**REFERENCES**

Abdukadirova, G., & Juraeva, M. (2020). Using authentic materials in efl classroom- literature review. *Oriental Art and Culture*, *1*(2), 106–108.

Abu-Bader, S., & Jones, T. V. (2021). Statistical mediation analysis using the sobel test and hayes spss process macro. *International Journal of Quantitative and Qualitative Research Methods*, *9*(1), 42–61. https://ssrn.com/abstract=3799204

Afzal, N. (2019). A Study on vocabulary-learning problems encountered by BA English majors at the University Level of Education. *Arab World English Journal*, *10*(3), 81–98. https://doi.org/10.24093/awej/vol10no3.6

ALQAHTANI, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, *III*(3), 21–34. https://doi.org/10.20472/te.2015.3.3.002

Balleine, B. W., & Dezfouli, A. (2019). Hierarchical action control: adaptive collaboration between actions and habits. *Frontiers in Psychology*, *10*(December), 1–13. https://doi.org/10.3389/fpsyg.2019.02735

Bayer, J. B., Anderson, I. A., & Tokunaga, R. S. (2022). Building and breaking social media habits. *Current Opinion in Psychology*, *45*, 279–288. https://doi.org/10.1016/j.copsyc.2022.101303

Bostanci, H. B. (2022). The Impact of subtitled films on English as a second language students’ vocabulary retention. *Journal for Educators, Teachers and Trainers*, *13*(1), 101–109. https://doi.org/10.47750/jett.2022.13.01.012

Bouton, M. E. (2021). Context, attention, and the switch between habit and goal-direction in behavior. *Learning and Behavior*, *49*(4), 349–362. https://doi.org/10.3758/s13420-021-00488-z

Boye, K., & Bastiaanse, R. (2019). Grammatical versus lexical words in theory and aphasia: Integrating linguistics and neurolinguistics. *Glossa*, *4*(1). https://doi.org/10.5334/gjgl.436

Brooks, G., Clenton, J., & Fraser, S. (2021). Exploring the importance of vocabulary for english as an additional language learners’ reading comprehension. *Studies in Second Language Learning and Teaching*, *11*(3), 351–376. https://doi.org/10.14746/ssllt.2021.11.3.3

Candiotto, L., & Dreon, R. (2021). Affective scaffoldings as habits: A pragmatist Approach. *Frontiers in Psychology*, *12*(March), 1–14. https://doi.org/10.3389/fpsyg.2021.629046

Carin, A. A., Sund, R. ., & Lahkar, B. K. (2018). The relationship between students’ habit of watching English movie and their vocabulary mastery at Madrasah Aliyah Hasanah Pekanbaru. *Journal of Controlled Release*, *11*(2), 430–439.

Coombs, C., Hislop, D., Taneva, S. K., & Barnard, S. (2020). The strategic impacts of Intelligent Automation for knowledge and service work: An interdisciplinary review. *Journal of Strategic Information Systems*, *29*(4), 101600. https://doi.org/10.1016/j.jsis.2020.101600

Dakhi, S., & Fitria, T. N. (2019). The principles and the teaching of English vocabulary: A review. *JET (Journal of English Teaching)*, *5*(1), 15. https://doi.org/10.33541/jet.v5i1.956

De Houwer, J. (2019). On How definitions of habits can complicate habit research. *Frontiers in Psychology*, *10*(November), 1–9. https://doi.org/10.3389/fpsyg.2019.02642

Domínguez-Azcue, J., Almeida-García, F., Pérez-Tapia, G., & Cestino-González, E. (2021). Films and destinations—towards a film destination: A review. *Information (Switzerland)*, *12*(1), 1–20. https://doi.org/10.3390/info12010039

Dowling, J. A., Rinaldi, K. Z., Ruggles, T. H., Davis, S. J., Yuan, M., Tong, F., Lewis, N. S., & Caldeira, K. (2020). Role of long-duration energy storage in variable renewable electricity systems. *Joule*, *4*(9), 1907–1928. https://doi.org/10.1016/j.joule.2020.07.007

Edwards, K. J., & Gaber, M. M. (2014). Research methodology. In *Studies in Big Data* (Vol. 6). https://doi.org/10.1007/978-3-319-06599-1\_5

Ersche, K. D., Lim, T. V., Ward, L. H. E., Robbins, T. W., & Stochl, J. (2017). Creature of Habit: A self-report measure of habitual routines and automatic tendencies in everyday life. *Personality and Individual Differences*, *116*, 73–85. https://doi.org/10.1016/j.paid.2017.04.024

Fauzi, W. R., Muljanto, S., & Lestari, L. (2021). College students’ perceptions on using movies for vocabulary learning. *English Education and Applied Linguistics Journal*, *40*(1), 40–47. https://journal.institutpendidikan.ac.id/index.php/eeal/article/download/1105/770

Fussalam, Y. E., Lestari, R., & Anggelia, R. Y. (2019). a Study of listening skills through movie: a review of the current literature. *Journal Of Language Education and Development (JLed)*, *1*(2), 158–168. https://doi.org/10.52060/jled.v1i2.139

Ghalebi, R., Sadighi, F., & Bagheri, M. S. (2020). Vocabulary learning strategies: A comparative study of EFL learners. *Cogent Psychology*, *7*(1), 1–12. https://doi.org/10.1080/23311908.2020.1824306

Goedhart, N. S., Blignaut-van Westrhenen, N., Moser, C., & Zweekhorst, M. B. M. (2019). The flipped classroom: supporting a diverse group of students in their learning. *Learning Environments Research*, *22*(2), 297–310. https://doi.org/10.1007/s10984-019-09281-2

Goundar, P. R. (2019). Vocabulary learning strategies (VLSs) employed by learners of English as a foreign language (EFL). *English Language Teaching*, *12*(5), 177. https://doi.org/10.5539/elt.v12n5p177

İşcan, A. (2017). Using films in vocabulary teaching of turkish as a foreign language. *Journal of Education and Training Studies*, *5*(5), 27. https://doi.org/10.11114/jets.v5i5.2245

Jääskeläinen, I. P., Ahveninen, J., Klucharev, V., Shestakova, A. N., & Levy, J. (2022). Behavioral experience-sampling methods in neuroimaging studies with movie and narrative stimuli. *Frontiers in Human Neuroscience*, *16*(January), 1–7. https://doi.org/10.3389/fnhum.2022.813684

Jiwanti Nindi. (2021). The correlation habits watching movie and vocabulary. *Acta Radiologica*, *9*(s6), 13–17. https://doi.org/10.3109/00016922809136530

Kagan, D., Chesney, T., & Fire, M. (2020). Using data science to understand the film industry’s gender gap. *Palgrave Communications*, *6*(1), 1–16. https://doi.org/10.1057/s41599-020-0436-1

Kesmez-, A. (2021). Efl students’ vocabulary learning strategies and the difficulties faced by them in vocabulary learning. *International Journal of Language Academy*, *36*(36), 78–98. https://doi.org/10.29228/ijla.48703

Ketsuwan, C., Leenanupunth, C., Phengsalae, Y., Sangkum, P., Kongchareonsombat, W., Kaewjai, N., & Timjapoe, P. (2021). Prospective randomized controlled trial to evaluate the effectiveness of watching movies to decrease anxiety during extracorporeal shock wave lithotripsy. *Research and Reports in Urology*, *13*, 97–104. https://doi.org/10.2147/RRU.S299358

Khadawardi, H. A. (2022). Teaching L2 vocabulary through animated movie clips with English subtitles. *International Journal of Applied Linguistics and English Literature*, *11*(2), 18–27. https://doi.org/10.7575/aiac.ijalel.v.11n.2p.18

Kurniawan, R., & Aryani, M. (2019). *Learning English through watching movie for senior high school*. *1*(2), 125–131.

Linder, N., Giusti, M., Samuelsson, K., & Barthel, S. (2022). Pro-environmental habits: an underexplored research agenda in sustainability science. *Ambio*, *51*(3), 546–556. https://doi.org/10.1007/s13280-021-01619-6

Lönngren, J., & van Poeck, K. (2021). Wicked problems: a mapping review of the literature. *International Journal of Sustainable Development and World Ecology*, *28*(6), 481–502. https://doi.org/10.1080/13504509.2020.1859415

Luqman, A. F. (2017). The effect of using English movie in teaching simple present tense to seventh grade students of smp plus melati Samarinda in academic year 2017/2018. *Gastronomía Ecuatoriana y Turismo Local.*, *1*(69), 5–24.

Muhammad Fajar Sudrajat, Ngafif, A., & Masykuri, E. S. (2021). The correlation between students’ habit in watching western-movie and listening skill. *Scripta : English Department Journal*, *7*(2), 25–34. https://doi.org/10.37729/scripta.v7i2.699

Nguyen, N. T. T. (2021). A review of the effects of media on foreign language vocabulary acquisition. *International Journal of TESOL & Education*, *1*(1), 30–37. https://i-jte.org/index.php/journal/article/view/5

Nurmala Sari, S., & Aminatun, D. (2021). Students’ perception on the use of English movies to improve vocabulary mastery. *Journal of English Language Teaching and Learning*, *2*(1), 16–22. http://jim.teknokrat.ac.id/index.php/english-language-teaching/index

Obloberdiyevna D S, O. K. U. (2022). Teaching languages using modern educational methods. *International Journal of Intellectual and Cultural Heritage*, *2*(3), 105–109. http://ihm.iscience.uz/index.php/ijich

Onishchuk, I., Ikonnikova, M., Antonenko, T., Kharchenko, I., Shestakova, S., Kuzmenko, N., & Maksymchuk, B. (2020). Characteristics of foreign language education in foreign countries and ways of applying foreign experience in pedagogical universities of Ukraine. *Revista Romaneasca Pentru Educatie Multidimensionala*, *12*(3), 44–65. https://doi.org/10.18662/rrem/12.3/308

Panadda, T. (2016). *Vocabulary learning strategies used by thai high school students in science, language, and English programs*. *12*(June), 1–23.

Parmawati Asep, R. I. (2019). Siliwangi, Ikip. *Improving students’ speaking skill through English movie in scope of speaking for general communication*, *7/II*(2018), 43–53.

Pascual, L. C., Dionisio, G., & Ilustre, R. (2022). Vocabulary acquisition and learning strategies in cecond language learning: a review paper. *International Journal of English Language Studies*, *4*(3), 58–62. https://doi.org/10.32996/ijels.2022.4.3.9

Patrick, R. (2019). Comprehensible input and Krashen’s theory. *Journal of Classics Teaching*, *20*(39), 37–44. https://doi.org/10.1017/S2058631019000060

Pellicer-Sánchez, A. (2019). Examining second language vocabulary growth: Replications of Schmitt (1998) and Webb & Chang (2012). *Language Teaching*, *52*(4), 512–523. https://doi.org/10.1017/S026144481800037X

Pongsapan, N. P., & Patak, A. A. (2021). Improving content, organization, vocabulary, language use, and mechanics using movie trailer media. *International Journal of Evaluation and Research in Education*, *10*(2), 728–737. https://doi.org/10.11591/ijere.v10i2.21162

Razokovna, O. M., Ganiyevna, H. N., & ... (2022). English learning and vocabulary growing methods. *Journal of Positive …*, *6*(4), 10628–10632. https://www.journalppw.com/index.php/jpsp/article/view/6553%0Ahttps://www.journalppw.com/index.php/jpsp/article/download/6553/4299

Rosales, A. (2017). Journal of English language teaching vocabulary acquisition (incidental) through watching subtitled video material article Info. *Journal of English Language Teaching*, *6*(1), 190–197. http://journal.unnes.ac.id/sju/index.php/elt

Smieszek, M. (2019). Cinematherapy as a part of the education and therapy of people with intellectual disabilities, mental disorders and as a tool for personal development. *International Research Journal for Quality in Education*, *6*(1), 30. www.ssoar.info

Sofyan, N. (2021). the Role of English as global language. *Edukasi*, *19*(1), 21. https://doi.org/10.33387/j.edu.v19i1.3200

Surucu, L., & Maslakci, A. (2020). Business & management studies : *Business & Management Studies: An International Journal*, *8*(3), 2694–2726.

Susanto, A. (2017). The teaching of vocabulary: a perspective. *Jurnal KATA*, *1*(2), 182. https://doi.org/10.22216/jk.v1i2.2136

Susanto, A., Oktavia, Y., Yuliani, S., Rahayu, P., Haryati, & Tegor. (2020). English lecturers’ beliefs and practices in vocabulary learning. *Studies in English Language and Education*, *7*(2), 486–503. https://doi.org/10.24815/siele.v7i2.16970

Teng, M. F. (2023). The effectiveness of multimedia input on vocabulary learning and retention. *Innovation in Language Learning and Teaching*, *17*(3), 738–754. https://doi.org/10.1080/17501229.2022.2131791

Utami, A. N. (2015). *The Effectiveness of hot seat in teaching vocabulary*. 1–6.

van der Weiden, A., Benjamins, J., Gillebaart, M., Ybema, J. F., & de Ridder, D. (2020). How to form good habits? a longitudinal field study on the role of self-control in habit formation. *Frontiers in Psychology*, *11*(March), 1–8. https://doi.org/10.3389/fpsyg.2020.00560

Van Vu, D., & Peters, E. (2021). Vocabulary in english language learning, teaching, and testing in Vietnam: a review. *Education Sciences*, *11*(9), 1–11. https://doi.org/10.3390/educsci11090563

Wani, S. R. (2017). Edu/research methodology/sampling. *Population and Sample*, *2*(19), 1–7.

Wijnker, W., Bakker, A., van Gog, T., & Drijvers, P. (2019). Educational videos from a film theory perspective: relating teacher aims to video characteristics. *British Journal of Educational Technology*, *50*(6), 3175–3197. https://doi.org/10.1111/bjet.12725

APPENDIX

**APPENDIX 1**

 **QUESTION TEST**

**ANGKET KEBIASAAN MAHASISWA DALAM MENONTON FILM BERBAHASA INGGRIS**

**PETUNJUK:**

* Bacalah dengan teliti terlebih dahulu sebelum menjawab setiap pertanyaannya
* Pengisian angket ini tidak mempengaruhi nilai kuliah, untuk itu jawablah pertanyaan dengan jujur dan sesuai keadaan
* Respon anda digunakan untuk penelitian dan nama anda tidak akan dipublikasikan
* Kerjakan tanpa melihat jawaban orang lain karena tidak ada jawaban yang benar atau salah dalam angket ini

**INFORMASI DASAR:**

**Nama :**

**Kelas :**

**NPM :**

**Sudah berapa lama anda belajar bahasa Inggris? (Lingkari)**

1-3 tahun 4-6 tahun 7-9 tahun 10 tahun/ lebih

**Dimana biasanya anda menonton film berbahasa Inggris (*Checklist*. Pilihan boleh lebih dari satu)**

Bioskop Online Streaming

Televisi Lain-lain (Sebutkan):

**Sebutkan 3 film berbahasa Inggris favorit anda:**

**Sebutkan 3 genre film berbahasa Inggris favorit anda:**

**Keterangan Jawaban**

5 : Sangat Setuju (SS)

4 : Setuju (S)

3 : Ragu-ragu (RG)

2 : Tidak Setuju (TS)

1 : Sangat Tidak Setuju (ST)

|  |  |  |
| --- | --- | --- |
| NO | PERTANYAAN | RESPON  |
| SS | S | RG | TS | ST |
| **FREQUENCY**  |
| 1. | Saya menonton film berbahasa Inggris rutin setiap hari |  |  |  |  |  |
| 2. | Saya rutin menonton film berbahasa Inggris seminggu sekali |  |  |  |  |  |
| 3. | Saya menonton film berbahasa inggris lebih dari 2 jam sehari |  |  |  |  |  |
| 4. | Saya menonton film berbahasa Inggris dua kali seminggu |  |  |  |  |  |
| 5. | Saya menonton film berbahasa Inggris lebih dari satu film sehari |  |  |  |  |  |
| 6. | Saya sedang menonton film berbahasa Inggris di hari libur |  |  |  |  |  |
| 7. | Saya menggunakan beberapa waktu untuk menonton film berbahasa Inggris |  |  |  |  |  |
| **REPITITION** |
| 8. | Saya selalu menonton film berbahasa Inggris di rumah |  |  |  |  |  |
| 9. | Saya selalu menonton film berbahasa Inggris di bioskop |  |  |  |  |  |
| 10. | Saya mengulang film berbahasa Inggris hingga dua kali atau lebih |  |  |  |  |  |
| 11. | Saya biasa menonton film berbahasa Inggris sejak SMP |  |  |  |  |  |
| 12. | Saya biasa menonton film berbahasa Inggris sejak SMA |  |  |  |  |  |
| 13.  | Saya biasa menonton film berbahasa Inggris sejak menjadi mahasiswa |  |  |  |  |  |
| **AUTOMATION** |
| 14. | Dengan menonton film bahasa Inggris, saya menjadi familiar dengan kata-kata dalam bahasa inggris |  |  |  |  |  |
| 15. | Menonton film bahasa inggris membuat saya familiar dengan berbagai ungkapan dalam bahasa Inggris |  |  |  |  |  |
| 16. | Saya suka mengulang bagian film berbahasa inggris yang saya tonton saat saya tidak mendengar jelas apa yang dikatakan actor dan aktris tersebut |  |  |  |  |  |
| 17. | Ketika familiar dengan suatu ungkapan dalam sebuah film, saya tidak mendapat kesulitan untuk mengenalinya lagi walaupun dalam film yang berbeda |  |  |  |  |  |
| 18. | Jika mendapatkan ungkapan baru saat menonton film berbahasa Inggris, saya langsung menggunakannya dalam kehidupan sehari-hari |  |  |  |  |  |
| **ADVANTAGES WATCHING MOVIE** |
| 19. | Saya menemukan kosakata baru saat menonton film bahasa Inggris  |  |  |  |  |  |
| 20. | Saya menemukan slang language dalam menonton film bahasa Inggris |  |  |  |  |  |
| 21. | Saya dapat mengetahui berbagai budaya Inggris karena menonton film bahasa Inggris |  |  |  |  |  |
| 22. | Menonton film bahasa Inggris memberikan pengaruh positif pada saya |  |  |  |  |  |
| 23. | Film bahasa Inggris yang saya tonton memberikan motivasi bagi saya |  |  |  |  |  |
| 24. | Saat menonton film bahasa inggris saya mendapatkan beberapa aksen bahsa Inggris |  |  |  |  |  |
| 25. | Menonton film bahasa Inggris dapat meningkatkan kemampuan berbahasa Inggris |  |  |  |  |  |
| **DISADVANTAGES WATCHING MOVIE** |
| 26. | Dengan menonton film saya menjadi tidak focus belajar |  |  |  |  |  |
| 27. | Saya menjadi tidak serius karena menonton film |  |  |  |  |  |
| 28. | Menonton film menghabiskan waktu saya |  |  |  |  |  |
| 29. | Saya menonton film bahasa Inggris yang tidak memberikan manfaat |  |  |  |  |  |
| 30. | Saya tidak menemukan nilai moral yang terkandung dalam film yang saya tonton |  |  |  |  |  |
| 31. | Walaupun sering menonton film berbahasa Inggris, saya tidak bisa memahami dengan jelas kata yang ada di film |  |  |  |  |  |
| 32. | Saya merasa tidak ada ungkapan berbahasa Inggris yang dapat saya pakai dalam kehidupan sehari-hari |  |  |  |  |  |
| **MOVIE AS MEDIUM TO TEACH VOCABULARY** |
| 33. | Menonton film berbahasa Inggris memudahkan saya memahami arti setiap vocabulary dalam bahasa Inggris |  |  |  |  |  |
| 34. | Menonton film bahasa Inggris meningkatkan penguasaan kosakata saya |  |  |  |  |  |
| 35. | Menonton film bahasa Inggris juga meningkatkan skill bahasa Inggris saya |  |  |  |  |  |
| 36. | Dari film berbahasa Inggris yang saya tonton, saya dapat menggunakan bahasa formal maupun tidak formal sesuai dengan siapa saya berbicara |  |  |  |  |  |
| 37. | Saya dapat membedakan intonasi dan pengucapan kata yang benar dari menonton film bahasa Inggris |  |  |  |  |  |
| 38. | Saya dapat mengerti kalimat-kalimat yang diucapkan oleh para actor dan aktris di film berbahasa Inggris yang saya tonton |  |  |  |  |  |
| 39. | Dengan menonton film, proses pembelajaran untuk penguasaan vocabulary menjadi menyenangkan |  |  |  |  |  |
| 40. | Menonton film bahasa Inggris menjadi alat bantu pembelajaran yang menarik dibandingkan dengan ceramah teori |  |  |  |  |  |

**APPENDIX 2**

**VOCABULARY TEST**

Read the following sentence and determine the correct answer by choosing A, B, or C.

1. In many countries it is....legal to keep a gun in your house.
a. Un
**b. Il**
c. In
2. She's thinking of going back to university and taking a....graduate course
a. Pre
b. Under
**c. Post**
3. You shouldn't eat chicken that is....cooked
a. Anti
b. Mis
**c. Under**
4. There was some....agreement over the bill.
**a. Dis**
b. Mis
c. Un
5. We were very....satisfied with the service at the restaurant
a. Un
b. Mis
**c. Dis**
6. The quality of the work was very poor and much of it had to be....done
a. Pre
b. Un
**c. Re**
7. She has little aware..... of the dangers she will face
a. Ment
**b. Ness**
c. Ing
8. The twins got on very well together and there was no jealous....between them
**a. Y**
b. Ity
c. Ism
9. I was shocked at her rude......
**a. Ness**
b. Ment
c. Ence
10. He's training to become a psycholog....
a. Er
b. Y
**c. Ist**
11. He is a fast runner
**a. Quick**
b. Slow

c. Calm

1. I am terrible at Mathematics
a. Good
b. Great

**c. Awful**

1. Have you looked at the Invoice?
a. Pen
**b. Bill**

c. Paper

1. Do you think I am stupid?
**a. Dumb**
b. Intelligent

c. Fast

1. He never comes on time
a. Sees
b. Does

**c. Arrives**

1. This toy is inexpensive
**a. Cheap**
b. Overpriced

c. Good

1. The music is loud
a. Soft
**b. Blaring**

c. Catchy

1. I require three big boxes
**a. Need**
b. Threw

c. Got

1. He has a big house
a. Small

**b. Large**
c. Tiny

1. My girlfriend is very pretty
a. Ugly
b. Strange

**c. Beautiful**

1. He is tall
**a. Short**
b. Big

c. Long

1. It is hot outside
a. Warm
b. Breezy

**c. Cold**

1. This seems like a good hotel
a. Brilliant
**b. Bad**

c. Dirty

1. She is foolish
a. Dumb
**b. Brainy**

c. Wise

1. That seems expensive
a. Overpriced
b. Great

**c. Inexpensive**

1. This house is magnificent
**a. Unimpressive**
b. Small

c. Gigantic

1. Why are you being so arrogant?
a. Snooty
b. Stupid

**c. Humble**

1. What about this restaurant? It’s very popular
a. Infamous

**b. Unpopular**
c. Dirty

1. Do you want to go the beautiful valley?
**a. Ugly**
b. Filthy

c. Nice

1. I do not want to live in this filthy colony
a. Nice
b. Dirty

**c. Clean**

1. What is the definition of “Look out for number one”?

a. To have difficulty doing something, or to experience a difficult period

b. To help someone with something

**c. To do something so that you will get all the benefit**

1. What is the definition “Lick your wounds”?

a. To swear a lot

**b. To go away and recover from a bad experience or defeat**

c. To start to do something before all the preparation has been finished

1. What is the definition of “Have a blast”?

a. To tell someone to be polite and to use good means

b. Something that you find very easy to do

**c. To have a very good time**

1. What is the definition of “Stand on ceremony”?

**a. To be expect that everything is done in the proper and very formal way**

b. To say that having different experiences makes life fun and interesting

c. To do something slowly

1. What is the definition of “Don’t know the first thing about it”?

**a. To have no knowledge of something**

b. To say you will deal with a problem when you need to and not before

c. To use all strength and ability to achieve something, or to be in very vicious combat

1. What is meaning of the following definition: To say that it is easy to claim you will do something but what you really do is all that matters?

**a. Actions speak louder than words**

b. The ball is in your court

c. Watch your P’s and Q’s

1. What is meaning of the following definition: A phrase to say when something that is illegal has been found and is being stopped?

a. Fight tooth and nail

b. Point of no return

**c. Jig is up**

1. What is meaning of the following definition: To make a mistake?

a. Drag your feet

**b. Fall flat on my face**

c. Wash your hands of it

1. What is meaning of the following definition: To be able to afford many expensive things?

**a. Have deep pockets**

b. The cart before the horse

c. A penny for your thoughts

1. What is meaning of the following definition: To mean something full and with all your ability?

a. Off the beaten track

b. Give a hand

**c. From the bottom of my heart**

1. Shopping ….

a. Bag

**b. List**

c. Case

1. Pencil …

a. Bag

b. List

**c. Case**

1. Exercise …

**a. Book**

b. List

c. Map

1. Orange …

a. Bag

b. Color

**c. Juice**

1. Birthday …

a. Show

**b. Party**

c. Gift

1. Bedroom …

**a. Window**

b. Design

c. Cozy

1. Football …

a. Life

b. Score

**c. Shoes**

1. Summer …

a. Season

**b. Holiday**

c. Life

1. Mind …

a. Blowing

b. Over

**c. Map**

1. Washing …

**a. Machine**

b. Hand

c. Time

**APPENDIX 3**

**The Summary of Questionnaire Items’ Score**

|  |  |
| --- | --- |
| **No.** | **Options** |
| **Very agree** | **Agree**  | **Doubtful**  | **Disagree**  | **Very disagree** |
| **F** | **%** | **F** | **%** | **F** | **%** | **F** | **%** | **F** | **%** |
| Item 1 | 2 | 10% | 1 | 5% | 3 | 15% | 10 | 50% | 4 | 20% |
| Item 2 | 1 | 5% | 4 | 20% | 7 | 35% | 5 | 25% | 3 | 15% |
| Item 3 | 1 | 5% | 4 | 20% | 10 | 50% | 3 | 15% | 2 | 10% |
| Item 4 | 2 | 10% | 3 | 15% | 5 | 25% | 7 | 35% | 3 | 15% |
| Item 5 | 3 | 15% | 1 | 5% | 4 | 20% | 7 | 35% | 5 | 25% |
| Item 6 | 5 | 25% | 7 | 35% | 4 | 20% | 3 | 15% | 1 | 5% |
| Item 7 | 3 | 15% | 10 | 50% | 4 | 20% | 1 | 5% | 2 | 10% |
| Item 8 | 10 | 50% | 4 | 20% | 2 | 10% | 3 | 15% | 1 | 5% |
| Item 9 | 2 | 10% | 1 | 5% | 5 | 25% | 5 | 25% | 7 | 35% |
| Item 10 | 5 | 25% | 7 | 35% | 3 | 15% | 2 | 10% | 3 | 15% |
| Item 11 | 7 | 35% | 6 | 30% | 0 | 0% | 6 | 30% | 1 | 5% |
| Item 12 | 7 | 35% | 3 | 15% | 4 | 20% | 5 | 25% | 1 | 5% |
| Item 13 | 3 | 15% | 2 | 10% | 2 | 10% | 7 | 35% | 6 | 30% |
| Item 14 | 9 | 45% | 11 | 55% | 0 | 0% | 0 | 0% | 0 | 0% |
| Item 15 | 8 | 40% | 12 | 60% | 0 | 0% | 0 | 0% | 0 | 0% |
| Item 16  | 8 | 40% | 5 | 25% | 6 | 30% | 1 | 5% | 0 | 0% |
| Item 17 | 4 | 20% | 9 | 45% | 5 | 25% | 0 | 0% | 2 | 10% |
| Item 18 | 4 | 20% | 4 | 20% | 10 | 50% | 2 | 10% | 0 | 0 |
| Item 19 | 8 | 40% | 11 | 55% | 1 | 5% | 0 | 0 | 0 | 0 |
| Item 20 | 4 | 20% | 12 | 60% | 2 | 10% | 2 | 10% | 0 | 0 |
| Item 21 | 5 | 25% | 10 | 50% | 5 | 25% | 0 | 0 | 0 | 0 |
| Item 22 | 6 | 30% | 10 | 50% | 4 | 20% | 0 | 0 | 0 | 0 |
| Item 23 | 6 | 30% | 6 | 30% | 6 | 30% | 2 | 10% | 0 | 0 |
| Item 24 | 6 | 30% | 10 | 50% | 4 | 20% | 0 | 0 | 0 | 0 |
| Item 25 | 7 | 35% | 13 | 65% | 0 | 0 | 0 | 0 | 0 | 0 |
| Item 26 | 2 | 10% | 3 | 15% | 3 | 15% | 7 | 35% | 5 | 25% |
| Item 27 | 2 | 10% | 2 | 10% | 2 | 10% | 9 | 45% | 5 | 25% |
| Item 28 | 2 | 10% | 2 | 10% | 3 | 15% | 8 | 40% | 5 | 25% |
| Item 29 | 2 | 10% | 2 | 10% | 3 | 15% | 9 | 45% | 4 | 20% |
| Item 30 | 2 | 10% | 3 | 15% | 4 | 20% | 7 | 35% | 4 | 20%  |
| Item 31 | 2 | 10% | 3 | 15% | 3 | 15% | 7 | 35% | 5 | 25% |
| Item 32 | 3 | 15% | 2 | 10% | 2 | 10% | 9 | 45% | 4 | 20% |
| Item 33 | 5 | 25% | 12 | 60% | 3 | 15% | 0 | 0 | 0 | 0 |
| Item 34 | 4 | 20% | 13 | 65% | 2 | 10% | 1 | 5% | 0 | 0 |
| Item 35 | 5 | 25% | 11 | 55% | 3 | 15% | 1 | 5% | 0 | 0 |
| Item 36 | 2 | 10% | 7 | 35% | 8 | 40% | 2 | 10% | 1 | 5% |
| Item 37 | 3 | 15% | 10 | 50% | 7 | 35% | 0 | 0 | 0 | 0 |
| Item 38 | 2 | 10% | 9 | 45% | 9 | 45% | 0 | 0 | 0 | 0 |
| Item 39 | 4 | 20% | 13 | 65% | 2 | 10% | 1 | 5% | 0 | 0 |
| Item 40 | 5 | 25% | 12 | 60% | 3 | 15% | 0 | 0 | 0 | 0 |
| **Total**  |  **171** |  |  **270** |  |  **153** |  |  **132** |  |  **74** |  |

**APPENDIX 4**

**The Result of Vocabulary Mastery Test Score**

|  |  |
| --- | --- |
| CODE | Score Vocabulary Mastery |
| Respondent 01 | 70 |
| Respondent 02 | 82 |
| Respondent 03 | 84 |
| Respondent 04 | 92 |
| Respondent 05 | 88 |
| Respondent 06 | 92 |
| Respondent 07 | 50 |
| Respondent 08 | 34 |
| Respondent 09 | 92 |
| Respondent 10 | 56 |
| Respondent 11 | 50 |
| Respondent 12 | 88 |
| Respondent 13 | 74 |
| Respondent 14 | 86 |
| Respondent 15 | 92 |
| Respondent 16 | 40 |
| Respondent 17 | 88 |
| Respondent 18 | 94 |
| Respondent 19 | 94 |
| Respondent 20 | 60 |
| $\sum\_{}^{}N$ **= 20** | **1506** |
| **Average** | **75,3** |
| **Max** | **94** |
| **Min** | **34** |

**APPENDIX 5**

DISTRIBUSI NILAI rtabel SIGNIFIKANSI 5% dan 1%

|  |  |  |  |
| --- | --- | --- | --- |
| **N** | **The Level of Significance** | **N** | **The Level of Significance** |
| **5%** | **1%** | **5%** | **1%** |
| 3 | 0.997 | 0.999 | 38 | 0.320 | 0.413 |
| 4 | 0.950 | 0.990 | 39 | 0.316 | 0.408 |
| 5 | 0.878 | 0.959 | 40 | 0.312 | 0.403 |
| 6 | 0.811 | 0.917 | 41 | 0.308 | 0.398 |
| 7 | 0.754 | 0.874 | 42 | 0.304 | 0.393 |
| 8 | 0.707 | 0.834 | 43 | 0.301 | 0.389 |
| 9 | 0.666 | 0.798 | 44 | 0.297 | 0.384 |
| 10 | 0.632 | 0.765 | 45 | 0.294 | 0.380 |
| 11 | 0.602 | 0.735 | 46 | 0.291 | 0.376 |
| 12 | 0.576 | 0.708 | 47 | 0.288 | 0.372 |
| 13 | 0.553 | 0.684 | 48 | 0.284 | 0.368 |
| 14 | 0.532 | 0.661 | 49 | 0.281 | 0.364 |
| 15 | 0.514 | 0.641 | 50 | 0.279 | 0.361 |
| 16 | 0.497 | 0.623 | 55 | 0.266 | 0.345 |
| 17 | 0.482 | 0.606 | 60 | 0.254 | 0.330 |
| 18 | 0.468 | 0.590 | 65 | 0.244 | 0.317 |
| 19 | 0.456 | 0.575 | 70 | 0.235 | 0.306 |
| **20** | **0.444** | 0.561 | 75 | 0.227 | 0.296 |
| 21 | 0.433 | 0.549 | 80 | 0.220 | 0.286 |
| 22 | 0.432 | 0.537 | 85 | 0.213 | 0.278 |
| 23 | 0.413 | 0.526 | 90 | 0.207 | 0.267 |
| 24 | 0.404 | 0.515 | 95 | 0.202 | 0.263 |
| 25 | 0.396 | 0.505 | 100 | 0.195 | 0.256 |
| 26 | 0.388 | 0.496 | 125 | 0.176 | 0.230 |
| 27 | 0.381 | 0.487 | 150 | 0.159 | 0.210 |
| 28 | 0.374 | 0.478 | 175 | 0.148 | 0.194 |
| 29 | 0.367 | 0.470 | 200 | 0.138 | 0.181 |
| 30 | 0.361 | 0.463 | 300 | 0.113 | 0.148 |
| 31 | 0.355 | 0.456 | 400 | 0.098 | 0.128 |
| 32 | 0.349 | 0.449 | 500 | 0.088 | 0.115 |
| 33 | 0.344 | 0.442 | 600 | 0.080 | 0.105 |
| 34 | 0.339 | 0.436 | 700 | 0.074 | 0.097 |
| 35 | 0.334 | 0.430 | 800 | 0.070 | 0.091 |
| 36 | 0.329 | 0.424 | 900 | 0.065 | 0.086 |
| 37 | 0.325 | 0.418 | 1000 | 0.062 | 0.081 |