CHAPTER III

RESEARCH METHOD

A. Design of the Research

The method used in this research is correlation. According (Creswell, 2012) correlation is statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. Correlation in this research means the relationship between students' habit of watching English movie and their vocabulary mastery at Madrasah Aliyah Hasanah Pekanbaru.

There are two variable in this research, they are independent variable and dependent variable. Independent variable is students habit of watching English movie and it is symbolized by (X). Dependent variable is vocabulary mastery and it is symbolized by (Y).

B. Location and Time of the Research

This research conducted at Madrasah Aliyah Hasanah Pekanbaru on November 2018.

C. Subject and Object of the Research

The second grade students of MA Hasanah Pekanbaru as a subject of this reserach, and the object in this research is the relationship between students habit of watching English movie and their vocabulary mastery.

D. Population and Sample

1. Population

The population in this reserach are second grade students at Madrasah Aliyah Hasanah Pekanbaru. The total number of students there are 19 students.

2. Sample

The total number in this research is less than 100 students, so the writer want to use total sampling. According to (Sugiyono, 2010) total sampling is a sampling technique in which all of the students become respondents.

Table III.1
Sample of the Research

No	Class	Students
1	XI IPS	19
	Total	**19**

Source: MA Hasanah Pekanbaru

E. Techniques of Collecting Data

1. Questionnare

According to (Syafi'i, 2016) questionnaire is a research instrument consisting of series of questions to be answered by the respondent. Questionnare in this research is question or statement students' habit of watching English movie, to find out the information how far they watching English movie. The writer gave 20 items of questionnaire based on the indicator of students habit of watching English movie. It indicated by using the scale information of the sample rating schedule items namely;

(1) Never, (2) Seldom, (3) Sometimes, (4) Often, (5) Always. The questionnaire consist of 20 items representative statement for students' habit of watching English movie:

Table III.2
Blue print of students' habit of watching English movie

Indicators	Sub indicators	Question	Number of item
Indicator 1	Students have a strong frequency in watching English movie	1,4,7,10,13, 17,19	7
Indicator 2	Students often repeat to watch English movie	2,5,8,11,14, 17,20	7
Indicator 3	Students have a strength automation in watching English movie	3,6,9,12,15, 18	6
Total			**20**

The writer categorized the score result of questionnare data into the following criteria:

Table III.3
Score criteria of questionnaire

Category	Score
High	74-100
Medium	47-73
Low	20-46

2. **Vocabulary test**

(Brown, 2003) stated that test is a series of questions or exercises that are used to measure the skills of knowledge, intelligence, ability, or aptitude of the individual or group. There are several kinds of test instruments in data collection, include: personality tests, aptitude tests, achievement tests, intelligence tests, and attitude tests. In this research, the achievement test is use to measure student's vocabulary. The total number

of items are 20 items. Each number has 4 options. One must be correct answer and the other are wrong. The writer gave 45 minutes to answer the fill the test. They are supposed to choose only one the correct answer for each item in an answer sheet by crossing or circling wether (A), (B), (C), or (D).

Table III.4
Blue print of vocabulary mastery

Indicators	Sub indicators	Question	Number of item
Indicator 1	Student is able to find the correct syllable	1,6,11,16	5
Indicator 2	Student is able to to find the word which have the similar or opposite meaning (synonim and antonym)	2,7,12,17	5
Indicator 3	Student is able to choose the grammatical pattern related to phrasal verbs (collocations).	3,8,13,18	5
Indicator 4	Student is able to use the knowledge of literature and content areas to understand words	4,9,14,19	5
Indicator 5	Student is able to use the knowledge of word classes	5,10,15,20	5
Total			**20**

The writer categorized the score of vocabulary mastery:

Table III.5
Score of vocabulary test

Criterion	Score
Very Good	93-100
Good	86-92
Enough	78-85
Less	<78

Source: Curriculum 13

F. Validity and Reliability of Instruments

1. Validity of Instruments

Validity in test is the extent to which inferences made from assessment results are appropriate, meaningful and useful in terms of the purpose of assessment. This research focused on students' habit of watching english movie and vocabulary mastery test. There are four kinds of validity for test: content validity, criterion-related validity, construct validity, and consequential validity and they are all interrelated (Gay, 2009). In this research, the writer used content validity. According to Brown (2003), if all test items cover all of learning objectives (indicators) the test is content valid. Content validity was used because the test given were based on materials that the students learned.

To find out the validity of instruments, writer calculated it by using SPSS 23 version. The standard value of validity is $r_{item} > r_{table}$. Based on the try out result, it was determined that all of the items were valid. The result of try out for questionnaire is as follows:

Table III.6
Validity of Questionnaire

Item Number	r-item	r-table	Result
1.	0.59	0.46	Valid
2.	0.52	0.46	Valid
3.	0.52	0.46	Valid
4.	0.56	0.46	Valid
5.	0.50	0.46	Valid
6.	0.55	0.46	Valid
7.	0.51	0.46	Valid
8.	0.60	0.46	Valid
9.	0.49	0.46	Valid
10.	0.50	0.46	Valid
11.	0.51	0.46	Valid
12.	0.50	0.46	Valid
13.	0.71	0.46	Valid
14.	0.48	0.46	Valid
15.	0.54	0.46	Valid
16.	0.55	0.46	Valid
17.	0.73	0.46	Valid
18.	0.60	0.46	Valid
19.	0.59	0.46	Valid
20.	0.51	0.46	Valid

Based on the table III.6 there are 20 item of questionnaire, the r-item stating from 0.48 to 0.73 and all of the r-table 0.46 in all items. The result all of the items of quesionnaire were valid. Then the result of try out for vocabulary mastery test was as follows:

Table III.7
Validity of Test

Item Number	r-item	r-table	Result
1.	0.61	0.46	Valid
2.	0.53	0.46	Valid
3.	0.55	0.46	Valid
4.	0.49	0.46	Valid
5.	0.61	0.46	Valid
6.	0.49	0.46	Valid
7.	0.54	0.46	Valid
8.	0.66	0.46	Valid
9.	0.49	0.46	Valid
10.	0.61	0.46	Valid
11.	0.57	0.46	Valid
12.	0.53	0.46	Valid
13.	0.54	0.46	Valid
14.	0.57	0.46	Valid
15.	0.61	0.46	Valid
16.	0.61	0.46	Valid
17.	0.46	0.46	Valid
18.	0.54	0.46	Valid
19.	0.53	0.46	Valid
20.	0.56	0.46	Valid

Based on the table III.7 all items were valid. Thus, the writer took all items to be tested.

2. **Reliability of Instruments**

According to (Gay, 2009), reliability is about consistency of the scores produced. They also pointed out that reliability is very important to judge the suitability of a test. It is clear that reliability is to measure the consistency and the quality of the test score. According to Cohen et.al, (2007) the guidelines for reliability is as follows:

Table III.8
Category of Reliability

No	Reliability	Category
1	>0.90	Very highly reliable
2	0.80-0.90	Highly reliable
3	0.70-0.79	Reliable
4	0.60-0.69	Minimally reliable
5	<0.60	Unacceptably low reliability

In this research, the writer used software SPSS 23 version to calculate the reliability of test. Here is the result of reliability for questionnaire:

Table III.9
Reliability Statistics

Cronbach's Alpha	N of Items
.884	20

The table showed that the reliability of questionnaire was 0.884 which is categorized into highly reliable level. Then, the result of reliability for vocabulary mastery test can be seen in the following table:

Table III.10
Reliability Statistics

Cronbach's Alpha	N of Items
.881	20

The table showed that the reliability of vocabulary mastery test was 0.881 which is categorized into highly reliable level.

G. Technique of Analyzing Data

To know about whether there is a significant correlation between students' habit in watching English movie and their vocabulary mastery or not, the dat analyzed statistically by used pearson product moment correlation coefficient using SPSS 23. The statistical hypotheses were as follow:

H_a : sig. 2 tailed ≤ 0.05

H_o : sig. 2 tailed ≥ 0.05

H_a: there is a significant correlation between the students' habit of watching english movie and their vocabulary mastery.

H_o : there is no significant correlation between the students' habit of watching english movie and their vocabulary mastery.