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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research of correlation between the frequency of watching English movies and vocabulary mastery was conducted based on the phenomena obtained from eleventh grade students of State Senior High School 14 Pekanbaru. To obtain the data, questionnaires were used for both variables and the data obtained were analyzed by using *Pearson Product Moment* because both of the data were interval. Thus, based on the statistical findings, the students' frequency of watching English movies was categorized high with percentage 72,39% the students' vocabulary mastery was categorized good with percentage 74,35%. The correlation is shown by  $\text{sig-F} < \alpha$  where  $\alpha = 0.05$ . The significant value was 0.955 which is higher than 0.05 ( $0.000 < 0.05$ ) which meant that if the sig was higher there was no correlation between students' frequency of watching English movies and their vocabulary mastery. Meanwhile, the strength of the correlation was shown that is 0.11 which was categorized minus because it was under the range 0.30 – 0.49 of which the category is medium. It can be interpreted further that Alternative Hypothesis ( $H_a$ ) was rejected and Null Hypothesis ( $H_o$ ) was accepted. In conclusion, there was no a significant correlation between students' frequency of watching English movies and their vocabulary mastery of the eleventh grade students at State Senior High School 14 Pekanbaru. It means that students' frequency of watching English movies has no influence on their vocabulary mastery.

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## B. Suggestion

In regard to some factors mentioned on finding of this research, the writer proposes the following suggestions:

### 1. For EFL teachers

- a. The teacher habituate the students to watch English movies with English subtitles : the teacher supplies an English movie with English subtitles after the meeting ended (once a week). To attract the students to watch, the teacher plays the trailer of the film in last minutes of the meeting.
- b. EFL teachers can start to use English films with English subtitles as learning medium in classroom, such as:
  1. Ask the students to works in groups, play English film with English subtitles, choose one scene of the film, and then perform that scene in front of their friends.
  2. Play the films or some scenes of the film. The teachers give situation then ask the students to make conversation using some expressions in film.
  3. Give three English films with English subtitles to students. Ask the students to watch at home in a week. The next meeting, ask them to retell one of films orally. The film is randomly chosen by the teacherwhile the students come forward.
  4. Play a film. Ask students to choose their favorite character in the film.

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5. Ask them to perform a scene of their favorite character.
6. Play a half of film, ask the students to create the next story of its half.
7. All the activities, the teacher must correct mispronounce and give feedback after the students perform. Better if the other students which are not performing, give comments on the students performing.

#### 2. For the EFL students

- a. Students should try to love watching English films with English subtitles, even turn the activity to be habit.
- b. Students should be more aware of details in English films; they should listen carefully (concern on pronunciation), they should pay attention on the gesture and facial expression of the cast, situation, and the English subtitles.
- c. Students should try to apply what they have listened and what they have understood to their daily English conversation. For example: after watching films, students find a new expression. While they are chatting with their friends, they insert the expression in their talk.
- d. Students should read more and pay attention more to some authentic texts or dialogues in order to get grammar in use. After that, for practice, they should say a sentence that has same structure with what they read.

3. For the other reseacher

The other researcher can develop more research about the influence of watching English movies on English skills. The other reseacher can also investigate the other factors that influence vocabulary mastery on students.

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