

**THE CORRELATION BETWEEN STUDENTS' HABIT IN WATCHING
ENGLISH MOVIE AND STUDENTS' VOCABULARY MASTERY
TOWARDS THEIR LISTENING COMPREHENSION AT THE
ELEVENTH-GRADE OF MA AL ISLAM JAMSAREN SURAKARTA IN
THE ACADEMIC YEAR 2022/2023**

THESIS

Submitted as a Partial Requirements for the Degree of Sarjana in English
Language Education Study Program



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Assalamu'alaikum Warahmatullahi Wabarakatuh

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Thank you for your attention.

Wassalamu'alaikum Warahmatullahi Wabarakatuh



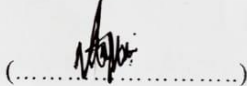
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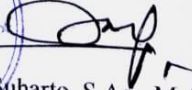
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DEDICATION

This thesis is Proudly Dedicated to:

- 1.** Allah SWT and the Prophet Muhammad SAW.
- 2.** My beloved family, Mr. Masino, and Mrs. Surati, who always give support (physically and mentally), trust, prayers, and facilities.
- 3.** My own self, Ibnu Jarir Aththa Bary, thank you for being someone who is confident, does not give up easily, always learns from experience, and someone who is humble.
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- 5.** My beloved partner, Nanda Amalia Sholekhah, thank you for your support, help, and your enthusiasm to complete this final stage.
- 6.** My beloved family friend, Skuter reborn.
- 7.** All Members of the esports community UIN Raden Mas Said Surakarta.
- 8.** All students in the Eleventh-Grade of MA Al Islam Jamsaren Surakarta in the Academic Year 2022/2023. Thanks for helping and supporting the researcher to finish this thesis.
- 9.** My Pride Almamater, Raden Mas Said State Islamic University of Surakarta.

MOTTO

"O Lord, there is no ease except that which You make easy. And all sorrows and difficulties, if You will, will surely become easy."

(HR. Ibnu Hibban)

"Allah is our helper and Allah is the best of protectors."

(Ali Imran: 173)

“Other people can't understand our struggles and hard times, all they want to know is the success stories part. Fight for yourself even if no one applauds you. Our future selves will be very proud of what we strive for today, keep fighting

😊”

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I hereby Sincerely state that the thesis entitled **"The Correlation Between Students' Habit in Watching English Movie and Students' Vocabulary Mastery Towards Their Listening Comprehension at the Eleventh Grade Students of MA Al Islam Jamsaren Surakarta in the Academic Year 2022/2023."** Is my real masterpiece. My masterpiece in the thesis is signed by citation and referred to in the bibliography. If later proven that my thesis had discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree

Surakarta, June 5th 2023

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Alhamdulillah, all praises to be Allah, the single power, the Lord of the universe, master of the day of judgment, almighty God, for all blessings and mercies so the researcher was able to finish this thesis entitled “The Correlation Between Students’ Habit in Watching English Movie and Students’ Vocabulary Mastery Towards Their Listening Comprehension at the Eleventh Grade Students of MA Al Islam Jamsaren Surakarta in the Academic Year 2022/2023” Peace be upon the Prophet Muhammad SAW, the great leader, and inspiration of world revolution.

The researcher was sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who helped her during the process of writing this thesis. This goes to:

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The researcher realized that this thesis has not been perfect. The researcher hopes this thesis was useful for the researcher and readers.

Surakarta, June 5th 2023

The Researcher

ABSTRACT

Ibnu Jarir Aththa Bary. 2023. *THE CORRELATION BETWEEN STUDENT'S HABIT IN WATCHING ENGLISH MOVIE AND STUDENTS' VOCABULARY MASTERY TOWARDS THEIR LISTENING COMPREHENSION AT ELEVENTH GRADE OF MA AL ISLAM JAMSAREN SURAKARTA IN THE ACADEMIC YEAR 2022/2023.*

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Keywords : Habit in Watching English Movie, Vocabulary Mastery, Listening Comprehension.

This research aimed to find out the correlation between students' habit in watching English movie and students' vocabulary mastery toward listening comprehension at eleventh-grade students MA Al Islam Jamsaren Surakarta In Academic Year 2022/2023.

This research used a quantitative non-experimental method. It means that the researcher does not give any treatment to the students. There is no explanation before. The researcher only gives the test to the students. The research design in this research is a correlational study. The population of this study was all the Eleventh-grade students MA Al Islam Jamsaren Surakarta In Academic Year 2022/2023. The total number of students was 70 students. The sampling used proportional random sampling. The instruments in collecting data were questionnaires and tests. The questionnaire was used to collect data on students' habit in watching English movie, while the test was used to collect data on students' vocabulary mastery and listening comprehension. The researcher used Pearson Product Moment and Multiple Linear Regression SPSS Version 28 to analyze the data.

The result of the data analysis shows that (1) there is a positive and significant correlation between students' habit in watching English movie and listening comprehension which showed with ($r_{xy} = 0.513$, sig $0.001 < 0.05$). Students' habit in watching English movie has contributed to listening comprehension as much as 26.3% while the other factor is 73.7%. (2) There is a positive and significant correlation between students' vocabulary mastery and listening comprehension which showed with ($r_{xy} = 0.453$, sig $0.003 < 0.05$). Students' vocabulary mastery has contributed to listening comprehension as much as 20.4% while the other factor is 79.6%. (3) there is a positive and significant correlation between students' vocabulary mastery and listening comprehension which showed with ($r_{xy} = 0.602$, sig $0.001 < 0.05$). Students' habit in watching English movie and students' vocabulary mastery have a contribution to listening comprehension as much as 36.2% while the other factor is 63.8%

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CHAPTER I

INTRODUCTION

A. Background of the study

Listening is the first language skill that is acquired by a human being. People can produce language by listening to sound or spoken language after hearing the information. According to Sukatno (2008), listening is a process of understanding, paying close attention, interpreting, evaluating spoken messages, and possibly responding based on what has been heard. In addition, Henry (2015) states that listening is a process that involves more than just hearing the sound; it also involves recognizing, comprehending, and interpreting spoken languages.

Listening is one of the important factors in determining students' success in the teaching and learning process. To help students in the teaching and learning process, students need to have good listening comprehension skills. According to Afriani (2017), teachers and students should recognize the significance of listening comprehension in the teaching and learning process for academic success. Listening is a difficult skill for many students to improve because it is difficult to comprehend spoken language spoken by native speakers. The speech level of a native speaker makes it difficult to understand the topic being discussed. To understand the conversation, they must listen to it more than once. This is because of their unfamiliarity with English accents, lack of knowledge about vocabulary, and sentence structure.

The development of technology in the case of education has brought various media that can be used as a means of learning English. Furthermore, they can make use of media that is supported by sound to practice their listening comprehension. According to Pradiba (2014), media include physical instruments used to convey the meaning of learning information, such as scripts of movies, tape recorders, cassettes, movies, slides, pictures, television, and computer. Media use supports the educational process teachers employed to help students learn. The media used in this study is a movie.

Movie contains sound or spoken language as well as moving images that can be used to improve listening comprehension. Thus, English movie provide an excellent opportunity for students to learn, as movies are both entertaining and motivating. According to Blake (2009), even if only a few scenes are used, an English-language movie provides students with genuine and real English. It is excellent for improving students' vocabulary mastery and listening comprehension. It may improve their hearing sensitivity. For most learners, the movie is an entertaining and motivating medium. Movie are more beneficial for students learning a second language because they not only provide fun but also serve as more effective teaching tools for naturally teaching English. In addition, Rao (2020) found that by reading the subtitles, students can improve their listening, hear the pronunciation used by the characters in the film, learn about foreign cultures, and feel relaxed while learning.

The movie is a very effective way to give students control over foreign language text. It means quite effective and very fun, especially for students who

have habits of watching the movie. Habit is a pattern behavior that is regularly repeated and usually happens unconsciously (Chen, 2020). Habitual actions are reflexive, generated by the stimulus and response received; if done repeatedly, it will become a habit. In listening, several words and expressions should be used only in speech or oral conversation and never in writing. Habit in watching English movie is a response that has become relatively automatic through practice for a period of time to get information or words used in the film.

According to Buck (2001), the process of comprehending spoken language can be conceptually divided into two parts: recognizing the words (vocabulary) and comprehending their meanings. Hence, to acquire listening comprehension, students must also take into consideration other crucial language components. Mastering vocabulary is important since it is one of the language elements that influence all language skills. In listening, it is difficult for people to understand the materials they hear unless they have good vocabulary mastery.

Demaulid (2020) states that in acquiring and learning the four language skills, vocabulary plays an important role in listening learning. Without vocabulary, it is difficult to comprehend the message of the sentences and understand the meaning, so vocabulary is very important. It benefits a large number of foreign language learners by expanding their vocabulary. Learners' ability for improved listening comprehension most likely improves as their vocabulary grows. The more words they hear, the more words they will learn.

In addition, students who have a habit in watching English movie and are good at mastering vocabulary can increase their listening comprehension. According to Yuksel & Tanriverdi (2009), watching English movie will become a habit for students in learning English, especially listening. It also can give opportunities to the students to study the vocabulary of the language. It means quite effective and very enjoyable, especially for students who have a hobby in watching English movie.

Based on the pre-research of the eleventh-grade students of MA Al Islam Jamsaren Surakarta and interviews with several students. It is found that first, Students frequently struggle to understand what native speakers say because listening comprehension is rarely taught using media in class. Whereas, listening is one of the subjects that must be mastered. Second, both students' laziness in memorizing the necessary words and their lack of interest and motivation in learning English is to blame for the student's lack of vocabulary mastery. Of course, in this case, a teacher's creativity in selecting a technique is required. Third, a lot of students have the habit of watching English movie, but they still have difficulty comprehending spoken language.

One previous study by Ningsi Pratiwi (2021) studied the students' habit in watching English movie and Their Vocabulary. The results showed that there is a highly significant correlation between students' habit in watching English movie and their vocabulary mastery. It means in learning a foreign language, teachers need to develop a creative method to encourage students to acquire vocabulary successfully. Meanwhile, in other previous studies, Sudrajat (2020) conduct

students' Habit in Watching Western-Movie and Listening Skill. The results showed that there is a very high positive and significant correlation between students' habit in watching Western-Movie and listening skill. This research indicates that the respondents' watching Western movie can affect their listening skills.

Researchers are interested to find out whether there is any Correlation Between Students' Habits in Watching English Language Movie and Students' Vocabulary Mastery towards Listening Comprehension at Eleventh-Grade Students MA Al Islam Jamsaren Surakarta. Researchers are interested in doing the eleventh grade because based on the problems found and want to know the extent to which the students' habit in watching English movie and students' vocabulary mastery contributes to listening comprehension.

So, based on this background of the study, the researcher will conduct research entitled **“THE CORRELATION BETWEEN STUDENTS’ HABIT IN WATCHING ENGLISH MOVIE AND STUDENTS’ VOCABULARY MASTERY TOWARDS THEIR LISTENING COMPREHENSION AT THE ELEVENTH-GRADE STUDENTS OF MA AL ISLAM JAMSAREN SURAKARTA IN THE ACADEMIC YEAR 2022/2023.”**

B. Identification of the problems

Based on the background study and interview with several eleventh-grade students at MA Al Islam Jamsaren Surakarta, there are so many problems that can be investigated as follows:

- 1) Lack of student enthusiasm in the teaching and learning process in the listening class.
- 2) The English teacher does not use good media for teaching English in class.
- 3) students' laziness in memorizing the necessary words.
- 4) their lack of interest and motivation in learning English

C. Limitation of the Problems

To limit the scope of the research in analyzing the problem, the finding of the research should be limited this research. This research focused on the correlation between students' habit in watching English movie and students' vocabulary mastery toward their listening comprehension. The subject of this research is the eleventh-grade students of MA Al Islam Jamsaren Surakarta in the Academic Year 2022/2023.

D. Formulation of the Problems

Based on the problem limitation above the problems of the study are formulated as follows:

1. Is there a correlation between students' habit in watching English movie and their listening comprehension at eleventh-grade students of MA Al Islam Jamsaren Surakarta in the academic year 2022/2023?
2. Is there a correlation between students' vocabulary mastery and their listening comprehension at the eleventh-grade students of MA Al Islam Jamsaren Surakarta in the academic year 2022/2023?

3. Is there a correlation between students' habit in watching English movie and students' vocabulary mastery toward their listening comprehension at the eleventh-grade students of MA Al Islam Jamsaren Surakarta in the academic year 2022/2023?

E. Objectives of the Study

Based on the problem statement the objective of the research is formulated as follows:

1. To find out whether or not there is a correlation between students' habit in watching English movie and their listening comprehension at the eleventh-grade students of MA Al Islam Jamsaren Surakarta in the academic year 2022/2023.
2. To find out whether or not there is a correlation between students' vocabulary Mastery and their listening comprehension at the eleventh-grade students of MA Al Islam Jamsaren Surakarta in the academic year 2022/2023.
3. To find out whether or not there is a correlation between students' habit in watching English movie and students' vocabulary Mastery toward their listening comprehension at the eleventh-grade students of MA Al Islam Jamsaren Surakarta in the academic year 2022/2023.

F. Benefits of the study

The benefits that are expected to be obtained from this research are as follows;

1. Theoretically Benefits

- a) To figure out the benefits of students' habit in watching English movie and students' vocabulary mastery toward listening comprehension at the eleventh-grade students of MA Al Islam Jamsaren Surakarta in the Academic Year 2022/2023.
- b) This research can provide solutions to problems in English language learning that occur in certain fields.

2. Practically Benefits

For the teachers

- a. This study result can be used as information for the teacher about the correlation between students' habit of watching English movies and students' vocabulary mastery toward listening comprehension.
- b. This study was expected to be used by teachers as references to improve the media used in the teaching-learning process on listening comprehension subjects.
- c. The teachers can find good strategies or methods to improve students' vocabulary mastery.

For students

The students got information about the use of English movies, the learning process, and vocabulary mastery which can be a problem-solving for students to improve listening comprehension.

For the researcher

- a. To complete the final thesis which is a requirement for obtaining a bachelor's degree in English Language Education Study Program at Raden Mas Said State Islamic University of Surakarta
- b. This research can offer solutions to the problem in English language learning that occurs in certain fields.

For the other researchers

This study might be useful for other researchers as it can be a reference to conduct other research in the future in correlation to the variables. Researchers can take the information in this paper and change it into a better form in their future studies.

G. The Definition of Key Terms

Some key terms are defined:

1. Correlational research

A study is conducted to find out the correlational degree between or more variables. The variable research must be more than one to correlate the variable. It means that this research was intended to determine the

correlation between students' habit in watching English movie with students' vocabulary mastery and their listening comprehension (Arikunto, 2010).

2. Habit

Habit is a pattern behavior that is regularly repeated and usually happens unconsciously (Chen et al, 2020).

3. English Movie

English movie is a motion picture that uses the English language in its narrative.

4. Vocabulary Mastery

Al Qahtani (2015) describes that Vocabulary mastery is a person's intelligence to know words, their meaning, and the process to use those words in a language.

5. Listening Comprehension

Gilakjani & Sabouri (2016) described that listening involves receiving what is being said, giving it meaning, demonstrating that meaning, negotiating meaning with the speaker and responding, and creating meaning through participation, creativity, and empathy.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Listening Comprehension

a. Definition of Listening

In a person's first language, listening is the first stage of language development. A person can improve their ability to speak, read, and write by becoming a good listener. Listening is essential for good communication. According to Howat and Dakin (2012), listening is the capacity to recognize and comprehend what others are saying. Understanding a speaker's accent or pronunciation, grammar, vocabulary, and meaning comprehension are all necessary. A skilled listener is capable of performing these four tasks all at once. According to Sukatno (2008), understanding, paying close attention, interpreting, and evaluating spoken messages, as well as possibly responding on the basis of what has been heard, are all included in the definition of listening.

Dhamarullah (2015) also state that listening is defined as "to pay attention to someone or something that you can hear. To pay attention to what someone says to you in order to follow their advice or believe them". The listening activities develop a wide variety of listening, including detailed listening and inferring meaning from context.

Listening is an active process of making sense of what we hear. The more we hear something, the better we can comprehend it. In addition, Rost (2002) defined listening as a mental process of developing meaning from spoken input.

From the theory presented above, listening is an active process of receiving or capturing words of the speaker, the listener must be able to understand the meaning of each word in order to capture the message intended by the speaker.

B. Process of Listening

Tyagi (2013) claims that there are five stages involved in the listening process. They are receiving, understanding, remembering, evaluating, and responding:

a) Receiving

It is the physical response caused by sound waves stimulating the sensory receptors of the ear, hearing is the perception of sound waves.

b) Understanding

The listener must comprehend both the sender's assumed context and the intended meaning for interpersonal communication to be successful.

c) Remembering

In the listening process, remembering is important because it shows that a person has not only heard and understood a message

but has also added it to the mind's storage bank. Listening our attention is selective, so to our memory what is remembered may be quite different from what was originally seen or heard.

d) Evaluating

At this stage of listening, only participants are active listeners. The effective listener makes sure that he or she does not start this activity too soon because doing so before a message is finished requires that we no longer hear and pay attention to the incoming message, which causes the listening process to end. At this point, the active listener weighs the evidence, separates fact from opinion, and determines the presence or absence of bias or prejudice in a message.

e) Responding

Because the speaker has no other way of knowing if a message has been received, this stage becomes the only overt means by which the sender can determine the degree of success in transmitting the message.

c. Types of Listening

Rost (2011) says that students need to be aware of six different types of listening. The six types of listening discussions are:

1. Intensive: Learners focus on interpreting the speaker's actual words, grammar, and sounds. On the accuracy of performance, the teacher offers feedback.
2. Selective: The learner's attention is directed to planned tasks with specific goals in mind. They either focus on the main ideas or try to extract information for specific details. In other words, they look for information while selectively listening.
3. Interactive: In collaborative tasks, the learner interacts verbally with others to discover information or negotiation solutions. Feedback from the teacher on the form and outcome of the interaction.
4. Extensive: Learners listen to longer extracts and complete meaning-oriented tasks. Teacher-directed instruction on comprehension strategies; teacher-provided global feedback.
5. Responsive: Learner's-appropriate responses in terms of content, culture, and effect on what they hear. The goal of a responsive listening task is not comprehension. Instead, it concentrates on how students react to the listening input.
6. Autonomous: Learners use strategies in order to use listening as a tool for language learning and language use without the help of a teacher.

Based on the theory above, to help students develop their listening skills, find the appropriate material to listen to, and listen in different ways for different purposes so they can benefit from not just what they listen to but also

how they listen, teachers can manipulate the instructional design to include various type of listening practice in the classroom.

d. Strategies for Listening

We need to use strategy in order to comprehend what we are hearing. There are a few strategies that can be applied to help the listener understand what is being said. Applying listening strategies help listeners understand what they hear more easily.

Bao (2019) states four strategies for listening, as follows:

1. Cognitive strategies: help students in monitoring and control their mental processing, identify comprehension breakdowns, and connect world knowledge to listening content.
2. Metacognitive strategies: explain how acts of planning, monitoring, and evaluating, the listening text. Planning is the process of becoming aware of what must be done to complete a listening task. Listeners can check, confirm, and correct their comprehension by monitoring. Evaluation involves comparing the outcomes of students' listening comprehension to an internal standard for completeness and accuracy.
3. Affective strategies: managing emotions, which can be either positive or negative. Positive feelings like enjoyment, relaxation, and a sense of community can increase focus and peer cooperation while negative feelings like anxiety can upset students and impair their ability to listen.

4. Social strategies: refer to learning through social interaction with others, such as requesting help and asking for confirmation.

In conclusion, there are four strategies that are used. These are; Cognitive strategies, metacognitive strategies, affective strategies, and social strategies.

e. Problem of Listening Comprehension

The importance of including a variety of other spoken languages in a language course is often overlooked, especially when teaching listening comprehension. Most language teaching efforts are concentrated on teaching students how to master English conversation. This could be one of the many causes for why people find listening to English difficult (Rintaningrum, 2018).

There are a lot of difficulties that learners may face in listening comprehension, some of the problems are as follows:

1) Quality of Recorder Materials

In some classes, teachers use more advanced recorder materials in their lessons. Students' ability to comprehend what they hear can be impacted by the sound system's quality.

2) Cultural differences

Learners should be aware of the cultural aspects of language that influence their listening comprehension. The students may struggle to understand if the listening job includes a completely different cultural component. Teachers are responsible for providing students

with background information about the listening exercises ahead of time.

3) Accent

A speaker's accent is one of the most important factors influencing listening comprehension. Unfamiliar accents, both native and non-native, can seriously impair a learner's ability to understand what is being said while listening.

4) Unfamiliar Vocabulary

It would be simple for students to recognize well-known terms in listening texts. Understanding words can help students become more engaged and motivated while also enhancing their listening comprehension. Many words have several meanings, and students will become confused if they are not used correctly in the appropriate context.

In conclusion, the problem of learners' difficulties in listening comprehension is various. The cause is the quality of recorder materials, cultural differences, accents, and unfamiliar vocabulary.

f. Listening Comprehension

The process of listening to language sounds, identifying, observing, and responding to the meaning contained in what is being listened to is known as listening comprehension. It is also a process of paying attention to, comprehending, appreciating, and interpreting symbols in order to learn information, take in content,

and comprehend the meaning of communication being expressed by the speaker through spoken language.

Related to listening comprehension, the various methods of comprehending spoken language are collectively known as listening comprehension. Knowing speech sounds, comprehending the meaning of specific words, and understanding the syntax of sentences Nadig (in Pourhosein Gilakjani & Sabouri, 2016). According to Hamouda (2013), the ability to repeat the text and understand what the listener has heard is referred to as listening comprehension, despite the fact that the listener may repeat the sounds without real comprehension.

According to Chastain, (in Arta and Wathar 2014), listening comprehension is divided into three components. The first is the ability to distinguish all sounds in the language and make a distinction between them and similar sounds in the native language. The second is auditory memory. The third factor is message comprehension. It is the ability to remember the sound of a language and understand the message that has been received.

In conclusion, communication requires the ability for listening comprehension. Without the ability to understand what others are saying, communication will be difficult.

g. The importance of listening Comprehension

More focus and quick understanding are required for listening comprehension. There are many things that should be specifically considered while

listening. For listeners to more easily understand what is being said by speakers, context, facial expressions, and body gestures are important (Ziane, 2011).

According to Ziane (2011), listening significantly influences speaking development. That is, unless we improve our listening skills, we cannot improve our speaking abilities. If he had good listening skills, an English language learner would find it very simple to study, watch movies, listen to the radio, and communicate with foreigners. To develop this skill, learners should frequently practice and be exposed to English. Listening to a language and learning it has a connection. When we compare two learners, one lives in a country where the target language is the first language, while the other lives in a country where English is only spoken in academic settings. Hedge (2000) described that listening is important in daily life. When people are communicating, 9% of their time is spent writing, 16% reading, 30% speaking, and 45% listening, demonstrating the importance of listening in the communication process. Hedge (2000) also stated that modern society prefers to shift from printed media to sound. As a result, the importance of listening cannot be ignored. He emphasized the importance of listening in English language classrooms.

In conclusion, if an English language learner had good listening skills, the learner would find it very easy to study, watch movies, listen to the radio, and communicate with foreigners. To improve this skill, the learner should practice and be exposed to English on a regular basis. There is a connection between listening to a language and learning it. When we compare two learners, one lives in a country

where the target language is the first language, while the other only speaks English in academic settings.

h. General Principle in Teaching Listening Comprehension

Morley and Lawrence (1971) state that there are general principles for teaching listening comprehension. They are as follows:

1. Lessons on listening comprehension should have clear objectives that are well-started.
2. Careful step-by-step planning should be used when creating listening comprehension lessons. This implies that learners are given instructions on “what to listen for, where to listen when to listen, and how to listen,” as well as progression from simple to more complex listening activities.
3. The structure of the listening comprehension exercise should require active, obvious student participation. In other words, the most outspoken student participants include a written response to the listening comprehension material, and quick feedback on performance keeps students interested and motivated.
4. Communication should be necessary for remembering to develop concentration during listening comprehension lessons. This necessity should come from the lesson. This is accomplished by giving the writing as students the writing assignment before the lesson.
5. Conscious memory work should be emphasized in listening comprehension lessons. Enhancing learners’ immediate recall in order to expand their

memories is one of the listening goals. There is no way to separate listening, thinking, and remembering because listening is receiving, and receiving requires thinking, and thinking requires memory.

6. Lessons on listening comprehension should “teach” rather than “test”. It implies that the purpose of reviewing the students’ responses should only be seen as feedback, as a way to help the students understand how they performed and where they need to improve.

In conclusion, a teacher should be well-prepared when teaching listening comprehension based on the general principle above. It influences the outcome of students’ listening comprehension skills.

i. Indicators of Listening Comprehension

In this study, the indicator of listening comprehension by (Rost, 2002). There are:

- 1) Using real-world information, to infer the setting, the participants, and the purpose (single picture cued verbal multiple choice)
- 2) Recognize the communicative functions of the utterances, according to situation participants and goal (appropriate response to a question).
- 3) Describe and predict outcomes based on events, establish links and connections between events, and determine cause and effects (dialogue and multiple comprehension items).

2. Review on Habit in Watching English Movie

a. The Definition of Habit

According to Abdullah and Rahman (2017), Habits are defined as a pattern of behavior that is repeated on a regular basis and frequently occurs subconsciously. Fiorella (2020), says habits are behavioral tendencies connected to particular contexts, such as time of day, a particular place, the presence of specific people, earlier actions, or even one's mood.

According to Runger and Wood (2015), a habit can be defined as a pattern of behavior in which people tend to repeat the same behaviors in repeating contexts. When one is doing a habit, the focused attention with which his/her acts are performed is diminished. It implies that he or she is unaware of what he or she is doing because the behaviors are frequently repeated by him or her.

Based on the definition above, it can be concluded that a habit is a routine behavior that is subconsciously and continuously until it becomes automatic without conscious thought. The habit in watching English movie as part of their daily activities is the focus of this study. If someone constantly does something over a long period of time, it can then be said to be a habit. The action taken is of interest and provides pleasure.

Habitual learning

According to Richards (2002), learning is the process by which changes in behavior, knowledge, skills, etc. Is the outcome of a process that involves practice, instruction, or experience. It implies that habitual learning is a process of creating something through repeated learning. To improve their performance, the students perform an activity automatically and repeatedly. For example, if students want to improve their listening abilities, they can do so by watching movie as a habit.

b. Movie

1. Description of Movie

Aziz and Fathiyatturizqi (2017) claim that a movie is a collection of moving images and sounds that tell a story. Campoux (2007) defined that a movie, also known as a motion picture, is a story told through moving images. It is created by recording photographic images with cameras and then combining them with animation techniques or visual effects. The movie captures physical reality but views it differently than ordinary human experiences. Khan (2015) claims that movies' visual nature can help language learners understand and comprehend in a perfect visual context, making it an effective language teaching tool as well.

Based on the definition above, it can be concluded that a movie is a human creation that has evolved over time into a collection of images that

move, produce sound, and have a storyline. The movie also offers a method for learning new vocabulary and listening to native speakers at all levels, from elementary school to university.

2. The functions of movie

1) As entertainment

The movie is popular for human beings as entertainment. Many people enjoy watching movies to relieve their stress. We often feel exhausted and bored in carrying out daily activities and movies as entertainment to relieve stress.

For example: when we are too stressed because daily activities by watching comedy movies can make us relax and enjoy ourselves.

2) As education

The movie can be used to support education. As media audiovisual, movies can help students to accept their material in school or on campus. By watching English movies students are able to learn the language, improve their abilities and also enrich information, etc.

For example: In English lessons, we can use comedy-drama films from the film is widely displayed use and how to pronounce the word properly

3) As information

The movie gives useful information to people. It also gives information to other countries about cultures, politics, society, government, economics, religion, and history.

For example: when we watch a film from Thailand we will learn about the culture of its people, the government, and many aspects of the Thailand state.

1. Genre of Movie

There were genres of movies divided into:

- 1) **Action** movies are a movie genre in which one more hero is pushed into a series of challenges that require physical feats, long battles, and frantic chases.
- 2) **Comedy** movies are a type of movie that mainly emphasizes humor. These movies are designed to arouse laughter from the audience.
- 3) **Drama** is a movie genre that depends mostly on the in-depth development of realistic characters dealing with emotional themes.
- 4) **Horror** film is a type of film that attempts to arouse adverse emotional reactions from the audience by using the audience's original fear.

- 5) **Musical** film is a film genre in which songs sung by characters are intertwined in the narrative, sometimes accompanied by dance.

2. The Advantages of Using Movies in Teaching Learning Process

As stated by Champux (2007), there are some advantages to using movies to teach English:

- 1) Movies are a comfortable, familiar medium for learners nowadays, and they can keep students interested in the theories and concepts being discussed. Students can witness the application of theories and concepts.
- 2) A high-quality videotape of the movie is available. These senses' high production qualities produce a significant impact quickly.
- 3) Movies are also a cost-effective substitute for field trips and other real-world visits. While most movies are fiction, they can provide powerful messages.
- 4) Students can improve their analytic skills by analyzing movie scenes with the theory and concepts they are learning. Additionally, students are able to view and interact with the world outside of their own, especially when the surroundings are significantly different.
- 5) Motion pictures provide both cognitive and affective experiences. If the scenes contain strong emotional content,

they can stimulate good discussion, value assessment, and self-evaluation.

From the statement mentioned above, it can be concluded that movie have advantages in the English learning process.

They are:

- 1) Attract attention
- 2) Make learning enjoyable
- 3) Increase their vocabulary
- 4) Getting new words from one film to the other film.

3. The Disadvantages of Using Movie in Teaching Learning Process

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

- 1) Some students may object to watching a foreign movie with subtitles. Because of the need to read the subtitles and watch the scenes, this movie requires more effort to follow. Foreign movies may also include culturally specific subtitles that non-natives may find difficult to understand. Trying scenes from various foreign movies will allow you to gauge your students' reactions.
- 2) Using movie scenes in class takes time away from other activities in the classroom.

- 3) The content of scenes may distract some students' attention away from the theories and concepts they portray. People can be distracted by humor, drama, terror, and language.
- 4) High cost

As explained in the points above, the learning method can cost a lot of money to prepare besides requiring adequate equipment, but this learning method is considered more effective in implementing vocabulary teaching.

4. The Benefits of Habit in Watching English Movie

A habit in watching English movie is an activity in watching English movie that is repeated over a long period of time and a pleasurable activity.

A review of several studies reveals that watching a movie can enhance listening comprehension. According to an experiment done by Ismaili (2013), using movies to teach students how to communicate and listen can improve their skills. Listening to foreign languages spoken by foreigners is the best way to train listening comprehension. As a result, students can understand foreign language accents. English movies are one of the best forms of media for EFL students to practice hearing spoken language. Additionally, movies provide both audio and visual content. Students can visualize events, characters, narration, stories, and words in the context when movies are used in authentic settings.

As well as movies are a fun way to learn languages and for entertainment. In addition, Thammineni (2016) says that there are some benefits to watching English Movies, those follow:

- 1) Listening skills: the students' English is used in a very natural way. Some parts may be spoken too quickly for the learners to understand, but it will be an excellent way for the learners to get used to hearing native speakers converse with one another. We will also hear informal English and new words and phrases that are not often found in books or dictionaries.
- 2) Speaking skills: hearing native speakers speak will also improve a learner's fluency in speaking. We learn the proper word combinations and how much emphasis to place on particular words and phrases. Watching movies with your friends and talking about them afterward will help you improve your speaking abilities. Students can even find movie scripts online and act out scenes with their friends in the language classroom.
- 3) Pronunciation: We are all aware that English pronunciation is extremely difficult, and it is difficult to know how to pronounce words when we read them. Hearing native speakers converse with one another will help you understand how words are pronounced. We will be able to see how the words are written if we use English subtitles.

- 4) Vocabulary: We learn a lot of new words and phrases from watching English movies, particularly idioms and everyday expressions. A worthwhile experience is writing down any new words or phrases heard while watching a movie or remembering them for future use in our conversations. If we do not understand a few new words, we can look them up in the dictionary to find out what they mean.
- 5) Put knowledge into practice: We learn a lot of vocabulary and grammar in English classes, but students may not know how to apply it in real life. Watching English movies will help them understand how to apply what they learned in everyday situations.

In conclusion, it can be concluded that when students have a habit of watching English movies, they become familiar with hearing spoken foreign language, pronunciation, vocabulary, and grammatical structures, which may have an impact on their listening comprehension.

On the other hand, Jeremy (2007) says that there are many good reasons for students should be encouraged to watch movie while they listen:

- 1) Students' learn to see' language,' such as how tone relates to facial expressions and what gestures accompany specific phrases.

- 2) Film allows students to enter a variety of various communication worlds, allowing them to understand how different individuals stand when they communicate with others.
- 3) Film extracts can be utilized as the main emphasis of a class sequence or as part of other lengthier sequences.
- 4) It is important to remind students that they can watch a wide variety of film clips online at sites like youtube, where people of all ages and interests can upload videos in which they talk or demonstrate things.

5. The Indicators of Habits

In this study, the indicators of habit from the theory by Orbel and Verplanken (2010), there are:

1) Frequency

is a unit of measurement for how frequently something happens over a given period of time. Frequency is the number of times something occurs over a specific time period or the fact that something occurs frequently or a lot of times.

2) Repetition

the act of saying or writing the same thing more than once. The act of repeatedly doing or saying something is known as repetition.

3) Behavior

Behavior is an individual phenomenon that is characterized by the movement of a body part through space and time that can be seen and measured.

6. Students' Habit in Watching English Movie related to Their Listening Comprehension

One of the audio-visual tools that can be used to teach listening is the movie. Students can be motivated by watching English movie as a habit because it makes them feel entertained. They might catch their idol or favorite actors or actresses. Words, phrases, or sentences spoken by a character can be heard, understood, and imitated by the audience. They can learn meaningful expressions, the contexts of expressions or sentences, and the moral lesson of the story by watching English movie. In this case, students' habit in watching English movie can serve as a tool for language learning, including listening comprehension.

3. Review on Vocabulary Mastery

a. Definition Of Vocabulary Mastery

Vocabulary mastery is essential for learning and understanding English. A good mastery of vocabulary is very important for anyone learning the language used in listening, speaking, reading, and writing. When a learner of a foreign language has a large vocabulary and the ability to use it correctly, they will be able to speak and write fluently and accurately, as well as comprehend what they read and hear.

Renandya and Richards (2002:255) say that vocabulary is a core component of language proficiency and serves as the foundation for how well learners speak, listen, read, and write.

Furthermore, according to Basuki (2018:123), “Vocabulary is very important; it serves as the foundation for language complexity and as a starting point for those learning a new language.” In view of this, vocabulary mastery is one of the fundamental skills that students must master when learning English. As a result, the application of methods and their use in English learning is expected. It can improve students’ English ability and willingness. Students must memorize a lot to add vocabulary propositions because memorizing can accelerate mastery and new vocabulary. This can help students improve their knowledge of the English language. According to Al Qahtani (2015), vocabulary mastery is a person’s intelligence to know words, their meaning, and the process to use those words in a language.

Based on the definition above, it can be concluded that vocabulary is the most important aspect of learning a language. Lack of vocabulary knowledge makes it impossible for students to read, write, and speak a foreign language. Learning new vocabulary means not only memorizing the word’s form but also comprehending the meaning.

b. Types of Vocabulary

Jo Ann Aeborsold and Mary Lee as cited in Dian (2014) distinguish the kinds of vocabulary in two parts. They are:

- a) Active vocabulary can also be referred to as productive vocabulary. Students must be able to pronounce the vocabulary correctly, as well as understand and use the grammar of the target language. They must also be familiar with collocation and understand the connotation meaning of the word. This type is frequently used in speaking and writing abilities.
- b) Passive vocabulary, also known as receptive vocabulary, refers to language items that can be recognized and understood in the context of reading and listening.

We know two types of vocabulary from the types discussed above. They are productive and receptive to vocabulary. Writing and speaking skills are related to productive vocabulary. However, reading and listening skills are related to receptive vocabulary.

c. Kinds of Vocabulary

Because vocabulary is a list or collections of words arranged in alphabetical order explained, there are some words in a sentence that are included in the vocabulary. There are many kinds of vocabulary (Harmer, 2001) such as;

a. Synonym

A synonym is a word that sounds similar but has a different meaning when written.

b. Antonym

An antonym is a word that has the opposite meaning as another word.

c. Polysemy

Polysemy refers to two or more related meanings.

d. Homonym

A homonym is a word that has the same spelling but a different meaning (Thornbury, 2002). It assumed that there were two or more words with similar pronunciations rather than single words with different meanings.

d. The Important of Vocabulary Mastery

Jamalipour and Farahani (2012) claim that vocabulary is widely recognized as the main communication tool. Vocabulary is what language users use to express their feelings, ideas, and opinions, which is a manifestation of the human mind. In contrast to another language aspect, especially from a linguistic perspective, vocabulary appears to be more useful and important than the grammatical role. “Without grammar, very little can be communicated; without vocabulary, nothing can be conveyed” (Sullivan and Alba, 2010).

According to Linguist Wilkins, as cited in Yiwei (2009), people can describe a few things but cannot communicate anything without vocabulary. It means that people can understand what others are saying although they do not follow correct grammatical rules if they

use appropriate vocabulary. Hence, vocabulary is an important component to consider in effective communication.

Lewis (in Yiwei, 2009) says, the primary goal of second language learning is vocabulary acquisition as are the language skills of listening, reading, writing, and translating. All language skills cannot exist without vocabulary because it is intrinsic to language and critical to the basic language learner.

Based on the description above, it is obvious that vocabulary mastery plays a key role for students in improving all elements of language development, including listening, reading, speaking, and writing. Since it is the initial step in learning a language. It is impossible for a learner to advance their language skills unless they have an extensive vocabulary.

e. The Indicator of Vocabulary Mastery

The researcher designed indicators of vocabulary knowledge that are concerned with words and meaning, mainly word class and word meaning. As follows:

1) Word class

Thornbury (2002:3) defines vocabulary word classes as nouns, verbs, adjectives, and adverbs, below:

A. Nouns

Nouns are classified into two subclasses: proper nouns and common nouns. A common noun is a word that

refers to a person, place, or thing but is not the name of the person, place, or thing. Animals, sunlight, and happiness are among the examples. A proper noun is the name of a specific person, place, or thing; it usually starts with a capital letter. Abraham Lincoln, Argentina, and World War I are all examples of proper nouns.

B. Verbs

A verb is a word that defines what a sentence's subject is doing. Verbs can describe (physical or mental) actions, events, or states of being.

The verb in a sentence, for example:

- Jeffrey is **constructing** a house
- Anita is **considering** horses

C. Adjectives

A noun or pronoun is modified or described by an adjective. Adjectives can be used to describe someone or something's characteristics on their own in contrast to another object.

Adjectives in a sentence, for example:

- I like **old** houses
- The boy is **tall** and **skinny**
- Jane is **smarter** than her brother

D. Adverbs

Adverbs are words that modify or describe a verb, adjective, another adverb, or the entire sentence. Adverbs can also be used in express mode (how something occurs), degree (to what extent), location (where), and time (when).

Adverb in a sentence, for example:

- Rudi walked **quickly**
- Ronal **never** answers her phone
- It is an **incredibly** exciting film.
- **Actually**, I am not sure.

2) Word Meaning

a. Synonym

Synonyms are things that have a similar meaning. According to Thornbury (2002:7), synonyms are words that have the same basic meaning.” A semantic relationship between two (or more) words that have the same (or nearly the same) meaning is known as a synonym. Example: Thing is a synonym for items.

b. Antonym

Antonyms are items that mean the opposite; according to Thornbury (2002), antonyms are words with opposite meanings. For example: rich is an antonym of poor.

c. Hyponymy

According to Thornbury (2002:9), a hyponym is another term that is important for discussing how words' meanings are related. Animal hyponyms include dog, lion, and mouse.

f. Students' Vocabulary Mastery Related to Their Listening Comprehension

According to Paurav (2012), vocabulary acquisition is an essential component of learning a second language. A person with a limited vocabulary will have more trouble understanding a statement. Thus, learning vocabulary is essential to being a good listener which makes it simpler for the reader or listener to understand what is being said. It will enhance the listener's or reader's comprehension of what is being heard or read.

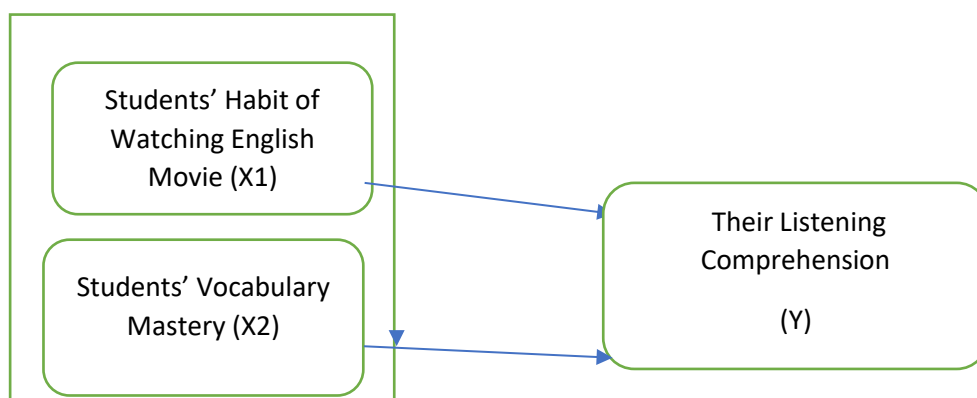
This is because comprehending lexical information or vocabulary knowledge might help readers or listeners in remembering words' meanings as well as their intonation and grammar and will be easily comprehended by those listening. More vocabulary mastering is required to improve their skills in listening and learning. Mastery of vocabulary very much is the key to success in being a listener. The main goal of learning a language is to have a means of communication.

In conclusion, it can be assumed that vocabulary plays a great role in learning the language. This is because comprehending lexical

information or vocabulary knowledge might help readers or listeners in remembering words' meanings as well as their intonation and grammar and will be easily comprehended by those listening

4. Conceptual Framework

The underlying theoretical framework of this research is illustrated diagrammatically as follows:



The conceptual framework mentioned above clarifies the research procedure and findings. The research's input variable refers to the information used to know the habit of students in watching English movies and students' vocabulary mastery and listening comprehension. Responding to questionnaires, watching English movies, doing vocabulary tests, and responding to listening tests are all part of the study procedure. This study's purpose is to find out whether the independent variable's correlation with the dependent variable is significant.

B. Previous Related Studies

No	Name of the researcher	Titles	Differences	Similarities
1.	Ilham	The Correlation Between Students' Habit in Watching Western-Movie and Their Vocabulary Mastery in the Fifth Semester of State Islamic Institute of Parepare in The academic Year 2017/2018	<p>1. The subject of this previous study was students in the Fifth semester of State Islamic Institute of Parepare in The academic Year 2017/2018, meanwhile, the researcher subject in this research is the Students of Eleventh-Grade of MA Al Islam Jamsaren Surakarta In the Academic Year 2022/2023.</p> <p>2. The variable study habit in watching</p>	<p>1. The research applied correlative research.</p> <p>2.The instrument for collecting the data is questionnaire and test.</p> <p>2. The method of computing data was Pearson Product Moment Correlation by SPSS</p>

			<p>English movies and vocabulary mastery, meanwhile researchers use habit in watching English movies and vocabulary mastery, and listening comprehension.</p> <p>3. This previous study used a quantitative approach meanwhile, the researcher uses quantitative non-experimental research.</p>	
2.	Usman Abdullah	The correlation between Students' habits in watching English movie and Listening Skill at the fifth-semester	<p>1. The subject of this previous study was students at the fifth semester of State Islamic Institute of Parepare in The</p>	<p>1. The research applied correlative research.</p> <p>2.The instrument for</p>

	<p>students of English Education Department and Teaching Science Faculty of UIN Alauddin Makassar in the academic year 2016/2017</p>	<p>academic Year 2017/2018, meanwhile, the researcher subject in this research is the Students of Eleventh-Grade of MA Al Islam Jamsaren Surakarta In the Academic Year 2022/2023.</p> <p>2. The variable study habit in watching English movie and listening skill, meanwhile researchers use habits in watching English movie and vocabulary mastery, and listening comprehension.</p>	<p>collecting the data is questionnaire and test.</p> <p>2. The method of computing data was Pearson Product Moment Correlation by SPSS.</p>
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			3. This previous study used a quantitative approach meanwhile, the researcher uses quantitative non-experimental research.	
3.	Samsu Widya Resti	A Correlational Study on Habit in Watching English Movie, Self-Efficacy, and Writing Skill	1. The subject of this previous study was Students of Tenth-Grade at SMK PGRI Wonosari in the academic year 2016/2017, meanwhile, the researcher subject in this research is the Students of Eleventh-Grade of MA Al Islam Jamsaren Surakarta In the	1. The research applied correlative research. 2.The instrument for collecting the data is questionnaire and test.

			<p>Academic Year 2022/2023.</p> <p>2. The method of computing data for the previous study was T-test and Pearson Product Moment meanwhile, the researcher uses Pearson Product Moment by SPSS.</p> <p>3. The variable study habit in watching English movie, Self-Efficacy, and Writing Skills meanwhile, the researcher uses habit in watching English movie and vocabulary mastery, and listening comprehension.</p>	
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			3. This previous study used a quantitative approach meanwhile, the researcher uses quantitative non-experimental research.	
4.	Tri Rositasari	The correlation between students' habit of watching English movie and Listening Achievement (By Fourth Semester Students of Universitas Muhammadiyah Palembang	1. The subject of this previous study was Students in the fourth semester of Universitas Muhammadiyah Palembang In The Academic Year 2019/2020, meanwhile the researcher subject in this, research is the Students of Eleventh-Grade of MA Al Islam Jamsaren	1. The research applied correlative research. 2. The method of computing data was Pearson Product Moment Correlation by SPSS.

			<p>Surakarta In the Academic Year 2022/2023.</p> <p>2. The variable study habit in watching English movie and Listening Achievement, meanwhile researchers use habit in watching English movie and vocabulary mastery, and Listening comprehension.</p> <p>3. This previous study used a quantitative approach meanwhile, the researcher uses quantitative non-experimental research.</p>	
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			4. This previous study used The instrument for collecting the data as a questionnaire and document meanwhile, the researcher uses a questionnaire and test.	
5.	Alun Fitria Ningsih	The correlation between students' habit in watching English movie and learning style toward listening comprehension at the fourth-semester students of IAIN Palangka Raya in the academic year 2018/2019	1. The subject of this previous study was students in the fourth semester of IAIN Palangka Raya in the academic year 2018/2019, meanwhile, the researcher subject in this research is the Students of Eleventh-Grade of MA Al Islam Jamsaren Surakarta In the	1. The research applied correlative research. 2.The instrument for collecting the data is questionnaire and test. 3. The method of computing data was Pearson

			<p>Academic Year 2022/2023.</p> <p>2. The variable study habits in watching English movie, learning style and listening comprehension, meanwhile researchers use habits in watching English movie and vocabulary mastery, and listening comprehension.</p> <p>3. This previous study used a quantitative method meanwhile, the researcher uses quantitative non-experimental research.</p>	<p>Product Moment Correlation by SPSS.</p>
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C. Rationale

Listening is the first language skill that is acquired by a human being. People can produce language by listening to sound or spoken language after hearing the information. Listening is one of the important factors in determining students' success in the teaching and learning process, as many students have difficult listening skills due to their unfamiliarity with English accents, lack of knowledge of vocabulary, and sentence structure.

Therefore, the development of technology in terms of education has presented various media that can be used to learn English. In addition, they can utilize media supported by sound to train their listening comprehension. such as tape recorders, movies, slides, pictures, and computers. especially movies. Watching English movie can be a useful and enjoyable technique to improve vocabulary and listening skills. Movies can be used as an effective teaching tool in the classroom to help students learn English while having fun. A teacher's innovation in selecting strategies is required. In other words, a teacher plays a crucial role in helping students learn new words and enhance their listening comprehension.

It will be simpler to comprehend native speakers and obviously add new vocabulary from the movie seen, especially for students who have a habit of watching English movie. As we know, habits build when we do something repeatedly. And habits of watching English movie have an important role in developing listening comprehension.

In addition, vocabulary mastery also plays an important role in increasing listening comprehension. Without vocabulary, it might be challenging to

comprehend a sentence's meaning. This benefits a large number of foreign language learners by expanding their vocabulary. A learner's ability to improve listening comprehension is likely to increase as their vocabulary grows. The more words they hear, the more words they will learn.

It can be assumed that students who have a habit in watching English movie and have a lot of vocabulary will have higher listening skills. Based on the explanation above, it can be predicted that there is a positive correlation between students' habit in watching English movie, students' vocabulary mastery, and their listening comprehension. Researchers must put these predictions to the test in order to validate them.

D. Hypothesis

1. (Ha) There is a correlation between students' habit in watching English movie and their listening comprehension at the eleventh-grade students of MA Al Islam Jamsaren Surakarta in The Academic Year 2022/2023.
(Ho) There is no correlation between students' habit in watching English movie and their listening comprehension at the eleventh-grade students of MA Al Islam Jamsaren Surakarta in The Academic Year 2022/2023.
2. (Ha) There is a correlation between students' vocabulary mastery and their listening comprehension at the eleventh-grade students of MA Al Islam Jamsaren Surakarta in The Academic Year 2022/2023.
(Ho) There is no correlation between students' vocabulary mastery and their listening comprehension at the eleventh-grade students of MA Al Islam Jamsaren Surakarta in The Academic Year 2022/2023.

3. (Ha) There is a correlation between students' habit in watching English movie and students' vocabulary mastery towards their listening comprehension at the eleventh-grade students of MA Al Islam Jamsaren Surakarta in The Academic Year 2022/2023.

(Ho) There is no correlation between students' habit in watching English movie and students' vocabulary mastery towards their listening comprehension at the eleventh-grade students of MA Al Islam Jamsaren Surakarta in The Academic Year 2022/2023.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The study used a quantitative research method. Quantitative research examines relationships, current status, and cause and effect that researchers can answer by gathering data and statistically analyzing that data (Ary, Lucy & Asghar, 2010).

In this research, the researcher used quantitative non-experimental because the goal of the study was to determine the correlation between students' habit in watching English movie and students' vocabulary mastery and their listening comprehension in class using data that had not been subjected to any special treatment. Research that does not involve the researcher's intervention is referred to as quantitative non-experimental research. Respondents or samples are not subjected to any special testing or treatment by researchers (Ade Heryana, 2020).

The research design in this research is a correlational study. According to Creswell (2012), researchers use correlational statistics to describe and measure the degree or relationship between two or more variables or sets of scores. Arikunto (2010) described correlational research as a study that is conducted to find out the correlational degree between or more variables. The variable research must be more than one so that the variable can be correlated. It means that this research was intended to determine the correlation between students' Habits in watching English movies with students' vocabulary mastery and listening comprehension.

In the hypothesis, there are two variables, namely variables X and Y. In this research, variable X1 is the Students' habit in watching English movie, variable X2 is the Students' vocabulary mastery, and variable Y is listening comprehension. Both of the variables are measured through questionnaires and tests. The result of the text is used to examine whether there is any significant correlation between students' watching English movies and students' vocabulary mastery toward listening comprehension or not.

1. The independent variable (X)

a) Students' habit in watching English movie at the eleventh- grade of

MA Al Islam Jamsaren Surakarta In the Academic Year 2022/2023

(X1)

b) Students' vocabulary mastery at the eleventh- grade of MA Al

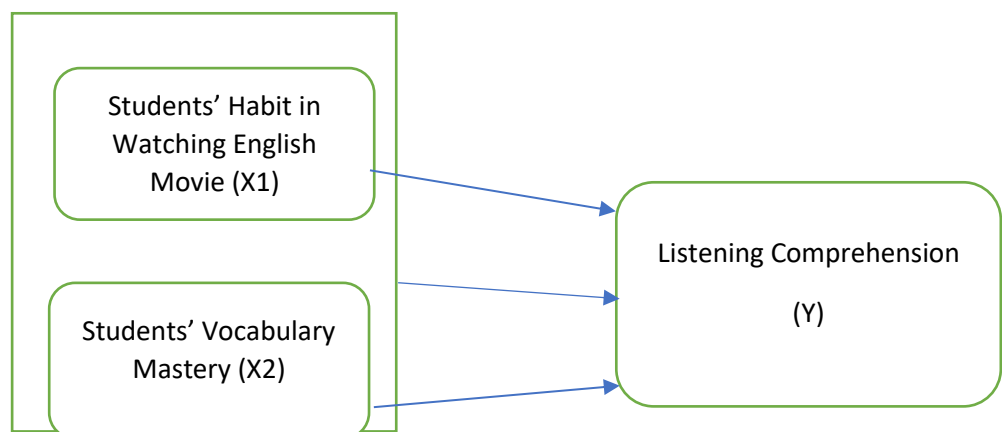
Islam Jamsaren Surakarta In the Academic Year 2022/2023 (X2)

2. The Dependent Variable

Their Listening Comprehension at the eleventh- grade of MA Al

Islam Jamsaren Surakarta In Academic Year 2022/2023 (Y)

The correlation between the three variables can be seen in Figure 3.1:



B. Research Setting

1. Place the Research

The research was carried out at MA Al Islam Jamsaren 1 Surakarta, located on Jl. Veteran No.263, Serengan, Kec. Serengan, Kota Surakarta, Jawa Tengah 57155.

2. The Time of the Research

This research has been conducted from Apr to May 2023. The researcher will describe the activities carried out by the researcher in doing this research from the beginning of the submission of the title to the completion of this research. The researcher conducted the research after the seminar proposal, the last research arranged the thesis, and the last was submitting chapters IV and V. In Detail, the activities can be seen in the following schedule.

Table 3.2 The time of the research

N	Activities	Apr	May	May	May	May	June
1	Proposal Seminar						
2	Collecting Data						

3	Analyzing Data						
4	Munaqosyah Examination						

C. Population, Sampling, and Sample

1. Population of the research

Population is the generalization area that consists of objects or subjects which have certain qualities and determined characteristics to learn then concluded by the researcher (Sugiyono,2016). Creswell (2012) also defined a Population as a group that has the same characteristics. So, the population was the larger group of individuals that has one more characteristic in common that is of interest to the researcher. Based on the definition above, the population of this research is all the eleventh-grade students of MA Al-Islam Jamsaren Surakarta. The total population is 70 students It consists of three classes, namely class X1 MIPA, X1 IPS 1, and X1 IPS 2 as shown in Table 3.3 below:

No.	Class	Number of Students
1.	XI MIPA	26
2.	XI IPS 1	22
3.	XI IPS 2	22
	Total	70

2. Sampling

Creswell (2012) states that Sampling is a group of individuals or organizations with some common characteristics that the researcher can study and identify. According to Fraenkel and Wallen (2000:92), sampling is the process of selecting a number of individuals from the population. In this research, the researcher used proportional random sampling. According to Sugiyono (2011:82), "Proportionate random sampling is used if the population has members/elements that are not homogeneous and proportionally stratified. in this study, sampling is not based on strata but on the characteristics of each class of MIPA and IPS.

No	Class	Number of Students	Sum of Sample
1	XI MIPA	26	$n = \frac{26}{70} \times 40 = 14,5 = 15$
2.	XI IPS 1	22	$n = \frac{22}{70} \times 40 = 12,5 = 13$

3.	XI IPS 2	22	$n = \frac{22}{70} \times 40 = 12,5 = 13$
	Total of Sample	70	41

3. Sample

The size of the population has an impact on how the sample is determined (Wijaya, 2013). If the size of the population is known, a formula or table can be used to identify the population that will make up the sample of this study. The Slovin formula is one of the formulas that is employed the most frequently (Wijaya, 2013).

$$n = \frac{N}{1 + Ne^2}$$

Where:

n = sample

N = Population

e = Sample error (10%)

The population for this study was 70 students in the eleventh-grade students at MA Al Islam Jamsaren Surakarta in the Academic Year 2022/2023. The sample was computed with a 10% margin of error, and the total number of samples required for this study was:

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{70}{1 + 70(10\%)^2}$$

$$n = \frac{70}{1 + 0.70}$$

$$n = \frac{70}{1.7}$$

$$n = 40.17$$

$$n = 40$$

From the calculation results obtained the number of research samples was as many as 40 students.

D. Technique of Collecting Data

In order to get the data as accurately as possible. The researcher uses some research instruments. They are questionnaires and tests.

1. Questionnaire

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose to gather information from respondents. A questionnaire is made up of a number of questions that are printed or typed on a form or sets of forms in a specific order. The questionnaire is mailed to responders who must read and comprehend the questions. Several types of questionnaires were used as open and closed questionnaires (Arikunto 2010:195). The type of questionnaire which is used in this study is a closed

questionnaire. A closed questionnaire or questionnaire whose answers have been provided by the researcher so that the respondents only have to choose.

a. Questionnaire of Students' habit in watching English Movie

In this research, the researcher adapted the questionnaires from Gultom (2017). In this study the questionnaire of students' habit in watching English movie by some indicators, there were frequency, repetition, and behavior. The questionnaire was modified and developed by the researcher. The researcher tried the questionnaire out to examine the validity and reliability of the data.

The data on students' habit in watching English movie was taken by using the questionnaire. There were 20 statements for try out and there were 15 valid statements so, the researcher used 15 statements for test.

According to Sugiyono (2010), the Likert scale is used to measure the attitudes of respondents. It can also be used to see the opinion or perception of a person or group of people, so as to get the right answer to the social phenomenon under study.

In using the Likert scale, there are two forms of questions, namely positive questions to measure a positive scale, and negative questions to measure a negative scale.

the scoring used a 5-point odd Likert Scale. Researchers use these common Likert Scale questions with five answer alternatives to obtain information on a topic by offering a neutral answer option for respondents to choose from if they do not want to answer from the unsuitable choices in their research design. The score ranges from 1 to 5 which can be seen below.

Table 3.5 Scoring system of the habit in watching English movie questionnaire.

Positive statement	Score	Negative statement
Sangat setuju	5	Sangat tidak setuju
Setuju	4	Tidak setuju
Neutral	3	Neutral
Tidak Setuju	2	Setuju
Sangat tidak setuju	1	Sangat Setuju

Respondents were asked to checklist the choices that they considered and felt nearly matched them and their actual experience when completing our questionnaire.

Each statement of the questionnaire has 5 alternatives. “*Sangat Setuju*” (SS), “*Setuju*” (S), “*Neutral*” (N), “*Tidak Setuju*” (TS), and “*Sangat Tidak Setuju*” (STS).

2. Test

A test is a series of inquiries, exercises, or assignments that a student or group of students completes in order to measure their level of competence, knowledge, intelligence, talent, or achievement that can be compared to the standard value (Arikunto, 2002:127). The test is to know the students’ vocabulary mastery and listening comprehension.

a) Test Students’ Vocabulary Mastery

The indicator of vocabulary test used from Thornbury (2002). There are word formations (nouns, verbs, adjectives, adverbs) and aspects of meaning (synonyms, antonyms, and hyponyms).

The type of test of vocabulary mastery is multiple-choice. There were four alternative answers for every item, consisting of one correct and three destructors. The researcher tried the test out to examine the validity and reliability of the data. There were 25 items to try out and there were 20 valid items, so the researchr used 20 items for test. The score of each item is 1 if the answer is correct. If the answer is incorrect, the score is 0. The total score of the answer correct is (100). The test assessment formula is a score obtained X 5.

b) Test Students' Listening Comprehension

The indicator of the listening test used are verb, adverb, adjective, noun, synonym and antonym. The type of test listening comprehension is multiple-choice. The researcher tried the test out to examine the validity and reliability of the data There were 25 items to try out and there were 20 valid items, so the researchr used 20 items for test. Each student was needed to listen to and correctly answer the English word from the speaker during the listening test. One correct answer would be given a score of 1 and if the answer is fully incorrect or left blank the listening test would be deducted 0.

E. Validity and Reliability of Instruments

1. Validity of Instruments

The researcher tested the data-collecting instruments after designing them. The researcher conducted the trial at MA Al Islam Jamsaren Surakarta with 30 students. A test was carried out to check the validity. Validity refers to the extent to which a test measures what we actually wish to measure (Cooper and Schindler, 2003). Pearson Product Moment correlation was used by the researcher to measure the validity of the students' habit in watching English movies questionnaire. The researcher used the Pearson Product Moment assisted by Microsoft Office Excel 2022 to find out the validity of the questionnaire and test. The formula as follows:

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{(N\sum x^2 - (\sum y)^2)(N\sum y^2 - (\sum x)^2)}$$

Information:

R_{xy} : The coefficient of correlation between X and Y

N : The number of the students

X : The sum of the scores of each item

Y : The sum of the scores of each student

a. Validity of Students' Habit in Watching English Movie Questionnaire

The criteria of validity of instrument of Students' Habit in Watching English Movie became valid if $r_{obtained} > r_{table}$ and it become invalid if $r_{obtained} < r_{table}$. The validity of instrument of Students' Habit in Watching English Movie can be seen in the table below.

Table 3.7 The Validity of Students' Habit in Watching English Movie

Item	$r_{obtained}$	R_{table}	Result
1	0.390	0.367	Valid
2	0.125	0.367	Invalid
3	0.599	0.367	Valid
4	0.061	0.367	Invalid
5	0.494	0.367	Valid
6	0.438	0.367	Valid
7	0.524	0.367	Valid
8	0.374	0.367	Valid
9	0.465	0.367	Valid
10	0.164	0.367	Invalid
11	0.090	0.367	Invalid

12	0.404	0.367	Valid
13	0.412	0.367	Valid
14	0.376	0.367	Valid
15	0.485	0.367	Valid
16	0.072	0.367	Invalid
17	0.410	0.367	Valid
18	0.399	0.367	Valid
19	0.591	0.367	Valid
20	0.436	0.367	Valid

b. Validity of Students' Vocabulary Mastery Test

The criteria of validity of instrument of Students' Vocabulary Mastery became valid if $r_{obtained} > r_{table}$ and it become invalid if $r_{obtained} < r_{table}$. The validity of instrument of Students' Vocabulary Mastery can be seen in the table below.

Table 3.8 The Validity of Students' Vocabulary Mastery

Item	$r_{obtained}$	R_{table}	Result
1	0.609	0.367	Valid
2	0.424	0.367	Valid
3	0.500	0.367	Valid
4	-0.263	0.367	Invalid
5	0.462	0.367	Valid

6	-0.097	0.367	Invalid
7	0.595	0.367	Valid
8	0.479	0.367	Valid
9	0.405	0.367	Valid
10	0.447	0.367	Valid
11	0.406	0.367	Valid
12	0.392	0.367	Valid
13	0.464	0.367	Valid
14	0.428	0.367	Valid
15	0.439	0.367	Valid
16	0.374	0.367	Valid
17	0.445	0.367	Valid
18	0.495	0.367	Valid
19	0.394	0.367	Valid
20	-0.140	0.367	Invalid
21	0.006	0.367	Invalid
22	0.411	0.367	Valid
23	0.378	0.367	Valid
24	0.086	0.367	Invalid
25	0.378	0.367	Valid

c. Validity Of Listening Comprehension Test

The criteria of validity of instrument of Students' Listening Comprehension became valid if $r_{obtained} > r_{table}$ and it become invalid if $r_{obtained} < r_{table}$. The validity of instrument of Students' Listening Comprehension can be seen in the table below.

Table 3.9 The Validity of Listening Comprehension Test

Item	$r_{obtained}$	r_{table}	Result
1	0,452	0.367	Valid
2	0.373	0.367	Valid
3	0,376	0.367	Valid
4	0.389	0.367	Valid
5	0.667	0.367	Valid
6	0.131	0.367	Invalid
7	0.445	0.367	Valid
8	0.507	0.367	Valid
9	0.446	0.367	Valid
10	0.373	0.367	Valid
11	0.423	0.367	Valid
12	0.421	0.367	Valid
13	0.433	0.367	Valid
14	0.375	0.367	Valid
15	0.378	0.367	Valid

16	0.484	0.367	Valid
17	0.521	0.367	Valid
18	-0.042	0.367	Invalid
19	0.443	0.367	Valid
20	0.386	0.367	Valid
21	-0.101	0.367	Invalid
22	0.472	0.367	Valid
23	0.096	0.367	Invalid
24	0.447	0.367	Valid
25	0.070	0.367	Invalid

Researcher took a conclusion from the explanation above that the results of the instruments try out were:

1. From the 20 Questionnaire items of Students' in Watching English Movie, all 15 items numbers are valid and 5 items number are invalid and it was dropped. The items number dropped are 2,4,10,11, and 16. The item of questionnaire remained 15 items.
2. From the 25 items of Students' Vocabulary Mastery, all 20 items numbers are valid and 5 items number are invalid and 10 it was dropped. The items number dropped are 4,6,20,21,24. The item of test remained 20 items.
3. From the 25 items of Listening Comprehension test, all 20 items numbers are valid and 5 items number are invalid and 5 it was dropped. The items number dropped are 6,18,21,23, and 25. The item of test remained 20 items.

2. Reliability of Instruments

After calculating an instrument's validity, the researcher checked in reliability. Reliability is the consistency of scores or responses from one administration of an instrument to another, and from one set of items to another, according to Frankael and Wallen (2009:147). *Alpha Cronbach* was used by the researcher. The researcher used Alpha Cronbach assisted by Excel Office 2022 to find out the reability of the questionnaire and test. If the value of Alpha Cronbach is 0.6 or higher, the instrument is considered reliable (Frankael and Wallen, 2009:157). The formula as follows:

$$rac = \left(\frac{k}{k-1} \right) \left(1 - \frac{\Sigma ab^2}{at^2} \right)$$

Information:

rac : The coefficient of alpha Cronbach reliability

k : The amount of questionnaire/test items

Σab^2 : The amount of each variance of questionnaire/test

at^2 : The amount of total variances

Where the criteria of reliability as follows:

Table 3.10 Criteria of Reliability

Cronbach Values	Interpretations
0.00-0.20	Less reliable
0.21-0.40	Rather reliable
0.41-0.60	Quite reliable
0.61-0.80	Reliable

0.81-1.00	Strong Reliable
-----------	-----------------

a. Reliability of Students' Habit in Watching English Movie

The result of the reliability of Students' Habit in Watching English Movie was acquired the reliability coefficient if Cronbach Alpha $>0,6$.

Table 3.11 Reliability of Students' Habit in Watching English Movie

Cronbach's Alpha
0.757

From the table above it can be concluded that the Alpha Cronbach Habit in Watching English Movie value is 0.757 greater than 0.6. In the other words, the Students' Habit in Watching English Movie had reliability.

b. Reliability of Students' Vocabulary Mastery

The result of the reliability of Students' Vocabulary Mastery was acquired the reliability coefficient if Cronbach Alpha $>0,6$.

Table 3.12 Reliability of Students' Vocabulary Mastery

Cronbach's Alpha
0.679

From the table above it can be concluded that the Alpha Cronbach Vocabulary Mastery value is 0.679 greater than 0.6. In the other words, the Students' Vocabulary Mastery had reliability.

c. Reliability of Listening Comprehension

The result of the reliability of Listening Comprehension was acquired the reliability coefficient if Cronbach Alpha >0.6.

Table 3.13 Reliability of Listening Comprehension

Cronbach's Alpha
0.705

From the table above it can be concluded that the Alpha Cronbach Listening Comprehension value is 0.705 greater than 0.6. In other words, the Students' Listening Comprehension had reliability.

F. Technique of Analyzing Data

After gathering all the data needed for this study, the following step is to analyze the data to see whether there is any significant correlation between students' habit in watching English movie and students' vocabulary mastery and their listening comprehension. The researcher gave the questionnaire, vocabulary test, and listening test scores after checking that all necessary data was included. Then, the researcher analyzes the required data, as follows:

A. Pre-requirement Test

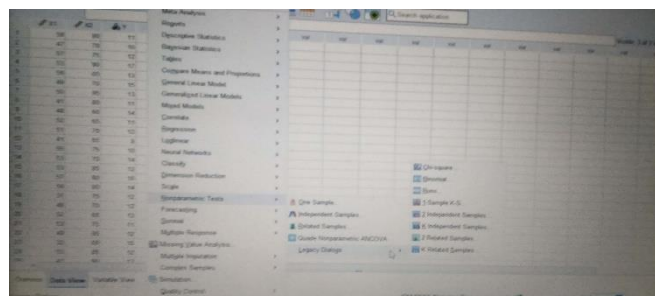
In terms of correlation, it was necessary to know whether the data was normal for each variable and linear between the two variables.

a) Normality Testing

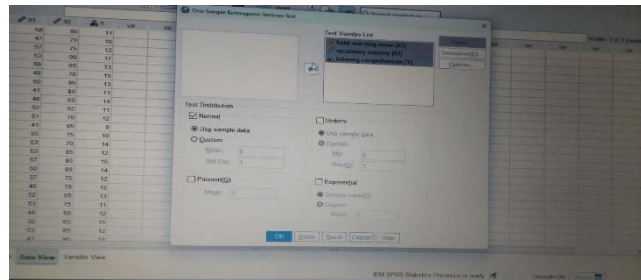
Normality testing is done to determine whether or not the instrument is normal. According to Kasmadi and Sunariah (2013), normality testing determines whether or not the research distribution is normal. In this study, the normality test is used to find out whether the data on students' watching in English movie, vocabulary mastery, and listening comprehension is normal or not. The writer used a one-sample *Komolgorov-Smirnov* in SPSS version 28. To determine whether the frequency distribution of each variable is normal or not is done by looking at the price indicated. If sig(significance)-value >0.05 , it means the data is normally distributed.

The step can be seen as follows;

- 1) Open SPSS application, make sure that the data of all variables are ready and click "Analyze", "Nonparametric Test", and "1_Sample K-S".



- 2) Move X1, X2, and Y to test variable list column and mark "Normal" on test distribution list, then click "OK".



- 3) The result of normality test showsn on the Kolmogorov-Smirnov column.

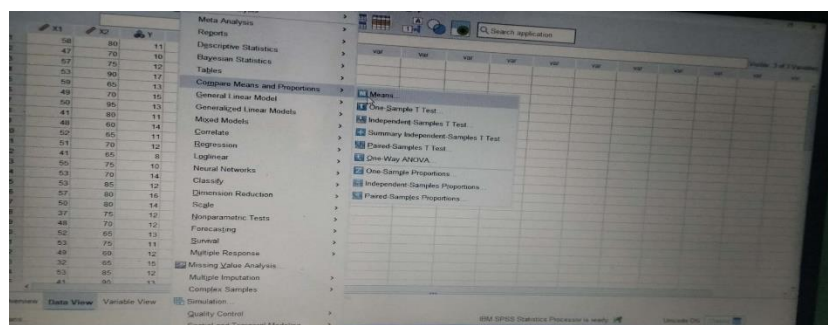
b) Linearity Testing

According to Abdurrahman et.al (2011), the purpose of linearity testing is to determine whether the two variables in the study had a significant linear regression. The linearity test is used to determine the relationship between independent variables and whether the dependent variable is linear or not. The relationships between the variables to be tested linearity are the correlation between students' habit in watching English movie and students' vocabulary mastery toward their listening comprehension at the eleventh grade of MA Al Islam Jamsaren Surakarta in the academic year 2022/2023. A linearity test is conducted to measure the level of linearity between the independent variables and with dependent variables. In addition, computer software, such as SPSS version 28, was used to assist the writer in analyzing the data. The

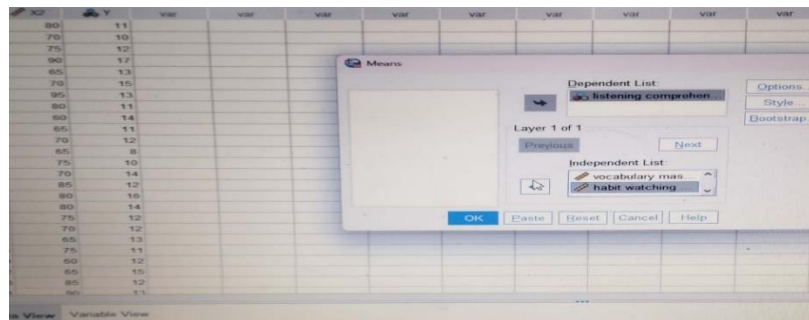
variables are linear if the value of sig(significance) >0.05 so that it can be stated that both of the variables are linearly distributed.

The steps can be seen as follows;

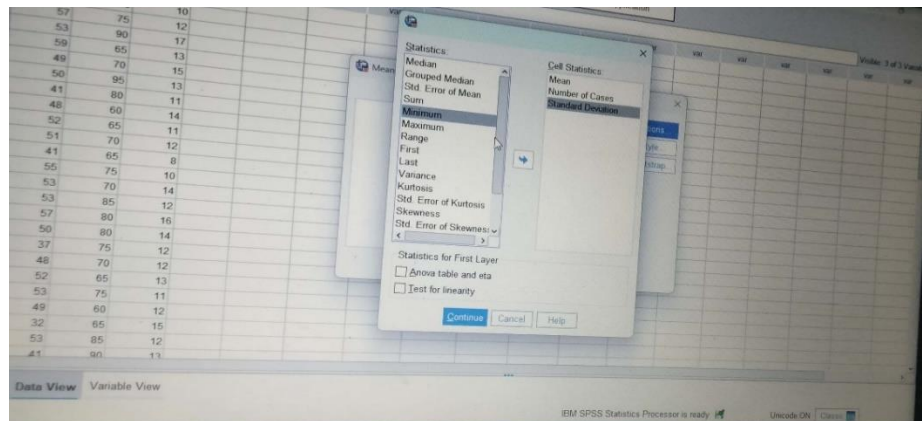
- 1) Open SPSS Application, make sure that the data of all variables are ready and click “Analyze”, then “Compare Means” and “Means”.



- 2) Move Y to Dependent List column and X1 or X2 to independents List column. Then, click “options”.



- 3) Click “Standar Derivation” in Cell Statistics and mark” Test for Linearity” in Statistics for first Layer. Click “contiuene” and “OK”.



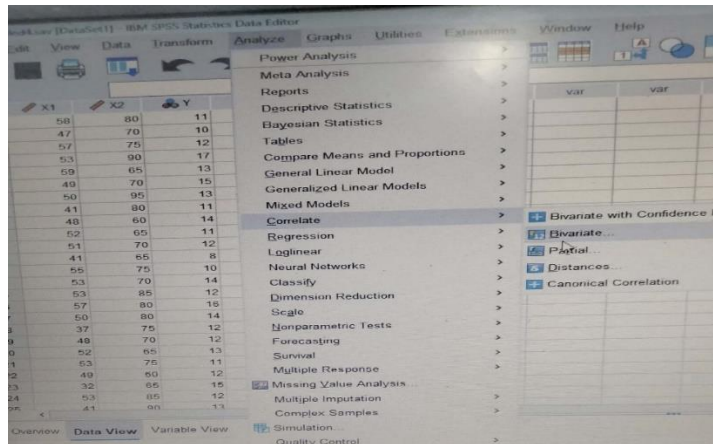
4) The Result of linearity test shown on “Anova” table.

B. Hypothesis Testing

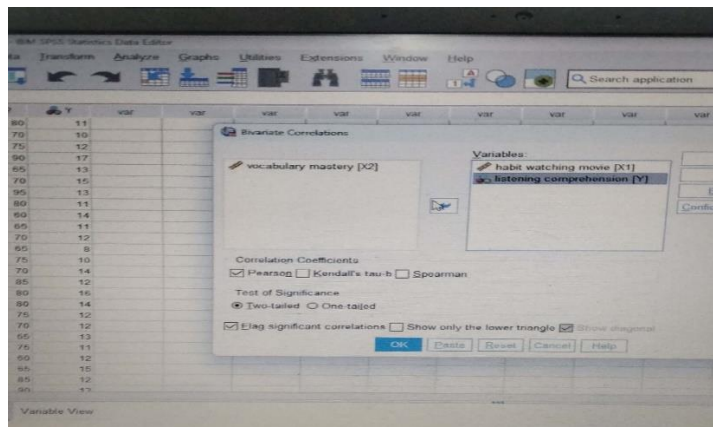
After obtaining the statistics of the data, the hypothesis is tested. The researcher used the Pearson Product Moment Technique, supported by SPSS version 28, to compute a simple correlation between the first and second hypotheses. And, in the third hypothesis, the researcher used the multiple correlation coefficient method, which was supported by SPSS Version 20.

The researcher used SPSS version 20, and Step can be seen as follows;

- a) Open SPSS Application, make sure that the data of all variables are ready and click “Analyze” and “Correlate”, then click “Bivariate”



- b) Move X1 and Y or X2 and Y to the variable list column. Click “pearson” in the correlation coefficient. Then, click” Two-tailed” in the test of significance. Click “OK”.

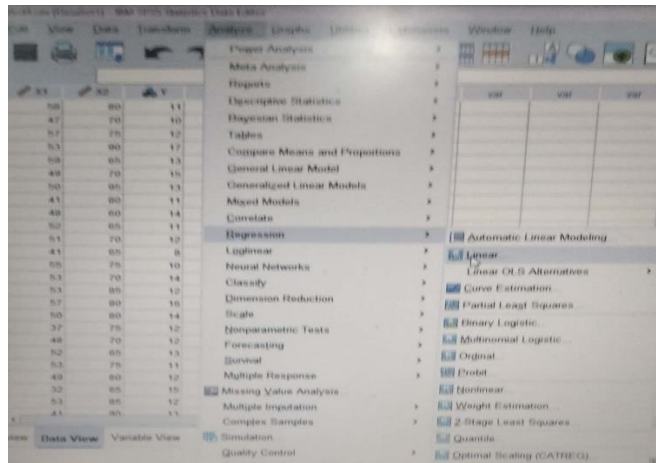


- c) The result of hypothesis testing shows on “Correlations” table.

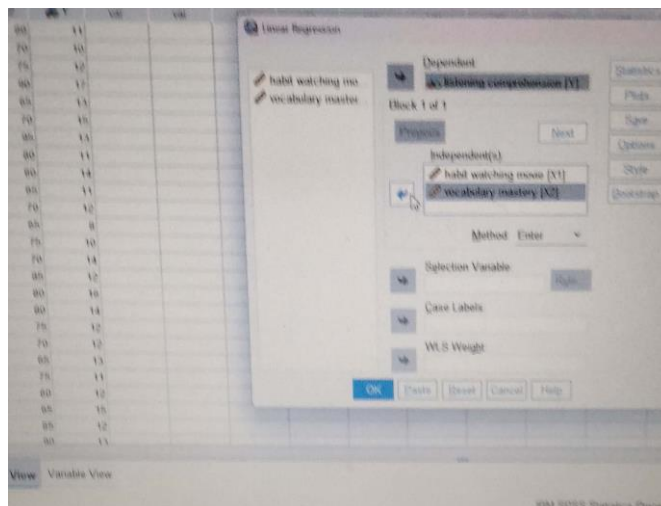
To the test of the Third hypothesis is to find out whether there is a correlation between Students’ Habit of Watching English Movie (X1), Students’ Vocabulary Mastery (X2), and their Listening Comprehension (Y) at the Eleventh-Grade Students of MA Al Islam Jamsaren Surakarta in the Academic Year 2022/2023.

The researcher also used SPSS version 28 and the steps can be seen as follows;

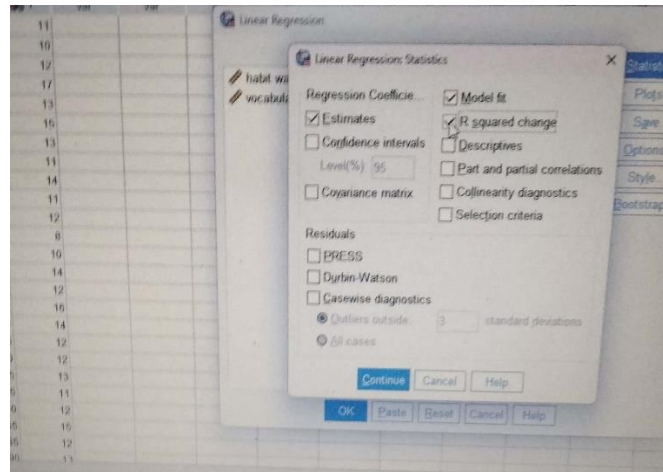
- a. Open SPSS Application, make sure that the data off all variables are ready and click “Analyze”, then “Regression” and “Linear”.



- b. Move to Dependent List column and move X1 and X2 to Independents List column. Then, click “Statistics”.



c. The next step is mark “Estimate”, “Model fit”, and “R squared change”. Then, click “Continue” and “OK”.



d. The result of hypothesis testing shows on “Model Summary” table.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses about the research findings and the discussion. Research findings consist of data description and data analysis. There are normality, linearity, and hypothesis tests in the data analysis, and the last is discussion of research findings.

A. Research Findings

1. Data Description

The result of the students habit in watching English movie, Students' vocabulary mastery, and listening comprehension at the eleventh grade of MA Al Islam Jamsaren Surakarta were determined by calculating the students' answers of the questionnaire and test. Then, the data were analyzed. It presented in the form of mean, median, standar derivation, variance, range, minimum, maximum, and the total score.

a) Students' Habit in watching English Movie

The data of habit in watching English movie were collected by using questionnaire and computed by using SPSS versions 28. The data of habit in watching English movie can be seen in Table below:

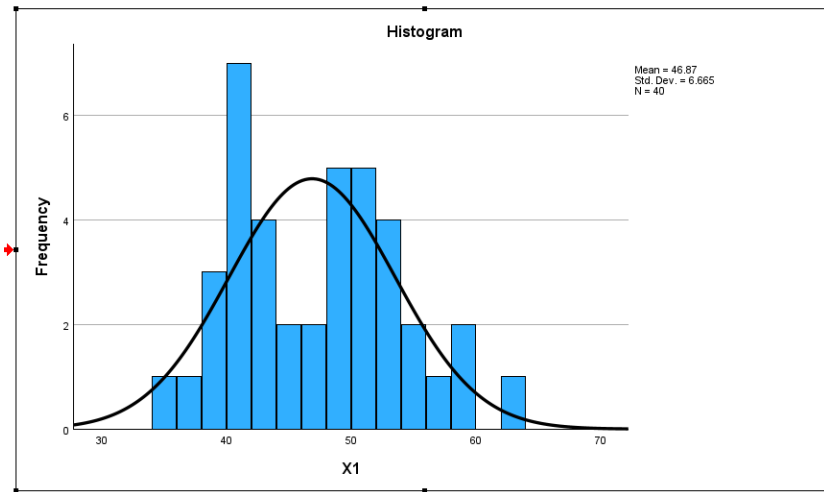
Table 4.0 Data Description of habit in watching English movie

Statistics		
X1		
N	Valid	40
	Missing	0
Mean		46.88
Std. Error of Mean		1.054
Median		47.00
Mode		41
Std. Deviation		6.665
Variance		44.420
Range		27
Minimum		35
Maximum		62
Sum		1875

Based in table 4.0, it is known the maximum score of students' habit in watching English movie is 62 and the minimum score is 35, so the range is 27. The mean or average score is 46.88. The median of 47.00. The mode of 41. The variance and standard deviation of the score are 44.420 and 6.665. The sum or the total score of the data is 1875.

The frequency of students' habit in watching English movie score can be seen in the following histogram:

Figure 4.0 Histogram of students' habit in watching English movie



From figure 4.0 above, it shows there are five students who got score in interval 30-40. There are twenty students who got score in interval 41-50. There are fourteen students who got score in interval 51-60. Then, there are one students who got score in interval 61-70.

b. Students' Vocabulary Mastery

The data of vocabulary mastery were collected by using test and computed by using SPSS versions 28. The data of vocabulary mastery can be seen in table below:

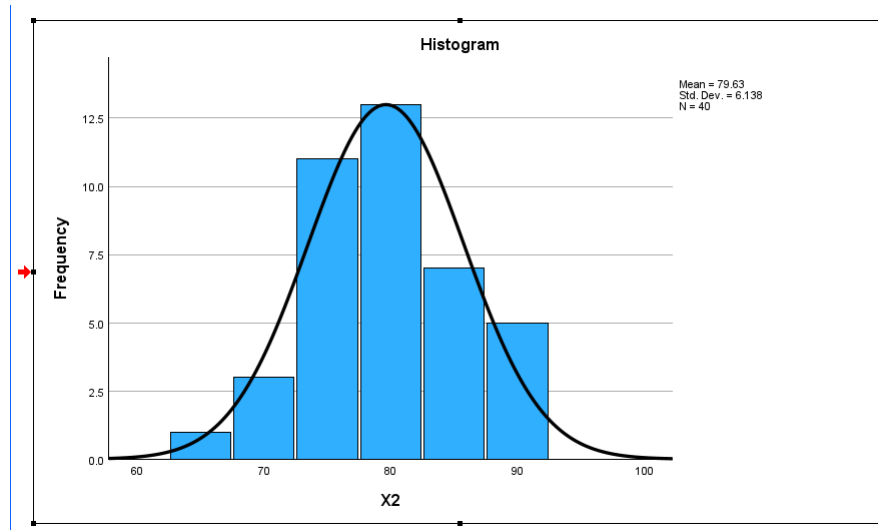
Table 4.1 Data Description of Students' Vocabulary Mastery

Statistics		
X2		
N	Valid	40
	Missing	0
Mean		79.63
Std. Error of Mean		.971
Median		80.00
Mode		80
Std. Deviation		6.138
Variance		37.676
Range		25
Minimum		65
Maximum		90
Sum		3185

Based on table 4.1, it is known the maximum score of students' vocabulary mastery is 90 and the lowest score is 65, so the range is 25. The mean or average score is 79.63. The median of 80.00. The mode of 80. The variance and standard deviation of the score are 37.676 and 6.138. The sum or the total score of the data is 3185.

The frequency of students' vocabulary mastery score can be seen in the following histogram:

Figure 4.1 Histogram of students' vocabulary mastery



From figure 4.4 above, it shows there are four students who got score in interval 60-70. There are twentyfour students who got score in interval 71 -80. There are eleven students who got score in interval 81-100.

c. Listening Comprehension

The data of Listening Comprehension were collected by using test and computed by using SPSS versions 28. The data of Listening Comprehension can be seen in table below:

Table 4.2 Data Description of Listening Comprehension

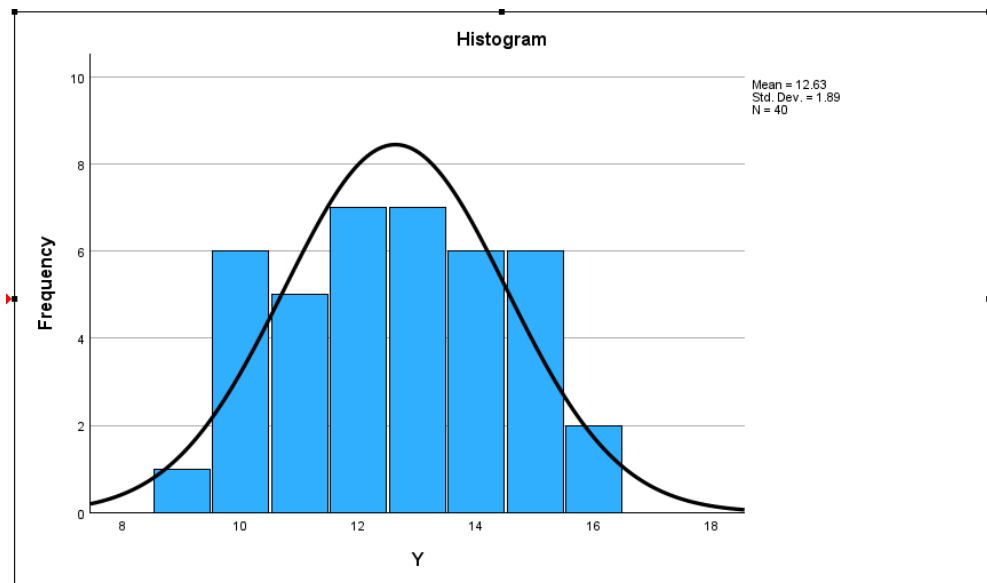
Statistics		
Y		
N	Valid	40
	Missing	0
Mean		12.63
Std. Error of Mean		.299
Median		13.00
Mode		12 ^a
Std. Deviation		1.890
Variance		3.574
Range		7
Minimum		9
Maximum		16
Sum		505

a. Multiple modes exist.
The smallest value is shown

Based in table 4.2, it is known the maximum score of listening comprehension is 16 and the minimum score is 9, so the range is 7. The mean or average score is 12.63. The median of 13.00. The mode of 12. The variance and standard deviation of the score are 3.574 and 1.890. The sum or the total score of the data is 505.

The frequency of listening comprehension score can be seen in the following histogram:

Figure 4.2 Listening Comprehension



From figure 4.2 above, it shows there are seven students who got score in interval 8-10. There are twelve students who got score in interval 11-12. There are thirteen students who got score in interval 13-14. There are eight students who got score in interval 15-18.

2. Data Analysis

a. Normality Test

The normality test determines whether or not the data collected is normally distributed. SPSS version 28 was used to examine the normality data of students' habit in watching English movie, students' vocabulary mastery, and listening comprehension. The criteria of this test's result are:

- 1) The distribution of data is normal if the value of sig (significance) > 0.05 .

2) The distribution of data is not normal if the value of sig (significance) <0.05.

The result of normality test can be seen in the following table:

Table 4.6 Result of Normality Testing

One-Sample Kolmogorov-Smirnov Test		Unstandardize d Residual	
N		40	
Normal Parameters ^{a, b}	Mean	.0000000	
	Std. Deviation	1.50944272	
Most Extreme Differences	Absolute	.073	
	Positive	.073	
	Negative	-.073	
Test Statistic		.073	
Asymp. Sig. (2-tailed) ^c		.200 ^d	
Monte Carlo Sig. (2-tailed) ^e	Sig.	.856	
	99% Confidence Interval	Lower Bound	.847
		Upper Bound	.865

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

On the table above, the Kolmogorov Smirnov value of the data is 0.200, while the significance level is 0.05, which is mean that the Kolmogorov Smirnov of the data larger than the significane level. It can be concluded that the data of the research is normally distributed.

b. Linearity Test

After computing normality test then the researcher continued to analyze the linearity test. Linearity test is used to know whether the relation between dependent and independent variables is linear or not. The researcher used SPSS version 20, to test the linearity. The variables have linearity based on testing criteria. The variables are

linear if the value of sig (significance) >0.05. The result of linearity test can be seen in the following table:

Table 4.7 Result of Linearity Testing between X1 and Y

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Y * X1	Between Groups	(Combined)	89.542	19	4.713	1.891	.083
		Linearity	36.694	1	36.694	14.727	.001
		Deviation from Linearity	52.848	18	2.936	1.178	.359
Within Groups			49.833	20	2.492		
Total			139.375	39			

On the anova table, the significance value of Deviation from Linearity between students' habit in watching English movie (X1) and Listening Comprehension (Y) above is 0.359. It means that the value is higher than 0.05. It can be conclude that X1 and Y is Linear.

Table 4.8 Result of Linearity Testing between X2 and Y

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Y * X2	Between Groups	(Combined)	31.375	5	6.275	1.975	.108
		Linearity	28.426	1	28.426	8.949	.005
		Deviation from Linearity	2.949	4	.737	.232	.918
Within Groups			108.000	34	3.176		
Total			139.375	39			

On the anova table, the significance value of Deviation from Linearity between students' vocabulary mastery (X2) and Listening Comprehension (Y) above is 0.918. It means that the value is higher than 0.05. It can be conclude that X2 and Y is Linear.

c. Hypothesis Testing

After the data of students' habit in watching English movie, students' vocabulary mastery, and listening comprehension were normally distributed and the relation between variables were linear,

the researcher tested the first and second hypothesis using Pearson Product Moment and Tested the third hypothesis using Multiple Linear Regression in SPSS version 28. The significance level used in this correlation is 5% with the number of respondents 40. It is found that the r_{table} was 0.312.

1) First Hypothesis

There were two possibilities in statistical Hypothesis testing H_0 that means there is no correlation between students' habit in watching English movie (X1) and listening comprehension (Y) and H_a that means there is a correlation between students' habit in watching English movie (X1) and listening comprehension (Y).

The statistical hypothesis of the first hypothesis are :

$H_a : r_{x_1y} > 0.312$ (there is a correlation between X_1 and Y)

$H_0 : r_{x_1y} < 0.312$ (there is no correlation between X_1 and Y)

Table 4.9 Result of Correlation Between X_1 and Y

		X1	Y
X1	Pearson Correlation	1	.513**
	Sig. (2-tailed)		.001
	N	40	40
Y	Pearson Correlation	.513**	1
	Sig. (2-tailed)	.001	
	N	40	40

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

Based on Table 4.9, the computation showed that the coefficient of correlation between X_1 and Y is 0.513. Then this value compared to

r_{table} is 0.312 at the significance level of 5% it means that r_{x_1y} is higher than r_{table} . So it means there is a positive correlation between X_1 and Y . It is also place in the range of 0.40-0.599 which indicates moderate correlation. The significance value is 0.001 and it is lower than 0.05. It means there is significant correlation between X_2 and Y . It can be stated that H_0 is rejected and H_a is accepted. So, there is a positive and significant correlation between students' habit in watching English movie (X_1) and listening comprehension (Y).

Table 4.10 Coefficient Determination X_1 toward Y

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.513 ^a	.263	.244	1.644	.263	13.579	1	38	.001

a. Predictors: (Constant), X_1

From the table 4.10, the coefficient determination shows the contribution of X_1 toward Y is 0.263. It means that 26.3% variance of listening comprehension is influenced by habit in watching English movie, while the other 73.7% is influenced by other factors.

2) Second Hypothesis

There were two possibilities in statistical Hypothesis testing H_0 that means there is no correlation between vocabulary mastery (X_2) and listening comprehension (Y) and H_a that means there is a correlation between students' vocabulary mastery (X_2) and listening comprehension (Y).

The statistical hypothesis of the second hypothesis are :

Ha : $r_{x_1y} > 0,312$ (there is a positive correlation between X_2 and Y)

Ho : $r_{x_1y} < 0,312$ (there is no positive correlation between X_2 and Y)

Table 4.11 Result of Correlation Between X_2 and Y

		X2	Y
X2	Pearson Correlation	1	.452**
	Sig. (2-tailed)		.003
	N	40	40
Y	Pearson Correlation	.452**	1
	Sig. (2-tailed)	.003	
	N	40	40

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

Based on Table 4.11, the computation showed that the coefficient of correlation between X_2 and Y is 0.452. It is higher than 0.312 so it means there is positive correlation between X_2 and Y. It is also place in the range of 0.40-0.599 which indicates moderate correlation. The significance value is 0.003 and it is lower than 0.05. It means there is significant correlation between X_2 and Y. It can be stated that Ho is rejected and Ha is accepted. So, there is a positive and significant correlation between students' vocabulary mastery (X_2) and listening comprehension (Y).

Table 4.12 Coefficient Determination X_2 toward Y

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.452 ^a	.204	.183	1.709	.204	9.736	1	38	.003
a. Predictors: (Constant), X2									

From the table 4.12, the coefficient determination shows the contribution of X1 toward Y is 0.204. It means that 20.4 % variance of listening comprehension is influenced by habit in watching English movie, while the other 79.6% is influenced by other factors.

3) Third Hypothesis

The third hypothesis there was a positive correlation between students habit in watching English movie (X_1), students' vocabulary mastery (X_2), and listening comprehension (Y) at the eleventh grade of MA Al Islam Jamsaren Surakarta in the Academic Year 2022/2023. The statistical hypothesis of the second hypothesis are :

$H_a : r_{x_1y} > 0,312$ (there is a correlation between X_1 , X_2 and Y)

$H_o : r_{x_1y} < 0,312$ (there is no correlation between X_1 , X_2 and Y)

**Table 4.13 Result of Correlation and Coefficient determination
Between X_1 and X_2 toward Y**

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.602 ^a	.362	.328	1.550	.362	10.517	2	37	.001
a. Predictors: (Constant), X_1 , X_2									

Based on Table 4.13, the computation showed that the coefficient of correlation between X_1 and X_2 toward Y is 0.602. It is higher than 0.312. The significant value is 0. so it means there is positive correlation between X_1 and X_2 toward Y. It is also place in the range of 0.60- 0.799 which indicates strong correlation. The significance value is 0.001 and it is lower than 0.05. It means there is

significant correlation between X_1 and X_2 toward Y . It can be stated that H_0 is rejected and H_a is accepted. So, there is a positive but, not significant correlation between students habit in watching English movie (X_1) and students' vocabulary mastery (X_2) toward listening comprehension (Y).

The coefficient determination that shows the contribution of X_1 and X_2 toward Y is 0.362. It means that 36.2% variance of listening comprehension is influenced by habit in watching English movie and vocabulary mastery, while the other 63.8% is influenced by other factors.

B. Discussion

After the analyzing the correlation between the variables, discussion can be given as follows. The discussion will emphasize more on finding the possible causes of the result of the study. Since the data of students' habit in watching English movie, students' vocabulary mastery and listening comprehension is normally distributed and the relation between variables is linear the researcher continues to hypothesis test.

The result of the first hypothesis testing shows that the coefficient correlation between students' habit in watching English movie and listening comprehension is 0.513 (sig. 0.001 > 0.05). It is found that there is positive and significant correlation between students' habit in watching English movie (X_1) and listening comprehension (Y) at the eleventh grade of MA Al Islam Jamsaren Surakarta in the academic year 2022/2023. It can be

stated that the alternative hypothesis is accepted and null hypothesis is rejected. The level of correlation is moderate correlation. Habit in watching English movie has contribute to listening comprehension as much as 26.3 %. It means that the increase of habit in watching English movie will be followed by the increase of listening comprehension. The higher students' habit in watching English movie, the higher listening comprehension will be.

According to Runger and Wood (2015), a habit can be defined as a pattern of behavior in which people tend to repeat the same behaviors in repeating contexts. When one is doing a habit, the focused attention with which his/her acts are performed is diminished. In addition, Ismaili (2013), using movies to teach students how to communicate and listen can improve their skills. Listening to foreign languages spoken by foreigners is the best way to train listening comprehension. As a result, students can understand foreign language accents. English movies are one of the best forms of media for EFL students to practice hearing spoken language. By creating the habitual of watching in English movie, it can improve their listening comprehension.

The second hypothesis testing shows that the coefficient correlation between students' vocabulary mastery and listening comprehension is 0.453 (sig. 0.003>0.05). It is found that there is a positive and significant correlation between students' vocabulary mastery (X2) and listening comprehension (Y) at the eleventh grade of MA Al Islam Jamsaren

Surakarta in the academic year 2022/2023. It can be stated that the alternative hypothesis is accepted and null hypothesis is rejected. The level of correlation is moderate correlation. Vocabulary mastery has to contribute to listening comprehension as much as 20.4 %. It means that the increase of vocabulary mastery will be followed by the increase of listening comprehension.

According to Richards (2002), vocabulary is the important component of language proficiency. Students' who have master many vocabularies can master its language more easily because they understand what the words mean. In addition Paurav (2012) claim that vocabulary acquisition is an essential component of learning a second language. A person with a limited vocabulary will have more trouble understanding a statement. Thus, learning vocabulary is essential to being a good listener which makes it simpler for the reader or listener to understand what is being said. It will enhance the listener's or reader's comprehension of what is being heard or read.

This is because comprehending lexical information or vocabulary knowledge might help readers or listeners in remembering words' meanings as well as their intonation and grammar and will be easily comprehended by those listening. More vocabulary mastering is required to improve their skills in listening and learning. Mastery of vocabulary very much is the key to success in being a listener.

From the third hypothesis testing, the coefficient correlation among students' habit in watching English movie, students' vocabulary mastery, and listening comprehension is 0.602 (sig. 0.001 > 0.05). It means there is positive and significant correlation between students habit in watching English movie (X_1) and students' vocabulary mastery (X_2) toward listening comprehension (Y) at the eleventh grade of MA Al Islam Jamsaren Surakarta in the academic year 2022/2023. It can be stated that the alternative hypothesis is accepted and null hypothesis is rejected. The level of correlation is strong correlation. Students' habit in watching English movie and students' vocabulary mastery has to contribute to listening comprehension as much as 36.2 %. It means that the increase of students' habit in watching English movie will be followed by the increase of listening comprehension. Thus, the variable of students' habit in watching English movie and students' vocabulary mastery can be used as the predictor for the measure the listening comprehension.

Students' habit in watching English movie and students' vocabulary have positive and significant role in listening comprehension. Both habit in watching English movie and vocabulary mastery can improve their listening comprehension. The teacher should creates the process of English learning which can increase habit and vocabulary mastery. As a result, it give contribution for their listening comprehension. The teacher should have use media and technology such as movie in the process of English learning which can. As a result, it give contribution for students' English achievment.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION,

A. Conclusion

This research data collection was conducted from May with the respondents being grade XI students of MA Al Islam Jamsaren Surakarta in the academic year 2022/2023. Researchers used proportionate random sampling technique as the sampling technique. The results of the first study was that there is a positive and significant correlation between Students' Habit in Watching English Movie and Listening Comprehension at the eleventh grade of MA Al Islam Jamsaren Surakarta in the academic year 2022/2023. Where the correlation value was 0.513 (sig 0.001 > 0.05). Students' habit in watching English movie has contribute to listening comprehension as much as 26.3%, while the other 73.7% is contributed by other factors. It means listening comprehension will follow the increase or decrease of habit in watching English movie.

The second result of this study was that there is a positive and significant correlation between Students' Vocabulary Mastery and Listening Comprehension at the eleventh grade of MA Al Islam Jamsaren Surakarta in the academic year 2022/2023. where the correlation value was 0.453 (sig. 0.003 > 0.05). Students' vocabulary mastery has contribute to listening comprehension as much as 20.4% while the other 79.6 % is contributed by other factors. It means listening comprehension will follow the increase or decrease of vocabulary mastery.

The result of the third hypothesis was that there is a positive and significant correlation between Students' Habit in Watching English Movie and Students' Vocabulary Mastery toward Listening Comprehension at the eleventh grade of MA Al Islam Jamsaren Surakarta in the academic year 2022/2023. where the correlation value was 0.602(sig.0.001>0.05). Students' vocabulary mastery has contribute to listening comprehension as much as 36.2 % while the other 63.8 % is contributed by other factors. It means listening comprehension will follow the increase or decrease of students' habit in watching English and students' vocabulary mastery. .

B. Implication

Implications are drawn from the research findings. It is found that the students' habit in watching English movie and vocabulary mastery have contributed to listening comprehension. It is 36.2%. Therefore, the two variables cannot be ignored in the effort of improving listening comprehension.

Students' habit in watching English movie and students' vocabulary mastery are two important factors that affect listening. Those factors have to be increased in order to increase their listening comprehension. The environment, teachers, and parents all play crucial roles in assisting students' succeed in English achievement.

Suggestion

Based on the above conclusion and implication, it is required to convey the author of the following suggestions:

1. For the teacher

a. The teacher should have use another media and technology such as music, slide power point, and movie in the process of English learning.

b. The teacher can motivate the their students' to use their habit in watching English movie is a good way to increase their vocabulary knowledge and listening comprehension.

2. For the students

a. It is good way for students increase their habit in watching English movie. With the habit in watching English movie repeatedly, students will get used to the pronunciation of the actors in the movie. it will improve students' listening comprehension and vocabulary will increase.

b. The students should improve their vocabulary mastery since it is important for them. To get new vocabulary is not only from teacher, they can obtain by getting interaction and communication out of the school.

3. For the further researcher

The researcher realizes that the result of this research is still far from perfect, but the researcher expects that this research will be

useful as a reference to the other researcher. Hopefully, this research can be used as a reference to the next research maybe in different subject, method and technique of analysis data.

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APPENDICES

APPENDIX 1

The List of the Subject (Try Out)

No.	Name
1	Muhammad Sirojudin
2	Mus'ab
3	Naufal Farid G
4	Niken Widya N
5	Rafidah Khairu A
6	Razan Muhammad I
7	Tri Respati U
8	Ivan Putra arivsty
9	Anita Yulianti
10	Desti Nur Siti A
11	Fadhillah Khoirun N
12	Farah Firdausa
13	Fazel Robbani
14	Fitriana Putri A
15	Fu'ad Mustaqim
16	Hanifah Iffah K
17	Kayla Namira P
18	Laily Nur H
19	Lulu Bilqis H
20	Muhammad Ariffin I
21	Nabila Safriarni P
22	Najia Iffat Huwaida
23	Naufal Arfan M
24	Salsabila Shofi N
25	Nisa Ilmi S
26	Tabita Novi A
27	Yusuf Aditya N
28	Zahra Lutfi A
29	Zidane Falih M
30	Yeni Rahmawati

APPENDIX 2

The List of The Subject (Main Data)

No.	Respondent
1	Adinda Greace Ande
2	Ahmad Abdul Jabbar
3	Aliefa Gusni Rala N
4	Amelia Gita Amanda
5	Chilya Ramadhani
6	Davino Naufal R
7	Elsa Nur A
8	Fawaz Kholifatullah K
9	Ilmi Nurul H
10	Intan Zahra Hanung K
11	Luthfia Rahmani H
12	Luthfiyana Var'ah S
13	Muhammad Wildan
14	Muhammad Afiq A
15	Zaki Mubarak
16	Najwa Yuna
17	Nauroh Aisy S
18	Nayla Maudy P
19	Rohmana Khotijah
20	Rosyidatul Husna
21	Salma Nur R
22	Salsabilla Agni S
23	Tsanja Ghani F
24	Yasmin Camella N
25	Zafa Sholati A
26	Zukhruf Isya' A
27	Shoffan Aufa R
28	Abyan Muhammad A
29	Amalia Wahyu P
30	Aristiya Makrifah
31	Debby Noviana P
32	Ferdiana Isma P
33	Fikria Asma N
34	Fitri Wulandari
35	Humairatu Aisy'ah A
36	Jovan Galuh P
37	Khoirunnisa M
38	Mahendra Bayu A
39	Malikhata Ayunin N
40	Muhammad Fattur

APPENDIX 3

The Blue Print of Habit in Watching English Movie Questionnaire (Test)

Concept	Indicator	Item Number	Total
A habit is a defined behavior that is frequently repeated, has acquired a high degree of automaticity, and is cued in stable contexts (Orbell and Verplanken, 2010)	Frequency	1,2,4,5,7	5
	Repetition	6,8,9,10,13,15	6
	Behavior	3,11,12,14	4
	SUM		15

APPENDIX 4

INSTRUMENT OF HABIT IN WATCHING ENGLISH MOVIE QUESTIONNAIRE (TEST)

NAME :

CLASS :

PETUNJUK :

1. Bacalah dengan seksama pernyataan berikut ini
2. Berilah tanda centang (√) pada kolom yang tersedia
3. Tidak ada jawaban yang benar maupun salah
4. Isilah sesuai dengan sejujur-jujurnya!

Positive Statement	Score
Sangat setuju	5
Setuju	4
Netral	3
Tidak Setuju	2
Sangat tidak setuju	1

Negative Statement	Score
Sangat tidak setuju	5
Tidak Setuju	4
Netral	3
Setuju	2
Sangat setuju	1

NO	Pernyataan	SS	S	N	TS	STS
1	Dalam sebulan saya menonton film berbahasa Inggris minimal tiga kali.					
2	Saya menonton film Barat/Inggris lebih dari 2 jam.					
3	Saya jarang menonton film berbahasa Inggris di bioskop.					
4	Saya sering menonton film berbahasa Inggris daripada berbahasa Indonesia di bioskop.					
5	Saya menonton film bahasa Inggris dua kali seminggu.					
6	Saya lebih nyaman menonton film Barat/Inggris bersama teman.					
7	Saya menonton film bahasa Inggris saat liburan.					
8	Saya lebih mudah memahami film Barat/Inggris dengan subtitle					
9	Saya lebih mudah memahami film Barat/Inggris tanpa melihat subtitle					
10	Saya kurang memahami alur cerita film berbahasa Inggris jika tidak menonton .					
11	Menonton film bahasa Inggris melatih pemahaman saya tentang bahasa asing					
12	Saya lebih memahami alur cerita jika saya menonton film berbahasa Inggris.					
13	Saya memahami arti kosa kata film berbahasa Inggris dengan subtitle					
14	Saya kurang memahami alur cerita film berbahasa Inggris jika tidak menonton					
15	Saya kurang memahami alur cerita film berbahasa Inggris tanpa subtitle					

APPENDIX 5

**The Blue Print Students' Vocabulary Mastery
(Test)**

Concept	Indicator	Item Number	Total
In learning Vocabulary, there are some elements that have to be considered.	Word formation		
	1. Nouns	4,7,18,20	4
	2. Verbs	12,15	2
	3. Adjectives	17,19	2
Thornbury (2002:3) mentions word classes of vocabulary are word formation and aspect of meaning, as follow:	4. Adverbs	10,11	2
	Aspect of Meaning		
	1. Synonyms	1,3,7,9	4
	2. Antonym	5,14,16	3
	3. Hyponym	2,8,13	3
		SUM	20

APPENDIX 6

INSTRUMENT OF VOCABULARY MASTERY (TEST)

Name :

Class :

Choose A, B, C, or D for the correct answer!!

- 1 I have a beautiful daughter. The Synonym of the underlined word is....
 - a. Handsome
 - b. Ugly
 - c. Patient
 - d. Pretty

- 2 are classified into fruits.
 - a. Watermelon, coconut, and carrot
 - b. Onion, apple, and orange
 - c. Mango, potato, and tomato
 - d. Peer, pineapple, and grape

- 3 Nurul is a smart student in my class. The synonym of the underline word is....
 - a. Beautiful
 - b. Ugly
 - c. Stupid
 - d. Clever

- 4 My teacher gave me two assignment to complete today. The underline of word is....
 - a. Noun
 - b. Adverb
 - c. Verb
 - d. Adjective

- 5 are classified into vegetables.
 - a. Tomato, carrot, and orange
 - b. Onion, potato, and jackfruit

- c. Spinach, cabbage, and carrot
 - d. Chili, pumpkin, and pineapple
- 6 Donkey, cow, and giraffe are classified into...
- a. Herbivore
 - b. Carnivore
 - c. Human
 - d. Omnivore
- 7 She wants to go to beach. The underline word is....
- a. Adjective
 - b. Adverb
 - c. Noun
 - d. Verb
- 8 My brother drives a car ... on a rainy night.
- a. Fastly
 - b. Carefully
 - c. Hurriedly
 - d. Slowly
- 9 Andre speaks too... so I don't know what he is talking about.
- a. Fastly
 - b. Faster
 - c. Fast
 - d. Fastest
- 10 Mr. Masino and Mrs. Surati ... a new car today
- a. Buys
 - b. Buy
 - c. Bought
 - d. Buying
- 11 are classified into food.
- a. Rice, cake, and coffee.
 - b. Bread, rice, and cake.
 - c. Fried chicken, meatballs, and sugar.
 - d. Bread, rice, and coffee.

- 12 My fever is getting worse. The antonym of the underlined word is.
- Bad
 - Wrong
 - Better
 - Worst
- 13 Romeo and Juliet... English today.
- Study
 - Studies
 - Studying
 - Studied
- 14 The plane is very fast. But the pedicab is...
- Slow
 - Quick
 - Fast
 - Quiet
- 15 Artha gets the best score on the English test. He feels...
- Sad
 - Bad
 - Glad
 - Disappointed
- 16 They live in Australia. They have a pouch in there to keep their child. They are...
- Elephants
 - Camels
 - Deer
 - Kangaroos
- 17 Virgoun is a popular singer in Indonesia. Everybody knows her. He is very...
- Furious
 - Courious
 - Dangerous
 - Famous

18. It is nice to meet you since we haven't met each other for two months. The underline word is...

- a. Noun
- b. Adjective
- c. Adverb
- d. Verb

19. The car is parked in the driveway. The underline word is.....

- a. Verb
- b. Noun
- c. Adjective
- d. Adverb

20. Della took a handphone in a bag. The underline word is...

- a. Verb
- b. Noun
- c. Adjective
- d. Adverb

The Key of Vocabulary Mastery Test)

1. D
2. D
3. D
4. A
5. C
6. A
7. C
8. B
9. A
10. A
11. B
12. C
13. A
14. A
15. C
16. D
17. D
18. B
19. A
20. B

APPENDIX 7

The Blue Print of Listening Comprehension (Test)

Concept	Indicators	Item Number	Total
Listening is mental process of constructing meaning of process.(Rost:2002)	Infer situation, participants, and goals using real-world knowledge (Multiple choice).	1,2,3,4,10	5
	Recognize the communicative functions of the utterances, according to situation participants and goal (appropriate response to a question).	7,8,11,12,13,24	6
	Describe and predict outcomes based on events, establish links and connections between events, and determine cause and effects(dialogue and multiple comprehension items).	14,15,16,18,22	5
	From events detect such relation as main idea, supporting idea, new information, given information, and generalization. (monologue and authentic question on detail)	9,17,19,20	4
SUM		20	

APPENDIX 8

The Instrument of Listening Comprehension (Test)

Name :

Class :

- You can listen to the recordings more than once if you need to. However, you shouldn't listen more than three times. The test is here to find your natural listening level. Ideally, you should listen only once or twice.
- You will get your results after you have answered all the questions.

1. Where is the woman from?
 - a. Russia
 - b. Germany
 - c. Australia
 - d. Croatia
2. What does the man think?
 - a. Croatia is part of Germany
 - b. His geography is very good
 - c. The woman is from Germany
 - d. He doesn't know enough about geography.
3. What does the woman think?
 - a. It's not serious
 - b. It's funny
 - c. It's stupid
 - d. It's very serious
4. The woman says that you can travel from Croatia to Germany in two hours by____
 - a. Car
 - b. Plane
 - c. Train
 - d. Bus
5. Who is the person they're looking at?
 - a. The man's father's older brother
 - b. The man's father's younger brother

- c. The man's mother older brother
 - d. The woman's father older brother
6. The woman thinks the man's uncle _____
- a. Looks kind
 - b. Is handsome
 - c. Is kind
 - d. Looks unfriendly
7. What are they looking at?
- a. A story in a book
 - b. An email
 - c. A newspaper
 - d. A picture or a photo
8. Why doesn't the man see his uncle very much?
- a. His mom and his uncle don't have a good relationship
 - b. His uncle and his dad don't have a good relationship
 - c. His uncle's wife and his dad don't have a good relationship
 - d. His uncle lives too far away
9. Where is the conversation taking place?
- a. A restaurant
 - b. A supermarket
 - c. Someone's house
 - d. A bar
10. What problem does the man mention?
- a. They only serve fish.
 - b. It's very busy today.
 - c. There isn't any more salmon.
 - d. They don't sell salmon.
11. When the man tells the woman that she can't have salmon, she is
- a. Quite irritated
 - b. Very angry
 - c. A bit sad

- d. A little disappointed
12. What does the man do?
- a. He tries to sell the woman a more expensive dish.
 - b. He apologizes many times.
 - c. He suggests a similar dish.
 - d. He tells the woman he will choose a dish for her.
13. The woman _____
- a. Is on time
 - b. Is very late
 - c. Is early
 - d. Is a bit late
14. The woman _____
- a. Doesn't know where to go
 - b. Doesn't feel well
 - c. Doesn't want to go anywhere
 - d. Doesn't want to walk far
15. Why is the man surprised?
- a. The woman is so late.
 - b. The woman has been to the place before.
 - c. The woman is wearing such unsuitable shoes.
 - d. The woman doesn't know where the place is
16. Which is true about the woman?
- a. She went to the place last week,
 - b. She would have gone to the place once before if her friend hadn't come with her.
 - c. She would have gone to the place once before if her friend had come with her.
 - d. She wishes her friend were with her now.
17. Where are the speakers?
- a. A restaurant
 - b. A shop
 - c. A cinema
 - d. The woman's house
18. What does the woman do?
- a. She agrees to give the man a refund.
 - b. She considers giving the man a refund.

- c. She politely refuses to give the man a refund.
- d. She rudely refuses to give the man a refund.

19. Why is the product which the man bought now ruined?

- a. The product was low quality
- b. He didn't look after it properly.
- c. The product was faulty.
- d. He dropped it.

20. What does the man do?

- a. He accepts the woman's decision.
- b. He complains that he was not given the instructions product
- c. He does not accept the woman's decision.
- d. He blames the woman for the situation

The Key of Instrument Listening Comprehension (Test)

1. A
2. B
3. B
4. A
5. D
6. C
7. A
8. C
9. C
10. A
11. D
12. D
13. A
14. C
15. B
16. D
17. B
18. C
19. D
20. B

APPENDIX 9

DATA VALIDITY AND RELIABILITY OF STUDENTS HABIT IN WATCHING ENGLISH MOVIE

No. Responden	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	SUM
1	5	3	3	2	5	1	4	2	3	5	5	1	4	1	1	5	3	2	1	4	60
2	1	3	3	5	3	2	4	3	3	5	5	1	4	1	1	5	2	1	1	4	51
3	2	2	5	3	4	3	2	5	5	2	2	5	2	4	4	3	2	5	4	4	68
4	2	2	3	2	2	5	3	1	4	4	4	3	4	4	4	3	3	5	5	3	66
5	5	4	5	3	5	2	5	3	5	5	3	2	4	5	2	5	5	2	5	4	79
6	1	3	2	3	1	5	3	3	4	3	1	4	4	3	2	5	3	2	5	4	61
7	3	4	4	3	3	2	4	5	4	2	3	5	2	3	3	3	4	3	2	4	66
8	3	3	5	3	4	2	3	3	3	4	2	1	1	2	3	2	1	5	3	5	56
9	2	2	1	2	3	4	4	4	3	3	2	5	1	4	4	1	4	4	3	2	58
10	4	3	4	1	4	2	5	1	3	2	3	5	4	4	4	4	5	2	4	2	66
11	2	4	4	3	3	2	4	4	3	3	4	4	2	4	4	3	4	4	4	4	63
12	3	3	3	4	2	2	3	3	4	2	2	3	2	4	3	2	2	3	1	3	54
13	3	3	3	2	4	4	3	3	5	2	2	4	3	3	5	3	3	5	4	3	67
14	2	3	2	3	5	2	3	2	5	3	2	4	2	4	5	2	3	5	4	5	66
15	3	2	2	4	2	3	3	2	4	4	3	5	2	5	5	3	3	5	5	4	69
16	5	5	3	3	3	5	5	5	5	3	3	3	4	3	3	3	3	4	3	3	74
17	4	3	2	3	5	2	1	4	2	3	3	3	3	4	4	2	4	4	3	4	65
18	1	4	1	2	2	1	4	2	1	3	2	3	4	3	3	3	4	3	2	1	49
19	4	2	3	4	2	2	4	4	3	2	3	5	1	4	5	2	2	3	3	5	63
20	5	2	4	2	4	3	3	4	2	3	4	2	4	5	2	3	4	3	4	3	66
21	3	4	2	4	3	2	3	5	4	3	4	5	2	5	4	3	3	4	4	4	71
22	2	2	2	3	3	3	4	4	2	4	2	4	2	4	4	2	4	4	4	5	62
23	1	5	3	5	2	2	1	1	2	1	3	3	1	5	1	4	2	4	2	1	49
24	4	3	3	4	2	4	3	3	3	1	2	2	3	5	5	1	4	2	5	5	64
25	2	4	2	1	4	2	2	2	2	5	5	4	4	2	2	5	3	1	1	5	59
26	2	4	1	2	3	1	1	4	3	2	3	2	1	5	2	1	2	2	2	1	44
27	4	1	5	3	5	3	3	2	4	5	4	4	5	5	5	1	5	5	2	2	76
28	4	5	4	2	1	2	2	2	2	3	5	1	2	2	3	5	2	1	2	4	54
29	2	3	2	4	1	3	2	1	3	3	4	1	3	2	1	2	3	3	4	2	49
30	1	5	5	5	5	3	4	5	4	3	2	4	3	5	5	4	3	2	5	5	78
31	0,3906	-0,125	0,5992	0,0612	0,4843	0,4382	0,5248	0,3747	0,4651	0,1642	0,0904	0,4042	0,4129	0,377	0,4954	0,073	0,4108	0,399	0,592	0,4367	
32	0,367	0,367	0,367	0,367	0,367	0,367	0,367	0,367	0,367	0,367	0,367	0,367	0,367	0,367	0,367	0,367	0,367	0,367	0,367	0,367	
33	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	

The screenshot shows an Excel spreadsheet with the following data table:

No. Responden	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	SUM
1	5	3	3	2	5	1	4	2	3	5	5	1	4	1	1	5	3	2	1	4	60
2	1	3	3	5	3	2	4	3	3	5	5	1	4	1	1	5	2	1	1	4	51
3	2	2	5	3	4	3	2	5	5	2	2	5	2	4	4	3	2	5	4	4	68
4	2	2	3	2	2	5	3	1	4	4	4	3	4	4	4	3	3	5	5	3	66
5	5	4	5	3	5	2	5	3	5	5	3	2	4	5	2	5	5	2	5	4	79
6	1	3	2	3	1	5	3	3	4	3	1	4	4	3	2	5	3	2	5	4	61
7	3	4	4	3	3	2	4	5	4	2	3	5	2	3	3	3	4	3	2	4	66
8	3	3	5	3	4	2	3	3	3	4	2	1	1	2	3	2	1	5	3	5	56
9	2	2	1	2	3	4	4	4	3	3	2	5	1	4	4	1	4	4	3	2	58
10	4	3	4	1	4	2	5	1	3	2	3	5	4	4	4	4	5	2	4	2	66
11	2	4	4	3	3	2	4	4	3	3	4	4	2	4	4	3	4	4	4	4	63
12	3	3	3	4	2	2	3	3	4	2	2	3	2	4	3	2	2	3	1	3	54
13	3	3	3	2	4	4	3	3	5	2	2	4	3	3	5	3	3	5	4	3	67
14	2	3	2	3	5	2	3	2	5	3	2	4	2	4	5	2	3	5	4	5	66
15	3	2	2	4	2	3	3	2	4	4	3	5	2	5	5	3	3	5	5	4	69
16	5	5	3	3	3	5	5	5	5	3	3	3	4	3	3	3	3	4	3	3	74
17	4	3	2	3	5	2	1	4	2	3	3	3	3	4	4	2	4	4	3	4	65
18	1	4	1	2	2	1	4	2	1	3	2	3	4	3	3	3	4	3	2	1	49
19	4	2	3	4	2	2	4	4	3	2	3	5	1	4	5	2	2	3	3	5	63
20	5	2	4	2	4	3	3	4	2	3	4	2	4	5	2	3	4	3	4	3	66
21	3	4	2	4	3	2	3	5	4	3	4	5	2	5	4	3	3	4	4	4	71
22	2	2	2	3	3	3	4	4	2	4	2	4	2	4	4	2	4	4	4	5	62
23	1	5	3	5	2	2	1	1	2	1	3	3	1	5	1	4	2	4	2	1	49
24	4	3	3	4	2	4	3	3	3	1	2	2	3	5	5	1	4	2	5	5	64
25	2	4	2	1	4	2	2	2	2	5	5	4	4	2	2	5	3	1	1	5	59
26	2	4	1	2	3	1	1	4	3	2	3	2	1	5	2	1	2	2	2	1	44
27	4	1	5	3	5	3	3	2	4	5	4	4	5	5	5	1	5	5	2	2	76
28	4	5	4	2	1	2	2	2	2	3	5	1	2	2	3	5	2	1	2	4	54
29	2	3	2	4	1	3	2	1	3	3	4	1	3	2	1	2	3	3	4	2	49
30	1	5	5	5	5	3	4	5	4	3	2	4	3	5	5	4	3	2	5	5	78

Below the table, the reliability calculation is shown:

$$r_{11} = \frac{k}{(k-1)} \left(1 - \frac{\sum \sigma_i^2}{\sigma^2} \right)$$

Keterangan:
 r₁₁ = koefisien reliabilitas instrumen (total test)
 k = jumlah butir pertanyaan yang sah
 Σσ_i² = jumlah varian butir
 σ² = varian skor total

Nilai Koefisien Reliabilitas:
 0,3906 < r₁₁ < 0,5000 (Diperlukan Reliabilitas Sangat Tinggi)
 0,5000 < r₁₁ < 0,6000 (Diperlukan Reliabilitas Tinggi)
 0,6000 < r₁₁ < 0,7000 (Diperlukan Reliabilitas Cukup)
 0,7000 < r₁₁ < 0,8000 (Diperlukan Reliabilitas Rendah)
 0,8000 < r₁₁ < 0,9000 (Diperlukan Reliabilitas Sangat Rendah)
 0,9000 < r₁₁ < 1,0000 (Diperlukan Reliabilitas Sangat Tinggi)

APPENDIX 10

DATA VALIDATION AND RELIABILITY STUDENTS' VOCABULARY MASTERY

Sheet J11 Data (Binary Matrix):

No. Responden	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total	
1	1	1	1	1	0	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	0	19	
2	1	1	1	1	1	1	1	0	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	19
3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	19
4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	21
5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
6	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	21
7	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	21
8	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	23
9	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	23
10	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	23
11	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	23
12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
19	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
22	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
23	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
26	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
27	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
28	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
29	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
30	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25

Statistical Summary (Sheet AH25):

No. Responden	1	2	3	5	7	8	9	10	11	12	13	14	15	16	17	18	19	22	23	25	Total							
31	0,161	0,166	0,240	0,257	0,166	0,254	0,217	0,257	0,230	0,202	0,240	0,253	0,217	0,248	0,240	0,240	0,240	0,240	0,240	0,248	12,782							
32	Varian B	0,217																										
33	Jml Var 1	4,546																										
34	Var total	12,782																										
35	r11	0,679																										
36	Reliabili	Tinggi																										

Legend (Keterangan):

- r = Koefisien Kontrol Pearson
- N = Banyak pasangan nilai X dan Y
- ΣXY = jumlah dari hasil kali nilai X dan nilai Y
- ΣX² = jumlah dari hasil kali nilai X
- ΣY² = jumlah dari hasil kali nilai Y
- ΣX = jumlah dari kuadrat nilai X
- ΣY = jumlah dari kuadrat nilai Y

APPENDIX 12

**STUDENTS' SCORE OF HABIT IN WATCHING ENGLISH MOVIE
QUESTIONNAIRE MAIN DATA (40 STUDENTS)**

RESPONDENT	SCORE
RES01	45
RES02	42
RES03	55
RES04	56
RES05	55
RES06	42
RES07	41
RES08	35
RES09	42
RES10	41
RES11	51
RES12	39
RES13	50
RES14	49
RES15	51
RES16	58
RES17	53
RES18	41
RES19	48
RES20	52
RES21	53
RES22	49
RES23	39
RES24	53
RES25	41
RES26	38
RES27	62
RES28	42
RES29	46
RES30	59
RES31	41
RES32	37
RES33	40
RES34	48
RES35	41
RES36	49
RES37	45
RES38	50
RES39	46
RES40	50

STUDENTS' SCORE OF VOCABULARY MASTERY TEST

RESPONDENT	SCORE
RES01	75
RES02	70
RES03	80
RES04	80
RES05	85
RES06	75
RES07	65
RES08	75
RES09	80
RES10	70
RES11	80
RES12	80
RES13	85
RES14	70
RES15	80
RES16	90
RES17	85
RES18	75
RES19	90
RES20	85
RES21	80
RES22	75
RES23	75
RES24	80
RES25	90
RES26	80
RES27	75
RES28	85
RES29	90
RES30	85
RES31	75
RES32	80
RES33	75
RES34	80
RES35	90
RES36	80
RES37	75
RES38	85
RES39	80
RES40	75

STUDENTS' SCORE OF LISTENING COMPREHENISION TEST

RESPONDENT	SCORE
RES01	12
RES02	10
RES03	13
RES04	15
RES05	11
RES06	10
RES07	10
RES08	9
RES09	11
RES10	12
RES11	14
RES12	11
RES13	12
RES14	11
RES15	13
RES16	16
RES17	14
RES18	10
RES19	16
RES20	15
RES21	14
RES22	13
RES23	15
RES24	12
RES25	15
RES26	13
RES27	14
RES28	13
RES29	13
RES30	14
RES31	12
RES32	10
RES33	12
RES34	15
RES35	10
RES36	15
RES37	14
RES38	12
RES39	13
RES40	11

APPENDIX 13

THE CALCULATION OF CORRELATION VARIABLE

A. THE CORRELATION BETWEEN STUDENTS' HABIT IN WATCHING ENGLISH MOVIE (X1) AND LISTENING COMPREHENSION (Y)

Correlations

		X1	Y
X1	Pearson Correlation	1	.513**
	Sig. (2-tailed)		.001
	N	40	40
Y	Pearson Correlation	.513**	1
	Sig. (2-tailed)	.001	
	N	40	40

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

B. THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY (X2) AND LISTENING COMPREHENSION (Y)

Correlations

		X2	Y
X2	Pearson Correlation	1	.452**
	Sig. (2-tailed)		.003
	N	40	40
Y	Pearson Correlation	.452**	1
	Sig. (2-tailed)	.003	
	N	40	40

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

C. THE CORRELATION BETWEEN STUDENTS' HABIT IN WATCHING ENGLISH MOVIE (X1) AND STUDENTS' VOCABULARY MASTERY (X2) TOWARD LISTENING COMPREHENSION (Y)

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.602 ^a	.362	.328	1.550	.362	10.517	2	37	.001

a. Predictors: (Constant), X1, X2

APPENDIX 14

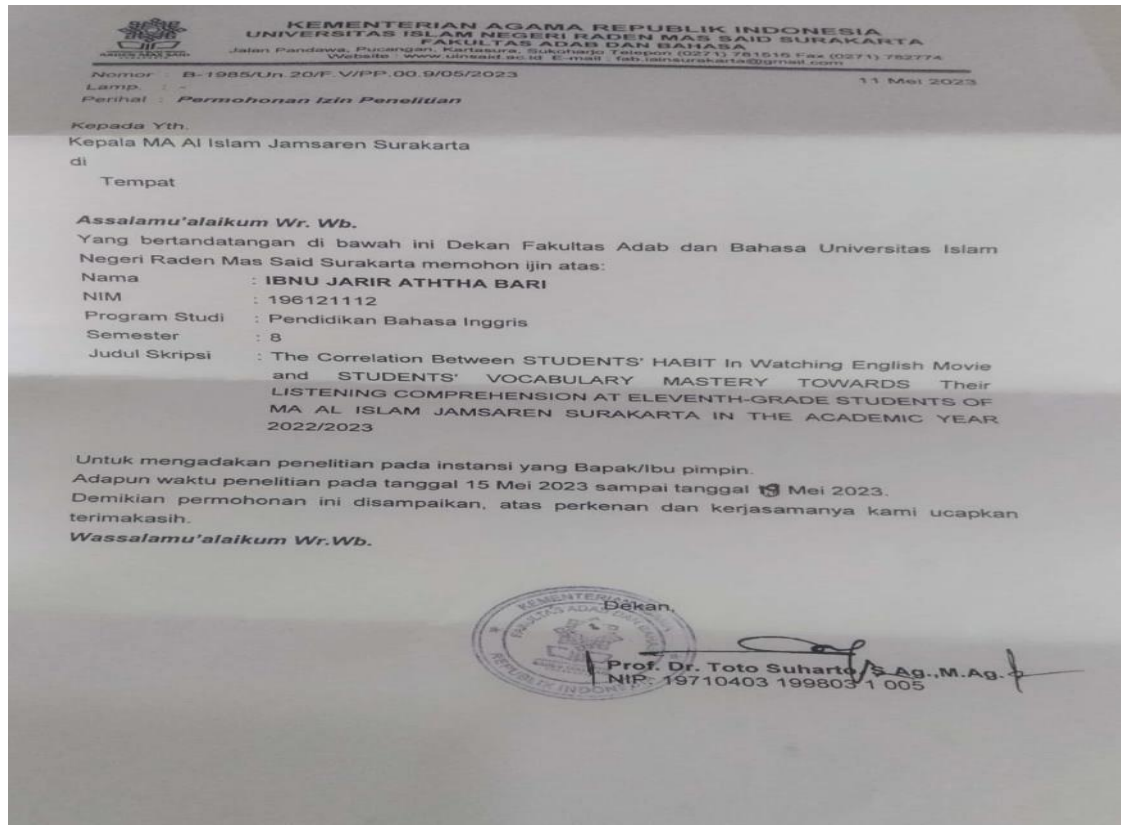
TABLE LEVEL OF CORRELATION

NO	INTERVAL OF COEFFICIENT	INTERPRETATION
1	0.00-0.199	Very weak
2	0.20-0.399	Weak
3	0.40-0.599	Moderate
4	0.60-0.799	Strong
5	0.80-1.00	Very Strong

(Sugiyono, 2012:184)

APPENDIX 15

DOCUMENTATION PICTURES OF RESEARCH





APPENDIX 16

STUDENTS' WORKSHEET ON HABIT IN WATCHING ENGLISH MOVIE QUESTIONNAIRE

**INSTRUMENT OF HABIT IN WATCHING ENGLISH MOVIE
QUESTIONNAIRE
(TEST)**

NAME : *Davidio Adufal FL*
 CLASS : *XI IPA*
 PETUNJUK :

- Bacalah dengan seksama pernyataan berikut ini
- Berilah tanda centang (✓) pada kolom yang tersedia

Positive Statement	Score
Sangat setuju	5
Setuju	4
Netral	3
Tidak Setuju	2
Sangat tidak setuju	1

Negative Statement	Score
Sangat tidak setuju	5
Tidak Setuju	4
Netral	3
Setuju	2
Sangat setuju	1

- Tidak ada jawaban yang benar maupun salah
- Isilah sesuai dengan sejujur-jujurnya!

NO	Pernyataan	SS	S	N	TS	STS
1	Dalam sebulan saya menonton film berbahasa Inggris minimal tiga kali.	✓				
2	Saya menonton film Barat/Inggris lebih dari 2 jam.		✓			
3	Saya jarang menonton film berbahasa Inggris di bioskop.			✓		
4	Saya sering menonton film berbahasa Inggris daripada berbahasa Indonesia di bioskop.			✓		
5	Timbul rasa senang pada saat saya menonton film Barat/Inggris.		✓			
6	Saya lebih nyaman menonton film Barat/Inggris di rumah sendirian		✓			
7	Saya lebih nyaman menonton film Barat/Inggris bersama teman.	✓	✓			
8	Saya lebih mudah memahami film Barat/Inggris dengan subtitle				✓	
9	Saya lebih mudah memahami film Barat/Inggris tanpa melihat subtitle			✓		
10	Saya kurang memahami alur cerita film berbahasa Inggris jika tidak menonton.		✓			
11	Menonton film bahasa Inggris melatih pemahaman saya tentang bahasa asing				✓	
12	Saya lebih memahami alur cerita jika saya menonton film berbahasa Inggris.	✓				
13	Saya memahami arti kosa kata film berbahasa Inggris dengan subtitle	✓				
14	Saya kurang memahami alur cerita film berbahasa Inggris jika tidak menonton	✓	✓			
15	Saya kurang memahami alur cerita film berbahasa Inggris tanpa subtitle		✓			

STUDENTS' WORKSHEET ON VOCABULARY MASTERY TEST

INSTRUMENT OF VOCABULARY MASTERY TEST
(TEST)

Name : Zaini Nurhikmah
Class : XI IPA

Siswa - 15
Kelas - 15
Score (75)

Choose A, B, C, or D for the correct answer!!

1 I have a beautiful daughter. The Synonym of the underlined word is...

- Handsome
- Ugly
- Patient
- Pretty

2 are classified into fruits.

- Watermelon, coconut, and carrot
- Onion, apple, and orange
- Mango, potato, and tomato
- Pear, pineapple, and grape

3 Nurul is a smart student in my class. The synonym of the underlined word is....

- Beautiful
- Ugly
- Stupid
- Clever

4 The test was so easy. The antonym of the underlined word is..

- Diligent
- Different
- Difficult
- Diffident

A giraffe has a long neck. But a cat has... neck.

- High
- Tall
- Short
- Small

6 are classified into vegetables.

- Tomato, carrot, and orange
- Onion, potato, and jackfruit
- Spinach, cabbage, and carrot
- Chili, pumpkin, and pineapple

STUDENTS' WORKSHEET ON LISTENING COMPREHENSION TEST

INSTRUMENT OF LISTENING COMPREHENSION TEST

Name : Yohan Dharma
 Class : IPA 11

- There are three parts of this listening test and four questions for each part.
- You can listen to the recordings more than once if you need to. However, you shouldn't listen more than three times. The test is here to find your natural listening level. Ideally, you should listen only once or twice.
- You will get your results after you have answered all the questions.

Part one Score 8
total = 12

1. Where is the woman from?
~~a. Russia~~
 b. Germany Score 12
 c. Australia
 d. Croatia

2. The woman says that you can travel from Croatia to Germany in two hours by
~~a. Car~~
 b. Plane
 c. Train
 d. Bus

3. What does the man think?
~~a. Croatia is part of Germany~~
 b. His geography is very good
 c. The woman is from Germany
 d. He doesn't know enough about geography.

4. What does the woman think?
~~a. It's not serious~~
 b. It's funny
 c. It's stupid
 d. It's very serious

What does the woman think?
 a. It's not serious
 b. It's funny
 c. It's stupid
 d. It's very serious
 What does the man think?
 a. Croatia is part of Germany
 b. His geography is very good
 c. The woman is from Germany
 d. He doesn't know enough about geography