

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusion of the research that has been done by the writer and suggestion for the students, the lecturers, and the future researchers who will conduct similar research.

A. Conclusion

According to the findings and hypothesis testing described in the previous chapter, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was automatically accepted. It was demonstrated by the results of hypothesis testing that the value of significance is 0.01, which is smaller than significance level 0.05 ($0.01 < 0.05$) 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.

Finally, the researcher can conclude that the findings of this research were able to answer the research question that stated “Do the students who have habit in watching English movie also good on vocabulary mastery?”. According to the interpretation table, the index value of the correlation coefficient (0.468) was at the moderate correlation level between 0.40 and 0.599. In conclusion, the result indicate that there is a positive correlation between students' habit of watching English movie and their vocabulary mastery at the translation class of English Department students of IAIN Tulungagung in academic year 2020/2021.

B. Suggestion

Based on the foregoing conclusion, the researcher hope that the findings of this study will be beneficial in the field of education, particularly in the English Education Department of IAIN Tulungagung. Because the result shows that there is a positive correlation between students' habit of watching English movie and their vocabulary mastery, the writer has some recommendations for students, lecturers, and future researchers.

Students should make it a habit to watch English movies because it will help them expand their vocabulary. Furthermore, students should be more active in the teaching and learning process, regardless of the method or media used by the lecturers. Students should pay more attention and practice more so that they can easily understand the materials.

Second, lecturers should encourage their students to expand their vocabulary by watching English movies in their spare time. As an enjoyable way to learn English, lecturers may use movies as their media in the teaching and learning process. The lecturers may assign them tasks related to the movie they just watched, thereby increasing their vocabulary.

Finally, for future researchers, the writer recognized that this research is far from perfect. Because of the writer's skill limitations, there are still many flaws in the theory, writing, and data analysis. Furthermore, because this study only looks at two variables, the correlation between students' habit in watching English movies and their vocabulary mastery, the writer suggests that future researchers conduct similar research in a deeper and broader area by including

other English skills or components, or other aspects dealing with the English teaching and learning process, as the third variable. It will be more beneficial and contribute more to the advancement of English education.