

**THE CORRELATION BETWEEN STUDENTS' HABIT IN WATCHING
FABLE COTTAGE YOUTUBE FAIRY TALES AND THEIR
VOCABULARY MASTERY OF THE EIGHTH GRADE STUDENTS AT
MTsN 1 TULUNGAGUNG**

THESIS



By

Ferdilla Ayu Armanda

1860203221024

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI (UIN)
SAYYID ALI RAHMATULLAH
TULUNGAGUNG
2026**

**THE CORRELATION BETWEEN STUDENTS' HABIT IN WATCHING
FABLE COTTAGE YOUTUBE FAIRY TALES AND THEIR
VOCABULARY MASTERY OF THE EIGHTH GRADE STUDENTS AT
MTsN 1 TULUNGAGUNG**

THESIS

Presented to State Islamic University of Sayyid Ali Rahmatullah
Tulungagung in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan (S.Pd.) in English Education Department



By

Ferdilla Ayu Armanda

1860203221024

**ENGLISH EDUCATION DEPARTMENT FACULTY OF TARBIYAH
AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI (UIN) SAYYID ALI RAHMATULLAH
TULUNGAGUNG**

2026

ADVISOR'S APPROVAL SHEET

Thesis entitled "The Correlation Between Students Habit in Watching Fable Cottage YouTube Fairy Tales and the Vocabulary Mastery of the Eight Grade Students at MTsN 1 Tulungagung" written by Ferdilla Ayu Armanda (1860203221024) has been checked and approved to be examined.

Tulungagung, 26 Mei 2026

Advisor



Dr. Hj. Nanik Sri Rahayu, M.Pd.
NIP. 197507072003122002

Approved by
The Head of English Education Program



Dr. H. Nursamsu, S.Pd.I., M.Pd.
NIP. 1978020420091100

BOARD OF EXAMINER'S APPROVAL SHEET

BOARD OF EXAMINER'S APPROVAL SHEET

THE CORRELATION BETWEEN STUDENTS HABIT IN WATCHING FABLE COTTAGE YOUTUBE FAIRY TALES AND THE VOCABULARY MASTERY OF THE EIGHTH GRADE STUDENTS AT MTsN 1 TULUNGAGUNG

BACHELOR'S THESIS

by:

FERDILLA AYU ARMANDA

NIM. 1860203221024

Has been approved before the Bachelor's Thesis Examiners Board of of UIN Sayyid Ali Rahmatullah Tulungagung on Wednesday, June 24th 2026 and declared acceptable for the Bachelor's degree in English Education Department.

Board of the Examiners

Signatures

Chair Examiner:

Latif Amrullah, S.S., M.A., Ph.D.
NIP. 198706052014031005



Main Examiner:

Dr. Hj. Ida Isnawati, M.Pd.
NIP. 197808162006042002



Secretary:

Dr. Hj. Nanik Sri Rahayu, M.Pd.
NIP. 197507072003122002



Acknowledged by:

The Dean Faculty of Education and Teachers Training
State Islamic University of Sayyid Ali Rahmatullah Tulungagung



Dr. Sutopo, M.Pd.

NIP. 19780509200801101

DECLARATION OF AUTHENTICITY

DECLARATION OF AUTHENTICITY

I, the undersigned:

Name : Ferdilla Ayu Armanda

NIM : 1860203221024

Faculty : Tarbiyah and Teachers Training

Department : English Education

Title of Thesis: The Correlation Between Students' Habit in Watching Fable Cottage YouTube Fairy Tales and Their Vocabulary Mastery of the Eighth Grade Students at MTsN 1 Tulungagung.

Advisor : Dr. Hj. Nanik Sri Rahayu, M.Pd.

I hereby declare that this bachelor's thesis is solely my own work and is not plagiarized in part or in whole. Accordingly, I declare that I am fully responsible for this thesis should there be any claims or objections from other parties in the future.

Tulungagung, June 24th 2026

The Author,



Ferdilla Ayu Armanda
NIM.1860203221024

LETTER OF PUBLICATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SAYYID ALI RAHMATULLAH TULUNGAGUNG
UPT PERPUSTAKAAN
Jalan Mayor Sujadi Timur Nomor 46 Tulungagung - Jawa Timur 66221
Telepon (0355) 321513, Website : <http://perpustakaan.uinsatu.ac.id>

SURAT PERNYATAAN KESEDIAAN PUBLIKASI KARYA ILMIAH

Saya yang bertanda tangan di bawah ini:

Nama : Ferdilla Ayu Armanda
NIM : 1860203221024
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Jenis Karya Ilmiah : Skripsi

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan Hak Bebas Royalti Non-eksklusif (Non-exclusive Royalty-Free Right) kepada UPT Perpustakaan UIN Sayyid Ali Rahmatullah Tulungagung atas karya ilmiah saya berupa skripsi yang berjudul:

The Correlation Between Students' Habit in Watching Fable Cottage YouTube Fairy Tales and Their Vocabulary Mastery of the Eighth Grade Students at MTsN 1 Tulungagung.

Dengan Hak Bebas Royalti Non-eksklusif ini UPT Perpustakaan UIN Sayyid Ali Rahmatullah Tulungagung berhak menyimpan, alih media/format, mengelola dalam bentuk pangkalan data (*database*), merawat, dan mempublikasikan tugas akhir saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan sebagai pemilik Hak Cipta.

Demikian pernyataan ini saya buat untuk dapat dipergunakan sebagaimana mestinya.

Tulungagung, 24 Juni 2026
Yang Menyatakan,

Ferdilla Ayu Armanda

MOTTO

“Dan aku menyerahkan urusanku kepada Allah”

(Q.S Al Ghafir:44)

“Allah ‘alone’ is sufficient ‘as an aid’ for us and ‘He’ is the best Protector”

(Al Imran : 173)

“Setiap orang mempunyai rute kehidupan masing-masing, kamu tidak tertinggal oleh siapapun, dan kamu tidak mendahului siapapun’

(Ginanti Rahmadini)

IT WILL PASS

DEDICATION SHEET

First and foremost, I dedicated this thesis to Allah SWT, who has always given me strength in every step, calmed my heart in every hardship, and strengthened me to keep going until I was finally able to complete this journey.

This thesis is proudly present my two great parents, who have always provided the best support for my education and life through their love, ceaseless prayers, and their endless sacrifices and encouragement. Thank you for fully supporting my education and my life. You are my greatest motivation for completing this thesis, because you are the greatest blessing in my life. Your patience, strength, and dedication have inspired me to keep moving forward, even during the most difficult times. Every achievement I have accomplished is the result of your hard work, guidance, and sincere prayers. Thank you for believing in me when I doubted myself and for always reminding me to never give up on my dreams. Without you, I am nothing.

To my beloved younger brother, Brahma Marga Satria, thank you for encouraging me and supporting me with all your love as I completed this thesis.

To my beloved family: Grandma Sumini, Aunt Rohmatul, Aunt Rina, and all my younger cousins. Thank you for your unwavering support and prayers throughout my academic journey. And to all my other family members whom I cannot name individually.

ACKNOWLEDGEMENT

Alhamdulillah, all praise be to ALLAH SWT who has given grace, taufiq and guidance. So, the author can complete this thesis entitled “The Correlation Between Students’ Habit in Watching Fable Cottage YouTube Fairy Tales and the Vocabulary Mastery of the Eighth Grade Students’ at MTsN 1 Tulungagung.”

This thesis is submitted as a partial fulfillment of the requirements to obtain the degree of *Sarjana Pendidikan (S.Pd)*. The writer realizes that this thesis is still far from being perfect due limitations in knowledge and ability. Therefore, the writer sincerely apologizes for any shortcomings found in this thesis.

The completion of this thesis would not have been possible without the assistance, guidance, support, motivation, and cooperation of many individuals, both directly and indirectly. Therefore, the writer would like to express her deepest gratitude to:

1. Prof. Dr. H. Abd. Aziz, M. Pd.I. As the Rector of Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung.
2. Dr. Sutopo, M. Pd. As Dean of the Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung.
3. Dr. Susanto, S.S M.Pd. As the Head of the Language Center, Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung.
4. Dr. H. Nursamsu, S.Pd.I., M.Pd. As the Coordinator of the English Language Education Department, Universitas Islam Negeri Sayyid Ali

Rahmatullah Tulungagung.

5. Dr. Hj. Nanik Sri Rahayu, M.Pd. As my thesis advisor who has always provides me guidance, direction, input, advice and support, so that the writing of this thesis can be completed well.
6. All the Lecturers of English Education Study Program of Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung who have guided and provided insight and knowledge, so that this study can be completed.
7. Thank you to my other collage friends: Novia, Nadia, Kamila, Leonic, Nabila, Nisa', Kharisha, Nyla, and Salma. You have provided support, friendship, love and encouragement throughout my collage years. Thank you for your prayers, cooperation and sacrifices throughout this academic journey. Thank you for adding color to my collage years and for being such an important part of my life.
8. Thank you to Adiya and Alfina, who have been my friends in collage and my roommates. Thank you for your support, help and prayers, which enabled me to complete this thesis. And thank you to Sukma and Idelia, who have been with me since junior high school until now, thank for your prayers, encouragement, and sincere support.
9. The last, the author would like to express gratitude to the sweet, humble, strong, and independent woman, Ferdilla Ayu Armanda, her parents' first daughter and their hope. Thank you for the long journey we've taken so far, thank you for persevering and continuing to move forward through all the challenges the universe has presented. I'm

proud of every small step I've taken even though I'm prone to tears, prone to complaining, and even lose my way but I never stop trying or give up. Congratulations on embarking on the next stage of life, and best wishes as you navigate the phase where you may not find anyone to lean on but yourself, Thank you, Ferdilla. You've done a great job sticking with it this far.

The author fully realizes that the thesis is still far from being perfect. Therefore, the author hopes to receive any constructive suggestions to make the thesis better.

TABLE OF CONTENTS

COVER.....	ii
ADVISOR'S APPROVAL SHEET	iii
BOARD OF EXAMINER'S APPROVAL SHEET	iii
DECLARATION OF AUTHENTICITY	v
LETTER OF PUBLICATION	vi
MOTTO.....	vii
DEDICATION SHEET.....	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xii
LIST OF TABLES.....	xiv
LIST OF APPENDICES	xv
ABSTRACT	xvi
ABSTRAK.....	xvii
مستخلص البحث	xvii
CHAPTER I INTRODUCTION	1
A. Background of the Research	1
B. Research Problem	6
C. Objective of the Research.....	6
D. Research Hypothesis.....	7
E. Significance of the Research	7
F. Scope and Limitation of the Research	9
G. Definition of Key Terms.....	9

CHAPTER II REVIEW OF RELATED LITERATURE	11
A. Theoretical Review.....	11
B. Relevant Studies	22
C. Conceptual Framework.....	25
CHAPTER III RESEARCH METHODS	28
A. Research Design	28
B. Population, Sampling, and Sample	29
C. Research Instrument	31
D. Validity and Reliability.....	34
E. Data Collection Procedure	38
F. Data Analysis.....	40
CHAPTER IV RESEARCH FINDINGS	44
A. Data Description.....	44
B. Research Findings	54
CHAPTER V DISCUSSION	55
CHAPTER VI CONCLUSION AND SUGGESTION	60
A. Conclusion	60
B. Suggestions	61
REFERENCES	63
APPENDICES.....	66

LIST OF TABLES

Table 2. 1 Relevant Studies.....	22
Table 3. 1 Likert's Scale Type	31
Table 3. 2 Validity Watching Habit	35
Table 3. 3 Validity Vocabulary	36
Table 3. 4 Score Classification.....	42
Table 3. 5 Reability Watching Habit	42
Table 3. 6 Reliability Vocabulary Mastery	43
Table 4. 1 Data Students Watching Habit	45
Table 4. 2 Descriptive statistic Watching Habit.....	46
Table 4. 3 Frequency Watching Habit	46
Table 4. 4 Data Vocabulary Score	48
Table 4. 5 Descriptive Statistic Vocabulary	49
Table 4. 6 Frequency Distribution Vocabulary	49
Table 4. 7 Normality Test.....	50
Table 4. 8 Correlations Analysis.....	52

LIST OF APPENDICES

Appendix 1 Research Permission Letter.....	67
Appendix 2 Validation Request Letter.....	68
Appendix 3 Blueprint of Watching Habit Questionnaire.....	69
Appendix 4 Instrument Questionnaire of Watching Habit	70
Appendix 5 Blueprint of Vocabulary Mastery	72
Appendix 6 Vocabulary Mastery Test	73
Appendix 7 Output of Validity Test Watching Habit Instrument.....	77
Appendix 8 Vocabulary Mastery Instrument Test Validity.....	78
Appendix 9 SPSS Output of Reliability Test.....	82
Appendix 10 Data Respondent of Watching Habit Questionnaire.....	83
Appendix 11 Vocabulary mastery test result.....	84
Appendix 12 R-tabel	85
Appendix 13 Documentation.....	86
Appendix 14 Thesis Guidance Consultation Form.....	87
Appendix 15 Letter of Completion of Guidance	89
Appendix 16 Curriculum Vitae	90

ABSTRACT

Armanda, Ferdilla Ayu. 2026. *The Correlation Between Students' Habit in Watching Fable Cottage YouTube Fairy Tales and the Vocabulary Mastery of the Eighth Grade Students at MTsN 1 Tulungagung.* Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung. Advisor: Dr. Hj. Nanik Sri Rahayu, M.Pd.

Keywords: *Correlational Design, Fable Cottage YouTube Channel, Fairy Tales, Vocabulary Mastery, Watching Habit.*

In the digital education era, vocabulary mastery is fundamental to foreign language proficiency. Integrating digital audio-visual storytelling, such as YouTube videos, is widely thought to facilitate contextual vocabulary acquisition. This study aimed to investigate whether there is a significant correlation between students' habit of watching Fable Cottage YouTube fairy tales and the vocabulary mastery of eighth-grade students at MTsN 1 Tulungagung.

This study employed a quantitative research approach with a correlational design. Utilizing purposive sampling, 35 eighth-grade students who watched Fable Cottage videos at least three times a week were selected as the sample. Data were collected using two main instruments: an 18-item watching habit questionnaire and a 21-item multiple-choice vocabulary mastery test. Since the vocabulary test data violated the assumption of normality, a non-parametric statistical analysis using the Spearman Rank Correlation Coefficient via SPSS was conducted to test the hypothesis.

The descriptive findings showed that the students' watching habits fell into the moderate-to-high category with a mean score of 58.42. Meanwhile, their vocabulary mastery was classified into the "good" category, showing a high mean score of 89.38. The inferential statistical analysis revealed a correlation coefficient (r) of 0.128 with a significance value (p -value) of 0.462. Because the p -value was greater than the standard alpha level of 0.05 ($0.462 > 0.05$), the null hypothesis (H_0) was accepted, and the alternative hypothesis (H_1) was rejected.

The results statistically confirm that there is no significant correlation between students' habit of watching Fable Cottage YouTube fairy tales and their vocabulary mastery in this research context. Although the relationship is positive, it is mathematically very weak or minimal. This weak correlation is primarily attributed to data homogeneity resulting from purposive sampling, an exceptionally narrow variance in high test scores, and external learning exposures from the *Merdeka* Curriculum inside the classroom. It implies that independent video viewing acts as passive exposure and cannot be the sole determinant of structural vocabulary growth without active instructional interventions.

ABSTRAK

Armanda, Ferdilla Ayu. 2026. *Korelasi Antara Kebiasaan Siswa dalam Menonton Video Dongeng di Saluran YouTube Fable Cottage dan Penguasaan Kosakata Siswa Kelas VIII di MTsN 1 Tulungagung.* Skripsi. Tadris Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan. Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung. Pembimbing: Dr. Hj. Nanik Sri Rahayu, M.Pd.

Kata Kunci: *Desain Korelasional, Chanel YouTube Fable Cottage, Cerita Dongeng, Penguasaan Kosakata, Kebiasaan Menonton.*

Di era pendidikan digital, penguasaan kosakata merupakan fondasi utama dalam kefasihan berbahasa asing. Integrasi media cerita audio-visual digital, seperti video YouTube, dinilai dapat memfasilitasi pemerolehan kosakata secara kontekstual. Penelitian ini bertujuan untuk mengetahui apakah terdapat hubungan yang signifikan antara kebiasaan siswa menonton cerita dongeng di YouTube *Fable Cottage* dengan penguasaan kosakata pada siswa kelas delapan di MTsN 1 Tulungagung.

Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian korelasional. Dengan menggunakan teknik *purposive sampling*, terpilih sampel sebanyak 35 siswa kelas delapan yang memenuhi kriteria intensitas menonton video *Fable Cottage* minimal tiga kali seminggu. Data dikumpulkan melalui dua instrumen utama: kuesioner kebiasaan menonton yang terdiri dari 18 pernyataan dan tes penguasaan kosakata berbentuk pilihan ganda sebanyak 21 soal. Dikarenakan data hasil tes penguasaan kosakata tidak berdistribusi normal, pengujian hipotesis dilakukan menggunakan analisis statistik non-parametrik koefisien Korelasi Rank Spearman melalui program SPSS.

Hasil deskriptif menunjukkan bahwa kebiasaan menonton siswa berada pada kategori sedang hingga tinggi dengan nilai rata-rata (*mean*) sebesar 58,42. Sementara itu, penguasaan kosakata siswa tergolong dalam kategori "baik" dengan nilai rata-rata yang tinggi yaitu 89,38. Hasil analisis statistik inferensial menunjukkan nilai koefisien korelasi (*r*) sebesar 0,128 dengan nilai signifikansi (*p-value*) sebesar 0,462. Karena nilai *p-value* lebih besar dari taraf signifikansi standar 0,05 ($0,462 > 0,05$), maka hipotesis nol (H_0) diterima dan hipotesis alternatif (H_1) ditolak.

Secara statistik, hasil penelitian ini menegaskan bahwa tidak terdapat hubungan yang signifikan antara kebiasaan menonton cerita dongeng di YouTube *Fable Cottage* dengan penguasaan kosakata siswa pada konteks penelitian ini. Meskipun arah hubungannya positif, kekuatan hubungan antar variabel tersebut tergolong sangat lemah atau minimal. Lemahnya korelasi ini disebabkan oleh homogenitas data akibat strategi *purposive sampling*, variasi nilai tes siswa yang sangat sempit di rentang atas, serta adanya paparan pembelajaran eksternal dari penerapan Kurikulum Merdeka di kelas. Hal ini menunjukkan bahwa menonton video secara mandiri cenderung bersifat sebagai paparan pasif (*passive exposure*) dan tidak dapat menjadi satu-satunya penentu utama dalam pertumbuhan struktural kosakata siswa tanpa adanya intervensi instruksional yang aktif di kelas.

مستخلص البحث

xviii

CHAPTER I

INTRODUCTION

This chapter provides the background of the research, research problems, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Research

In today's era of digital education, the integration of technology into the learning process has become essential for creating effective, interactive, and engaging learning environments. English, as an international language, holds a vital position in Indonesia's education system, especially at the junior high school level. Among the key aspects of learning English, vocabulary mastery is one of the most crucial elements. Without sufficient vocabulary, students face difficulties in understanding texts, expressing ideas, and communicating in both spoken and written forms. As Wilkins famously states, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." This shows that vocabulary is the core of language proficiency.¹

In the Indonesian EFL context, many junior high school students still struggle with vocabulary acquisition despite learning English for several years. They often find it difficult to remember new words, understand their meanings in context, and use them appropriately in communication. This problem can be linked to the teaching methods commonly used in the

¹ Sakır, "The Use of Digital Storytelling in Early Childhood Education. (2019)"

classroom. Traditional techniques such as rote memorization, copying word lists, and relying heavily on dictionaries tend to be monotonous and less engaging. These approaches usually focus on form rather than context, so students may quickly forget the words they have learned and lose motivation to study English.

In line with this issue, Nation emphasizes that vocabulary learning should be supported by meaningful exposure and repeated use in various contexts so that learners can store and retrieve words more easily. Similarly, Harmer points out that students are more likely to remember new vocabulary when it is taught through interesting, relevant, and enjoyable activities rather than through mechanical memorization. These ideas highlight the need for more innovative and student-centered media in vocabulary instruction.

The rapid development of information and communication technology offers great potential to overcome these challenges. Digital learning media, especially online videos and storytelling platforms, provide rich input combining visual, auditory, and textual elements. Through these media, students can see and hear vocabulary used in authentic or semi-authentic situations, supported by images, animations, and narratives that make the learning process more meaningful and enjoyable. When technology is integrated thoughtfully into vocabulary

instruction, it can help increase students' attention, motivation, and retention of new words.²

Therefore, it is important to explore the use of innovative digital media as an alternative to traditional vocabulary teaching methods in junior high schools. By providing contextual, enjoyable, and technology-based exposure to English, teachers are expected to help students improve their vocabulary mastery and, consequently, their overall English proficiency.

YouTube has emerged as one of the most popular and influential digital platforms for language learning. It provides a wide range of audio-visual materials that can help students understand vocabulary in real contexts.³ found that the use of YouTube videos significantly improved students' vocabulary mastery in EFL classrooms.⁴ Similarly, a study conducted in Saudi Arabia revealed that multimedia-based instruction through YouTube had a positive effect on students' vocabulary acquisition, especially with the support of visual and contextual cues.⁵

However, when observing the actual conditions in the field, the researcher encountered more complex and specific problems regarding students' vocabulary mastery. During preliminary observations, it was found that the main issue is not just a lack of word count, but the students'

² Fitria, *(ELT): Engaging Learners Through Multimedia*. (2020)

³ Heriyanto, "The Effectiveness of Using Youtube for Vocabulary Mastery (2021)."

⁴ Suardi, *Students' Interest in Learning English Vocabulary for Engineering by Using YouTube*. (2021)

⁵ Almurashi, *The Effective Use of YOUTUBE Videos for Teaching English Language in Classrooms as Supplementary Material at TAIBAH UNIVERSITY IN ALULA*. (2022)

inability to retain and apply vocabulary productively. Students frequently experience "passive-only recognition," where they might recognize a word when reading it in a simple text, but completely fail to recall its meaning, spelling, or proper usage when asked to write or speak. Furthermore, a major problem encountered among the students is low motivation and high anxiety when dealing with English texts. Students often feel overwhelmed by long paragraphs because they cannot guess the meaning of unfamiliar words contextually, leading to a quick loss of interest during the lesson.

One type of instructional video that is particularly beneficial is digital storytelling. The Fable Cottage YouTube channel provides bilingual fairy tales designed for language learners, combining storytelling, visuals, and native-language support to facilitate comprehension. Digital storytelling enables students to associate new vocabulary with images, sounds, and emotions, thus improving retention and contextual understanding.⁶ confirmed that digital storytelling positively influences young learners' vocabulary development. Additionally, emphasized that storytelling is more effective and memorable compared to traditional instructional materials.

In relation to this digital transition, MTsN 1 Tulungagung was specifically chosen as the research site for several compelling reasons. First, MTsN 1 Tulungagung is one of the leading and favorite Islamic junior high schools in the region, known for its excellent digital classroom

⁶ Belda-Medina and Goddard, "The Effect of Digital Storytelling on English Vocabulary Learning in Inclusive and Diverse Education." (2021)

facilities, stable internet access, and support for technology-integrated learning. However, despite having advanced digital infrastructure and having implemented the "Kurikulum Merdeka" (which encourages independent, digital-based learning), there is a noticeable gap between the available technology and students' actual language outcomes. The researcher discovered that many eighth-grade students at this school independently consume digital audio-visual content outside the classroom, particularly through platforms like YouTube. Yet, this high digital screen time has not been formally observed or analyzed to see whether it correlates directly with their academic language proficiency, specifically their vocabulary mastery. Therefore, conducting the study at MTsN 1 Tulungagung provides a perfect, data-rich context to investigate whether students' independent digital habits actually support their formal vocabulary acquisition.

B. Research Problem

Based on the background of the research, the problems of this study can be formulated as follows:

1. Is there a significant correlation between students' watching Fable Cottage YouTube fairy tales and the vocabulary mastery of the eighth grade students at MTsN 1 Tulungagung?

C. Objective of the Research

Based on the problem formulation above, the objectives of this research are:

2. To find out whether there is a significant correlation between students' watching Fable Cottage YouTube fairy tales and the vocabulary mastery of the eighth grade students at MTsN 1 Tulungagung.

D. Research Hypothesis

Based on the research problem, the hypotheses of this study are formulated as follows:

a. Null Hypothesis (H_0):

There is no significant correlation between students' watching Fable Cottage YouTube fairy tales and the vocabulary mastery of the eighth grade students at MTsN 1 Tulungagung.

b. Alternative Hypothesis (H_1):

There is a significant correlation between students' watching Fable Cottage YouTube fairy tales and the vocabulary mastery of the eighth grade students at MTsN 1 Tulungagung.

E. Significance of the Research

This study is expected to provide both theoretical and practical contributions:

3. Theoretical Significance

The result of this study is expected to contribute to the existing literature on the use of digital media in language learning, especially YouTube-based storytelling. It may provide empirical evidence on how watching Fable Cottage fairy tales affects students' vocabulary learning outcomes.

4. Practical Significance

This study is expected to provide several practical benefits for teachers, students, schools, and future researchers. For teachers, the

findings of this research may help English teachers discover alternative and innovative media for teaching vocabulary through YouTube storytelling. By utilizing engaging visual and auditory materials such as Fable Cottage fairy tales, teachers can create a more interactive and enjoyable learning atmosphere that encourages students to understand and retain new vocabulary more effectively. For students, this study can serve as motivation to use online educational resources, particularly Fable Cottage YouTube videos, as an enjoyable and meaningful way to learn English vocabulary. Watching fairy tales allows students to learn new words within real and contextual stories, helping them improve their comprehension and language skills naturally. For schools, the results of this research may encourage administrators and curriculum developers to integrate multimedia and digital storytelling into English lessons. Such integration can foster a more engaging and student-centered learning environment, which aligns with the goals of modern education and the Merdeka Curriculum. Finally, for future researchers, this study can serve as a valuable reference for conducting further investigations related to the use of YouTube or other digital storytelling platforms in language education. It can inspire additional research on how technology-based learning media influence various aspects of language proficiency, such as listening, speaking, or writing skills.

F. Scope and Limitation of the Research

5. Scope of the Research

This study focuses on investigating the correlation between students' watching Fable Cottage YouTube fairy tales and vocabulary mastery among eighth grade students at MTsN 1 Tulungagung. The research applies a quantitative correlational design to determine the relationship between the two variables.

6. Study Limitation

The study is limited to:

- a. One YouTube channel, namely Fable Cottage, as the learning media.
- b. Vocabulary mastery as the dependent variable, without analyzing other aspects of language such as grammar, speaking, or writing.
- c. A single school setting (MTsN 1 Tulungagung) with a limited number of participants, which may not represent the broader population.

G. Definition of Key Terms

7. Fable Cottage YouTube Fairy Tales

A YouTube channel that provides bilingual fairy tales designed for English language learners. These videos use both English and students' native language to enhance comprehension and vocabulary learning.

8. Watching

The act of viewing and listening to Fable Cottage videos with the purpose of understanding the story and learning new vocabulary through visual and auditory elements.

9. Vocabulary Mastery

The students' actual competence and proficiency in understanding and identifying English vocabulary, specifically the words embedded in the Fable Cottage fairy tale videos. The students' ability to understand, remember, and use English words appropriately in context, including knowledge of word meaning, pronunciation, and usage.

10. Correlation

A statistical relationship between two variables. In this study, correlation refers to the relationship students' between watching Fable Cottage YouTube fairy tales and students' vocabulary mastery.

11. Habit

An acquired behavior pattern followed regularly and automatically until it becomes almost involuntary. In the context of this study, habit refers to the students' regular, repetitive, and consistent behavior in watching fairy tale videos on the Fable Cottage YouTube channel.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides an overview of the theoretical review and previous studies

A. Theoretical Review

1. Watching Habit

1) Definition of Watching Habit

Watching habit refers to the regular, intentional, and motivated practice of watching videos characterized by frequency, duration, interest, and purpose especially within an EFL (English as a Foreign Language) learning context. It involves an active cognitive process where viewers interpret visual and auditory information by connecting it with prior knowledge and experiences to derive meaning.⁷

A watching habit is formed when watching becomes a consistent and purposeful activity that supports academic improvement and language proficiency.⁸ This aligns with Krashen's Input Hypothesis, which states that learners acquire language subconsciously through comprehensible input messages that are slightly above their current language level but understandable in context.

⁷ Ningsih and Kristiana, *Students' Vocabulary Mastery Toward Watching English Film*. (2023)

⁸ Rabia et al., "A Study on Study Habits and Academic Performance of Students." (2021)

Emphasizes intrinsic motivation (enjoyment, curiosity) and extrinsic motivation (academic goals, rewards) as key factors that sustain learning behaviors. Therefore, watching habits in EFL contexts develop when learners find pleasure, curiosity, and meaningful goals in watching English content.⁹

In Indonesia, where exposure to English is limited outside the classroom, YouTube-based learning offers accessible and authentic input. A student who regularly watches Fable Cottage fairy tales, for instance, repeatedly encounters words like princess, castle, or magic, which enrich vocabulary through contextual and visual learning.

Operationally, in this study, a watching habit is defined as the consistent practice of watching Fable Cottage YouTube fairy tales at least three times a week, focusing on frequency, duration, interest, and motivation.

2) Purpose of Watching Habit

According to Ogbodo, watching habits can be classified into four purposes:¹⁰

- a. Hobby Purpose Watching for personal pleasure or enjoyment helps broaden one's knowledge across domains like education,

⁹ Deci, E.L., & Ryan, R. M. (2020). *Intrinsic Motivation and Self-Determination in Human Behavior*

¹⁰ RO Ogbodo, "Effective Study Habits in Educational Sector: Counseling Implications.," Edo Journal of Counseling 3, no, 2 (2011): 229-39

culture, and literature while enhancing language and vocabulary.

- b. Recreational Purpose Watching fairy tales and animations helps relax the mind and reduce fatigue, indirectly supporting language learning motivation.
- c. Concentration Purpose This involves watching attentively to understand and analyze content, improving comprehension and critical thinking.
- d. Deviational Purpose Superficial or pretend watching without engagement, which is counterproductive and limits vocabulary growth.

Among these, hobby and concentration purposes are most effective in fostering language learning and vocabulary development.

3) Advantages of Watching Habit

Regular watching habits provide several learning advantages, especially in vocabulary acquisition:¹¹

- a. Lexical Expansion: Repeated exposure to new words in meaningful contexts leads to incidental vocabulary learning.
- b. Improved Comprehension: Students can infer the meanings of unfamiliar words through context.

¹¹ Dewi and Anggraeni, "Acquisition of English Vocabulary for Children Aged 3 Years Through Youtube Social Media and Habit Forming." (2023)

- c. Increased Motivation: Interesting visual content promotes engagement and positive attitudes toward English learning.

Thus, watching habits directly enhance both comprehension and vocabulary mastery in EFL environments.

4) Indicators of Watching Habit

To measure students' habits regarding watching English-language films, clear indicators based on habit formation theory are needed. According to Ayu Sari Dewi's concept, habits are not merely about how often an action is performed, but also involve aspects of automation and personal preference.¹² In this study, the variable of viewing habits was measured using four main indicators, namely:

- a. Frequency: How often students watch YouTube fairy tales (e.g., at least three times per week).
- b. Duration: The average time spent per watching session.
- c. Interest: The level of enjoyment or curiosity shown while watching.
- d. Motivation: Intrinsic (enjoyment, curiosity) or extrinsic (grades, goals) drives behind watching.

These indicators are used to measure students' engagement with Fable Cottage YouTube fairy tales.

¹² Dewi and Handayani, "Correlation Between Students' Habit of Watching English Movie and Their Vocabulary Mastery."(2022)

5) The Theoretical Limitations of Passive Language Exposure in Formal Vocabulary Acquisition

While the proliferation of digital media, particularly educational YouTube channels such as *The Fable Cottage*, offers an unprecedented volume of authentic audiovisual exposure to target language input, the precise mechanism through which this exposure translates into measurable academic performance remains a complex linguistic phenomenon. Within the framework of second language acquisition (SLA), mere contact with English-medium content does not inherently guarantee an equivalent advancement in formal linguistic competencies. This discrepancy can be critically evaluated through several foundational theories regarding cognitive processing and vocabulary retention.

First and foremost, Krashen's Input Hypothesis posits that language acquisition occurs primarily when learners are exposed to "comprehensible input". However, subsequent developments in SLA theory argue that input alone, without cognitive depth, is insufficient for structural mastery¹³. When students engage with multimodal platforms like YouTube, they frequently practice what is termed *passive viewing* or *incidental*

¹³ Luo, "A Review of Krashen's Input Theory."

exposure Webb & Rodgers,¹⁴. Passive viewing refers to a state where language learners consume media predominantly for narrative comprehension or entertainment, utilizing minimal cognitive effort toward the linguistic components embedded within the discourse.

In pedagogical environments, this phenomenon is closely tied to Mayer's Cognitive Theory of Multimedia Learning and the Dual-Coding Theory. Visual media channels like *The Fable Cottage* employ highly engaging animations, contextual illustrations, and often bilingual or target-language subtitles. While these synchronized multimedia cues significantly enhance the students' global comprehension of the storyline, they can simultaneously generate a psychological effect known as "cognitive ease" or "the illusion of knowing." Because the visual narrative provides immediate context, students can subconsciously bypass the deeper lexical decoding of unfamiliar vocabulary. They grasp the general plot through the imagery, which diminishes the necessity to cognitively process, store, and structurally integrate the orthographic forms and precise definitions of individual words into their long-term memory.¹⁵

¹⁴ Suardi, *Students' Interest in Learning English Vocabulary for Engineering by Using YouTube*.

¹⁵ Mayer, "The Past, Present, and Future of the Cognitive Theory of Multimedia Learning."

To further elaborate on why extensive watching habits may fail to demonstrate a direct statistical correlation with formal language test scores, Laufer and Hulstijn's *Involvement Load Hypothesis* provides a crucial explanatory paradigm. According to this hypothesis, the retention of novel vocabulary is fundamentally contingent upon the "involvement load" induced by a specific language task, which is structurally operationalized through three cognitive dimensions: *Need* (the motivational dimension), *Search* (the attempt to locate the meaning of a word), and *Evaluation* (the comparison of a word with other words or its context).¹⁶

Extracurricular or casual viewing habits typically possess an extremely low involvement load. When students watch fairy tales on YouTube at home, there is no immediate communicative or academic *need* to master specific lexical items; there is rarely a *search* process involved because the visuals or subtitles instantly supply the meaning; and there is no subsequent *evaluation* task requiring them to employ those words productively. Consequently, while passive exposure may broaden a student's peripheral familiarity with English sounds and narrative structures, it does not necessarily cultivate the

¹⁶ Sismona, "The Effect of Using Video on Students' Vocabulary Mastery."

precise, discrete lexical knowledge required to excel in formal academic assessments.

As a result, in quantitative research designs evaluating language correlation, a high frequency or long duration of watching habit does not automatically generate a statistically significant upward trajectory in formal vocabulary test scores. This lack of linear correlation is especially prominent when the research sample exhibits a high degree of homogeneity, where baseline linguistic proficiencies are already well-established prior to the exposure.

2. Vocabulary Mastery

1) Definition of Vocabulary Mastery

Vocabulary mastery refers to a learner's comprehensive ability to recognize, understand, recall, and appropriately use words in oral and written forms. Famously stated, "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed." Vocabulary mastery thus forms the foundation of all language skills listening, speaking, reading, and writing.¹⁷

It consists of both breadth (the number of words known) and depth (the degree of understanding of each word), including

receptive (understanding words when listening or reading) and productive (using words when speaking or writing) knowledge.

According to Nation and Schmitt, learners need multiple exposures (8–10 times) to a word in varied contexts to master it. Watching YouTube fairy tales provides such repeated exposure, allowing learners to internalize vocabulary naturally.¹⁸

Operationally, vocabulary mastery in this study is defined as the ability of eighth-grade students at MTsN 1 Tulungagung to understand, recall, and apply curriculum-based English vocabulary focusing on meaning, form, pronunciation, and usage.

2) Components of Vocabulary

A study by relevant researchers in communicative language teaching emphasizes that animated stories or fairy tales provide a rich audiovisual context. This context assists students in capturing both the denotative and connotative meanings of words, as they can associate the audio with the visual representation on screen. Vocabulary knowledge includes understanding word form, meaning, and use. Two primary components are emphasized:

- a. Word Classification: The grammatical category of words nouns, verbs, adjectives, and adverbs.

¹⁸ Nation

- b. Word Meaning: The denotative (literal) and connotative (emotional or contextual) meanings of words, along with relationships such as synonyms and antonyms.

For example, when watching Fable Cottage fairy tales, students may repeatedly hear the word adventure in different contexts, helping them internalize both its literal and emotional meaning.¹⁹

3) Types of Vocabulary

Vocabulary is categorized into two types: active (productive) and passive (receptive) vocabulary.

- a. Active (Productive) Vocabulary: Words students can accurately use in speaking and writing, reflecting productive mastery (e.g., using “analyze” correctly in a sentence)
- b. Passive (Receptive) Vocabulary: Words students recognize and understand in reading or listening, crucial for comprehension (e.g., understanding “sustainability” in a textbook passage)

Watching English videos primarily supports passive vocabulary acquisition, but frequent and meaningful exposure can help convert passive knowledge into active use.²⁰

¹⁹Rabia et al., “A Study on Study Habits and Academic Performance of Students.” (2022)

²⁰ Nation, *Learning Vocabulary in Another Language*

4) Aspects of Vocabulary

Based on Lado and Nation, vocabulary mastery involves several aspects²¹:

- 1) Meaning: Understanding denotative and connotative meanings in context, essential for comprehension.
2. Spelling: Recognizing and producing correct words forms, critical for reading and writing accuracy.
3. Pronunciation: Articulating words accurately, supporting oral communication, and recognition in reading.
4. Word Classes: Identifying grammatical functions (e.g, nouns, verbs) to comprehend sentence structures.
5. Word Use: Applying words in appropriate grammatical and collocational contexts (e.g., “make a decision” vs. “do homework”), enhancing communicative competence.

These aspects are measured in this study using a vocabulary test.

5) Vocabulary Assessment

Vocabulary mastery can be measured through multiple-choice tests focusing on breadth (how many words are known) and depth (how well they are understood). Schmitt notes that multiple-

²¹ Nation, *Learning Vocabulary in Another Language*

choice formats are practical and reliable for assessing receptive vocabulary knowledge, especially for large groups.²²

In this study, students' vocabulary mastery will be assessed through a standardized vocabulary test aligned with their curriculum and the words commonly found in Fable Cottage fairy tales.²³

B. Relevant Studies

Table 2. 1 Relevant Studies

No	Title of the Study Researcher(s) & Year	Similarities	Differences
1.	The Effect of YouTube Videos on Students' Vocabulary Mastery. Putra & Dewi (2020) ²⁴	Both studies investigate how YouTube videos can enhance vocabulary learning through visual and auditory media.	This study used general YouTube videos, not bilingual storytelling content like Fable Cottage. The participants were senior high school students, not junior high school students.
2.	The Effectiveness of Using YouTube Channel in Improving Students' Vocabulary Mastery at MTsN Miftahul Huda Maulana (2022) ²⁵	Similar in focusing on MTs students and exploring the effect of YouTube as a medium to improve vocabulary mastery	The study measured <i>effectiveness</i> using experimental designste, while the current study uses a <i>correlational design</i> to examine the relationship between watching habits and vocabulary mastery.

²² Nation.

²³ Read, J. (2023). *Assesing Vocabulary*, Cambrigde: Cambrigde University Press

²⁴ Ardianti and Faricha Maula Chabibah, "YouTube for Enhancing EFL Students' Motivation in Vocabulary Acquisition." (2024)

²⁵ Maulana, "The Effectiveness of Using Youtube Channel in Improving Students' Vocabulary Mastery at Madrasah Tsanawiyah Miftahul Huda," 2023.

No	Title of the Study Researcher(s) & Year	Similarities	Differences
3.	Students' perceptions on the Use of YouTube in Learning Vocabulary Madani, N.S., Hidayat, M., & Hasim, W (2023) ²⁶	Both studies highlight YouTube as a learning resource that increases students' motivation and engagement in vocabulary learning.	Their research focuses on students' perceptions using qualitative methods, while the present study focuses on <i>quantitative correlation</i> between watching and vocabulary mastery.
4.	YouTube for Enhancing EFL Students' Motivation in Vocabulary Acquisition: A Systematic Review Ardianti, A.P., & Maula Chabibah, F. (2023) ²⁷	Both studies support that YouTube exposure improves motivation and vocabulary acquisition among EFL learners.	Their study is a <i>literature review</i> , not empirical research, and does not involve a specific channel like Fable Cottage.
5.	Fairy Tales in the Classroom: Investigating the Effect of English Fairy Tales on Vocabulary Mastery Achmadi, A.S., & Sofiana, N (2024) ²⁸	Both studies use <i>fairy tales</i> as learning materials and examine their influence on vocabulary mastery.	This study used printed English fairy tales in classroom, while the present study uses <i>digital bilingual fairy tales from YouTube</i> (Fable Cottage) as media.
6.	Examining the Correlation Between Habit of Watching English Videos and Vocabulary Mastery Among Students	Both studies investigate the correlation between watching habits and vocabulary mastery	Their study explored general English videos, while the current research focuses specifically on bilingual

²⁶ Madani et al., "The Students' Perceptions on the use of YouTube in Learning Vocabulary." (2023)

²⁷ Ardianti and Faricha Maula Chabibah, "YouTube for Enhancing EFL Students' Motivation in Vocabulary Acquisition." (2023)

²⁸ Achmadi and Sofiana, *Fairy Tales in the Classroom: Investigating the Effect of English Fairy Tales on Vocabulary Mastery*, n.d. (2024)

No	Title of the Study Researcher(s) & Year	Similarities	Differences
	Mole, A., & Sengkey, V.G (2024) ²⁹		storytelling videos (Fable Cottage) in an Islamic junior high school context.

²⁹ Mole, *Examining the Correlation Between the Habit of Watching English Videos and Vocabulary Mastery Among Students*, n.d. (2024)

C. Conceptual Framework

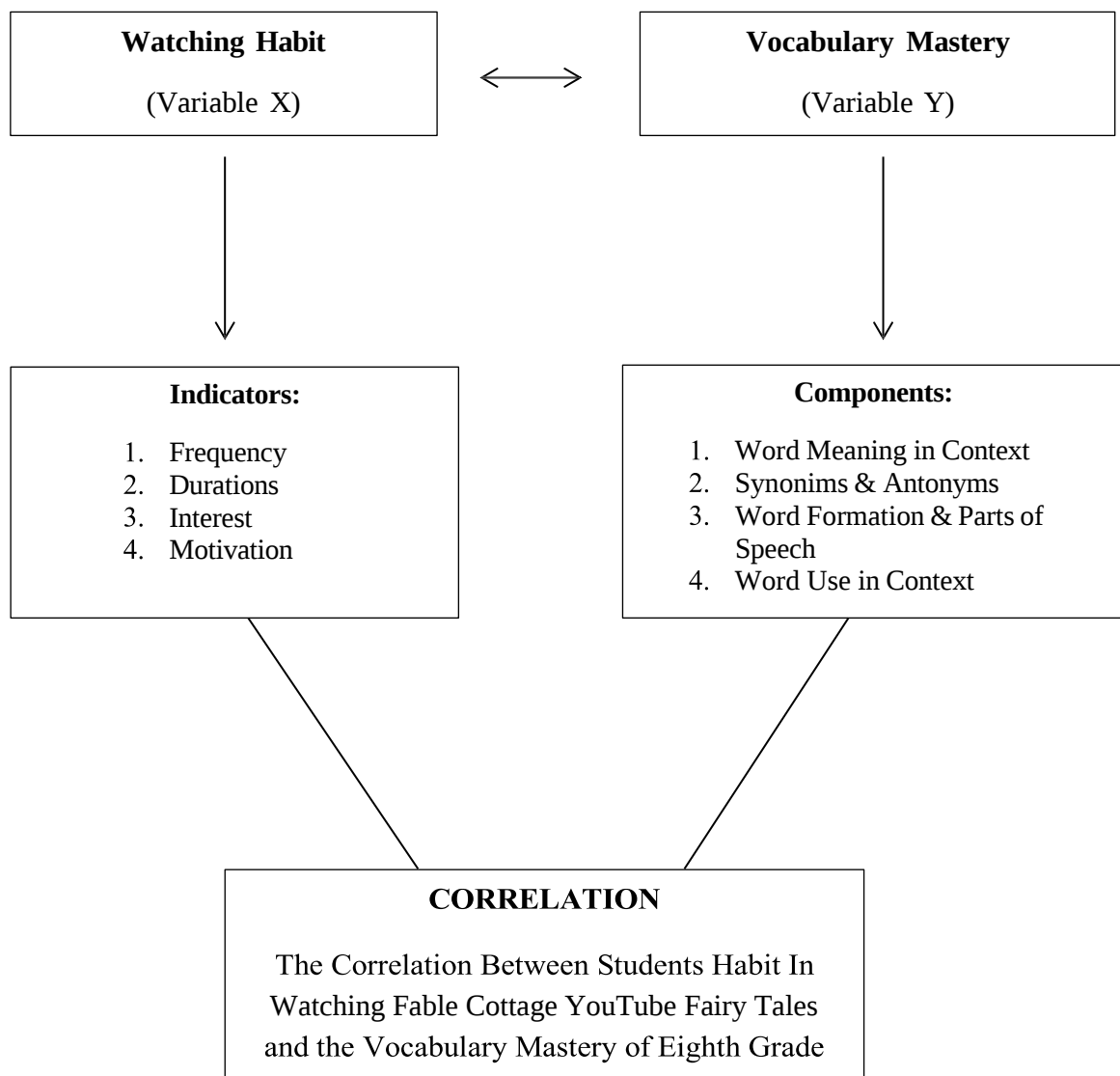
A conceptual framework is a structural representation that illustrates the logical relationships between the variables identified within a study. In this correlational research, the framework is designed to investigate whether there is a significant correlation between students' habit in watching *Fable Cottage* YouTube fairy tales (Independent Variable, denoted as Variable X) and their vocabulary mastery (Dependent Variable, denoted as Variable Y) among the eighth-grade students at MTsN 1 Tulungagung.

Variable X focuses on the students' habitual behavior in engaging with authentic language input via the *Fable Cottage* YouTube channel. This habit is structurally characterized by three key dimensions: frequency of viewing, duration spent watching the videos, and the level of intrinsic interest or attentiveness given during the viewing process. Extensive exposure to this channel provides students with multimodal linguistic input, combining clear spoken English narratives with contextual animations and text subtitles.

On the other hand, Variable Y represents the students' vocabulary mastery, which is their cognitive ability to understand, recall, and apply English words. In this study, vocabulary mastery is measured through specific components appropriate for eighth-grade learners, including word meaning (semantics), synonyms, antonyms, and word usage within a narrative context.

Teoretially, a higher frequency and duration of language exposure (watching habit) should enhance linguistic storage, leading to better vocabulary test performance. However, because watching YouTube out of school is often done passively or for entertainment purposes, the actual statistical relationship may not always be strictly linear. Therefore, this framework serves as a baseline to statistically analyze and test whether the habit of watching these digital fairy tales systematically correlates with the students' formal academic vocabulary scores.

The visual representation of the interaction between these two variables is illustrated in the diagram below:



CHAPTER III

RESEARCH METHODS

This chapter discuss the research method used in this study. It will define the research design, population, sampling, and sample, research instrument, validity and reliability testing, data collection procedure, and data analysis.

A. Research Design

This study employed a quantitative research approach, which emphasizes objectivity, measurement, and statistical analysis to explain phenomena and test relationships between variables. It relies on structured instruments such as questionnaires and tests to generate numerical data that can be analyzed precisely and objectively.

Within this approach, the study applied a correlational research design, aimed at identifying the relationship between students' habit of watching Fable Cottage YouTube fairy tales (independent variable) and their vocabulary mastery (dependent variable). Correlational research seeks to determine the degree and direction of the association between variables in their natural settings, without experimental manipulation.

This study was conducted as field research, since the data were collected directly from the eighth grade students at MTsN 1 Tulungagung through a watching habit questionnaire and a vocabulary mastery test administered in the school environment. The data were then analyzed using Spearman Rank Correlation Coefficient to determine the strength

and significance of the relationship between the two variables.

B. Population, Sampling, and Sample

1. Population

The population of this study consists of all eighth grade students of MTsN 1 Tulungagung in the academic year 2025/ 2026. These students have learned English for several years and are familiar with basic vocabulary, making them suitable for investigating vocabulary mastery and the use of digital media such as YouTube.

2. Sampling

This study used purposive sampling, a non-probability sampling technique in which the researcher selects the sample based on specific criteria and purposes. The sample is chosen not randomly, but intentionally, in order to ensure that the participants are relevant to the research objectives.

The criteria used in this study were:

- 1) Students were officially registered as eighth grade students of MTsN 1 Tulungagung in the academic year 2025/2026.
- 2) Students had access to the internet and YouTube, either at home or at school (through smartphone, laptop, or school facilities).

- 3) Students had experience in watching Fable Cottage YouTube fairy tales, at least several times, either in class activities or individually.
- 4) Students were willing to participate and complete both the watching habit questionnaire and the vocabulary test.

These criteria were applied to ensure that the respondents are really exposed to Fable Cottage YouTube fairy tales, so the independent variable (watching habit) is relevant to them. Can provide valid information regarding their watching frequency, duration, motivation, and interest.

3. Sample

The sample of this study was selected based on the purposive sampling criteria mentioned above. Specifically, the researcher targeted students categorized as having a high habit in watching Fable Cottage YouTube fairy tales, defined operationally as those who watch Fable Cottage YouTube fairy tale videos at least three times per week.

To identify eligible participants, a preliminary questionnaire on the frequency of watching Fable Cottage YouTube fairy tales was distributed to all eighth-grade students of MTsN 1 Tulungagung. Based on the students' responses, 35 learners met the established criteria and were selected as the sample of this study.

C. Research Instrument

In order to collect the data, the researcher used two main instruments. A questionnaire on students' habit in watching Fable Cottage YouTube fairy tales vocabulary mastery test.

1) Watching Habit Questionnaire

The questionnaire was designed to measure the students' habit in watching Fable Cottage YouTube fairy tales as the independent variable (X). The concept of "habit" here is related to regular, intentional, and motivated activities of watching Fable Cottage videos, characterized by frequency, duration, interest, and motivation.

The questionnaire was constructed by adapting indicators from theories of habit formation and media use in language learning (frequency, duration, interest, motivation) and adjusted specifically to the context of Fable Cottage YouTube fairy tales.

Table 3. 1 Likert's Scale Type

Aspect	Score
Always (selalu)	5
Often (sering)	4
Sometimes (kadang-kadang)	3
Rarely (jarang)	2
Never (tidak pernah)	1

To ensure clarity, the questionnaire was presented in Indonesian so that students could fully comprehend the meaning of each item. Prior to distribution, the instrument was validated for content and construct

validity, and a reliability test was conducted to confirm internal consistency.

2) Vocabulary Mastery Test

The second instrument was a vocabulary mastery test, used to measure the dependent variable (Y). Vocabulary mastery in this study refers to students' ability to understand and use English words, especially those frequently appearing in Fable Cottage YouTube fairy tales and the eighth grade English curriculum at MTsN 1 Tulungagung. The test was constructed based on:

- a) The vocabulary items that appear repeatedly in several Fable Cottage stories chosen by the researcher (for example: "The Three Little Pigs", "Little Red Riding Hood", "Goldilocks", etc.).
- b) The vocabulary list relevant to the eighth grade syllabus and their English textbook.

The test covered several aspects of vocabulary, such as:

- a) Word meaning (students choose the correct meaning of a word).
- b) Parts of speech (noun, verb, adjective, adverb).
- c) Synonyms and antonyms.
- d) Using words in context (choosing the correct word to complete a sentence related to a fairy tale situation).

The vocabulary test consisted of 21 multiple-choice items. Each item had four options (A, B, C, D), with one correct answer.

- a) Correct answer = 1
- b) Incorrect answer = 0

So, the maximum score is 21. The total raw score was then converted into a percentage or classification (low, medium, high vocabulary mastery) if needed.

The vocabulary mastery test in this study consisted of 21 items. Each correct answer was scored as 1, while incorrect answers were scored as 0, so the maximum score was 21. Students' vocabulary knowledge was assessed using a multiple-choice test with four options (A, B, C, and D), in which students were required to select the correct answer.

The maximum score on this test is 100 points. The highest possible score on this test is 100 points. The following is the formula for assessing students' vocabulary mastery.

Formula:

$$\text{Score} = \frac{\text{Number of correct answer}}{\text{Total number of questionnaire}} \times 100$$

Explanation:

- Total number of questions: The total number of questions (in this case, 21).
- Number of Correct Answers: The number of questions the

student answered correctly.

- Score: The final score calculated based on the correct answers.

D. Validity and Reliability

Before the instruments were used in the real data collection, their validity and reliability were tested to ensure that they measured the intended constructs accurately and consistently.

4. Validity

Validity refers to the degree to which an instrument measures what it is supposed to measure. In this study, the researcher focused on content validity and construct validity.

1) Content Validity

- a) For the watching habit questionnaire, content validity was checked by comparing each item with the theoretical indicators of habit (frequency, duration, interest, motivation) and with the specific context of watching Fable Cottage YouTube fairy tales. English education experts (such as a thesis advisor or English lecturer) were asked to review the items and judge whether they were relevant, clear, and appropriate for eighth grade students.
- b) For the vocabulary test, content validity was established by aligning the test items with:
 - a) The vocabulary in selected Fable Cottage stories.
 - b) The vocabulary content of the eighth grade

English syllabus and textbook at MTsN 1

Tulungagung.

Experts also checked whether each item was suitable for the students' level.

Table 3. 2 Validity Watching Habit

Statement s Number	R hitung	R tabel	Conclusion
1	0.447	0,344	Valid
2	0.321	0,344	Invalid
3	0.439	0,344	Valid
4	0.435	0,344	Valid
5	0.422	0,344	Valid
6	0.441	0,344	Valid
7	0.312	0,344	Invalid
8	0.482	0,344	Valid
9	0.507	0,344	Valid
10	0.607	0,344	Valid
11	0.476	0,344	Valid
12	0.639	0,344	Valid
13	0.672	0,344	Valid
14	0.412	0,344	Valid
15	0.481	0,344	Valid
16	0.648	0,344	Valid
17	0.547	0,344	Valid
18	0.409	0,344	Valid
19	0.527	0,344	Valid
20	0.563	0,344	Valid

In the validity test for viewing habits, the researcher used 20 items for the validity test with 33 respondents. After conducting the validity test on the 20 items, items 2 and 7 were found to be invalid. Therefore, those two invalid items were removed, leaving only 18 items to be used for data collection.

Table 3. 3 Validity Vocabulary

Questions Number	r hitung	r tabel	Conclusion
Q1	0.454	0,344	Valid
Q2	0.454	0,344	Valid
Q3	0.393	0,344	Valid
Q4	0.454	0,344	Valid
Q5	0.450	0,344	Valid
Q6	0.519	0,344	Valid
Q7	0.454	0,344	Valid
Q8	0.454	0,344	Valid
Q9	0.243	0,344	Invalid
Q10	0.454	0,344	Valid
Q11	0.243	0,344	Invalid
Q12	0.349	0,344	Valid
Q13	0.454	0,344	Valid
Q14	0.454	0,344	Valid
Q15	0.439	0,344	Valid
Q16	0.400	0,344	Valid
Q17	0.400	0,344	Valid
Q18	0.299	0,344	Invalid
Q19	0.367	0,344	Valid
Q20	0.356	0,344	Valid
Q21	0.219	0,344	Invalid
Q22	0.400	0,344	Valid
Q23	0.477	0,344	Valid
Q24	0.473	0,344	Valid
Q25	0.400	0,344	Valid

In the vocabulary mastery validity test, the researcher used 25 questions to assess validity with 33 respondents. After conducting the validity test on the 25 items, it was found that 4 items were invalid: numbers 9, 11, 18, and 21. Therefore, those 4 invalid items were removed, leaving only 21 items used for data collection in the study.

2) **Construct Validity**

Construct validity deals with whether the instrument truly represents the theoretical construct. In this study, construct validity was tested statistically by conducting a try- out of the questionnaire and vocabulary test to a group of students similar to the research sample (but not included in the final sample).

The item validity was analyzed using Pearson's Product-Moment correlation between each item score and the total score (item-total correlation) with the help of SPSS. Items with correlation coefficients higher than the critical value at the 0.05 significance level were considered valid, while those with low correlation could be revised or removed.

5. **Reliability**

Reliability refers to the consistency of an instrument. An instrument is reliable if it gives similar results when administered to the same group under similar conditions.

In this study, the reliability of:

- a) The watching habit questionnaire, and
- b) The vocabulary test

was measured using Cronbach's Alpha formula through SPSS. Cronbach's Alpha is suitable for Likert-scale questionnaires and tests with multiple items.

- a) A Cronbach's Alpha value of 0.70 or higher was considered acceptable, indicating good internal consistency.
- b) Instruments with reliability below this threshold would need revision.

After the try-out and analysis, both instruments reached acceptable reliability levels and were therefore considered appropriate for use in the main research.

E. Data Collection Procedure

The procedures of data collection in this study were as follows:

6. Preparation Stage

- a) Asking permission from the headmaster of MTsN 1 Tulungagung and coordinating with the English teacher.
- b) Preparing and duplicating the watching habit questionnaire and vocabulary test.
- c) Preparing the guideline to explain briefly about Fable Cottage YouTube fairy tales to students' (if needed).

7. Administering the Watching Habit Questionnaire

- a) The researcher entered the class with the English teacher's help.
- b) The purpose of the research and the instructions for filling the questionnaire were explained clearly to the students.
- c) Students were asked to answer each item honestly based on their real habit in watching Fable Cottage YouTube fairy tales.

8. Administering the Vocabulary Mastery Test

- a) On another session (or right after the questionnaire, depending on schedule), the vocabulary test was distributed.
- b) The researcher explained the test instructions, including time allocation and marking system.
- c) Students answer all 21 multiple-choice items individually without discussing with friends.
- d) The answer sheets were collected and then scored by the researcher.

9. Scoring the Instruments

- a) Questionnaire: Each response was scored from 1 to 5. The total score for each student represented the level of their habit in watching Fable Cottage.
- b) Vocabulary Test: Each correct answer received 1 point. The total correct answers represented the vocabulary mastery score. The score could be converted to a percentage if needed.

10. Data Tabulation

All scores from both instruments were entered into a table and then input into SPSS for further statistical analysis.

F. Data Analysis

The data analysis was conducted in two main stages: descriptive statistics and inferential statistics

11. Descriptive Statistics

Descriptive statistics were used to describe the general tendency of the data from both variables. They included:

- a) Minimum and maximum scores.
- b) Mean (average score)
- c) Median and mode.
- d) Standard deviation and variance
- e) Frequency distribution and, if needed, category levels (e.g., low, medium, high habit / vocabulary mastery).

The analyses were conducted to know the overall profile of students' habit in watching Fable Cottage YouTube fairy tales and their vocabulary mastery.

12. Inferential Statistics

Before testing the correlation, several assumptions were checked:

1. Normality Test

- a) The normality of the data distribution for both variables (watching habit and vocabulary mastery) was tested using the Kolmogorov-Smirnov test in SPSS.
- b) If the significance value (p-value) >0.05 , the data were considered to be normally distributed.

2. Linearity / Homogeneity (optional for reporting)

The researcher examined whether the relationship between the variables was linear with SPSS (e.g., using scatterplot or linearity test) to justify the use of Pearson's correlation.

13. Correlation Analysis

a) Since one of the variables was not normally distributed, the researcher used Spearman Rank Correlation to analyze the relationship between the variables.

a) X: Students' watching habit

b) Y: Student's vocabulary mastery

b) The significance level was set at 0.05

a) If $p\text{-value} < 0.05$ it means there is a significant correlation and the alternative hypothesis (H_a) is accepted.

b) If $p\text{-value} \geq 0.05$, it means there is no significant correlation and the null hypothesis (H_0) is accepted.

The correlation coefficient r ranges from -1 to +1:

a) r close to +1 : strong positive correlation (the higher the watching habit, the higher the vocabulary mastery).

b) r close to 0 : very weak or no correlation.

c) r close to -1 : strong negative correlation.

Table 3. 4 Score Classification

Correlation Coefficiencie	Interpretation
0.00-0.199	Very Low
0.20-0.399	Low
0.40-0.599	Moderate
0.60-0.799	Strong
0.80-1.00	Very Strong

Based on these analyses, the researcher then drew conclusions about whether there is a statistically significant correlation between students' habit in watching Fable Cottage YouTube fairy tales and their vocabulary mastery, and how strong that relationship is.

Table 3. 5 Reliability Watching Habit**Reliability Statistics**

Cronbach's	
Alpha	N of Items
.834	20

Based on the results of the reliability test, a Cronbach's Alpha value of 0.834 was obtained for the 20 statements. Since this value is greater than 0.70, the instrument is deemed reliable and can be used as a research data collection tool.

Table 3. 6 Reliability Vocabulary Mastery**Reliability Statistics**

Cronbach's	
Alpha	N of Items
.727	25

Based on the results of the reliability test, a Cronbach's Alpha value of 0.727 was obtained for the 25 statements. Since this value is greater than 0.70, the instrument is deemed reliable and suitable for use as a research data collection tool.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the results of data description and research findings of the study.

A. Data Description

This section presents the results of data analysis obtained from the student's watching habit fable cottage fairy tales questionnaire and vocabulary mastery test administered to the students.

1. Description of Students' Watching Habits Data

Data on students' watching habits were collected using a questionnaire consisting of 18 statements measured on a five-point Likert scale. The questionnaire assessed four aspects of student's watching habits, namely frequency, duration, interest, and motivation in student's watching fable cottage. Students' responses were converted into numerical scores and analyzed using descriptive statistics to identify general patterns in their watching habits. This analysis aimed to describe how frequently students watching fable cottage, the amount of time they spent on watching activities, as well as the levels of interest and motivation influencing their watching behavior.

Based on the results of the questionnaire on watching habits, 35 students were selected as the research sample through purposive sampling. The results of the study show that all of the selected students fall into the

category of viewers of the YouTube video “Fable Cottage.” The results of the questionnaire on students' viewing habits are presented in the table.

Table 4. 1 Data Students Watching Habit

No.	Name	Class	Score
1.	ASPH	VIII-B	63
2.	AAA	VIII-B	54
3.	AKAS	VIII-B	61
4.	ALN	VIII-B	54
5.	AFT	VIII-B	71
6.	ARR	VIII-B	61
7.	AHJ	VIII-B	61
8.	AZA	VIII-B	66
9.	ESV	VIII-B	54
10.	FRF	VIII-B	55
11.	FYAK	VIII-B	71
12.	FAN	VIII-B	51
13.	FAP	VIII-B	56
14.	HYP	VIII-B	73
15.	HAS	VIII-B	62
16.	IA	VIII-B	54
17.	IAR	VIII-B	67
18.	MDRF	VIII-B	73
19.	MFAHE	VIII-B	31
20.	MFAB	VIII-B	50
21.	MFT	VIII-B	54
22.	MRD	VIII-B	64
23.	NSR	VIII-B	57
24.	NZM	VIII-B	63
25.	NMS	VIII-B	58
26.	NAH	VIII-B	49
27.	NAN	VIII-B	66
28.	NHAA	VIII-B	59
29.	RAAA	VIII-B	57
30.	RYW	VIII-B	60
31.	RKN	VIII-B	57
32.	SOTN	VIII-B	60
33.	SF	VIII-B	54
34.	YRC	VIII-B	50
35.	ZRA	VIII-B	49

Table 4. 2 Descriptive statistic Watching Habit

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Watching habit	35	31.00	73.00	58.4286	8.24009
Valid (listwise)	N 35				

The table above shows that, among the selected students, the mean score watching habits was 35, the maximum score was 73.00, the average score was 58.4286, and the standard deviation was 8.24009.

Table 4. 3 Frequency Watching Habit

Watching habit					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid 31.00	1	2.9	2.9	2.9	
49.00	2	5.7	5.7	8.6	
50.00	2	5.7	5.7	14.3	
51.00	1	2.9	2.9	17.1	
54.00	6	17.1	17.1	34.3	
55.00	1	2.9	2.9	37.1	
56.00	1	2.9	2.9	40.0	
57.00	3	8.6	8.6	48.6	
58.00	1	2.9	2.9	51.4	
59.00	1	2.9	2.9	54.3	
60.00	2	5.7	5.7	60.0	
61.00	3	8.6	8.6	68.6	
62.00	1	2.9	2.9	71.4	
63.00	2	5.7	5.7	77.1	
64.00	1	2.9	2.9	80.0	
66.00	2	5.7	5.7	85.7	
67.00	1	2.9	2.9	88.6	
71.00	2	5.7	5.7	94.3	
73.00	2	5.7	5.7	100.0	
Total	35	100.0	100.0		

Based on the frequency distribution table of the *watching habit* variable, it is known that the total number of respondents was 35, and all data were considered valid. The respondents' watching habit scores ranged from 31 to 73. The score that appeared most frequently was 54, obtained by 6 respondents or 17.1% of the total respondents. In addition, the scores of 57 and 61 were each obtained by 3 respondents or 8.6%. Most respondents' scores were concentrated within the range of 54–66, indicating that the respondents' watching habits tended to be at a moderate to relatively high level. Based on the cumulative percentage, 60% of the respondents had scores up to 60, while 80% had scores up to 64. Therefore, it can be concluded that the distribution of the *watching habit* variable was relatively even, and the majority of respondents demonstrated fairly good watching habits.

2. Description Data of Students' Vocabulary Mastery

Data on students' vocabulary mastery was obtained from a multiple-choice test consisting of 21 questions. Each correct answer was awarded one point, while incorrect answers received zero points, resulting in a maximum possible score of 21 points. This score was then converted to a scale of 0–100.

This vocabulary mastery test was designed to measure students' vocabulary knowledge, including their ability to recognize vocabulary. The test results were analyzed using descriptive statistics to determine the overall level of vocabulary proficiency. The results of the students' vocabulary mastery test are presented in the following table.

Table 4. 4 Data Vocabulary Score

No.	Name	Class	Score
1.	ASPH	VIII-B	100
2.	AAA	VIII-B	95.24
3.	AKAS	VIII-B	95.24
4.	ALN	VIII-B	95.24
5.	AFT	VIII-B	90.48
6.	ARR	VIII-B	100
7.	AHJ	VIII-B	90.48
8.	AZA	VIII-B	61.90
9.	ESV	VIII-B	100
10.	FRF	VIII-B	80.95
11.	FYAK	VIII-B	95.24
12.	FAN	VIII-B	85.71
13.	FAP	VIII-B	100
14.	HYP	VIII-B	76.19
15.	HAS	VIII-B	85.71
16.	IA	VIII-B	95.24
17.	IAR	VIII-B	85.71
18.	MDRF	VIII-B	100
19.	MFAHE	VIII-B	100
20.	MFAB	VIII-B	85.71
21.	MFT	VIII-B	90.48
22.	MRD	VIII-B	95.24
23.	NSR	VIII-B	100
24.	NZM	VIII-B	95.24
25.	NMS	VIII-B	95.24
26.	NAH	VIII-B	85.71
27.	NAN	VIII-B	100
28.	NHAA	VIII-B	90.48
29.	RAAA	VIII-B	71.43
30.	RYW	VIII-B	71.43
31.	RKN	VIII-B	100
32.	SOTN	VIII-B	100
33.	SF	VIII-B	66.67
34.	YRC	VIII-B	66.67
35.	ZRA	VIII-B	80.95

Table 4. 5 Descriptive Statistic Vocabulary

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary mastery	35	61.90	100.00	89.3880	11.14331
Valid N (listwise)	35				

The results of the study show that students' vocabulary mastery scores ranged from 61.90 to 100.00, with a mean score of 89.3880 and a standard deviation of 11.14331. These findings indicate a high level of vocabulary mastery.

Table 4. 6 Frequency Distribution Vocabulary

Vocabulary mastery					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	61.90	1	2.9	2.9	2.9
	66.67	2	5.7	5.7	8.6
	71.43	2	5.7	5.7	14.3
	76.19	1	2.9	2.9	17.1
	80.95	2	5.7	5.7	22.9
	85.71	5	14.3	14.3	37.1
	90.48	4	11.4	11.4	48.6
	95.24	8	22.9	22.9	71.4
	100.00	10	28.6	28.6	100.0
	Total	35	100.0	100.0	

Based on the frequency distribution of students' vocabulary mastery scores, the scores ranged from 61.90 to 100. The highest score, 100, was achieved by 10 students (28.6%), indicating that a considerable number of students obtained the maximum score on the test. A score of 95.24 was obtained by 8 students (22.9%), while 90.48 was achieved by 4 students (11.4%). In addition, 5 students (14.3%) obtained a score of 85.71. Scores of 80.95, 71.43, and 66.67

were each achieved by 2 students (5.7%). Meanwhile, the scores of 76.19 and 61.90 were each obtained by only 1 student (2.9%), representing the lowest frequency in the distribution. Overall, the results indicate that most students demonstrated relatively high vocabulary mastery, as the majority of scores were concentrated in the upper range.

3. Normality Test

Based on the results of the One-Sample Kolmogorov–Smirnov normality test, the students' watching habit variable obtained an Asymp. Sig. (2-tailed) value of 0.191, which is higher than the significance level of 0.05 ($0.191 > 0.05$). This indicates that the data for the students' watching habit variable were normally distributed. Meanwhile, the Vocabulary Mastery variable obtained an Asymp. Sig. (2-tailed) value of 0.000, which is lower than 0.05 ($0.000 < 0.05$). This means that the data for the Vocabulary Mastery variable were not normally distributed.

Table 4. 7 Normality Test

One-Sample Kolmogorov-Smirnov Test

			Watching habit	Vocabulary mastery
N			35	35
Normal Parameters ^{a,b}	Mean		58.4286	89.3880
	Std. Deviation		8.24009	11.14331
Most Differences	Extreme	Absolute	.124	.215
		Positive	.063	.170
		Negative	-.124	-.215
Test Statistic			.124	.215
Asymp. Sig. (2-tailed)			.191 ^c	.000 ^c

a. Test distribution is Normal.

- b. Calculated from data.
- c. Lilliefors Significance Correction.

Therefore, it can be concluded that only the students' watching habit data met the assumption of normality, whereas the Vocabulary Mastery data did not. Since one of the variables was not normally distributed, the assumption for using parametric correlation analysis such as Pearson Product Moment was not fully satisfied. Consequently, a non-parametric correlation test, such as Spearman Rank Correlation, would be more appropriate for analyzing the relationship between the two variables.

4. Correlation Analysis

In this study, the researcher used correlation analysis to answer the research question: Is there a significant correlation between the students' watching habit Fable Cottage fairy tales on YouTube and the vocabulary mastery of eighth-grade students at MTsN 1 Tulungagung? The analysis was also conducted to test the research hypothesis. The correlation between students' watching habits and their vocabulary mastery was analyzed using Spearman's Product-Moment correlation in SPSS 21. The results are presented as follows:

Table 4. 8 Correlations Analysis

Correlations			Watching habit	Vocabulary mastery
Spearman's rho	Watching habit	Correlation Coefficient	1.000	.128
		Sig. (2-tailed)	.	.462
		N	35	35
	Vocabulary mastery	Correlation Coefficient	.128	1.000
		Sig. (2-tailed)	.462	.
		N	35	35

Based on the results of the Spearman Rank Correlation analysis, the correlation coefficient between *watching habit* and *vocabulary mastery* was 0.128. This value indicates that the correlation between the two variables was positive but very weak. In other words, students with higher watching habits tended to have slightly higher vocabulary mastery; however, the relationship was minimal.

Furthermore, the significance value (Sig. 2-tailed) was 0.462, which was higher than the significance level of 0.05 ($0.462 > 0.05$). This means that the correlation between *watching habit* and *vocabulary mastery* was not statistically significant. Therefore, the null hypothesis (H_0) was accepted, while the alternative hypothesis (H_a) was rejected.

In conclusion, there was no significant relationship between students' watching habit and their vocabulary mastery in this study. Although the correlation coefficient showed a positive direction, the relationship was too weak to indicate a meaningful association between the two variables.

5. Hypothesis Testing

The hypotheses of this study were tested using Spearman's rank correlation analysis:

- Null Hypothesis (H_0): There is no significant correlation between students' watching habit of Fable Cottage YouTube fairy tales and the vocabulary mastery of the eighth-grade students at MTsN 1 Tulungagung..
- Alternative Hypothesis (H_1): There is a significant correlation between students' watching habit of Fable Cottage YouTube fairy tales and the vocabulary mastery of the eighth-grade students at MTsN 1 Tulungagung..

Based on the results of the Spearman's rho correlation test, the correlation coefficient (r) between watching habits and vocabulary mastery was found to be 0.128. This value indicates a very low level of correlation. Furthermore, the p-value obtained was 0.462 ($p > 0.05$). Since the p-value is greater than 0.05, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected. These results indicate that there is no significant correlation between watching habits and vocabulary mastery among eighth-grade students at MTsN 1 Tulungagung.

B. Research Findings

1. Finding on the Correlation between Students' Watching Habit and Vocabulary Mastery

Based on the normality test, the vocabulary mastery data are not normally distributed. Therefore, the researcher used the Spearman rank correlation test.

The analysis results show a correlation coefficient of 0.128 with a p-value of 0.462. Since the p-value is greater than 0.05 ($0.462 > 0.05$), there is no significant relationship between the habit of watching Fable Cottage YouTube fairy tales and students' vocabulary mastery.

Thus, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected. Although the relationship shows a positive direction, the correlation is very low.

CHAPTER V

DISCUSSION

This chapter discusses the research findings presented in Chapter IV. It explains the results in relation to the research question: The correlation between students' watching Fable Cottage YouTube fairy tales and the vocabulary mastery of the eighth grade students at MTsN 1 Tulungagung.

1. Correlation between students' watching Fable Cottage YouTube fairy tales and the vocabulary mastery

The correlation analysis using the Spearman Rank Correlation Coefficient through SPSS revealed a correlation coefficient (r) of 0.128 with a significance value (Sig. 2-tailed) of $p = 0.462$ between students' watching habit and their vocabulary mastery. Since the p -value was significantly higher than the standard alpha level of 0.05 ($0.462 > 0.05$), the null hypothesis (H_0) was accepted, and the alternative hypothesis (H_1) was rejected. This statistically confirms that there is no significant correlation between students' habit of watching Fable Cottage YouTube fairy tales and their vocabulary mastery among the eighth-grade students at MTsN 1 Tulungagung. The positive direction of the correlation coefficient indicates that students who demonstrated higher watching habits tended to achieve slightly higher vocabulary mastery. However, based on the statistical score classification, the relationship strength found in this study is classified as very low or minimal, indicating that the habit of watching these specific digital bilingual videos does not serve as a

primary or strong determining factor for the students' vocabulary levels in this research context.

The lack of a significant correlation and the very weak relationship strength found in this study can be attributed to several methodological and pedagogical factors. First, the sample selection in this research relied on a purposive sampling strategy that explicitly targeted a specific subgroup of students who already met high-frequency criteria, specifically those watching Fable Cottage at least three times per week. This strategy created data homogeneity where the participants' profiles did not vary extensively. As detailed in the data description, the students' vocabulary test scores were already highly clustered in the upper range, generating an exceptionally high mean score of 89.38, with ten students achieving a perfect score of 100. Because the data lacked a wide range of variance—meaning there were very few respondents with low vocabulary mastery or low watching habits in the final sample—the calculated correlation index naturally became restricted and mathematically weak.

Furthermore, the nature of language exposure through video media also plays a critical role in these findings. As reviewed in the theoretical background, watching English storytelling videos primarily feeds into passive or receptive vocabulary acquisition where students interpret visual and auditory cues to recognize words during listening and viewing activities. However, the standardized multiple-choice test used as the instrument may capture structural breadth rather than the qualitative depth

or long-term situational recall of the lexicon they independently encountered on YouTube. Additionally, within the current Indonesian EFL school environment, eighth-grade students at MTsN 1 Tulungagung are exposed to structured English interactions and modern digital learning resources mandated by the current Merdeka Curriculum. Therefore, their overall high vocabulary performance cannot be solely credited to a single independent variable like watching a specific YouTube channel, as external classroom inputs and other English materials heavily influence their overall mastery.

The empirical findings of this study offer an interesting contrast when juxtaposed with the relevant prior literature compiled in Chapter II. Specifically, the results of this study contradict the research conducted by Putra and Dewi ³⁰, as well as Maulana, both of whom discovered that utilizing YouTube videos significantly improved and showed a strong positive effect on EFL students' vocabulary mastery. The discrepancy lies in the research framework and target media³¹; Maulana employed an experimental design to measure immediate classroom effectiveness and direct instructional intervention, whereas the present study used a correlational design to examine independent habits over time without classroom manipulation³². Moreover, Putra and Dewi³³ focused on general

³⁰ Dewi, *Efektivitas Media Visual dalam Meningkatkan Keterampilan Menulis Teks Argumentatif pada Remaja*.(2022)

³¹ Maulana, “*The Effectiveness of Using Youtube Channel in Improving Students’ Vocabulary Mastery at Madrasah Tsanawiyah Miftahul Huda*,” (2023).

³² Maulana, “*The Effectiveness of Using Youtube Channel in Improving Students’ Vocabulary Mastery at Madrasah Tsanawiyah Miftahul Huda*,” (2023).

YouTube videos among senior high school students whose cognitive processing and word exposure differ from junior high school students.

In terms of storytelling media, this study also shows different nuances compared to Achmadi and Sofiana, who verified that English fairy tales positively influence vocabulary development. While Achmadi and Sofiana utilized printed English fairy tales inside a controlled classroom environment, this study proves that transforming an enjoyable audio-visual medium into an independent watching habit does not automatically guarantee a linear, statistically significant relationship with written test outcomes³⁴. On the other hand, this study shares thematic foundations with Mole and Sengkey, who examined the correlation between the habit of watching English videos and vocabulary mastery. However, while Mole and Sengkey found broader correlations using general English videos, this research focused specifically on bilingual storytelling videos from the Fable Cottage channel in an Islamic junior high school context. The bilingual format of Fable Cottage, which incorporates native language support alongside English narration, might prompt students to rely more heavily on native subtitles for immediate story comprehension, thereby reducing the active cognitive processing

³³ Dewi, *Efektivitas Media Visual dalam Meningkatkan Keterampilan Menulis Teks Argumentatif pada Remaja*. (2022)

³⁴ Achmadi and Sofiana, *Fairy Tales in the Classroom: Investigating the Effect of English Fairy Tales on Vocabulary Mastery*, n.d. (2024)

necessary to independently master and store the foreign vocabulary terms.³⁵

Overall, the findings of this study provide a valuable contribution to the theoretical perspectives of language acquisition. While theoretical literature by scholars like Nation and Harmer emphasizes that interactive multimedia and regular exposure enhance students' learning motivation and contextual word identification, the statistical evidence from MTsN 1 Tulungagung shows that independent exposure and high viewing habits do not always translate into a direct, statistically significant correlation with formal vocabulary examination scores. This reinforces the idea that while watching digital bilingual fairy tales serves as an excellent recreational and supportive tool to foster interest, it must be paired with other active language learning activities to yield a comprehensive impact on students' formal vocabulary mastery.

³⁵ Mole, *Examining the Correlation Between the Habit of Watching English Videos and Vocabulary Mastery Among Students*, n.d. (2024)

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research. The researcher explains the of the researcher and the suggestion for the next researcher.

A. Conclusion

Based on the findings, the correlation coefficient between students' watching Fable Cottage YouTube fairy tales and the vocabulary mastery was $r = 0.128$, which is lower than the r -table 0,344 at the significance level of $\alpha = 0,05$ with $df = 31$. This indicates that H_a is rejected and H_o is accepted, meaning that no correlation between the two variables.

This weak relationship suggests that a high frequency or habit of independently watching bilingual digital storytelling on YouTube does not automatically guarantee a linear or significant increase in formal vocabulary test scores. The lack of correlation is primarily driven by the extreme homogeneity of the sample data, where the participants already possessed highly advanced vocabulary profiles, resulting in a ceiling effect that restricted statistical variance. Additionally, because the bilingual nature of Fable Cottage provides native subtitles alongside English, students may rely more on their first language for narrative entertainment rather than active vocabulary acquisition. Therefore, while modern audio-visual media serves as an excellent tool for exposure and engagement, it

cannot be considered the sole standalone determinant of structural vocabulary mastery in this specific academic context.

B. Suggestions

In light of the conclusions drawn from this study, several pedagogical and practical suggestions are offered to teachers, students, and future researchers. For English teachers, especially at MTsN 1 Tulungagung, it is highly recommended to continue integrating engaging multimedia materials like Fable Cottage fairy tales into the classroom, but they should pair these videos with active, productive tasks rather than letting students watch them purely as passive entertainment. Teachers can design explicit vocabulary exercises, contextual sentence-building tasks, or matching games based on the videos to transform passive receptive listening into active retention.

For the students, maintaining a habit of watching English digital stories remains a positive and productive activity to build listening familiarity and contextual understanding. However, students should challenge themselves to gradually reduce their reliance on native language subtitles and transition to English subtitles or no subtitles at all, which will stimulate their cognitive processing and encourage deeper independent vocabulary mastery.

Lastly, for future researchers wishing to investigate similar topics, it is suggested to employ a wider and more varied sample size using random sampling rather than purposive criteria to ensure a balanced

distribution of low, middle, and high-proficiency students. Future studies could also consider adopting an experimental design to measure the direct causal impact of digital storytelling in a classroom setting, or utilize a qualitative approach to explore the depth of students' situational and productive vocabulary retention that standardized multiple-choice tests may fail to capture. Additionally, develop a vocabulary test instrument with a larger number of items for example, 40–50 items with difficulty levels that are more objectively distributed.

REFERENCES

- Achmadi, and Sofiana. (2024) “*Fairy Tales in the Classroom: Investigating the Effect of English Fairy Tales on Vocabulary Mastery.*” n.d.
- Almurashi, Wael Abdulrahman. (2022) “*The Effective Use of YouTube Videos for Teaching English Language in Classrooms as Supplementary Material at Taibah University in Alula.*” *International Journal of English Language and Linguistics Research*
- Alqahtani, M. (2015). *The importance of vocabulary in language learning and how to be taught.* *International Journal of Teaching and Education*, 3(3), 21–34.
- Ardianti, and Faricha Maula Chabibah. (2024) “*YouTube for Enhancing EFL Students’ Motivation in Vocabulary Acquisition.*”
- Belda-Medina, Jose, and Justyna Goddard. (2021) “*The Effect of Digital Storytelling on English Vocabulary Learning in Inclusive and Diverse Education.*”
- Cakir, I. (2015). *Instructional materials commonly employed by foreign language teachers at elementary schools.* *International Electronic Journal of Elementary Education*, 7(3), 415–428.
- Deci, Edward L., and Richard M. Ryan. (2020) *Intrinsic Motivation and Self-Determination in Human Behavior.* New York: Plenum Press, 1985.
- Dewi, and Anggraeni. (2022) “*Acquisition of English Vocabulary for Children Aged 3 Years Through YouTube Social Media and Habit Forming.*”

- Dewi, and Handayani. (2023) “*Correlation Between Students’ Habit of Watching English Movie and Their Vocabulary Mastery.*”
- Dewi. (2022) “*Efektivitas Media Visual dalam Meningkatkan Keterampilan Menulis Teks Argumentatif pada Remaja.*”
- EFL students’ difficulties in writing a research proposal* — Ninik Suryatiningsih (2019) humanistudies.com
- Exploring EFL Learners’ Writing Introduction of Research Proposal: Difficulties and Solutions* — Samsul Amri & Salmiati (2024)
- Fable Cottage. (n.d.). *Fable Cottage: Bilingual stories for language learners.*
- Fitria. (ELT): *Engaging Learners Through Multimedia.*
- Harmer, J. (2020). *The Practice of English Language Teaching* (4th ed.). Pearson Longman.
- Heriyanto. (2021) “*The Effectiveness of Using YouTube for Vocabulary Mastery.*”
- Madani (2023) et al. “*The Students’ Perceptions on the Use of YouTube in Learning Vocabulary.*”
- Maulana. (2023) “*The Effectiveness of Using YouTube Channel in Improving Students’ Vocabulary Mastery at Madrasah Tsanawiyah Miftahul Huda.*” 2023.
- Mole. (2024) “*Examining the Correlation Between the Habit of Watching English Videos and Vocabulary Mastery Among Students.*” n.d.
- Nation, I. S. P. (2021). *Learning Vocabulary in Another Language*. Cambridge University Press.
- Nation, I. S. P. *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.
- Ningsih, and Kristiana. “*Students’ Vocabulary Mastery Toward Watching English Film.*”

- Ogbodo, R. O. “*Effective Study Habits in Educational Sector: Counseling Implications.*” *Edo Journal of Counseling* 3, no. 2 (2011): 229–39.
- Putra, R. A., & Dewi, I. A. (2020). *The effect of YouTube videos on students’ vocabulary mastery.* *Journal of English Language Teaching and Linguistics*, 5(2), 150–162.
- Rabia, et al. “*A Study on Study Habits and Academic Performance of Students.*”
- Rashid, R. A., & Rahman, M. F. (2017). *Digital storytelling in enhancing students’ learning experience.* *The Turkish Online Journal of Educational Technology*, 16(4), 16–27.
- Read, John. *Assessing Vocabulary.* Cambridge: Cambridge University Press, 2000.
- Retrieved from <https://www.thefablecottage.com/>
- Sadiku, L. M. (2015). *The importance of four skills reading, speaking, writing, listening in a lesson hour.* *European Journal of Language and Literature Studies*, 1(1), 29–31.
- Sakır. “*The Use of Digital Storytelling in Early Childhood Education.*”
- Suardi. “*Students’ Interest in Learning English Vocabulary for Engineering by Using YouTube.*”
- Wang, Y. (2020). *Using YouTube in EFL classrooms to enhance students’ listening and speaking skills.* *International Journal of Learning, Teaching and Educational Research*, 19(3), 35–50.
- Luo, “*A Review of Krashen’s Input Theory.*”
- Suardi, *Students’ Interest in Learning English Vocabulary for Engineering by Using YouTube.*
- Mayer, “*The Past, Present, and Future of the Cognitive Theory of Multimedia Learning.*”
- Sismona, “*The Effect of Using Video on Students’ Vocabulary Mastery.*”

APPENDICES

Appendix 1 Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SAYYID ALI RAHMATULLAH TULUNGAGUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Mayor Sujadi Timur Nomor 46 Tulungagung - Jawa Timur 66221
 Website: www.ftik.uinsatu.ac.id Email: ftik@uinsatu.ac.id

Nomor : B-600/Un.18/F.II/TL.00/02/2026 05 Februari 2026
 Lampiran : -
 Hal : **IZIN PENELITIAN**

Yth. Kepala MTsN 1 Tulungagung
 Di -
 Tempat

Assalamualaikum wr. wb.

Dalam rangka menyelesaikan tugas akhir program sarjana (S1) maka setiap mahasiswa diwajibkan menyusun skripsi. Sehubungan dengan hal tersebut, kami berharap dengan hormat atas kesediaan Bapak/Ibu untuk memberikan izin kepada mahasiswa kami untuk melakukan penelitian di instansi/lembaga Bapak/Ibu, Adapun data mahasiswa sebagai berikut:

Nama : Ferdilla Ayu Armanda
 NIM : 1860203221024
 Prodi : Tadris Bahasa Inggris
 Telepon : 6282232817274
 Judul Penelitian : THE CORRELATION BETWEEN WATCHING FABLE COTTAGE YOUTUBE FAIRY TALES AND THE VOCABULARY MASTERY OF THE EIGHTH GRADE STUDENTS AT MTSN 1 TULUNGAGUNG

Demikian surat ini atas perhatian dan kesediaan Bapak/Ibu disampaikan terima kasih.
Wassalamualaikum wr. wb.



Dekan,

Sutopo

Tembusan:

1. Rektor UIN SATU Tulungagung sebagai laporan;
2. Yang bersangkutan sebagai pegangan.

Appendix 2 Validation Request Letter

SURAT PENGANTAR VALIDASI

Lampiran : 1 (Satu)
Perihal : Permohonan menjadi Validator

Kepada Yth.

Guru Bahasa Inggris MTsN 1 Tulungagung
Di Tulungagung

Assalamu'alaikum Wr. Wb
Dengan hormat,

Yang bertanda tangan dibawah ini selaku dosen pembimbing dari mahasiswa :

Nama : Ferdilla Ayu Armanda
NIM : 1860203221024
Program Studi : Tadris Bahasa Inggris
Universitas : UIN Sayyid Ali Rahmatullah Tulungagung

Sehubungan dengan pelaksanaan penelitian yang berjudul: *"The Correlation Between Students' Habit in Watching Fable Cottage Youtube Fairy Tales and the Vocabulary Mastery of the Eight Grade Students At MTsN 1 Tulungagung"*, memohon kesediaan Bapak/Ibu untuk berkenan menjadi validator instrumen penelitian, yang meliputi:

1. *Watching Habit Questionnaire*
2. *Vocabulary Mastery Test*

Kami mengharapkan Bapak/Ibu dapat memberikan pertimbangan, masukan, dan penilaian terhadap instrumen tersebut untuk memperoleh keabsahan (validitas isi) dari instrumen penelitian mahasiswa yang bersangkutan.

Demikian surat pengantar ini kami sampaikan agar dapat digunakan sebagaimana mestinya. Atas perhatian dan kesediaan Bapak/Ibu, kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Tulungagung, 28 Februari 2026

Mengetahui,

Dosen Pembimbing



Dr. Hj Nanik Sri Rahayu M.Pd.
NIP. 197507072003122002

Peneliti



Ferdilla Ayu Armanda
NIM. 1860203221024

Appendix 3 Blueprint of Watching Habit Questionnaire

Variable	Theory	Aspects	Indicators	Item Numbers	Total Items
Watching Habit	Following Wagner (2006) and Grabe (2009) Frequency of Watching refers to how often students engage in the activity of watching English-language content within a given period (daily or weekly). This frequency is an important indicator because in language learning, the more frequently someone is exposed to the language, the better.	Frequency of Watching	Frequency of watching Fable Cottage videos regularly	1,2,3,4,5	5
		Duration of Watching	Length of time and consistency of watching videos	6,7,8,9,10	5
		Interest in Watching	Interest and pleasure while watching	11,12,13,14,15	5
		Motivation in Watching	Motivation to learn English through videos	16,17,18,19,20	5
		Learning Engagement	Learning engagement after watching	21,22,23,24,25	5
Total					25 Items

Appendix 4 Instrument Questionnaire of Watching Habit

Instruksi: Pilih jawaban yang paling menggambarkan Watching Habits Anda. 1 = Sangat Tidak Setuju 2 = Tidak Setuju 3 = Netral 4 = Setuju 5 = Sangat Setuju	
Questionnaire Test	
1. Saya menonton video Fable Cottage lebih dari 3 kali seminggu	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
2. Saya hampir setiap hari menonton video bahasa Inggris	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
3. Saya lebih suka menonton video bahasa Inggris dibandingkan tontonan lain	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
4. Saya sudah terbiasa menonton video bahasa Inggris setiap minggu	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
5. Saya biasanya menonton video bahasa Inggris sampai selesai	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
6. Saya tetap menonton walaupun videonya panjang	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
7. Waktu menonton saya cukup konsisten setiap hari	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
8. Saya jarang berhenti di tengah-tengah saat menonton video	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
9. Saya merasa senang saat menonton video Fable Cottage	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
10. Ceritanya membuat saya ingin terus menonton	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
11. Saya tidak mudah bosan saat menonton video Fable Cottage	

☐1 ☐2 ☐3 ☐4 ☐5

12. Saya menikmati cerita dan tokoh dalam video Fable Cottage

☐1 ☐2 ☐3 ☐4 ☐5

13. Video yang saya tonton terasa menarik dan seru

☐1 ☐2 ☐3 ☐4 ☐5

14. Saya menonton video Fable Cottage untuk belajar bahasa Inggris

☐1 ☐2 ☐3 ☐4 ☐5

15. Saya ingin tahu arti kata-kata baru dari video

☐1 ☐2 ☐3 ☐4 ☐5

16. Saya ingin menambah kosakata lewat video

☐1 ☐2 ☐3 ☐4 ☐5

17. Saya berusaha rutin menonton supaya kemampuan bahasa Inggris saya meningkat

☐1 ☐2 ☐3 ☐4 ☐5

18. Saya merasa menonton video Fable Cottage membantu saya belajar bahasa Inggris

☐1 ☐2 ☐3 ☐4 ☐5

Appendix 5 Blueprint of Vocabulary Mastery

Variable	Theory	Aspects	Indicators	Item Numbers	Total Items
Vocabulary Mastery	According to Jeremy Harmer (2007), effective vocabulary learning is not achieved through memorizing lists of words, but through the context in which the language is used. This is because the meaning of words in English is often flexible and can change depending on the context of the sentence.	Word Meaning in Context	Students are able to identify the meaning of words based on contextual sentences.	1,2,3,4,5	5
		Synonyms	Students are able to identify words with similar meanings.	6,7,8,9	4
		Antonym	Students are able to identify words with opposite meanings.	10,11,12,13	4
		Word Formation & Parts of Speech	Students are able to identify correct word forms understand word functions in sentences (noun, verb and adjective)	14,15,16,17,18,19,20,21	8
		Word Use in Context	Students are able to recognize appropriate lexical choices in sentences based on contextual meaning.	22,23,24,25	4
Total					25 Items

Appendix 6 Vocabulary Mastery Test

VOCABULARY MASTERY TEST

Name :

Class :

Student Number :

Chose the correct answer by giving cross mark (X) at one of the letters of A, B, C, or D!

Text: (No. 1-5) – Word meaning in context

One day, a young girl named Lily walked through a **dense** forest near her village. The trees were so close together that very little sunlight could pass through. Although she felt a bit **nervous**, she continued her journey because she was **determined** to find the hidden waterfall her grandfather had told her about. Along the way, she heard strange noises, but she remained **calm** and focused. Finally, after hours of walking, she found the beautiful waterfall. She felt a great sense of **relief** and happiness.

Questions:

1. The word **dense** in the text is closest in meaning to.....
 - A. Empty
 - B. Thick**
 - C. Bright
 - D. Wide
2. The word **nervous** means.....
 - A. Relaxed
 - B. Worried**
 - C. Angry
 - D. Excited
3. The word **determined** means.....
 - A. Giving up easily
 - B. Strongly motivated**
 - C. Feeling tired
 - D. Being confused

4. The word **calm** is closest in meaning to.....

A. Peaceful

B. Loud

C. Angry

D. Fast

5. The word **relief** means.....

A. Fear

B. Sadness

C. Comfort after worry

D. Anger

Text: (No 6-8) - Synonyms

Tom is a very **intelligent** student. He always gives **accurate** answers in class and completes his assignments in a **quick** manner. His teacher appreciates his honest attitude and hardworking nature.

6. The word **intelligent** is closest in meaning to.....

A. Lazy

B. Clever

C. Weak

D. Slow

7. The word **accurate** is closest in meaning to.....

A. Wrong

B. Exact

C. Late

D. Poor

8. The word **quick** is closest in meaning to.....

A. Fast

B. Slow

C. Late

D. Careful

Text: (No 9-11) - Antonyms

The old house looked **ancient** and dirty, but inside it was surprisingly **bright** and **comfortable**. Many people thought it was **unsafe**, but the owner believed it was still strong.

9. The antonym of **ancient** is.....

A. Old

B. Modern

C. Broken

D. Large

10. The antonym of **bright** is.....
- A. Light
 - B. Dark**
 - C. Clear
 - D. Clean
11. The antonym of **comfortable** is.....
- A. Relaxing
 - B. Easy
 - C. Uncomfortable**
 - D. Soft

Text: (No. 12–17) – Word Formation & Parts of Speech

Sarah is a very (12) create girl. She loves painting and often makes (13) beauty artworks. Her teacher says she works very (14) diligent in class. She also has a strong (15) motivate to improve her skills. Last week, she won a competition in her school. Her friends admire her (16) achieve and support her (17) develop. She hopes to become a professional artist someday.

12.
- A. Creative**
 - B. Creativity
 - C. Creates
 - D. Creation
13.
- A. Beautifully
 - B. Beauty
 - C. Beautiful**
 - D. Beautify
14.
- A. Diligent
 - B. Diligently**
 - C. Diligence
 - D. Diligen
15.
- A. Motivation**
 - B. Motivate
 - C. Motivating
 - D. Motivated

16.

- A. Achievement**
- B. Achieve
- C. Achieving
- D. Achieved

17.

- A. Development**
- B. Develop
- C. Developing
- D. Developed

Text: (No. 18–21) – Word Use in Context

Every evening, Rina (18) English videos on YouTube to improve her vocabulary. Yesterday, she (19) a new video about fairy tales. While watching, she was (20) notes of new words. Now, she (21) more confident in using English.

18.

- A. Watches**
- B. Watch
- C. Watched
- D. Watching

19.

- A. Watch
- B. Watches
- C. Watched**
- D. Watching

20.

- A. Make
- B. Makes
- C. Making**
- D. Made

21.

- A. Feel
- B. Feels**
- C. Feeling
- D. Felt

Appendix 7 Output of Validity Test Watching Habit Instrument

Questions Number	r hitung	r tabel	Conclusion
Q1	0.454	0,344	Valid
Q2	0.454	0,344	Valid
Q3	0.393	0,344	Valid
Q4	0.454	0,344	Valid
Q5	0.450	0,344	Valid
Q6	0.519	0,344	Valid
Q7	0.454	0,344	Valid
Q8	0.454	0,344	Valid
Q9	0.243	0,344	Invalid
Q10	0.454	0,344	Valid
Q11	0.243	0,344	Invalid
Q12	0.349	0,344	Valid
Q13	0.454	0,344	Valid
Q14	0.454	0,344	Valid
Q15	0.439	0,344	Valid
Q16	0.400	0,344	Valid
Q17	0.400	0,344	Valid
Q18	0.299	0,344	Invalid
Q19	0.367	0,344	Valid
Q20	0.356	0,344	Valid
Q21	0.219	0,344	Invalid
Q22	0.400	0,344	Valid
Q23	0.477	0,344	Valid
Q24	0.473	0,344	Valid
Q25	0.400	0,344	Valid

Appendix 8 Vocabulary Mastery Instrument Test Validity

[illegible]

soal_18	Pearson Correlation	-.045	-.045	-.080	-.045	-.065	-.080	-.045	-.045	-.045	-.045	. ^b	-.065	-.045	-.045	.488**	.295	-.065	1	.210	.246	-.156	.488**	.361*	.039	.295
	Sig. (2-tailed)	.804	.804	.657	.804	.721	.657	.804	.804	.804	.804	.	.721	.804	.804	.006	.096	.721		.242	.167	.367	.006	.039	.830	.096
	N	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33
soal_19	Pearson Correlation	-.083	-.083	.396*	-.083	-.120	-.149	-.083	-.083	.375*	-.083	. ^b	-.120	-.083	-.083	-.120	.306	-.120	.210	1	.300	-.112	.210	.396*	.072	.547**
	Sig. (2-tailed)	.645	.645	.022	.645	.507	.406	.645	.645	.032	.645	.	.507	.645	.645	.507	.083	.507	.242		.090	.534	.242	.022	.689	.001
	N	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33
soal_20	Pearson Correlation	-.182	-.182	.307	-.182	-.008	.096	.171	-.182	.171	-.182	. ^b	.246	-.182	.171	-.008	.175	.246	.246	.300	1	.060	-.008	.307	-.149	-.011
	Sig. (2-tailed)	.310	.310	.082	.310	.966	.596	.340	.310	.340	.310	.	.167	.310	.340	.966	.331	.167	.167	.090		.784	.966	.082	.409	.950
	N	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33
soal_21	Pearson Correlation	-.106	-.106	.280	-.106	.130	.043	.289	-.106	.289	-.106	. ^b	.415*	-.106	.289	-.156	-.227	.415*	-.156	-.112	.050	1	-.156	.280	-.113	-.227
	Sig. (2-tailed)	.549	.549	.115	.549	.472	.812	.103	.549	.103	.549	.	.016	.549	.103	.387	.203	.016	.387	.534	.784		.387	.115	.533	.203
	N	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33
soal_22	Pearson Correlation	-.045	-.045	-.080	-.045	.488**	-.080	-.045	-.045	-.045	-.045	. ^b	-.065	-.045	-.045	-.065	.684**	-.065	.468**	.210	-.008	-.156	1	.361*	.296	.684**
	Sig. (2-tailed)	.804	.804	.657	.804	.006	.657	.804	.804	.804	.804	.	.721	.804	.804	.721	.000	.721	.006	.242	.966	.367		.039	.095	.000
	N	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33
soal_23	Pearson Correlation	-.056	-.056	.633**	-.056	-.080	-.100	-.056	-.056	.559**	-.056	. ^b	-.080	-.056	-.056	-.080	.206	-.080	.361*	.396*	.307	.280	.361*	1	.155	.206
	Sig. (2-tailed)	.757	.757	.000	.757	.657	.580	.757	.757	.001	.757	.	.657	.757	.757	.657	.251	.657	.039	.022	.082	.115	.039		.389	.251
	N	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33

soal_24	Pearson Correlation	.206	.206	-.155	.206	.296	.155	.206	.206	-.152	.206	. ^b	.039	.206	.206	.039	.245	.296	.039	.072	-.149	-.113	.296	.155	1	.2
	Sig. (2-tailed)	.250	.250	.389	.250	.095	.389	.250	.250	.399	.250	.	.830	.250	.250	.830	.170	.095	.830	.689	.409	.533	.095	.389		.1
	N	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	:
soal_25	Pearson Correlation	-.066	-.066	.206	-.066	.295	-.117	-.066	-.066	-.066	-.066	. ^b	-.094	-.066	-.066	-.094	.716**	-.094	.295	.547**	-.011	-.227	.684**	.206	.245	:
	Sig. (2-tailed)	.717	.717	.251	.717	.096	.515	.717	.717	.717	.717	.	.602	.717	.717	.602	.000	.602	.096	.001	.950	.203	.000	.251	.170	:
	N	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	:

** . Correlation is significant at the 0.01 level (2-tailed).
 * . Correlation is significant at the 0.05 level (2-tailed).
 b. Cannot be computed because at least one of the variables is constant.

□

Appendix 9 SPSS Output of Reliability Test**Reliability Statistics**

Cronbach's	
Alpha	N of Items
.834	20

Appendix 10 Data Respondent of Watching Habit Questionnaire

No.	Name	Class	Score
1.	ASPH	VIII-B	63
2.	AAA	VIII-B	54
3.	AKAS	VIII-B	61
4.	ALN	VIII-B	54
5.	AFT	VIII-B	71
6.	ARR	VIII-B	61
7.	AHJ	VIII-B	61
8.	AZA	VIII-B	66
9.	ESV	VIII-B	54
10.	FRF	VIII-B	55
11.	FYAK	VIII-B	71
12.	FAN	VIII-B	51
13.	FAP	VIII-B	56
14.	HYP	VIII-B	73
15.	HAS	VIII-B	62
16.	IA	VIII-B	54
17.	IAR	VIII-B	67
18.	MDRF	VIII-B	73
19.	MFAHE	VIII-B	31
20.	MFAB	VIII-B	50
21.	MFT	VIII-B	54
22.	MRD	VIII-B	64
23.	NSR	VIII-B	57
24.	NZM	VIII-B	63
25.	NMS	VIII-B	58
26.	NAH	VIII-B	49
27.	NAN	VIII-B	66
28.	NHAA	VIII-B	59
29.	RAAA	VIII-B	57
30.	RYW	VIII-B	60
31.	RKN	VIII-B	57
32.	SOTN	VIII-B	60
33.	SF	VIII-B	54
34.	YRC	VIII-B	50
35.	ZRA	VIII-B	49

Appendix 11 Vocabulary mastery test result

No.	Name	Class	Score
1.	ASPH	VIII-B	100
2.	AAA	VIII-B	95.24
3.	AKAS	VIII-B	95.24
4.	ALN	VIII-B	95.24
5.	AFT	VIII-B	90.48
6.	ARR	VIII-B	100
7.	AHJ	VIII-B	90.48
8.	AZA	VIII-B	61.90
9.	ESV	VIII-B	100
10.	FRF	VIII-B	80.95
11.	FYAK	VIII-B	95.24
12.	FAN	VIII-B	85.71
13.	FAP	VIII-B	100
14.	HYP	VIII-B	76.19
15.	HAS	VIII-B	85.71
16.	IA	VIII-B	95.24
17.	IAR	VIII-B	85.71
18.	MDRF	VIII-B	100
19.	MFAHE	VIII-B	100
20.	MFAB	VIII-B	85.71
21.	MFT	VIII-B	90.48
22.	MRD	VIII-B	95.24
23.	NSR	VIII-B	100
24.	NZM	VIII-B	95.24
25.	NMS	VIII-B	95.24
26.	NAH	VIII-B	85.71
27.	NAN	VIII-B	100
28.	NHAA	VIII-B	90.48
29.	RAAA	VIII-B	71.43
30.	RYW	VIII-B	71.43
31.	RKN	VIII-B	100
32.	SOTN	VIII-B	100
33.	SF	VIII-B	66.67
34.	YRC	VIII-B	66.67
35.	ZRA	VIII-B	80.95

Appendix 12 R-tabel

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896

Appendix 13 Documentation



Gambar 1.1 Pengambilan data



Gambar 2.1 Pengumpulan data

Appendix 14 Thesis Guidance Consultation Form



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SAYYID ALI RAHMATULLAH TULUNGAGUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Mayor Sujadi Timur Nomor 46 Tulungagung - Jawa Timur 66221
 Telepon: (0355) 321513 Website: www.uinsatu.ac.id Email: info@uinsatu.ac.id

FORM KONSULTASI PEMBIMBINGAN PENULISAN SKRIPSI

Nama : Ferdilla Ayu Armanda
 NIM : 1860203221024
 Program Studi : Tadris Bahasa Inggris
 Judul Skripsi/Tugas akhir : The Correlation Between Students' Habit in Watching Fable Cottage YouTube Fairy Tales and the Vocabulary Mastery of the Eighth Grade Students' at MTsN 1 Tulungagung
 Pembimbing : Dr. Hj. Nanik Sri Rahayu, M.Pd.

No.	Tanggal	Topik/Bab	Saran Pembimbing	Tanda Tangan
1	26 November 2025	Judul	Perbaiki judul dan ubah ke yang lebih spesifik.	
2	02 Desember 2025	Bab 1-3	Tambahkan data pendukung dan penelitian terdahulu dan lengkapi teori watching habit & vocabulary mastery.	
3	17 Desember 2025	Bab 1-3	ACC sempro dan ttd persetujuan untuk ujian.	
4	02 Februari 2026	Bab 1-3	Revisi Setelah Sempro.	
5	27 Februari 2026	Bab 1-3	Jelaskan design penelitian, population, sampling, sample secara lebih detail.	

No.	Tanggal	Topik/Bab	Saran Pembimbing	Tanda Tangan
6	11 Maret 2026	Instrumen Penelitian	Perbaiki instrument penelitian.	
7	10 April 2026	Instrumen Penelitian	Perbaiki instrument penelitian dan beri lebih jelas.	
8	13 April 2026	Uji instrumen	Instrumen lengkap dan sudah bisa diujikan.	
9	14 April 2026	Bab IV-V	Buat interprestasi hasil penelitian.	
10	24 April 2026	Pengecekan Bab I-VI	Rapikan semua paragraph dan cek semua.	
11	7 Mei 2026	Abstrak	Bagian kesimpulan harus diperbaiki agar sesuai dengan hasil penelitian.	
12	18 Mei 2026	Full teks skripsi	ACC (diterima) dan segera cek tumitin.	

Appendix 15 Letter of Completion of Guidance



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SAYYID ALI RAHMATULLAH TULUNGAGUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Mayor Sujadi Timur Nomor 46 Tulungagung - Jawa Timur 66221
 Telepon: (0355) 321513 Website: www.uinsatu.ac.id Email: info@uinsatu.ac.id

KETERANGAN SELESAI BIMBINGAN

Yth. Koordinator Program Studi Tadris Bahasa Inggris
 Jurusan Bahasa
 Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
 Universitas Islam Negeri Sayyid Ali Rahmatullah
 Tulungagung

Yang bertanda tangan di bawah ini:

Nama : Dr. Hj. Nanik Sri Rahayu, M.Pd
 NIP : 197507072003122002
 Pangkat/Golongan : Penata Tingkat I/III d
 Jabatan Akademik : Lektor
 Sebagai : **Pembimbing Skripsi**

Melaporkan bahwa penyusunan skripsi oleh mahasiswa:

Nama : Ferdilla Ayu Armanda
 NIM : 1860203221024
 Program Studi : Tadris Bahasa Inggris
 Judul : The Correlation between Students' Habit in Watching
 Fable Cottage Youtube Fairy Tales and the Vocabulary
 Mastery of the Eight Grade Students' at MTsN 1
 Tulungagung.

Telah selesai dan siap untuk **DIUJIKAN**.

Tulungagung, 26 Mei 2026
 Pembimbing,

Dr. Hj. Nanik Sri Rahayu, M.Pd
 NIP. 197507072003122002

Appendix 16 Curriculum Vitae

CURRICULUM VITAE



Personal Information

Name : Ferdilla Ayu Armanda
 Place, date of birth : Nganjuk, October 12 2003
 Gender : Female
 NIM : 1860203221024
 Program : Strata 1
 Department : English Education Department
 Faculty : Faculty of Education and Teacher Training
 Email : armandaferdilla@gmail.com

Educational Background

2022-2026 : UIN Sayyid Ali Rahmatullah Tulungagung
 2019-2022 : SMAN 1 Prambon
 2016-2019 : SMPN 1 Prambon
 2010-2016 : SDN Baleturi 3