mastery are able to convey and receive the ideas, opinions, and emotions effectively and far from monotonousness both in oral or even written form of communication. As mentioned by Wilkins on Thornbury (2005:13) without grammar very little can be conveyed, without vocabulary, nothing can be conveyed. It does not mean that learning grammar is not important, but communication goes easier as long as they have the variety of vocabulary to convey or receiving ideas even though they are not perfect in grammar. Thus, vocabulary mastery becomes such a critical element in learning English especially for the non-native students.

However, in order to optimize the teaching-learning process, especially for non-native students, it requires such effective approaches. Within the technology development, mastering the vocabulary is also possible for the students by watching English animaton movies regularly as their habit.

Darton (2011:11) added that in sociology, habits appear as routine practices means that there is an act that done continuously. Playing the same kind of movies for the sake of entertainment or education for several times as a routine develops become a habit. When students have watching English movie as their habit, means that the students do it repeatedly as a practice. Each time students watch new English movies, they are exposed to not only new stories but also new vocabularies. Moreover, amusing plots that represent English in use, characters, themes, gestures with epic visuals, and audio editing are able to engage the students to become addicted to watching more and more English movies. So that the more often they watch English movies the more vocabulary that they have, the more creative they become in conveying and receiving ideas.

There are many techniques in the making of a movie, and one of them is animation. Filmsite.org classifies animated movies as ones in which individual drawings, paintings, or illustrations are photographed frame by frame (stop-frame cinematography). Wulan (2016:23) stated that animation movies can be both a good stimulator and a helpful illustrator. It is because each different type of movies has its own function in the program of teaching. Animation movies have stronger potential to serve these functions than live-action movies because of the character development and extraordinary symbolism in it (Champoux, as cited in Wulan, 2016:24).

To sum up, based on the explanation above, the researcher assumed that by having those consistent stimuli from movies, it impacts students' vocabulary mastery, so the researcher thinks that there is a correlation between students' habits in watching English movie with students' vocabulary mastery. In order to find the answer to the researcher's curiosity, the researcher aims to conduct a research entitled The Correlation between Students' Watching English Animation Movie Habit with the Vocabulary Mastery of the Eleventh - grade Students of SMAN 1 Sukawati Academic Year 2020/2021.

Thus, the hypothesis of the present study is that there is significant correlation between students' habit in watching English animation movie with the vocabulary mastery of the eleventh - grade students of SMAN 1 Sukawati in academic year 2020/2021.

LITERATURE RIVIEW

A literature review is scientific explanations about the variables that will be discussed in this present study based on the experts' point of view. The purpose is to provide information or knowledge towards variables. A literature review may strengthen the study by supporting theories from the experts. The literature frameworks that will be discussed in this present study are (1) Vocabulary Mastery, (2) English Movies, (3) Animation Movies, and (4) Watching English Movie Habit.

Generally, vocabulary is the knowledge of meanings of words (Kamil and Hiebert, 2005, p.3). Moreover, Ur (1991) as cited on Wulan (2016) stated that vocabulary is words which taught in the foreign language. This statement means that vocabulary is the ability of the students to understand the meaning of English words which are essentially needed for listening, speaking, reading, as well as writing. A line with the previous statement, the learners of the foreign language are able to speak fluently and accurately, write easily, or understand what he or she reads or hears when they have enough vocabulary and have the capabilities of using it accurately (Faliyanti and Arlin, 2018). This shows that vocabulary mastery is a primary knowledge that is significantly needed in order to be able to use the language and master the four skills in English; listening, speaking, reading, writing.

However, Davin Wilkin in Thornbury (2015) stated that 'if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words. Learning grammar seems always emphasizes by most of the

teachers. Students are likely Asked to memorized all tenses rather than words. Grammar plays such a huge role in order to deliver the ideas within the right structure and grammatically ordered language, but for the non-native students, being able to use the language by knowing the meaning of the words or even sentences is the primary achievement, so that by learning words and expression is a great way to improve their English.

As the present research study about the correlation between students' habit in watching English animation movies with their vocabulary mastery, it requires the researcher to elaborate the experts' theories about movie. Movie which also known as film is one of the most popular entertainment. According to Barsam and Monahan (2010), a movie is a story that is captured in a set of celluloid strips or films which are shown on a screen with a certain speed to give the impression of moving.

English movies are the best choice for the teachers of English to motivate the English as a second language or English as foreign language students properly in the English language classrooms (Rao, 2019). A line with Rao statement, Sufen (2006) stated that movies provide both audio and visual materials that help the students understand the language more easily. A movie as one type of video which is an audiovisual material has several advantages for learning purposes. Harmer (2003) mentioned these advantages as; first, movies are great source to see language in use. Movies do not only provide the students the language sounds, but movies also allow the students to see the language too. This greatly aids comprehension, since for example, general meaning, and moods are often conveyed through expression, gesture, and other visual clues. Thus, interpreting the text more deeply. Second, a movie is a cross culture awareness. Seeing the real native situation beyond the classroom environment makes the students able to learn the culture of the countries that use English as a mother tongue. Third, the power of creation comes after the students watch movies. They are able to imagine and manifest their ideas to do new things in English as they have learned new English expressions from the movies. Last, movie as video - based learning motivated the students to spend their attention more on the learning media which is the movie itself. As the level of their interest increase, it is followed by a bigger chance to learn the language in use.

Furthermore, watching English movies regularly helps the students to learn and understand vocabulary optimally. According to Willis (2008). The brain first recognizes the sensory input from seeing, hearing, and visualizing in separate but interrelated regions. These sensory response centers connect to higher cortical function for the manipulation of words. It is this active processing (doing things with words, from acting them out to creating graphic organizers) that brings students ownership of the new vocabulary.

In this present study, the researcher specifically conducts the research that focused on animation or animated movies. Huge difference is spotted between animation movie and not animation movie which is the type of the visual that these two types of movies have. Barsam and Monahan (2010) stated that animation employs different mechanisms to create the multitude of still images that motion pictures require.

In the making the animation movie itself there are three basic types that have been applied and used widely today; hand-drawn, stop-motion, and digital. The first type is hand-drawn animation (Barsam and Monahan, 2010). To create hand-drawn animation, animators draw or paint images that are then photographed one frame at a time in a film camera. Animators must draw 24 separate pictures to achieve 1 second of animation. The second is stop-motion. Stop-motion records the movement of objects (toys, puppets, clay figures, or cutouts) with a motion-picture camera; the animator moves the objects slightly for each recorded frame. The objects moved and photographed for stop-motion animation can be full-scale or miniature models, puppets made of cloth or clay, or cutouts of other drawings or pictures. Underneath some figures are armatures, or skeletons, with fine joints and pivots, which hold the figures in place between the animators' careful manipulations. Though more sophisticated types of stop-motion

animation are available, many animators still use this method because it is relatively inexpensive and quick to produce. The last is digital. Digital animation, which may begin with drawings, storyboards, puppets, and all the traditional tools of theater and animation, uses the virtual world of computer-modeling software to generate the animation.

Animation movies offer some positive benefits for the students especially in improving their vocabulary mastery. Wulan (2016, p.23) stated that animation movies can be both a good stimulator and a helpful illustrator. It is because each different type of movies has its own function in the program of teaching. Animation movies have stronger potential to serve these functions than live-action movies because of the character development and extraordinary symbolism in it (Champoux, as cited in Wulan, 2016, p. 24).

A person routine activity in watching English animation movie creates a habit. The word habit seems familiar to everybody around the world. All has their own habit but not all of them aware that they have one. According to Covey (1991) Habits are things we do repeatedly. Thomas and Znaniecki also note that a habit is “the tendency to repeat the same act in similar material conditions” (cited in Hodgson, 2006: 6, as cited in Lestari et al: 2013:19). Relating with these definitions, habit is the act that is done repeatedly in similar material conditions. Moreover, Abdulah and Rahman (2016, p. 99) mentioned that as the habit is forming, it can be analyzed in three parts: the cue, the behavior, and the reward. The cue is the thing that causes the habit to come about, the trigger of the habitual behavior. This could be anything that one's mind associates with that habit and one will automatically let a habit come to the surface. The behavior is the actual habit that one exhibits, and the reward, a positive feeling, therefore continues the "habit loop". For example, there is a case when a student at the beginning was looking for an animation movie on Netflix for the sake of entertainment (cue). Then he found out the movie offered a wonderful visual effect with a simple language use yet an attractive plot which made him watch more animation movies (the behavior). At the first time, he turned on the Bahasa subtitle while playing the movie. The second time he watched it, he wondered what exactly the dialogue in English is, so he played it with English subtitle. As he had been familiar with the movie, for the third time he enjoyed it without any subtitle. After several repetitions, he realized that his vocabulary knowledge was getting wider (reward), so he watches the similar kind of movie over and over again, and that is the “habit loop” of this student activity in watching English movie, specifically animation movie.

However, Darton (2011) saw habit from two different disciplines; psychologists and sociologists. From a psychologist point of view, habit is individual behavior that originates in the individual himself and is the product of their beliefs, attitude, and other motivation factors. Triandi (1977) as cited on Darton (2011) stated habit becomes the one factor among several which interact to determine behavioral outcomes. It shows how our behavior can result either from a rational path involving careful deliberation, or from a habitual path, based simply on how often we have undertaken the behavior before. On the other hand, he also viewed habit from a sociologist point of view which consider habit as practice. Habit is about practices which exist as entities out there in the social world, and are reproduced by the individuals who perform them. Practice theory (emerging branch of sociology) holds that practice is made of three elements; Material, competence, and images. (Shove, 2008 as cited on Darton, 2011). Practice theory is helpful for understanding everyday behaviors which are often resource-intensive that requires exclusive, or even significant time and attention. Relating with the current study which about watching English movies specifically animation movies, the habit begins from the psychology term. Someone starts something because they believe in it and get motivated. Students start watching an English movie especially the animation one because they believe that it is such an interactive, yet fun to watch. Time by time, realizing that they understand more words in English then it becomes such a motivation to do it regularly and turns into a regular practice.

RESEARCH METHOD

In this study, the researcher applied the correlational design. Correlational studies are also known as *ex post facto* studies since it elaborated the correlation between students' habit in watching English movie with the vocabulary mastery of the eleventh - grade students of SMAN 1 Sukawati in academic year 2020/2021.

The eleventh - grade Students of SMAN 1 Sukawati academic year 2020/2021 was the population in this present study. The present study populations consisted of 407 students that were divided into twelve classes. Therefore, researcher, took 15 % out of 407 students which are 60 students to become the samples by using simple random sampling with lottery system.

In conducting a research, it is essentially needed a research instrument in order to collect and analyze the data that is accurate, and systematic way. As the present study was a correlational research design which examine a correlation between two variables, it required instruments to measure the data both from the watching English animation movie habit (x) variable as well as the Vocabulary mastery (y) variable. In this present study the instrument was in the form of closed questionnaires and selected response vocabulary test. The questionnaire consisted of 20 questions regarding to students' habit in watching English animation movie. The researcher also provided the answer box in form of Bahasa Indonesia by giving check (○). The researcher provided four options for each question SL, SR, KD, JR, TP (*selalu, sering, kadang-kadang, jarang, tidak pernah*). The questionnaire was adopted from Pusparini (2020) that was adapted from Gultom (2017). Whereas, for the vocabulary test the researcher decided to use matching test specifically the selected response vocabulary test. The test provided the students with some descriptive and recount paragraphs as well as conversation text which was also completed with a group of the right answers on the bottom of the test. The test had 25 different questions.

The data investigation was conducted by administering both the questionnaire and the vocabulary test trough online through google form in order to minimize the physical contact between the researcher and the sample due to the covid-19 outbreak situation.

As the data were collected, the researcher then di the data analysis trough SPSS 25 version for windows and administered the normality testing, homogeneity, Pearson product moment, as well as the T-test in order to answer the hypothesis.

FINDING AND DISCUSSION

a. Findings

As all the data have been collected, the researcher then did the scoring procedure by the scale that provided for the questionnaire and the answer key for the test. The data were collected as follow.

Table 1
The Data Showing the Score of the Questionnaire and the Vocabulary Mastery of the Students

No	Habit (X)	Vocabulary (Y)
1	61	68
2	72	76
3	70	80
4	78	88

5	84	88
6	86	96
7	68	68
8	78	84
9	66	72
10	71	76
11	70	80
12	69	92
13	61	84
14	68	64
15	73	72
16	78	72
17	78	76
18	80	88
19	78	92
20	86	92
21	86	100
22	88	100
23	65	68
24	79	84
25	74	88
26	68	68
27	71	80
28	71	76
29	68	72
30	72	76
31	80	80
32	74	88
33	74	88
34	81	92
35	73	84
36	75	88
37	75	88
38	78	84
39	73	84
40	62	68
41	64	72
42	71	76
43	72	80
44	84	88

45	81	88
46	82	92
47	88	92
48	73	96
49	72	92
50	75	76
51	69	76
52	68	80
53	71	84
54	76	84
55	75	84
56	72	84
57	76	84
58	78	88
59	80	92
60	78	88
Total	4467	4960

In this present study, the finding shows that the total score of the questionnaire is 4,467, moreover the highest score is 88, the lowest score is 61, and the average score is 74.45. Meanwhile, the total score test is 4,960 with 100 as the highest score, 64 as the lowest score and the average score is 82.66.

After the researcher collecting all the data that was required for the research, the premier examination is begin by the normality testing with Shapiro-Wilk for both the student’s watching English movie habit or the X variable, as well as the vocabulary mastery or the Y variables. The value of the significance for the X variable is $0.465 > 0.05$. The result of the normality testing for the X variable can be seen as follows:

Table 2
 The Data Normality Testing of Watching English Movie Habit

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Watching English Movie Habit	.074	60	.200*	.981	60	.465
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Furthermore, the researcher also attached the histogram of the data distribution in order to support the data description.

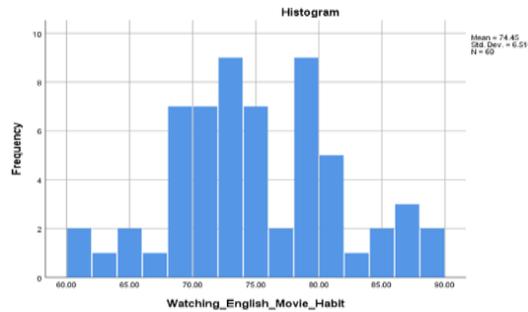


Chart 1 The Distribution of the Data in The Normality Testing of Watching English Movie Habit

The significance value of Vocabulary mastery variable is 0.060 that is bigger than 0.05. This means that the data for the Y variable in this present study are normally distributed. The result of the calculation can be seen on the table below.

Table 3
 The Data Normality Testing of the Vocabulary Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Vocabulary Mastery	.145	.60	.003	.962	60	.060

a. Lilliefors Significance Correction

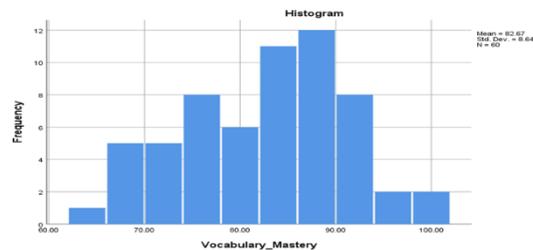


Chart 2 The Distribution of the Data in The Normality Testing of the Vocabulary Test.

Since both the significance value of the X variable is 0.465 and 0.060 for the Y variable which are bigger than 0.05. It could be concluded that both of the data are normally distributed. The next stage before hypothesis testing is the homogeneity testing in order to measure if the data are homogeneous or not. If the data is homogeneous, then it is ready for the final test which are the hypothesis test.

Table 4
 The Data Homogeneity Testing

		Test of Homogeneity of Variances			
		Levene Statistic	df1	df2	Sig.
Question naire and Test	Based on Mean	3.361	1	118	.069
	Based on Median	1.886	1	18	.172
	Based on Median and with adjusted df	1.886	1	11. 554	.172
	Based on trimmed mean	3.214	1	18	.076

According to the data calculation above, the significance value of the data is 0.069. In order to be considered as a homogenous data the value of the significance must bigger than 0.05. As the present study shows the value of the significance in the homogeneity testing is 0.069, it is bigger than 0.05 which means that the data were homogenous. Since the data passed both the normality and homogeneity testing, the data is ready for hypothesis that is done by Pearson Product Moment and T-testing analysis.

According to Arikunto (2013: 315), Product moment correlation is used to describe the strength of relationship between two variables. She also mentioned that product moment correlation is the most stable technique with the smallest standard error. If r is positive, that means the correlation is positive: if the value of variable x increases, the value of variable y will also increase. Meanwhile, if r is negative, that means the correlation is negative: if the value of variable (x) increases, the value of variable (y) will decrease, or vice versa.

In the present study, the calculation of the data can be seen as follow:

Table 5
 Data analysis for Both Variables.

Correlations			
		Watching English Movie Habit	Vocabulary Mastery
Watching English Movie Habit	Pearson Correlation	1	.719**
	Sig. (2-tailed)		.000
	N	60	60
Vocabulary Mastery	Pearson Correlation	.719**	1
	Sig. (2-tailed)	.000	
	N	60	60
**. Correlation is significant at the 0.01 level (2-tailed).			

From the data analysis above, it can be seen that Product moment correlation was 0.719 which means there is a high correlation between the two variables (0.600-0.800). Furthermore, the result of $r_{table 0.05}$ from $df = n - 1 = 60$ is 0.254. Therefore, the conclusion is that the result was significant which means that the hypothesis is accepted since the score of $r_{count} > r_{table}$ ($0.719 > 0.254$). According to the data that had been analyzed before, it can be assumed that there is significance correlation between students' habit in watching English movie with their vocabulary mastery. The last testing is the T-test which in this present study the researcher applied the paired sample T-test.

In the paired sample test analysis, the H_a is considered to be significant if the significance value is < 0.05 . Based on table 6 below, the significance value is 0.00 which is smaller than 0.05. That means that the correlation between student's habit in watching English movie with the vocabulary of the eleventh - grade students of SMAN 1 Sukawati is significant and H_a is accepted.

Table 6 Paired Samples Test

		t	df	Sig. (2-tailed)
				Sig.
Pair 1	Watching movie habit Vocabulary	-10.582	59	.000

Meanwhile, according to the table 4.6 the t counted value is negative on -10.582. According to Pusparini (2020:47) this because the mean value of the X variable which is the watching English Movie Habit is smaller than the mean value of the Y variable or the

vocabulary test. However, in this case there is no influence of positive or negative value of t-test (Santoso, 2014, as cited on Raharjo, 2019, as cited on Pusparini, 2020:47). Contextually the negative t counted value could mean positive which is 10.582. The t counted value then compared with the t table based on $df = 59$. The value of the t table in 59 df is 2.001 which is smaller than 10.582. So, it means that $t_{counted} > t_{table}$. In conclusion, the hypothesis is accepted.

b. Discussion

The findings of the data analysis in the present study showed that there is a positive correlation between students' habit in watching English movie with their vocabulary mastery, it indicates that the higher score that the samples got in the questionnaire then the higher score also achieved in the vocabulary test. This means by watching English movie especially animation movies, assists the students to be able to gain more vocabulary knowledge than they already have. However, in the present study, the researcher focused to examine the students' knowledge of vocabulary in terms of word class; preposition, adjective, verb, adverb, pronoun, synonym, antonym which according to the result of the study, are significantly influenced by the habit of watching English movie especially animation movie.

On the questionnaire itself, this had been examined on the question number 16, 17, and 20 which asked about the respondent opinion in how English influence their vocabulary mastery and their habit when seeing new vocabularies appear. Furthermore, the researcher also discovered that there were a lot of the samples feel happy and enjoy watching English animation movie. Many of them answered and checked on the option "often" and "always" on the watching English animation movie questionnaire that asked if they enjoy, and feel happy while watching English animation movie or not.

Last, English movies also beneficial for the students to be able to experience how exactly English being used in English-speaking countries. Harmer (2003: 282) explained that movies are a great source to see language in use. Movies do not only provide the students the language sounds, but movies also allow the students to see the language too. This greatly aids comprehension, since, for example, general meaning, and moods are often conveyed through expression, gesture, and other visual clues. Thus, students' English become more natural even appears like the native speakers.

CONCLUSION

From the data analysis above it can be concluded that the Product moment correlation was 0.719 which means there is a high correlation between the two variables (0.600-0.800). Furthermore, the result of r_{table} 0.05 from $df = n = 60$ is 0.254. Therefore, the conclusion is that the result was significant which means that the hypothesis is accepted since the score of $r_{count} > r_{table}$ (0.719 > 0.254).

In the paired sample test analysis, the H_a is considered to be significant if the significance value is < 0.05 . Based on table 4.6 below, the significance value is 0.00 which is smaller than 0.05. That means that the correlation between student's habit in watching English movie with the vocabulary of the eleventh - grade students of SMAN 1 Sukawati in academic year 2020/2021 is significant and H_a is accepted.

Meanwhile, according to the table 4.6 the t counted value is negative on -10.582. According to Pusparini (2020:47) this because the mean value of the X variable which is the watching English Movie Habit is smaller than the mean value of the Y variable or the vocabulary test. However, in this case there is no influence of positive or negative value of t-test (Santoso, 2014, as cited on Raharjo, 2019, as cited on Pusparini, 2020:47). Contextually the negative t counted value could mean positive which is 10.582. The t counted value then compared with the t table based on $df = 59$. The value of the t table in 59 df is 2.001 which is smaller than 10.582. So, it means that $t_{counted} > t_{table}$. In conclusion, the hypothesis is accepted.

Thus, watching English movies especially English animation movies habit significantly influence the vocabulary mastery of the eleventh - grade students of SMAN 1 Sukawati in academic year 2020/2021.

At the end of the study, the researcher would like to give some suggestions to the English teacher, the students, and the other researchers in the future. First, for the English teacher especially to those who teach English as a foreign language, based on the result of the study which showed that English movie influence the vocabulary mastery of the students, then it should be considered as one of the teaching media in the routine practice. On the other side, students should be aware that learning English could be delightful and excited through watching English movies especially English animation movies since they are crucially beneficial for students' English improvements especially for the vocabulary mastery. But the students also have to pay attention and make sure that they manage the balance between the other responsibilities and not spending the whole day of watching movies.

Last, for the future researchers, the authors do hope that this present study become a good empirical review, but this study is far from perfect, thus the researcher would like to suggest for the future to explore more about the correlation between student's habit in watching English movie especially English animation movies with the vocabulary mastery. There are many elements are possibly to be explored for example the type of the movie, the focus of the vocabulary, the instruments and even the methodology of the study.

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