THE RELATIONSHIP BETWEEN VOCABULARY MASTERY AND LISTENING ABILITY IN THE MOVIE *KINGSMAN: THE SECRET SERVICE* AT COFFEE AND MOVIE COMMUNITY

A Paper

Submitted to the School of Foreign Language – JIA as a Partial Fulfillment of Requirement for The Degree of Undergraduate Programe in English Department

ANGGITA SUGIANTI

04313151123008

ENGLISH DEPARTMENT

SCHOOL OF LANGUAGES – JIA

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THE CORRELATION BETWEEN VOCABULARY MASTERY

AND LISTENING ABILITY IN THE MOVIE KINGSMAN: THE SECRET

SERVICE AT COFFEE AND MOVIE COMMUNITY

ANGGITA SUGIANTI

ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan antara penguasaan kosa kata dengan kemampuan mendengarkan percakapan bahasa Inggris dalam film Kingsman: The Secret Service bagi para anggota komunitas Coffee and Movie Community yang berlokasi di Cluster Garden Fiesta Blok AL no.16 Grand Wisata Bekasi. Populasi penelitian ini sebanyak 80 anggota dengan sampel sebanyak 30 anggota. Penelitian ini diimplementasikan sejak Januari 2016 sampai dengan Juli 2016. Metodologi penelitian ini adalah menggunakan metode kuantitatif dengan melakukan survei dan teknik korelasi. Proses penelitian ini meliputi: (1) menidentifikasi, memilih dan merusumuskan masalah, (2) menyusun dan menyiapkan hal-hal yang dibutuhkan selama penelitian, (3) merumuskan hipotesis, (4) mengadakan diskusi dalam rangka pembuatan soal (5) melaksanakan tes. Setelah seluruh penelitian ini selesai, seluruh data di analisa dengan rumus Product Moment Correlation untuk menemukan hasil dari penelitian. Hasilnya membuktikan bahwa adanya hubungan yang signifikan antara penguasaan kosa kata dan kemampuan mendengarkan bahasa Inggris

Kata kunci: kosakata, mendengarkan

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ABSTRACT

This study is aimed at knowing the correlation between vocabulary mastery and listening ability for the member of Coffee and Movie Community on Garden Fiesta Blok AL no. 16 Grand Wisata Bekasi. The population of the research is 80 members and the sample is 30 respondents. The implementation of the research is conducted from January 2016 to July 2016. The methodology of the research is used quantitative method, in this research is survey with correlation technique. The step of the research include: (1) Identify, choose and formulate problem, (2) Arrange term of thought is taken time to prepare all things that needed in the research, (3) Hypothesis formulate is making formula to the hypothesis, (4) Discussion for making the question of the test, (5) Accessing test. After completing the research, the data are analyze using statistic technique with Product Moment Correlation formula to find the result of experimental study. The result shows that there is significant correlation between vocabulary mastery and listening ability

.Keywords: vocabulary, listening

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Anggita Sugianti
04313151123008

THE APPROVAL SHEET

Name   : Anggita Sugianti

Student Number   : 04313151123008

Department   : English

Title   : The Relation Between Vocabulary Mastery and Listening Ability in The Movie Kingsman: The Secret Service at Coffee and Movie Community
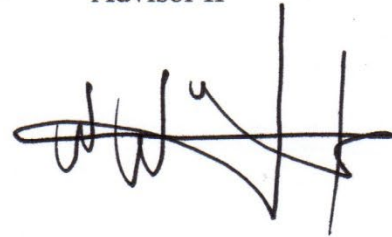
Supervised and Approved by:

Advisor I

Elsan Arvian, SS. M.Hum
NIK.43D199050

Advisor II

Ahmad Kurnia, S.Pd. MM
NIK.43D106120

Approved by
The Chairman of STBA – JIA

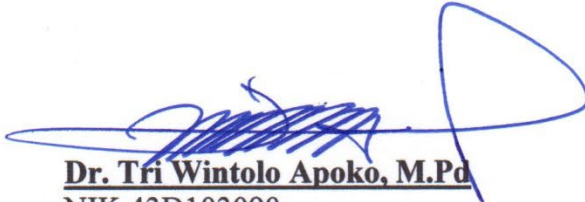**Drs. H. Sudjianto, M.Hum.**
NIP.195906051985031004

iv

THE IMPROVEMENT SHEET

THE RELATIONSHIP BETWEEN VOCABULARY MASTERY AND LISTENING ABILITY IN THE MOVIE *KINGSMAN: THE SECRET SERVICE* AT COFFEE AND MOVIE COMMUNITY

Anggita Sugianti
04313151123008

Supervised and Approved by:

Examiner I

Examiner II

Dr. Tri Wintolo Apoko, M.Pd
NIK.43D103090

Iim Kamilah, SS, M Pd.
NIK.43D107121

APPROVAL SHEET FOR PAPER EXAMINATION

It is declared that on Saturday dated July 30th, 2016 from 08.30 – 09.10 a.m. The paper examination has been carried out.

Name   : Anggita Sugianti

Student Number   : 04313151123008

Department   : English

Title   : The Correlation Between Vocabulary Mastery and Listening Ability in The Movie *Kingsman: The Secret Service* at Coffee and Movie Community

Approved by

Examiner I

Dr. Tri Wintolo Apoko, M. Pd
NIK.43D103090

Examiner II

Iim Kamilah, SS, M. Pd.
NIK.43D107121

vi

MOTTO AND DEDICATION

MOTTO:

"LET GOD GUIDE US"

DEDICATION:

This paper is dedicated to my mother and father, my sister, my beloved partners and all my best friends.

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First and foremost, the writer would like to gratitude to Allah Subhanahu Wa Ta'ala for always blessing, giving health, spirit, and happiness, and love, until the writer is able to finish this proposal. And also the proudly Prophet Muhammad Shallallahu'Alaihi wa Sallam It is impossible for the writer to finish it without the permission and opportunity that has been given by Allah Subhanahu Wa Ta'ala.

This paper is written as the last assignment to fulfill one of the requirements for taking undergraduate program (S1) of English Department of School of Foreign Languages-JIA. In this paper, the writer explains about Correlation Between Vocabulary Mastery and Listening Ability in The Movie Kingsman: The Secret Service at Coffee and Movie Community.

During the process of making this paper, the writer encountered a lot of hardship and difficulties both in finding the data and arranging it into an accepted scientific paper. Therefore, the writer would like to take this opportunity to express her thankfulness to all the following people who have advised and supported the data and information to finish this paper, also for them having prayed for her success, especially to:

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At last, the writer really hopes this paper will be useful especially for him, and generally for everyone reading it.

Bekasi, July 30th, 2016

AS

TABLE OF CONTENTS

CHAPTER I INTRODUCTION

CHAPTER II THEORETICAL DESCRIPTION

CHAPTER III METHODOLOGY OF THE RESEARCH

LIST OF FIGURE

LIST OF TABLE

LIST OF APPENDICES

BIBLIOGRAPHY

Buck, Gary 2001. *Assessing Listening.* Cambridge: Cambridge university press

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CHAPTER I

INTRODUCTION

A. The Background of the Research

Learning English as a foreign language as well as learning Indonesian language for the majority of students in Indonesia has been widely considered important to the national development. According to Keraf in Smarapradhipa (2005:1), providing two language understanding. The first notion of language as stated means of communication between members of the public in the form of a symbol of the sound produced by means of said human. Second, language is a communication system that uses symbols vocal (speech sound) which are arbitrary. Most human knowledge and culture are transmitted through language. English language is a compulsory lesson in every level such as; elementary up to high school that functions as a means in the students' self development in knowledge, technology, art, and culture.

The development of technology, art and culture now is very rapidly, also in Indonesia. Many of advanced technology, talented artists the world come into Indonesia, indirectly also bring their culture come into it. So the ability to speak English as an international language also increases to the basic things that are needed to support the advancement of the era. Improve the ability to speak English can start by getting to know the vocabulary in English.

The more learners master the vocabularies, the better their performances in all aspects of English language will be. But it does not mean the other components are ignored such as; sound and grammar. All of these aspects are learned together; they are attached one to another. If the more learners can master of vocabulary, they will understand what the speakers talking about. They cannot understand what they hear without knowing what most of the word mean. So, without building a large vocabulary, they cannot understand correctly.

Vocabulary is important in learning a foreign language. It is one element that links the four skills of listening, speaking, reading and writing altogether. In order to communicate well in a foreign language, students would acquire a sufficient number of words and know how to use them accurately. There are many factors which influence the students' vocabulary. They are intrinsic and extrinsic factors. Intrinsic factors mean factors which come from inside of the students such as; motivation, intelligence, passion and interest. Meanwhile extrinsic factors mean factors which come from outside of the students that affect their learning process such as; economic background, learning material, teacher's performance including their teaching method.

Based on the writer's experience, sometimes teachers do not understand how to teach his students properly. They use learning methods that are tediously and not increase student interest in what they teach. Teach something to be an attractive manner so children can easily understand what we teach. For example by inserting a game or other entertainment. Songs can

be one tool to attract a child's interest in learning English. Give them a song and then asked them to write words that they do not understand. So they would understand the original meaning of the word they do not understand and the number of words of the English language they know increases.

The most people have stock of words used in a language, the better it will make their performance. Mastering vocabulary is the ability to get or to receive lot of words. By having and mastering vocabulary one will know the meaning of vocabulary in the context. It can also help to avoid making mistake in understanding a dialogue. The more vocabulary one know, the easier we understand what someone else said during a dialogue with them. Practicing dialogue with others can improve our vocabulary and increase sensitivity to words what we hear. A new word that we hear, will sound strange. So we have to practice listening to English words kind of conversation, songs etc

Listening is one of the most important skill. How well the listening has a major impact on the job effectiveness, and on the quality of the relationship with others. Listening is a skill that canal benefit from improving. By becoming a better listener, will improve the productivity, as well as the ability to influence, persuade negotiate.

Listening language or vocabulary that's new, is not a thing that can be easily understood by listeners mastery of the English language is limited. To train the auditory system in a manner more often listen to a foreign language will facilitate understanding of when hearing that language. Practicing hear a

foreign language can be done using a song or a foreign language film. So our ears are more sensitive to the foreign language. Very wide selection of songs or movies can be selected to be used as a tool to train our listening in a foreign language.

Film Kingsman: The Secret Service, can be the one option of movie for the practice. Action genre a lot of the attention of audiences. The story is interesting and makes the audience think hard is a marketing technique that can be recognized success. Not just an interesting story, scenes that challenge, shooting a great many other things that make this film into a film that is very interesting to watch. Films originating from the UK, making the language used can be ascertained is the English British. Where the use of such language is much rarer than American English. Film that attract many audience, also became a movie worth to watching crowned by a group of people who are members of the community of movie lovers.

Coffee and movie community is a collection of people who have the same hobby. People those who enjoyed coffee and liked the movie. Members of this community come from different backgrounds and ages. There are no special restrictions. Condition just enjoyed coffee and love the movie.

Began to emerge many movie lovers community and the rise of the film industry in the world and even in Indonesia, disturbing the writer to dig deeper into the foreign language film screened in Indonesia. Related audiences are not selected on the educational background or their ability in a foreign language, whereas the movies they watch are foreign-language film.

It means they rely subtitle to be able to understand the story of the film they watched. Unless they understand the language and has a vocabulary of English so much. And if it has a lot of know the vocabulary if the guarantee would understand a dialogue without often hear the dialogue? This question bothered the writer to find out if there is a correlation between the mastery of vocabulary and the listening ability in the movie *Kingsman: The Secret Service* at Coffee and Movie Community.

From the background above, the writer decides the title of this paper is: " The Correlation Between Vocabulary Mastery and Listening Ability in the movie *Kingsman: The Secret Service* at Coffee and Movie Community.

B. The Scope of the Research

This research is limited on correlation between vocabulary mastery and listening ability in film *Kingsman: The Secret Service* at movies lovers community, called Coffee and Movie Community.

Furthermore, this research will conduct by members of Coffee and Movie Community. They will exercise about vocabulary and listening test by *Kingsman: The Secret Service's* film.

C. The Problem of the Research

From the above explanation, the problem is to define: "is there any significant correlation between vocabulary mastery and listening ability in *Kingsman: The Secret Service* Movie at Coffee and Movie Community?"

D. The Objectives of the Research

Based on the problem of the research mentioned above, the objectives of this research is to find out whether there is any significant correlation between vocabulary mastery and listening ability in Coffee and Movie Community.

E. The Significance of the Research

Hopefully paper can be useful not only for the writer herself. But also for the readers mainly who learn at least who has relation with English in their activities. The writer can get more knowledge in English language, especially in listening ability. In finishing this paper, the writer can increase all necessary skill and background knowledge.

For the readers, this paper give useful benefits and provide an informative reference and knowledge for them who learn English, especially for mastering vocabulary. Furthermore, the writer hopes that this paper can be useful as another reference for the next research.

F. The Systematic of the Paper

The systematic of the paper means to present the paper in well – edited composition. These paper is devided into five chapter as follow:

CHAPTER I INTRODUCTION

Its explain about the background of the research, the scope of the problem, the problem of the research, the object of the research, the

significant of the research and the systematic of the paper. It canbe useful to add insight views and science

.

CHAPTER II THEORITICAL DESCRIPTION

Theoretical description, This chapter explains about what the meaning of language, vocabulary, listening and movie.

CHAPTER III METHODOLOGY OF THE RESEARCH

This chapter depict about what setting of the research, method of research, instrument of the research, technique of data analysis, and procedure of the research.

CHAPTER IV RESEARCH FINDING

This chapter describe about vocabulary mastery and listening ability achievement.

CHAPTER V CONCLUSION AND SUGGESTION

This chapter explains about the conclusion vocabulary mastery and listening ability achievement.

CHAPTER II

THEORETICAL DESCRIPTION

This paper would like to analyze the correlation between vocabulary mastery and listening ability in the movie *Kingsman: The Secret Service* at Coffee and Movie Community. That is why this paper needs some theories to support the result. In this chapter, the theories are taken as a basic of the research. Those theories are about : English Language, Listening, Vocabulary, Movie.

A. English language

But before discuss the theory about listening, vocabulary, and movie, writer will explain about English language. English Language is international language. The history about English language also took so long time to be English language that we know now. There is many kinds of English language era before.

English is classified as an indo European language. It is part of the Germanic subfamily and is grouped with its most closely related language include Dutch, Fiemish, and the Low German dialect and more distantly modern High German.

The history of English language started with the arrival of three Germanic tribes who invaded Britain during the 5th century AD. These tribes, the Angles, the Saxons and the Jutes, crossed the North Sea from what today is Denmark and northern Germany. In that time the inhabitants of

Britain spoke a Celtic language. But most of the Celtic speakers were pushed west and north by the invaders-mainly into what is now Wales, Scotland and Ireland. The Angles came from Englaland and their language was called Englisc – from which the words England and English are derived. Toward the end of the Middle English, a sudden and distinct change in pronunciation (the Great Vowel Shift) started, with vowels being pronounced shorter and shorter. From the 16th century the British had contact with many people from around the world. This and the Renaissance of Classical learning, meant that many new words and phrases entered the language. Books became cheaper and many people learned to read. Printing also brought standardization to English. Spelling and Grammar became fixed and the dialect of London, where most publishing located, became the standard. In 1604 the first English dictionary was published.

Modern English is often dated from the Great Vowel Shift, which took place mainly during the 15th century. English was further transformed by the spread of a standardized London-based dialect in government and administration and by the standardizing effect of printing. By the time of William Shakespeare (mid 15th-early 16th century), the language had become clearly recognizable as Modern English. Table Alphabeticall is the First English dictionary that was published in 1604.

Middle English were slowly transform to Modern English whose works of Shakespeare and King James Bible were in the form of. Without any invaders attacked the country, no other language infiltrated English.

However, Modern English continued to evolve and spread to the rest of British Isles such as Scotland and Wales. People of Scotland previously spoke Gaelic, a Celtic language originating in Ireland. But soon, they were in favor of English as a more prestigious medium of speaking and writing. In addition, the union of the thrones of England and Scotland in 1603 under the Scottish king, James I, essentially sealed the thriumph of English in the Lowlands.

Meanwhile, Wales went much more slowly down to the path to English-language dominance than had Scotland. One of the reason was because English and Welsh shared nothing linguistically. Welsh speakers tended to have difficulties in acquiring English. Nevertheless, for the purpose of gaining more advantage economically, by the end of 1800s, two-thirds of the Welsh were bilingual, speaking Welsh and English. Alongside with British political imperialism, English language expanded out of British Isles and influenced many other territories.

In the age English world order has become still more fixed and the most noticable change that was occurred since in not grammar but in vocabulary. Through borrowing fromdead Latin, dead Greek and most important living language of the world, English multiplied its store of world manifold.

B. Listening

1. Definition of Listening

The listening activities develop a wide variety of listening in details, and inferring meaning from context. These exercises often require completing an authentic task while listening, such as taking missing words in completion items, text of the song, or taking telephone messages. The recording on the class cassettes contain both scripted and unscripted conversation with natural pauses, hesitation and interruption that occur in real speech.

Listening is very important part of learning English. It could be seen on the following statement. According to Buck (2001:1), "Listening comprehension is a process, a very complex process, and if we want to measure it, we must first understand how that process works."

Moreover, Flowerdew (1994: 242) says, "Listening comprehension is not a process but the result of a series of processes. These process include, nut are not limited to, phoneme recognition, morpheme chunking, lexical selection, and creation of a referential meaning for words." In this more, listening is a coordination of the component skill, not the individual skills themselves. This integration of the perception skills, analysis skill and synthesis skills is what we will call a person's listening ability.

Furthermore based on Wagner (2007:110) "listening comprehension is another construct that shows a strong relationship with reading comprehension."

2. **The Goal of Listening**

To reach the goal an effective listeners must:

- Attend, make a conscious decision to listen. Make aye contact and give full attention to the speaker.

- Engage, demonstrate interest and encourage the speaker through verbal and non-verbal.

- Suspend, exercise patience and suspend judgment about what is being said. Do not try to evaluate whether the speaker is saying the right thing or saying it the right way. Hear the message as it is being delivered and ask for clarification if necessary without accusing blaming or demanding.

- Learn, be open to ideas, views and opinions that may differ from your own.

- Connect, check in with the speaker. It allows for building collaboratively towards the message learning along the way. Find the connections to the speaker's ideas, their intens and most importantly the actions that they want in return. Use questions for clarification to build toward the message.

According to Flowerdew (1994:250) stated that the goal of listening comprehension include:

- Listeners to be aware that sound exist and responds to sound stimuli.

  The listeners will respond to sounds that have intensity, will localize sound by turning and looking at or point to sound source and will track a moving sound source.

- Listeners to be able to derive meaning from what is heard.

  The objective are the listeners will identify common familiar sound heard, demonstrate understanding of familiar words or phrases, identify word missing, and will follow command or directions.

- Listeners to be able to remember sounds, word, stories that was heard over a period of time.

  Listeners will remember and repeat sound pattern, familiar phrases, recall facts from information given within time intervals and recall details from a story heard within time intervals.

- Listeners to be able to identify a particular word, phrase when only part of the word or phrase is verbally given.

  The objective are listeners will fill in the blank when only a partial auditory stimulus is given, identify synonyms, antonyms, homonyms and categories of words.

- Listeners to be able to compare and relate words or sounds to one another.

The listeners will identify similarities or differences between words or sentences or paragraph or poems.

- Listeners to be able to develop meaning from a lengthy passage using skills already learned

The objective are listeners will respond to specific questions pertaining to information given, identify purpose of listening and respond to specific questions.

3. **The Aspects of Listening**

Buck (2001:32) in Assessing Listening stated that aspects of listening comprehension include:

- Phonological modification

The degree of phonological modification varies depending on the situation. In formal situations speakers will tend to have less modification than informal situation; similarly, in cases where the information is important, they will tend to pronounce the words with more care than they would with casual, throw-away information.

- Accent

Accent is potentially a very important variable in listening comprehension. When listeners hear an unfamiliar accent – perhaps hearing an Australian for the first time after studying with American teachers – this can cause problems and may

disrupt the whole comprehension process. An unfamiliar accent can make comprehension almost impossible for the listener.

- Prosodic features

  Understanding the sound system of a language involves far more than just knowing the pronunciation of individual sounds and how they change in rapid speech. The prosodic features, stress and intonation, also carry great deal of communicative information.

- Speech rate

  All second-language listeners have probably had the experience of listening to something and not quite understanding it because it seemed too fast, of feeling that they could have understood if only it had been a little slower. The actual speech rate does affect comprehension, and there is a whole body of research that looks at the relationship between speech rate and comprehension.

- Hesitations

  One important characteristic of spoken text are hesitations. There are four main types of hesitations; (i) unfilled pauses, which are just periods of silence; (ii) filled pauses, where the speaker uses fillers; (iii) repetition, where the speaker repeats the same word or part of a word; and (iv) false start, where the speaker stops and the replace the previous word or phrase with another choice.

- Discourse structure

Important aspect of discourse comprehension, most of it conducted on first language reading. There is also a body of work that looks at the effect of discourse on second language listening comprehension, the work on academic lectures. This is important because a common reason for testing listening comprehension is to determine whether students are ready for academic study.

C. Vocabulary Mastery

1. Definition of Vocabulary

Vocabulary is the foundation that must be learned in mastering the English language. With a good mastery of vocabulary, will easily understand the English language support in all aspects. good speaking, listening and writing.

Below are some definitions about language in experts' opinion. Hiebert and Kamil said that (2005:3), "Vocabulary is the knowledge of meaning of words. In addition Coady and Huckin (1997:5) stated, "vocabulary is central to language and of critical importance to the typical langage learner."

Moreover "vocabulary is an essential component of language." As Bates and Goodmand (1997) have shown, it is knowledge of words which drives the acquisition of grammar. Lexical knowledge is also one of the main prerequisites for academic achievement of monolingual and bilingual children (see Daller, 1999: Dickinson & Tabors, 2001) and it

has been shown to be an important factor in, for example, reading ability in L1 and L2 (Anderson & Freebody, 1981: Hu & Nation, 2000). As can be seen in Read's overview (2007), a plethora of tools and measurements have been developed to measure lexical knowledge.

Based on writer's experience, some people have some difficulties to remember the new vocabulary. What makes a word difficult? Thornbury (2002:27) in his book How To Teach Vocabulary said that factors that make some words more difficult than others are:

1. Pronunciation: Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners.

2. Spelling: Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty. Words that contain silent letters are particularly problematic.

3. Length and complexity: Long words seem to be no more difficult to learn than short ones.

4. Grammar: Also problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent.

5. Meaning: When two words overlap in meaning, learners are likely to confuse them.

6. Range, connotation and idiomatic: Words that can be used in a wide range of contest will generally be perceived as easier than their synonyms with a narrower range.

Webster's (2003;1400) stated that vocabulary is (1) a list or collection of words or of words and phrases or alphabetically arranged and explained or defined; (2) Sum or stock of words employed by language, group, individual, or work, or in a field of knowledge; and (3) a list or collection of term or codes available for use.

Furthermore to complete the definition above, Stahl & Nagy (2005:3) stated that vocabulary is one's knowledge of word meanings.

Writer identifying type of vocabulary, and based on Nation (2001:15) there are:

1. High-frequency words

   A part of high-frequency word is the important word because the words cover a large proportion in all kinds of uses of the language.

2. Technical word

   Technical word are special word uses in particular field. Its cover 10% of the running words in a text.

3. Academic word

   It contain both of high frequency and technical word in academic discipline..

4. Low-frequency word

Low-frequency word is a very large group of words. Its cover only a small proportion of any text.

From the definitions above, it can be concluded that vocabulary is a list or sum referring to the stock of words in general known and used by person, social groups, profession, trade as the symbols of knowledge that come in two forms, oral and print. Oral forms include those words that we recognize and use in listening and speaking and print forms including reading and writing.

Words are used when people speak, listen, read, and write. With a large storehouse of words, they can understand others better and express themselves more clearly. Just as energy gives power to a machine, words give the power in communicating with others.

2. **The Goal of Vocabulary**

In Learning Vocabulary in Another Language, Nation (2001:6) stated that the goal of vocabulary learning are:

- How much vocabulary do learners need to know

    When we plan the vocabulary goals of long-term course of study, we can look at three kinds of information to help decide how much vocabulary needs to be learned; the number of words in the language, the number of words known by native speaker and the number of words needed to use the language.

- How many words are there in the language

The most ambitious goal is to know all of the language. However, even native speakers do not know all the vocabulary of the language. There are several ways of deciding what words will be counted; Tokens, types, lemmas, word families.

- How many words do native speakers know

  A less ambitious way of setting vocabulary learning goals is to look at what native speakers of the language know. Recent reliable studies (Goulden, Nation and Read, 1990; Zechmesiter, Chronics, Cull, D' Anna and Heally, 1995) suggest that educated native speakers of English know around 20,000 word families. These goals are manageable for non-native speakers of English, especially those learning English as a second rather than foreign language, but they are way beyond what most learners of English as another language can realistically hope to achieve.

- How much vocabulary do you need to use another language

  Studies of native speaker's vocabulary seem to suggest that second language learners need to know very large numbers of words. While this may be useful in the long term, it is not an essential short-term goal. This is because studies of native speaker's vocabulary growth see all words as being of equal value to the learner. Frequently based studies show very

strikingly that this is not so, and that some words are much more useful than others.

3. The Aspects of Vocabulary

According to Harmer (:33) the aspect of vocabulary are:

- Word Meaning

  At lease the problematic issue of vocabulary, it would seem, is meaning. The point is that the same collection of sounds and letters can have many different meanings. This is polysemy is only resolved when we see the word in context. It is understanding in meaning of the word, in the particular instance, is being used. What a word means is often defined by its relationship to other words. Words have synonyms that mean exactly or nearly the same each other. Part of word's meaning, therefore, concern its relations with other words, not only in terms of antonymy and synonymy, but also in terms of how it fits into the vocabulary hierarchy.

- Extending word use

  Words do not just have different meanings, however. They can also be stretched and twisted to fit different context and different uses. Such metaphorical use of words allows us to move beyond their purely denotational use (where a word only describes a thing rather than the feelings or ideas it suggests). It helps us extend our range of expression and

interpretation, allowing us the opportunity to explain our feelings about things a way that creates readily available images. Poets use such metaphors all the time, of course.

- Word combinations

Word combination also known as collocations have become the subject of intense interest in the recent past, in past spurred on by discoveries from language corpora. Collocation is the way in which words co-occur-combinations which, through custom and practice, have come to be seen as normal and acceptable. It is immediately apparent that while some words can live together, others cannot.

- The grammar of words

A key middle ground where words and phrases on the one hand grammar on the other meet up is through the operation of word classes or part of speech, such as noun or adjective. When say a word is a noun, will know how it can operate in a sentence. The same is true for such word classes as verbs or determiners or preposition. When one know a word's part of speech, one will know what other words it can occur with in a phrase or sentence and where it can be put syntactically.

D. Movie

In this era cinema or theater is the one of the favorite place for some people. Many people spend their holiday there. The movie growing so fast in Indonesia, also in the world. Based on Klarer (2004:53) state that "movie or film is pretended by literary technique, conversely, literary practice develop particular features under the impact of film." According to Thompson (1990: 4), "A film also called movie or motion picture, is a series of still images which, when shown on a screen, creators the illusion of moving images due to phi phenomenon." A film is created by photographing actual scenes with a motion picture camera; by photographing drawings or miniature models using traditional animation techniques; by means of CGI and computer animation; or by a combination of some or all of these techniques and other visual effects".

Movies are a type of visual communication which use moving pictures and sound to tell stories or inform and help people to learn about new ideas. Movie is moving pictures based on the fiction or non-fiction story which has sound as well, and entertain and influence people through the story.

Movie is more often use when considering artistic, theoretical, or technical aspects, as studies in a university class. "Movies" more often refers to entertainment or commercial aspects, as where to go for fun or a date. Movie is a hude plays that played by an actor and directed by director and completing with other element of play to make a whole interesting.

Movie can be concluded as one of literature, synonym of movie is film means a series moving pictures recorded with sound that tells a story, a sequence of photographs of drawing projected on a screen such rapid succession that creates the optical illusion of moving person or objects.

According to http://www.filmsite.org/genres, kinds of movie are Action, Adventure, Comedy, Crime, Drama, Epic, Horror, Musicals, Science Fiction, War and Western.

1. **Action.**

This major genre type includes films that have tremendous impact, continuous high energy, lots of physical stunts and activity, possibly extended *chase scenes*, races, rescues, battles, martial arts, mountains and mountaineering, destructive *disasters* (floods, explosions, natural disasters, fires, etc.), fights, escapes, non-stop motion, spectacular rhythm and pacing, and adventurous heroes - all designed for pure audience escapism with the action sequences at the core of the film.

Action films and *adventure films* have tremendous cross-over potential as film genres, and *road films* often overlap with action films. (See the *adventure film* genre listings for examples of these action/ adventure pictures.) Both types of films come in a variety of forms or genre-hybrids: sci-fi or space, thrillers, crime-drama, war, horror, westerns, etc. Oftentimes, action films are great box-office hits, but lack critical appeal because of their two-dimensional *heroes or villains*.

The main action centers around a male action hero or protagonist - portrayed by these most prominent actors: Bruce Lee, Steven Seagal, Sylvester Stallone, Harrison Ford, Bruce Willis, Chuck Norris, Arnold Schwarzenegger, Douglas Fairbanks Sr., Bruce Lee, Charles Bronson, Steve McQueen, Jean-Paul Belmondo, Chuck Norris, and Jean Claude Van Damme. Women in action-films usually play the roles of accomplices or romantic interests of the hero, although modern action films have featured strong female characters to broaden demographic appeal.

They almost always have a resourceful heroic struggling against incredible odds, life-threatening circumstances, or an evil villain, and/or trapped or chasing each other in various modes of transportation (bus, auto, ship, train, plane, horseback, on foot, etc.), with victory or resolution attained by the end after strenuous physical feats and violence (fist fights, gunplay). Action films have traditionally been aimed at male audiences, ages 13 to the mid-30s in both American and world-wide markets.

2. Adventure.

Are exciting stories, with new experiences or exotic locales. Adventure films are very similar to the *action film* genre, in that they are designed to provide an action-filled, energetic experience for the film viewer. Rather than the predominant emphasis on violence and fighting that is found in action films, however, the viewer of adventure films can

live vicariously through the travels, conquests, explorations, creation of empires, struggles and situations that confront the main characters, actual historical figures or protagonists.

Adventure films were intended to appeal mainly to men, creating major male heroic stars through the years. These courageous, patriotic, or altruistic heroes often fought for their beliefs, struggled for freedom, or overcame injustice. Modern adventure films, some of which have been successful blockbusters, have crossed over and added resourceful action heroes (and oftentimes heroines).

Under the category of adventure films, we can include traditional swashbucklers, serialized films, and historical spectacles (similar to the *epics film* genre), searches or expeditions for lost continents, "jungle" and "desert" epics, treasure hunts and quests, *disaster films*, and heroic journeys or searches for the unknown. Adventure films are often set in an historical period, and may include adapted stories of historical or literary adventure heroes (Robin Hood, Tarzan, and Zorro for example), kings, battles, rebellion, or piracy.

Adventure films share many elements with other genres - there are numerous examples of *sci-fi*, *fantasy*, and *war films* with characteristics of this genre. Adventure films, in a broader context, could include boxing movies, motor racing films, and films adapted from literary novels (i.e., King Solomon's Mines (1937 and 1950), The Thief of Bagdad

(1924 and 1940), The Three Musketeers (1916, 1921, 1933, 1935, 1948, 1973, and 1993), and The Prisoner of Zenda (1937, 1952)).

3. **Comedy**

Are "make 'em laugh" films designed to elicit laughter from the audience. Comedies are light-hearted dramas, crafted to amuse, entertain, and provoke enjoyment. The comedy genre humorously exaggerates the situation, the language, action, and characters. Comedies observe the deficiencies, foibles, and frustrations of life, providing merriment and a momentary escape from day-to-day life. They usually have happy endings, although the humor may have a serious or pessimistic side.

Types of comedies :

a. Slapstick: Slapstick was predominant in the earliest silent films, since they didn't need sound to be effective, and they were popular with non-English speaking audiences in metropolitan areas. The term slapstick was taken from the wooden sticks that clowns slapped together to promote audience applause.

b. Deadpan: This form of comedy was best exemplified by the expression-less face of stoic comic hero Buster Keaton.

c. Verbal comedy: This was classically typified by the cruel verbal wit of W. C. Fields, the sexual innuendo of Mae West, or the verbal absurdity of dialogues in the Marx Brothers films, or later by the self-effacing, thoughtful humor of Woody Allen's literate comedies.

b. Screwball: Screwball comedies, a sub-genre of romantic comedy films, was predominant from the mid-1930s to the mid-1940s. The word 'screwball' denotes lunacy, craziness, eccentricity, ridiculousness, and erratic behavior.

c. Black or dark comedy: These are dark, sarcastic, humorous, or sardonic stories that help us examine otherwise ignored darker serious, pessimistic subjects such as war, death, or illness.

d. Parody or Spoof - also Satire, Lampoon and Farce: Parody or Spoof - also Satire, Lampoon and Farce

4. **Crime.**

Are developed around the sinister actions of criminals or gangsters, particularly bank robbers, underworld figures, or ruthless hoodlums who operate outside the law, stealing and violently murdering their way through life. In the 1940s, a new type of crime thriller emerged, more dark and cynical - see the section on *film-noir* for further examples of crime films. Criminal and gangster films are often categorized as post-war *film noir* or *detective-mystery films* - because of underlying similarities between these cinematic forms. Crime films encompass or cross over many levels, and may include at least these different types of films: the gangster film, the detective (or who-dun-it) film, the crime comedy, the suspense-thriller, and the police (procedural) film.

5. **Drama.**

Are serious presentations or stories with settings or life situations that portray realistic characters in conflict with either themselves, others, or forces of nature. A dramatic film shows us human beings at their best, their worst, and everything in-between. Each of the types of subject-matter themes have various kinds of dramatic plots. Dramatic films are probably the largest film genre because they include a broad spectrum of films. See also crime films, courtroom dramas, melodramas, epics (historical dramas), biopics (biographical), or romantic genres - just some of the other genres that have developed from the dramatic genre.

6. **Epic.**

Often take an historical or imagined event, mythic, legendary, or heroic figure, and add an extravagant setting and lavish costumes, accompanied by grandeur and spectacle and a sweeping musical score. Epics, costume dramas, historical *dramas*, *war film* e pics, medieval romps, or 'period pictures' are tales that often cover a large expanse of time set against a vast, panoramic backdrop. In an episodic manner, they follow the continuing adventures of the hero(s), who are presented in the context of great historical events of the past.

7. **Horror**

Are unsettling films designed to frighten and panic, cause dread and alarm, and to invoke our hidden worst fears, often in a terrifying,

shocking finale, while captivating and entertaining us at the same time in a cathartic experience. Horror films effectively center on the dark side of life, the forbidden, and strange and alarming events. They deal with our most primal nature and its fears: our nightmares, our vulnerability, our alienation, our revulsions, our terror of the unknown, our fear of death and dismemberment, loss of identity, or fear of sexuality.

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8. **Musical**

Are cinematic forms that emphasize and showcase full-scale song and dance routines in a significant way (usually with a musical or dance performance as part of the film narrative, or as an unrealistic "eruption" within the film). Or they are films that are centered on combinations of music, dance, song or choreography. In traditional musicals, cast members are ones who sing. Musicals highlight various musical artists or dancing stars, with lyrics that support the story line, often with an alternative, escapist vision of reality - a search for love, success, wealth, and popularity. This genre has been considered the most escapist of all major film genres.

9. **Science fiction**

Are usually scientific, visionary, comic-strip-like, and imaginative, and usually visualized through fanciful, imaginative settings, expert film production design, advanced technology gadgets (i.e., robots and spaceships), scientific developments, or by fantastic special effects. Sci-fi

films are complete with heroes, distant planets, impossible quests, improbable settings, fantastic places, great dark and shadowy villains, futuristic technology and gizmos, and unknown and inexplicable forces. Many other SF films feature time travels or fantastic journeys, and are set either on Earth, into outer space, or (most often) into the future time.

10. **War**

Often acknowledge the horror and heartbreak of war, letting the actual combat fighting or conflict (against nations or humankind) provide the primary plot or background for the action of the film. Typical elements in the action-oriented war plots include POW camp experiences and escapes, submarine warfare, espionage, personal heroism, "war is hell" brutalities, air dogfights, tough trench/infantry experiences, or male-bonding buddy adventures during wartime. Themes explored in war films include combat, survivor and escape stories, tales of gallant sacrifice and struggle, studies of the futility and inhumanity of battle, the effects of war on society, and intelligent and profound explorations of the moral and human issues.

CHAPTER III

METHODOLOGY OF THE RESEARCH

The methodology of the research is very important in every research as a guideline to attain the objective of the study. Tuchman on Sarwono (2006:15) state that research is a systematic attempt to provide answer may be abstract and general as is often the case in basic research or they may be highly concrete and specific as is often the case in applied research. This chapter provides information about methodology of the research that the writer applies in this study.

A. Time and Place

Language composing the paper needs a process of the research which takes time and place. This research was carried out in the base camp of Coffee and Movie Community in Grand Wisata. It has cooperated and approved by owner the community, so the research is able to collect the real data.

1. Time of the Research

This research was accomplished for seven months, started from January 2016, and the results were collected on July 2016 in raw data. All the data were processed in end of July 2016 using the comparison formula to find the effective method.

2. Place of the Research

This research is conducted in the base camp of Coffee and Movie Community, Cluster Garden Fiesta Grand Wisata Blok AL no 16, Bekasi.

B. Population and Sample

   1. Population

One of the research procedures is to find out data from population and sample. Based on *Sugiyono* (2006:90) stated, *"Population is the generalization area which is consist of subject that has certain quality and characteristic in fixed by the research to be learned to get conclusion"*. In this case, the population is the entire of the member Coffee and Movie Community. The population is 80 member. (Observation, May 21th 2016)

   2. Sample

Sekaran (2003:266) stated that *"Sample is a subset or subgroup of the population and the process of selecting a sufficient number of elements from the population, so that a study of the sample and an understanding of its properties or characteristics would make it possible for us to generalize such properties or characteristics to the population elements"*. For this research writer taken 30 respondents and using random sample. Sekaran also said that (2003:423), *"Random Sampling is a probability sampling design in which every single element in the population has a known and equal chance of being selected as a subject. And she also said that *"This sampling design is best when the generalizability of the findings to the whole population is the main objective of the study. Consider the following two examples"*.

In 80 population, writer taken 30 sample, Roscoe in Sekaran (2003:295) said that

"1. Sample sizes larger than 30 and less than 500 are appropriate for most research. 2. Where samples are to be broken into subsamples; (male/females, juniors seniors, etc.), a minimum sample size of 30 for each category is necessary.3. In multivariate research (including multiple regression analyses), the sample size should be several times (preferably 10 times or more) as large as the number of variables in the study. 4. For simple experimental research with tight experimental controls (matched pairs, etc.), successful research is possible with samples as small as 10 to 20 in size."

So, according to expert, writer decide to taken sample for this research 30 members from 80 population of Coffee and Movie Community.
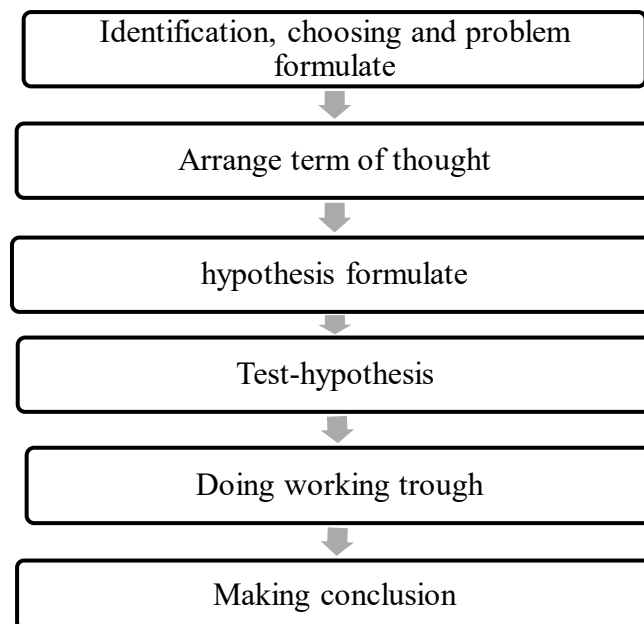
C. Method of the Research

The research method needs a process of involving the problem and reaching the goal, which is being analyzed. The method used quantitative method, in this research is survey with correlation technique. The definition of quantitative method according Stahl (2002:81), quantitative is "*explaining phenomena collecting numental data that are analysed using mathematically based methods.*

This research concerns on member understanding vocabulary mastering. The research needs many data to be analyzed.

The step are:

1. Identify, choose and formulate problem. In this step we have to carefully to choose the right problem and after that make a formula for that problem.

2. Arrange term of thought is taken time to prepare all things that needed in the research.

3. Hypothesis formulate is making formula to the hypothesis. Determine the right formula for the problem.

4. Test-hypothesis is make a question for sample that already chosen.

5. Doing working trough is all the process of quantitative method.

6. Making conclusion, for all the steps that already done, the last one is make a conclusion.

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┌─────────────────────────────────────┐
│   Identification, choosing and problem │
│              formulate                 │
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│          Arrange term of thought       │
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│           hypothesis formulate         │
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│             Test-hypothesis            │
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│            Making conclusion           │
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Source by : Stahl (2002:82)

Figure 3.1 : Step By Quantitative Research.

D. **Variable**

Davis in Sarwono (2006:53) said that "Variable is simply symbol or a concept that can use of a set of values". In the paper the writer takes two variables, independent variable and dependent variable, and makes the

relation between two variables, there are variable X as independent variable and Y as dependent variable:

1. Variable X is Vocabulary mastery

2. Variable Y is Listening ability

For more details can be seen in the following figure:

X ⟶ Y
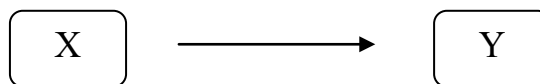
Figure 3.2 : Correlation

Note : X = Vocabulary Mastery

Y = Listening Ability

⟶ = Correlation

E. Instrument of the Research

Wilkinson and Birmingham (2013:3) said that research instrument as tools for collecting relevant information about certain research project. Instrument that writer use to get some information about the research are follow:

1. Observation

The observation is about writer's experience in observed the behavior of members.

2. Questionnaire

The questionnaire is collected some basic data or information about respondent's background such as name, date of birth, gender, etc

3. Vocabulary Test

Vocabulary test is test about member's vocabulary mastery. The test is multiple choice 20 questions. Each correct answer were multiplied by 4.

4. Listening Test

Listening test is collect data about member's listening ability. The test is 20 missing words.

In this research, it must need a data. Data also counld be counted as a result of the research. To know the members understanding of vocabulary mastery in Kingsman: The Secret Service movie, it is used test to measure as the research instrument. Test is one of ways in collecting data by giving a set a question in which each question has one correct answer to measure a person's knowledge. The data are collected by using vocabulary test.

Table 3.1 Criteria Test Of Vocabulary Mastery

No	Criteria test	Standarization
1	Determining new vocabulary	70 – 100
2	Finding the meaning of new word	70 – 100
3	Finding the synonym of new word	70 – 100
4	Finding the antonym of new word	70 – 100
5	Making sentence from new word	70 – 100

Resources : Observation result

Table 3.2 Criteria Test Of Listening Ability

No	Criteria test	Standarization
1	Understand what the conversation about	70 – 100
2	Determining the main idea of the conversation	70 – 100
3	Knowing where the conversation take place	70 – 100
4	Knowing who the speaker	70 – 100
5	Listening every word clearly	70 – 100

Resources : Observation result

F. Technique of the Data Analysis

Gray, Williamson, Karp and Dalphin (2007:2) describe data analysis is practice of arranging and organizing data collected in research in order to discover their significance and generalization. Data that firstly have to analyze is about respondents background such as gender, age, job that arrange in descriptive statistic. Secondly, to find score distribution from questionnaire result, writer using frequency distribution analysis. The steps are follow:

1. Decide class interval (k).

2. Find the range (R)

3. Find the size of the interval class (s) by dividing R and k.

4. Find the lowest interval the same as the lowest score.

5. Count the number of case in each

6. The writer used quantitative method in this research survey with correlation technique. The correlation technique is an analysis technique to evaluate hypothesis concerning the correlation between two variable are examined statistically and to state the amount of variable donation each other and is usually stated in percentage. In the correlation technique, the variable are compared to know whether the correlation is positive or not and very significant or it only happens by chance.

The formula of *product moment correlation* as follow*:*

$$r_{xy} = \frac{n(\sum xy) - (\sum x).(\sum y)}{\sqrt{n.\sum x^2 - \{\sum x)^2\}.\{n.\sum y^2 - \{\sum y\}^2\}}}$$

Resource : Arikunto in Sarwono (2006:151)

Explanation :

r_{xy} = correlation coefficient between X and Y

$\sum xy$ = sum of cross product of deviation scores of X and Y

$\sum x$ = total score of X

$\sum y$ = total score of Y

n = number of respondent

x = distributions of students' IQ score

y = distribution of english score

Data which are given before proceeding single correlation formula, which take from two variables. They are independent variable (X) and dependent variable (Y). The two variables will be counted using inquiring tabulations, the formula as follows:

1. Make Ha and Ho in sentences

2. Make Ha and Ho in statistic

3. Make assistant is able to count the correlation

4. Enter the statistic

    a. To show whether there is a significant correlation between the variable each other.

    b. To state amount of variable donations each other and it is ussually stated in percentage.

G. The procedure of the Research

The procedure that used in this research are include preparation, implementation and finishing. For more details, writer will explain below.

1. Preparation

Preparation is the first step in the research. First of all we have to state and make the limit of the problem that we find before. Make the problem smaller so we can see the detail of the problem. State that the purpose of the research is to knowing the correlation between vocabulary mastery and listening ability in the movie Kingsman: The Secret service at Coffee and Movie Community, using quantitative method, correlation technique and survey to collect data. After that, make some discuss with the counselor
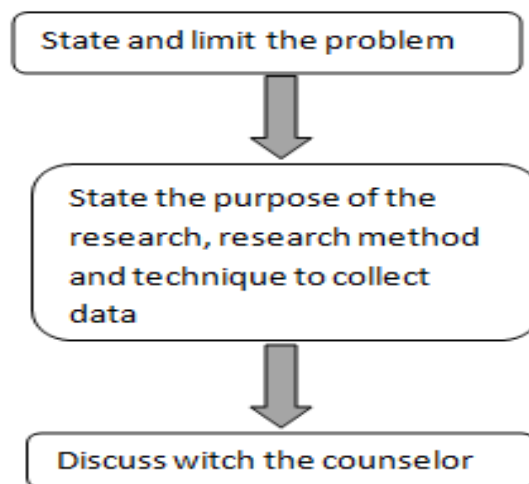
Figure 3.3 Preparation

2. **Implementations**

Implementation is when we started to collect data by giving vocabulary and listening achievement test. Test include 20 multiple choice vocabulary test and 20 fill in the blank through the audio of the film. After that we have to arranging, analyzing and giving the interpretation of that research.
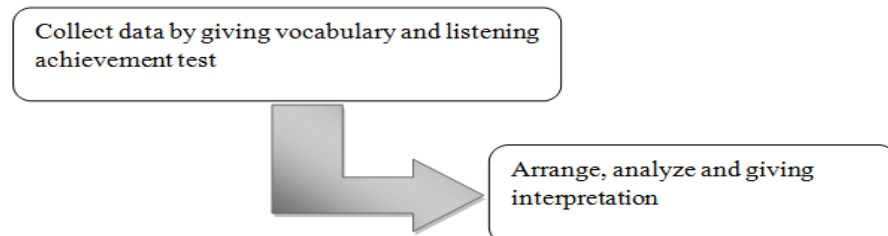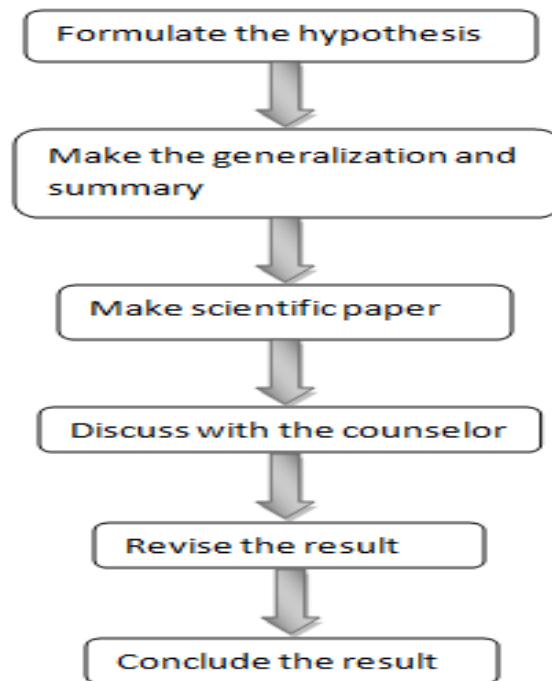

Figure 3.4 Implementation

3. **Finishing**

Finishing include formulate all the data that we have, discuss with the counselor and find the result. But to get the result we have make the

summary from all the research. After all the process, the research has to

be a scientific paper.

Figure 3.5 Finishing

H. Hypothesis

Hypothesis means temporary suggestion based facts and data. The

hypothesis of the research are as follows here are three steps has been used by

the writer to complete this paper such as:

Ha : There is significant Improving members Vocabulary mastery and

Listening skill in Kingsman: The Secret Service movie at Coffee and

Movie Community

Ho : There is no significant Improving members Vocabulary mastery and

Listening skill in Kingsman: The Secret Service movie.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

Movie be growing really fast, also in Indonesia. People who watch movie are unlimited by the age, education or social background. So far movie that come into around the world, if they playing in Indonesia, the language have to change into bahasa Indonesia or have a subtitle below the movie. Whereas, if the movie without subtitle, can we understand what the movie about? If the audience have not or have little bit English vocabulary, can we understand what the actor talking about? In this chapter that problem will be researched by using the result of vocabulary mastery and listening ability and they are processed by using single correlation of statistic to find the correlation between them.

A. The Data Description

The research has conducted the vocabulary mastery and the listening skill in January 2016 at the base camp of Coffee and Movie Community in Cluster Garden Fiesta Grand Wisata, Bekasi Timur. The test was given for 30 members as respondents to get data. The summary of all data from vocabulary and listening test will be shown from each variable.

1. The result of respondent age.

Table 4.1 The result of respondent age

No	Age	Frequency	Percentage %
1	< 25	9	30 %
2	> 25	21	70 %
	Total	30	100%

Source: the result of respondents gender data, 2016

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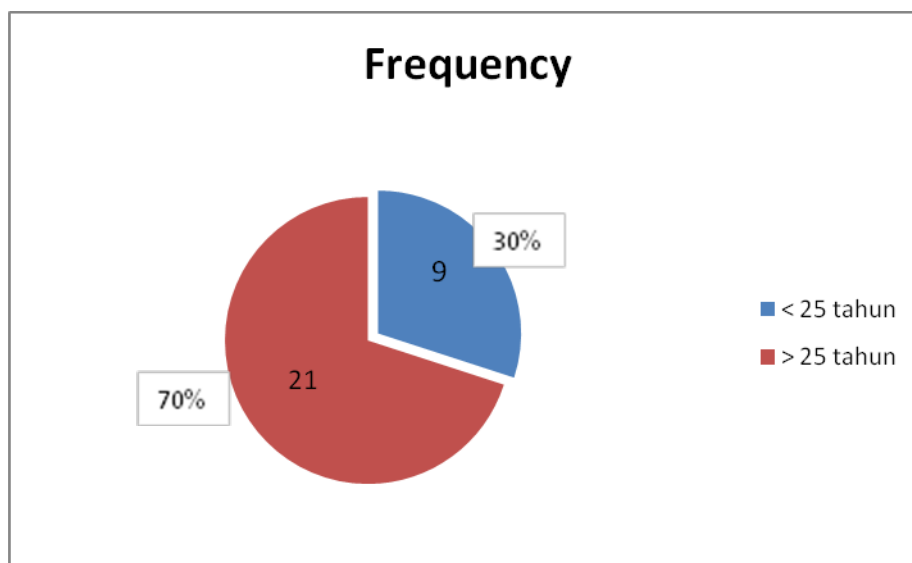
Figure 4.1 Frequency age

From the data is the writer found that 70% of data respondents in more than 25 years old and 30% of data respondents are less than 25 years old. And the result of percentage of this research the highest percentage from the age respondents is 70% are in more than 25 years old and the lowest percentage is 30% are less than years old.

2. **The result of gender respondents.**

Table 4.2 the result of gender respondents

Gender	Frequency	Total %
Male	19	63%
Female	11	37%
Jumlah	30	100%

Source: the result of respondents gender data, 2016
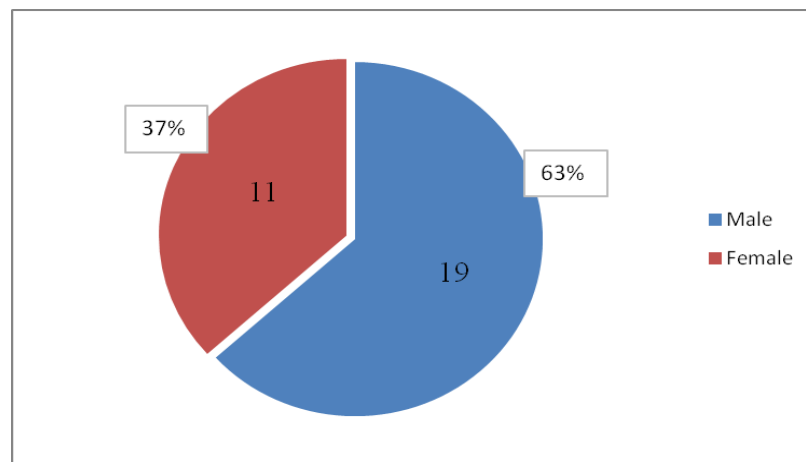
Figure 4.2 Frequency gender

From the data that is gotten of respondents gender 19 are male and 11 are female. It means that the highest percentage is 63% for male and the lowest percentage are 37% for female.

3. **Score of vocabulary mastery**

Table 4.3 Input score variable x

No	Score of vocab	No	Score of vocab
1	90	16	71
2	91	17	64
3	88	18	73
4	84	19	77
5	79	20	63
6	71	21	91
7	91	22	87
8	61	23	85
9	71	24	80
10	83	25	91
11	82	26	90
12	70	27	85

13	70		28	80
14	70		29	90
15	67		30	85

Source : input score variable x vocabulary mastery, 2016

4. **Vocabulary mastery frequency distributions.**

Table 4.4 Vocabulary mastery frequency.

No	Score	X	f	fr(%)
1	60-64	59.5	3	10.00
2	65-69	64.5	1	3
3	70-74	69.5	7	23.3
4	75-79	74.5	2	6.67
5	80-84	79.5	5	16.67
6	85-89	88.5	5	16.67
7	90-94	89.5	7	23.3

Source: The result of variable x, 2016

Explanations:

classes   : score

x   : edge point

f   : frequency

fr   : percentage

After the writer calculates all the data from the result, the writer found that there are 7 classes of frequency distribution from 30 respondents that have been tested by the writer 10% are in 60-64, 3% are in 65-

69, 23.3% are in 70-74, 6.67% are in 75-79, 16.67% are in 80-84, 16.67% are in 85-89, 23.3% are in 90-94, 6.67%.

Based on the table above, it can be seen that the biggest frequency is in the class 70-74 with 7 respondents, 90-94 with 7 respondents, 85-89 with 5 respondents, 80-84 with 5 respondents, 60-64 with 3 respondents and the smallest frequency is in class 75-79 with 2 respondents, 65-69 with 1 respondents.
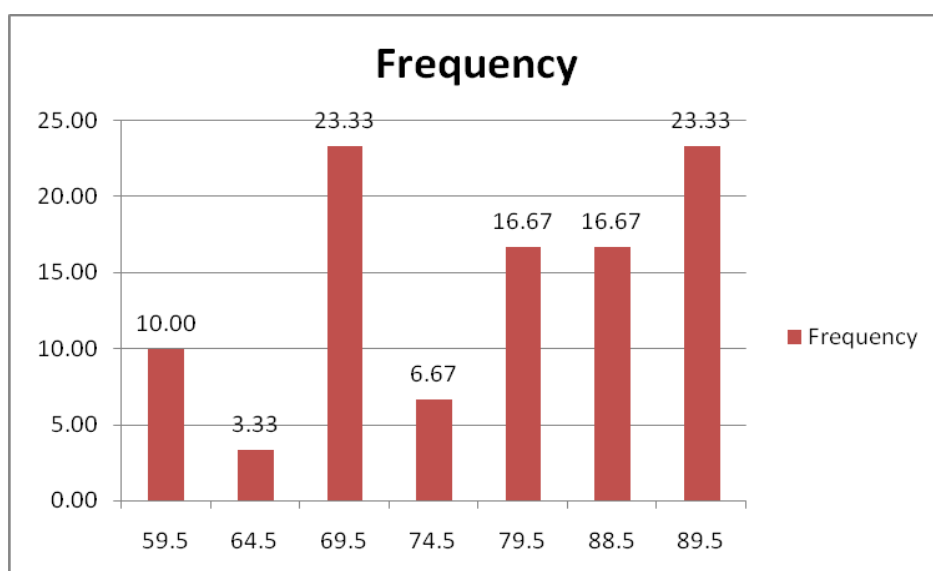
Figure 4.3 The Bar Graph of Vocabulary

5. **Score of listening ability.**

Table 4.5 Input Score Variable Y

No	Score of listening	No	Score of listening
1	88	16	67
2	89	17	65
3	88	18	68
4	81	19	72
5	85	20	60

6	70		21	93
7	88		22	80
8	67		23	81
9	70		24	77
10	80		25	90
11	94		26	88
12	72		27	80
13	65		28	78
14	71		29	89
15	73		30	80

Source : input score variable y listening ability, 2016

6. Listening ability frequency distribution.

Table 4.6 Listening ability frequency.

No	Score	Y	F	Fr(%)
1	60-64	59.5	1	3.33
2	65-69	64.5	5	16.67
3	70-74	69.5	6	20.00
4	75-79	74.5	2	6.67
5	80-84	79.5	6	20.00
6	85-89	88.5	7	23.33
7	90-94	89.5	3	10.00

Source: The result of variable y, 2016

Explanations:

classes   : score

x   : edge point

f   : frequency

fr   : percentage

After the write calculates all the data from the result of test, the witer found that there are 7 classes of frequency distribution from 30 respondents that have been tested by writer 3.33% are in class 60-64, 16.67% are in class 65-69, 20% are in class 70-74, 6.67% are in class 75-79, 20% are in class 80-84, 23.33% are in class 85-89, 10% are in class 90.94.

Based on the table above, it can be seen that the biggest frequency is in the class 85-89 with 7 respondents, 80-84 with 6 respondents, 70-74 with 6 respondents, 65-69 with 5 respondents, 90-94 with 3 respondents and the smallest frequency is in class 75-79 with 2 respondents, 60-64 with 1 respondents.
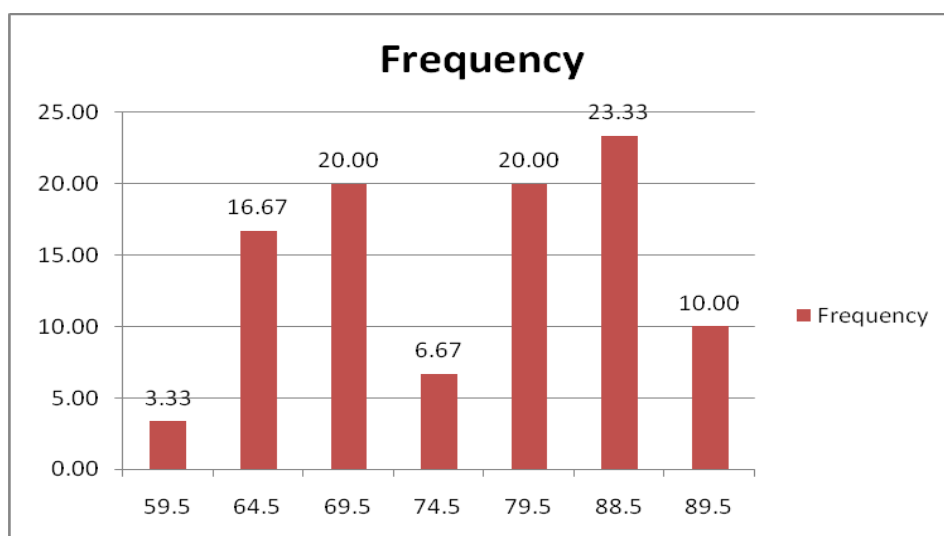
Figure 4.4 The Bar Graph Listening Skill

The writer has conducted the vocab and listening test for some days in May 2016 at Basecamp Coffee and Movie Community Cluster Garden Fiesta, Grand Wisata Bekasi to get the data. The writer uses some population and gives some tests to the 80 of member indicated the correlation between vocabulary mastery and listening ability

achievement. The test are 30 member by using vocabulary test both for variable x (vocabulary mastery) and variable x (listening ability).

B. The Data Analysis

To know the correlation between vocabulary mastery and listening ability achievement, the writer gave test to the 30 repondents of the member of Coffee and Movie Community Grand Wisata Bekasi. The test consist of 20 vocabulary test and 20 listening test. Then the correlation of statistic method processes the answer from both tests. Based on the result of the test the writer found that vocabulary mastery donates high contribution to the listening ability. It means, if the member poor of vocabulary mastery they will not balance in listening ability.

Based on Sugiyono (2006:214) the following is the criteria to show the relationship.

Table 4.7 Data Range

R	Interpretation
0.80 – 1.000	Very high relationship
0.60 – 0.799	High relationship
0.40 – 0.599	High enough relationship
0.20 – 0.399	Low relationship
0.00 – 0.1999	Very low relationship

Sugiyono stated that counting degree of freedom is signed is by dk = n-2 with significant point $\alpha = 0.05$

After having used the formula of analysis, hat should prove the result correlation. The writer uses PPM (Pearson Product Moment) correlation test.

The result of the tabulation of two variable X for vocabulary mastery and Y for listening is shown as follows:

1. **Make hyphoteses in sentences form:**

   Ha : There is significant correlation between vocabulary mastery and listening ability.

   Ho : There is no significant correlation between vocabulary mastery and listening ability.

2. **Make Ha and Ho in statictical form:**

   Ha : $r \neq 0$

   Ho : $r = 0$

3. **Make report to count the correlations:**

Table 4.8 Correlation Statistics

No	X	Y	x^2	y^2	xy
1	90	88	8100	7744	7920
2	91	89	8281	7921	8099
3	88	88	7744	7744	7744
4	84	81	7056	6561	6804
5	79	85	6241	7225	6715
6	71	70	5041	4900	4970
7	91	88	8281	7744	8008
8	61	67	3721	4489	4087
9	71	70	5041	4900	4970
10	83	80	6889	6400	6640
11	82	94	6724	8836	7708

12	70	72	4900	5184	5040
13	70	65	4900	4225	4550
14	70	71	4900	5041	4970
15	67	73	4489	5329	4891
16	71	67	5041	4489	4757
17	64	65	4096	4225	4160
18	73	68	5329	4624	4964
19	77	72	5929	5184	5544
20	63	60	3969	3600	3780
21	91	93	8281	8649	8463
22	87	80	7569	6400	6960
23	85	81	7225	6561	6885
24	80	77	6400	5929	6160
25	91	90	8281	8100	8190
26	90	88	8100	7744	7920
27	85	80	7225	6400	6800
28	80	78	6400	6084	6240
29	90	89	8100	7921	8010
30	85	80	7225	6400	6800
Statistics	$\sum x$	$\sum y$	$\sum x^2$	$\sum y^2$	$\sum xy$
Total	2380	2349	191478	186553	188749

Explanations:

x   : Score of vocabulary test

y   : Score of listening test

x^2 : Total of x – quadrate

y^2 : Total of y – quadrate

xy   : Sum of multiplication between x and y score

4. **Finds out r observed by interesting the statictical figures from the table**

$$r_{xy} = \frac{n(\sum xy)-(\sum x).(\sum y)}{\sqrt{n.\sum x^2-\{\sum x\}^2\}.\{n.\sum y^2-\{\sum y\}^2\}}}$$

$$r_{xy} = \frac{30(188749)-(2380) \times (2349)}{\sqrt{\{30 \times 191478-(2380)^2\} \times \{30 \times 186553-(2349)^2\}}}$$

$$r_{xy} = \frac{5662470-5590620}{\sqrt{\{5744340-5664400\} \times \{5596590-5517801\}}}$$

$$r_{xy} = \frac{71850}{\sqrt{79940 \times 78789}}$$

$$r_{xy} = \frac{71850}{\sqrt{6298392660}}$$

$$r_{xy} = 0,90$$

5. **Determinations the contribution percentage of variable x to y by using by the following formula:**

Coefficient of determinations = KP

$KP = r^2 \times 100\%$

$= (0,90)^2 \times 100\%$

$= 0,81 \times 100\%$

$= 81\%$

From the result of KP, it is conclude that the knowledge of vocabulary and listening skill for member of Coffee and Movie Community around 81% and 19% by other factor.

6. **Criteria of significant test :**

If r count $\geq r$ table. Ho is rejected or Ha is accepted or the correlation between vocabulary mastery and listening ability is significant.

If the r count is bigger than r table, Ho si rejected and Ha is accepted. The r count is 0.899. With $n = 30$ and $\alpha = 0.05$, it is found that r table is 0.361. It means that r count is bigger than r table. Therefore, in this research, Ho is rejected and Ha is accepted which means that there is a significant correlation between vocabulary mastery and listening ability in the movie Kingsman: The Secret Service at Coffee and Movie Community.

7. **Conclusion**

If r count $\geq r$ table. Ho is rejected or Ha is accepted or the correlation between vocabulary mastery and listening ability is significant. Furthermore, it is found r count 0.90. With $n = 30$ and $\alpha = 0.05$, it is found that r table 0.361. That means r count is bigger than r table. Therefore, in this research, Ho is rejected and Ha is accepted or there is a positive and significant correlation between vocabulary mastery and listening ability.

8. **The use correlation:**

a. To show whether there is a significant correlation between the variable each other.

b. To state the amount of variable donation each other and it is usually state in percentage.

C. The Data Interpretation

From the data analysis earlier, it is discovered that the correlation coefficient (r) is 0.90. It is noticeable that the sign of the correlation has positive (+) value which means that the two variables tend to move in the same direction. Individuals who scores high on X (vocabulary mastery) tend to score high on Y (listening ability).

Furthermore, the result of $r = 0.90$ can be interpreted in terms of the strength of the relationship between two variables, vocabulary mastery and listening ability. The correlation coefficient (r) of 0.90 means that there is a very strong relationship between vocabulary mastery and listening ability (see table 4.7).

Finally, the correlation coefficient can be used to determine the contribution of variable X (vocabulary mastery) towards variable Y (listening ability). In this research, it is found that the coefficient of determination is 81% which means that vocabulary mastery contributes 81% of listening ability of Coffee and Movie Community, while 19% are others factors.

After processing all the data with product moment formula, it shows that there is a positive correlation between vocabulary mastery and listening achievement at Coffee and Movie Community to Kingsman: The Secret Service movie. It also describes that with the higher vocabulary mastery, the students will have higher ability in listening.

D. The Discussion

The several things can be discussed in order to achieve a complete comprehension of the research comprehension of the research.

1. Respondents' background

   a. Age

   It is found that 70% of the whole samples are respondents >25years old. This is the age when people have graduated from college and got job. They have reached financial autonomy which enabled them to expend a fair amount of their own money, not only to watch the new film that play on the cinemas, but also to go out in coffee shop. As the community's name only for coffee and movie lovers.

   b. Gender

   Based on the questionnaire, it was discovered that 63% of the samples are men. It is safe to assume that most of the population are men. Maybe it because the most people that loves coffee are men. However, there is 37% female in the sample.

2. Contribution of vocabulary mastery toward listening ability

   From the earlier computation of vocabulary mastery and listening ability test scores, it is discovered that in Coffee and Movie Community, vocabulary mastery contributes 81% towards listening ability. These huge contribution may be the result of various factors. One of the factors is their vocabulary size about movie-related words. Movie is their passion. They try as best as they can to get new information about the new film and others.

These members are watching also English film. It is safe to assume that these members are in contact with English in daily basis.

From the research it had been expected that the member got score 70 as minimum score. Basically, this score was not too high but it had be consider that the students had got English when they where in the study. Listening ability was not on influenced by vocabulary mastery but also listening habit. The result of the test actually they had enough listening ability but lack vocabulary. It proved that they need to improve their vocabulary mastery by practicing.

E. The Implication

By understanding much vocabulary mastery and its appropriate use, the member could understand well and quickly when they listen English. On the basis of the finding use, the member could understand what the movie talking about were supported by some finding from member, it can be said that by knowing vocabulary mastery, the member will understand what they listened.

CHAPTER V

CONCLUSION AND SUGGESTION

From this chapter, the writer gave the conclusion between Coffee and Movie member's vocabulary mastery and listening ability on *Kingsman: The Secret Service* movie.

A. Conclusion

1. The result of ages respondents from this research 30% are in <25 years old with 9 respondents its means 30% is the lowest percentage and highest percentage is 70% are in >25 years old with 21 respondents.

2. The result of gender respondents from this research for Male is 63% with 19 respondents and for female 37% with 11 respondents. So, most of the respondents is dominated by male with 63%.

3. From the result of variable X (vocabulary mastery) the highest score for this test is 91 and the lowest score is 61.

4. From the result of variable Y (listening ability) the highest score for this test is 94 and the lowest score is 60.

5. The result 0.90 could be seen on the Product Moment table N=30.

6. The result of this research is 0,90. It means that the correlation between vocabulary mastery and listening ability at Coffee and Movie Community is high correlation.

B. Suggestion

The importance of vocabulary mastery in listening ability of English conversation is not necessarily limited in academics or work fields realms. It is also important in such informal areas like supporting English movie. Therefore, the writer would like to give some suggestion as:

1. The community should do the discussion every after watching the English movie. So the vocabulary mastery of every member can be increase.

2. It would better if the community also provide an informal course about movie-related vocabulary in every week or month.

3. To the Indonesian movie industry should do more to enter English movie to further increase the vocabulary mastery and listening ability in English.