

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the finding of the research. This chapter consists of the description of data, hypothesis testing and discussion. The finding appropriate with data source of students' habit in watching English movie and their vocabulary mastery.

A. Research Findings

This research utilized two variables: the first is students' habit of watching English movies (X), and the second is students' vocabulary mastery (Y). The researcher distributed questionnaires and administered a vocabulary test in order to collect data. The researcher used 50 students as a sample to represent the entire population.

1. Data Description

The data description displays the instrument description data for both the questionnaire and the vocabulary test. There are two parts in the questionnaire. The first part aims to collect the respondents' background and the second part aims to collect the statistical score for data analysis.

a. The Respondents' Background

The first part of questionnaire asked about the background of respondents. It was about their gender and length of exposure. From the total 50 respondents, they consists of 10 males and 40 females. . In addition to the gender, the researcher obtained information on the

length of exposure. It refers to how many years they have spent learning English. The following table 4.1 summarizes the respondents' backgrounds:

Table 4.1
The Summary of Respondents' Background

Category	Number of Respondents	Percentage
Gender:		
M (Male)	10	20%
F (Female)	40	20%
Length of exposure:		
1 – 3 years	8	16%
4 – 6 years	9	18%
7 – 9 years	15	30%
≥ 10 years	18	36%

Aside from the respondents' backgrounds, the first part of questionnaire also inquired about the respondents' preference for watching English movies. It is about the media they frequently use, the genre, and the favorite movies they frequently watch. In this case, students were permitted to select or mention more than one option. The results of media preferences are depicted in the figure below:

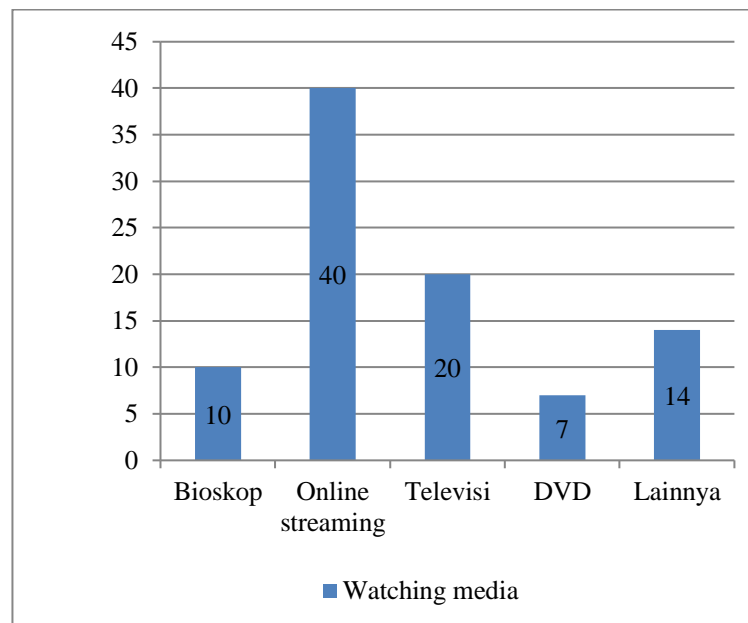


Figure 4.1 The Respondents' Media Preference in Watching English Movie

Figure 4.1 depicts the results of a media preference survey. In this case, respondents were given the option of selecting more than one option for watching media preferences. With a total of 40 voters, the result revealed that the most popular form of media used by the majority of respondents is online streaming. It is probably because it was easier than the others media. In addition, online streaming media also provides a very large and varied selection of movies at affordable price or sometimes it is provided for free.

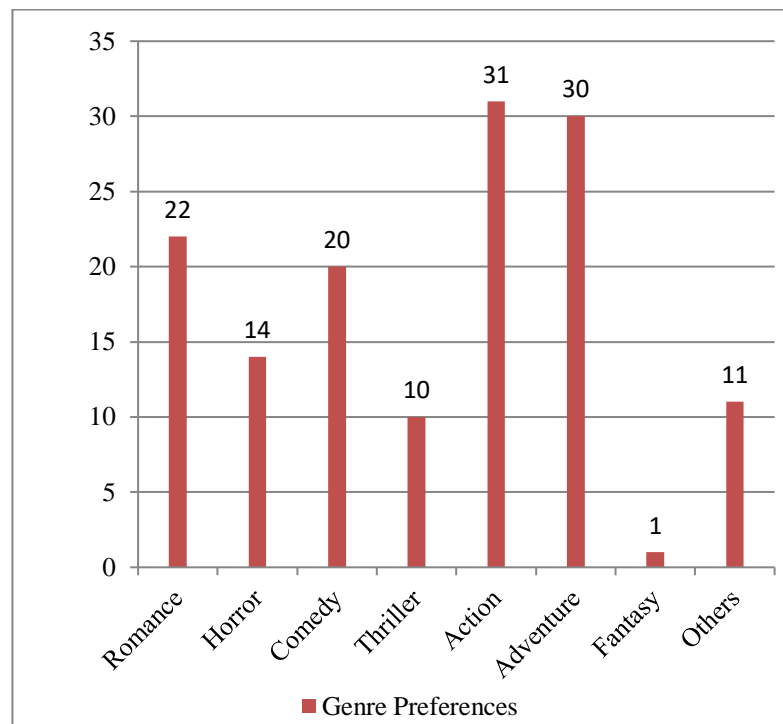


Figure 4.2 The Respondents' Genre Preferences

Figure 4.2 depicted the respondents' genre preferences. In this case, respondents were given the option of selecting more than one movie genre preference option. The results showed that the most popular genre among respondents was action, with 30 voters. Adventure comes in second place, with one fewer vote than action. Then, it is followed by romance (22 voters), comedy (20 voters), horror (14 voters), others (11 voters), thriller (10 voters), and fantasy (1 voter).

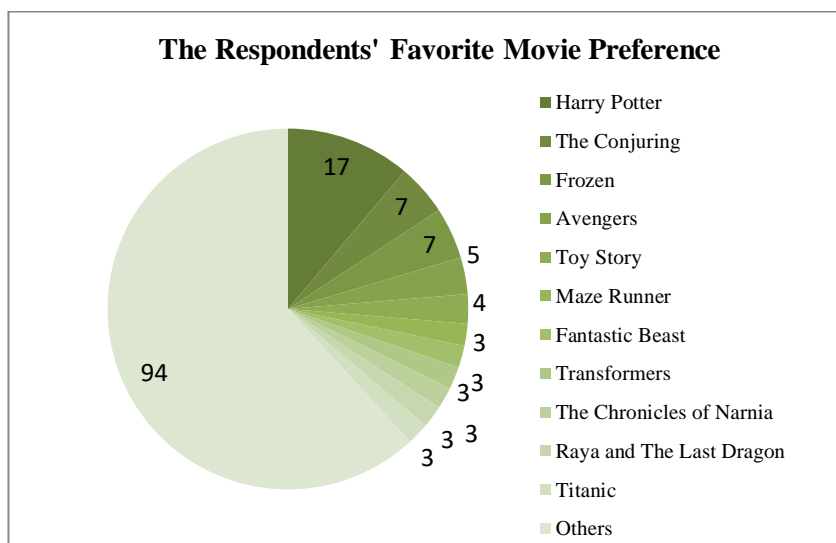


Figure 4.3 The Respondents' Favorite Movie Preference

Lastly, the findings in figure 4.3 demonstrated the respondents' favorite movie preference. Respondents were asked to name their top three favorite English films in this case. According to the results, the most popular English film among respondents is Harry Potter, with a total of 17 voters. The Conjuring and Frozen are tied for second place with the same number of votes (7 each). In the next place, it was followed by Avengers (5 voters), Toy Story (4 voters), Maze Runner (3 voters), etc.

b. The Instruments data

Following that, for the instrument data, the researcher presents the data from the questionnaire of students' habits in watching English movies, first by showing the total frequencies and percentages based

on the options of each questionnaire item. The questionnaire data summary is shown in table 4.2 below:

Table 4.2
The Summary of Questionnaire Items' Score

No.	Options									
	Never		Seldom		Sometimes		Often		Always	
	F	%	F	%	F	%	F	%	F	%
Item 1	0	0%	6	12%	25	50%	16	32%	3	6%
Item 2	1	2%	12	24%	19	38%	14	28%	4	8%
Item 3	19	38%	14	28%	11	22%	0	0%	6	12%
Item 4	1	2%	5	10%	11	22%	18	36%	15	30%
Item 5	8	16%	6	12%	17	34%	11	22%	8	16%
Item 6	8	16%	11	22%	26	52%	5	10%	0	0%
Item 7	4	8%	2	4%	7	14%	15	30%	22	44%
Item 8	0	0%	1	2%	9	18%	19	38%	21	42%
Item 9	0	0%	2	4%	12	24%	19	38%	17	34%
Item 10	0	0%	2	4%	7	14%	20	40%	21	42%
Item 11	0	0%	2	4%	12	24%	26	52%	10	20%
Item 12	0	0%	1	2%	10	20%	20	40%	19	38%
Item 13	0	0%	0	0%	18	36%	22	44%	10	20%
Item 14	0	0%	2	4%	7	14%	24	48%	17	34%
Item 15	0	0%	2	4%	7	14%	24	48%	17	34%
Item 16	0	0%	3	6%	13	26%	20	40%	14	28%
Item 17	2	4%	9	18%	26	52%	11	22%	2	4%
Item 18	0	0%	7	14%	24	48%	14	28%	5	10%
Item 19	1	2%	9	18%	21	42%	15	30%	4	8%
Item 20	2	4%	5	10%	24	48%	16	32%	3	6%
Item 21	0	0%	0	0%	19	38%	23	46%	8	16%
Item 22	1	2%	1	2%	17	34%	17	34%	14	28%
Item 23	0	0%	2	4%	21	42%	19	38%	8	16%
Item 24	0	0%	5	10%	12	24%	20	40%	13	26%
Item 25	0	0%	3	6%	5	10%	19	38%	23	46%
Item 26	0	0%	2	4%	19	38%	16	32%	13	26%
Item 27	0	0%	1	2%	6	12%	20	40%	23	46%
Item 28	0	0%	4	8%	24	48%	15	30%	7	14%
Total	47		119		429		478		327	

The table above described the frequency of each option from a 28-item questionnaire with 50 students responding. The option "always" received 327 votes. The option "often" received 478 votes. The option "sometimes" received 429 votes. The option "seldom" received 119 votes, while "never" received 47 votes.

Meanwhile to find out the level of habit of each students, the researcher calculates the total score of 28 items. In this research, the researcher disguised the names of all respondents into resp. 01 until resp. 50 to keep their data secretly. Table 4.3 shows the scores of students' habit in watching English movie:

Table 4.3

The Score of Students' Habit in Watching English Movie (X)

No. Respondent	X
Resp. 01	79
Resp. 02	100
Resp. 03	102
Resp. 04	114
Resp. 05	81
Resp. 06	81
Resp. 07	82
Resp. 08	111
Resp. 09	87
Resp. 10	102
Resp. 11	78
Resp. 12	92
Resp. 13	120
Resp. 14	69
Resp. 15	109
Resp. 16	111
Resp. 17	124

Resp. 18	87
Resp. 19	107
Resp. 20	113
Resp. 21	108
Resp. 22	110
Resp. 23	107
Resp. 24	112
Resp. 25	87
Resp. 26	112
Resp. 27	88
Resp. 28	78
Resp. 29	100
Resp. 30	92
Resp. 31	86
Resp. 32	92
Resp. 33	80
Resp. 34	95
Resp. 35	93
Resp. 36	113
Resp. 37	110
Resp. 38	96
Resp. 39	120
Resp. 40	123
Resp. 41	83
Resp. 42	93
Resp. 43	98
Resp. 44	84
Resp. 45	84
Resp. 46	97
Resp. 47	81
Resp. 48	111
Resp. 49	127
Resp. 50	104
$\Sigma N = 50$	4913
Average	98.26
Max	127
Min	69

From the calculation of variable X above, it was found that $\sum X = 4913$. According to that data, the highest score is 127, the lowest score is 69, and the average score is 98.26. The detail score of each items can be seen in the appendix (see appendix 4).

Following the presentation of the questionnaire data, the researcher then presents data from the students' vocabulary test in the form of scores. Table 4.4 displays the results of 50 respondents' vocabulary mastery test scores.:

Table 4.4

The Score of Students' Vocabulary Mastery (Y)

No. Respondent	Y
Resp. 01	85
Resp. 02	85
Resp. 03	75
Resp. 04	70
Resp. 05	60
Resp. 06	65
Resp. 07	90
Resp. 08	85
Resp. 09	70
Resp. 10	75
Resp. 11	50
Resp. 12	75
Resp. 13	65
Resp. 14	40
Resp. 15	80
Resp. 16	85
Resp. 17	75
Resp. 18	70
Resp. 19	85
Resp. 20	85
Resp. 21	80
Resp. 22	85

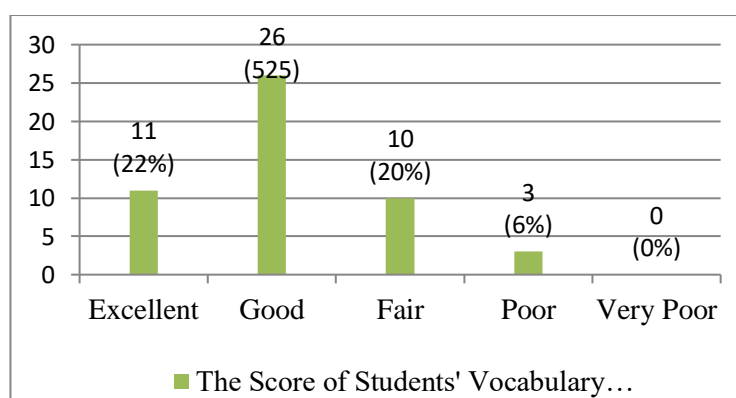
Resp. 23	75
Resp. 24	70
Resp. 25	45
Resp. 26	85
Resp. 27	70
Resp. 28	45
Resp. 29	80
Resp. 30	50
Resp. 31	65
Resp. 32	65
Resp. 33	55
Resp. 34	75
Resp. 35	75
Resp. 36	95
Resp. 37	40
Resp. 38	30
Resp. 39	70
Resp. 40	85
Resp. 41	60
Resp. 42	80
Resp. 43	45
Resp. 44	65
Resp. 45	65
Resp. 46	75
Resp. 47	60
Resp. 48	60
Resp. 49	90
Resp. 50	75
$\Sigma N = 50$	3485
Average	69.7
Max	95
Min	30

The above calculation of variable Y yielded the result $Y = 3485$. The highest possible score was 95, the lowest possible score was 30, and the average score was 69.7. The classification of the students' vocabulary scores is shown in table 4.5.

Table 4.5**Classification of Students' Vocabulary Mastery Test Score**

No.	Criterion	Score	Frequency	Percentage
1	Excellent	81-100	11	22%
2	Good	61-80	26	52%
3	Fair	41-60	10	20%
4	Poor	21-40	3	6%
5	Very Poor	0-20	0	0%

Based on the data above, it can be explained that 11 students (22 percent) received scores 81-100 with excellent criteria, 22 students (52 percent) received scores 61-80 with good criteria, 10 students (20 percent) received scores 41-60 with fair criteria, 3 students (6 percent) received scores 21-40 with poor criteria, and there were no students (0 percent) who received scores 21-40 with poor criteria. The following figure will clarify the distribution of students' vocabulary mastery score for each criteria.

**Figure 4.4 The Score of Students' Vocabulary Test**

2. Data Analysis

a. Normality and Linearity Testing

The data from both instruments will be analyzed after they have been collected. The researcher used the SPSS program version 24 to test normality and linearity on the data presented above. Normality test was carried out to determine whether the distribution data of both instruments to the respondents is normal or not. In this research, the researcher used significance level of 5%. Furthermore, because the sample size for this study was 50 students, the normality test can employ both the Kolmogorov-Smirnov and the Shapiro-Wilk criteria (see page 43). The results of the normality testing are shown in table 4.6 below:

Table 4.6

The Normality Test Result of Data

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
X	.107	50	.200*	.963	50	.123
Y	.139	50	.017	.941	50	.015
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

The results of normality testing using both criteria revealed that students' habit of watching English movies (X) was normally distributed, as the value of significance is 0.200 for Kolmogorov-

Smirnov and 0.123 for Shapiro-Wilk, both of which are greater than the value of significance level 0.05.

However, the data of students' vocabulary test (Y) was abnormally distributed. It can be seen from the value of significance is 0.017 for Kolmogorov-Smirnov and 0.015 for Shapiro-Wilk which means smaller than 0.05. One of the reasons why data was abnormally distributed because there is an outliers. Outliers are data that have extreme scores, either extreme high or extreme low. The graph below depicts the distribution of students' vocabulary test scores:

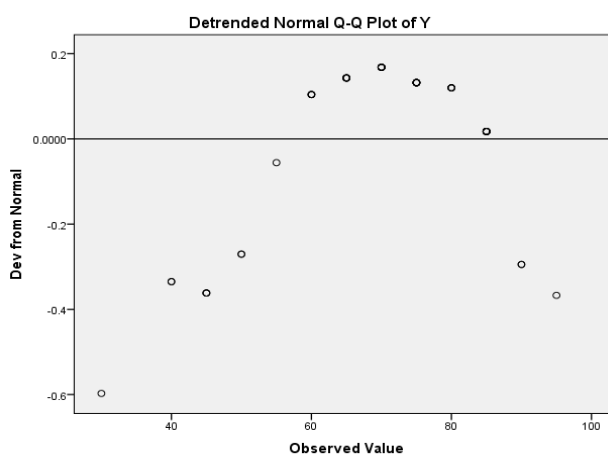


Figure 4.5 The Distribution of Students' Vocabulary Score

Following the normality test, the researcher used SPSS version 24 to determine whether the regression of correlation between variable X and variable Y is linear or not. The results of the linearity testing are shown in table 4.7:

Table 4.7**The Linearity Test Result of Data**

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Vocabulary Mastery *	Between Groups	(Combined)	8478.833	31	273.511	2.016	.060
Habit in Watching English Movie		Linearity	2396.242	1	2396.242	17.665	.001
		Deviation from Linearity	6082.591	30	202.753	1.495	.187
	Within Groups		2441.667	18	135.648		
	Total		10920.500	49			

The above linearity testing result (see table 4.7) revealed that two variables, students' habit of watching English movies (X) and students' vocabulary mastery (Y), have a linear regression of relationship because the significance value of both variables was 0.187. The value of significance is bigger than the significance level ($0.187 > 0.05$) means the variables are linear.

b. Correlation Coefficient

Because the data distribution was normal and linear, the researcher then calculates the correlation coefficient using the Product Moment Correlation formula to obtain the score in order to discover the relationship between students' habit of watching English movies and their vocabulary mastery. The researcher calculated the data in this study using SPSS version 24. The SPSS calculation result is shown in the table below:

Table 4.8
Correlation Coefficient of Data

		Habit in Watching English Movie	Vocabulary Mastery
Habit in Watching English Movie	Pearson Correlation	1	.468**
	Sig. (2-tailed)		.001
	N	50	50
Vocabulary Mastery	Pearson Correlation	.468**	1
	Sig. (2-tailed)	.001	
	N	50	50

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient of the data was calculated using SPSS and displayed in the above result. The correlation coefficient index value was found to be 0.468 from a total of 50 respondents. Then, it will be interpreted using the interpretation table (see table 3.9), and it can be seen that the index value of correlation coefficient (0.468) was at the level of moderate correlation at the interval 0.40 – 0.599, This implies that there is a moderate relationship between students' habit of watching English movies and their vocabulary mastery.

B. Hypothesis Testing

In order to determine the significance of two variables, the correlation coefficient was calculated and the score of the significant test was displayed. Based on that calculation, the researcher can test the hypothesis to see if both variables have a correlation or not. The following are the hypothesis testing criteria used in this study:

1. If the significance < 0.05 = so, H_a is accepted. It means that the students who have habit in watching English movie also get better scores on vocabulary mastery test.
2. If the significance > 0.05 = so, H_0 is accepted. It means that the students who have habit in watching English movie do not get better scores on vocabulary mastery test.

The calculation of the correlation coefficient using SPSS in the above findings (see table 4.8) revealed that the value of significance is 0.01, which is less than the significance level of 0.05 ($0.01 < 0.05$), indicating that H_a is accepted. It means that the students who have habit in watching English movie also get better scores on vocabulary mastery test. As a result, there is a positive correlation between students' habit in watching English movies and their vocabulary mastery..

C. Discussion

The objective of the data analysis in this study are to to correlate whether the students' habit in watching English movie is associated with their vocabulary mastery at the translation class of English Department Students of IAIN Tulungagung. The highest score on the data questionnaire of students' habit of watching English movies was 127, the lowest score was 69, and the average score was 98.26. Meanwhile, the data vocabulary test score revealed that the highest score was 95, the lowest was 30, and the average was 69.7.

The normality testing results showed that students' habit of watching English movies (X) was normally distributed because the value of significance are greater than the significance level of 5%. However, the data of students' vocabulary test (Y) was abnormally distributed. It can be seen from the value of of significance is smaller than the significance level of 5%. One of the reasons why data was abnormally distributed because there is an outliers. In addition, the linearity testing revealed that two variables have a linear regression of relationship because the significance value of both variables was bigger than the significance level ($0.187 > 0.05$) means variables are linear.

After analyzing the data, the researcher discovered that the correlation coefficient is 0.468 at the level of moderate correlation between 0.40 – 0.599, indicating that there is a moderate correlation between students' habit in watching English movies and their vocabulary mastery. The comparison of the significance of the correlation coefficient and the significance level also reveals that $0.01 < 0.05$, indicating that the alternative hypothesis (H_a) is accepted. In other words, there is a positive correlation between students' habit in watching English movies and their vocabulary mastery.

Thus, based on the preceding explanation and the findings of this study, it is possible to conclude that the more frequently students watch English movies, the better their vocabulary mastery.