CHAPHTER IV

RESEARCH FINDING AND DISCUSSION

This chapter consists of three phases of analysis namely introduction analysis, hypothesis analysis, and interpretation of data.

A. Introduction Analysis

Introduction analysis includes data of questionnaire of the correlation between habit of watching English movies and test of vocabulary mastery.

1. Students' habit of watching English movies

The questionnaire is to count the students habit of watching English movies. There are 15 questions of frequency with and have option *always, often, sometime, seldom, and never.*

Below is the questionnaire recapitulation of students habit of watching English movies. Answer column consist of five columns A, B, C, D, and E which is based how many participants' choices of 15 questions on each answer. *Rank* is score of answer column, A=5, B=4, C=3, D=2, and E=1.*Count*

is earned by summing up the scores of rank. The maximal count

is 5 x 15 = 75 and the minimal count is 1 x 15 = 15.

Table 4.1

The Tabulation of Data Questionnaire

Rsp	ANSWER															Score
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	(X)
1	2	2	2	2	2	2	2	1	2	2	2	2	2	2	1	28
2	1	1	1	2	1	2	2	2	2	2	3	2	3	3	1	27
3	2	1	4	3	4	3	2	3	2	3	2	3	2	3	2	39
4	3	3	2	3	2	2	3	2	3	2	2	2	2	2	3	36
5	3	2	2	2	2	2	1	2	1	2	1	3	2	3	2	30
6	2	2	2	3	2	1	1	2	1	1	1	3	1	2	2	26
7	5	1	2	2	2	1	1	2	2	1	1	4	2	4	2	32
8	5	2	4	3	2	3	2	2	3	1	2	3	2	3	5	42
9	5	5	5	3	2	3	3	4	4	1	2	4	3	3	2	49
10	2	3	3	2	2	3	3	2	2	2	2	3	3	3	3	38
11	2	2	2	3	1	1	1	1	1	1	1	3	1	2	2	24
12	5	1	2	2	3	1	1	2	1	1	1	4	4	4	2	35
13	2	1	2	3	2	3	2	3	2	2	3	3	3	2	3	36
14	2	2	3	5	2	3	3	5	3	2	2	3	3	2	2	42
15	2	3	3	4	3	3	3	2	2	1	1	3	4	2	1	37
16	2	2	2	5	2	4	2	3	1	1	3	1	2	1	2	33
17	3	2	3	3	3	5	2	2	3	2	1	2	2	3	2	38
18	5	5	3	3	3	2	5	3	5	3	3	4	5	4	5	58
19	3	2	2	2	3	1	1	5	2	1	3	4	2	5	1	37
20	5	5	3	3	2	4	5	3	2	3	5	4	5	3	5	60
21	5	5	1	2	2	4	3	2	2	2	4	2	3	1	2	40
22	2	2	3	2	2	1	1	2	1	1	1	3	1	2	2	26
23	4	4	4	5	2	3	3	3	3	2	3	2	3	2	3	44
24	3	3	3	3	2	3	3	2	3	3	3	3	4	3	3	44

25	5	1	2	2	3	1	1	2	2	1	1	4	2	4	5	36
26	3	3	2	3	2	3	2	2	2	2	3	2	2	3	3	37
27	4	3	3	3	1	2	3	2	2	2	1	2	2	3	3	36
28	1	2	2	3	4	1	3	4	4	1	4	4	5	4	1	43
29	4	5	3	5	3	2	3	3	5	3	3	3	3	3	4	52
30	2	2	3	3	5	1	2	5	5	1	3	4	3	3	1	43
TOTAL																1148

Based on the table above, the highest amount of the habit of watching English movies is 60 and the lowest is 24. The score (X) is 1148 and the participants (N) are 30.

The next step is to calculate mean of students habit of watching English movies by this pattern :

Mean X $\quad = \dfrac{\sum X}{N}$

$\quad\quad\quad\quad = \dfrac{1148}{30}$

$\quad\quad\quad\quad = 38,26$

The next step is to determine distribution habit of habit of watching English movies is made by following step:

a. Interval Total (K)

$\quad K = 1 + 3,3 \log n$

$\quad\quad\quad = 1 + 3,3 \log 30$

$\quad\quad\quad = 1 + 3,3 \,(1,47712)$

$$= 1 + 4{,}8745$$

$$= 5{,}8745$$

$$= 6$$

b. Range (R)

$$R = H - L$$

$$= 60 - 24$$

$$= 36$$

Where R = Range

H = The highest score

L = The lowest score

c. Interval class (*i*)

$$i = \frac{R}{K}$$

$$i = \frac{60-24}{6}$$

$$= 6$$

Below is the table of distribution habit of watching English movies. The table consist of interval, habit and percentage.

Table 4.2

Distribution habit of habit of watching English movies

Interval	Habit	Percentage
24-29	5	16,66%
30-35	4	13,33%
36-41	11	36.66%
42-47	6	20%
48-53	2	6,66%
54-60	2	6,66%
Total	30	100%

The calculation above shows that distribution habit of habit of watching English movies explains that 24-29 have value 16.66%, 30-35 have value 13.33%, 36-41 have value 36.66%, 42-47 have value 20%, 48-53 have value 6.66%, 54-60 have value 6.66%.

24-29 and 30-35 there are 9 students is low habit categorized, 36-41 and 42-47 there are 17 students is fair habit categorized, and the last 48-53 and 54-60 there are 4 students is high habit categorized.

Based on the analysis, the habit of watching English movies of eighth grade students of junior high school has mean 38.26 at interval 36-41.

2. Students vocabulary mastery

The writer wants to find out data about the students vocabulary mastery. In this case, the writer makes a vocabulary test using multiple choice questions

Table 4.3

The Tabulation of Vocabulary Test

RESP	ANSWER															Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	(Y)
1	1	1	0	1	0	0	1	0	0	1	0	0	0	0	0	33
2	1	1	0	1	0	0	1	0	0	0	1	0	0	0	0	33
3	1	0	1	0	1	1	0	0	0	0	1	0	0	0	1	40
4	1	1	0	0	1	0	1	0	0	0	0	0	0	1	0	34
5	1	0	0	0	1	0	1	0	0	0	1	0	1	0	0	33
6	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	26
7	0	0	1	1	1	1	0	1	1	0	0	0	0	1	0	47
8	1	1	0	0	1	0	1	0	0	0	0	0	0	1	1	40
9	1	1	0	1	1	1	1	0	1	0	1	0	0	1	1	67
10	1	0	0	1	0	1	0	0	0	1	0	0	0	0	1	34
11	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	20
12	1	1	0	0	0	1	1	0	1	0	1	0	0	0	0	40
13	1	1	0	1	1	0	1	0	0	0	0	0	1	0	0	40
14	1	1	1	1	1	0	1	0	0	0	0	1	0	0	0	46
15	1	0	0	1	0	1	0	0	0	1	0	0	0	0	1	34
16	1	0	1	0	0	1	1	0	0	0	0	0	1	0	1	40
17	1	1	0	1	1	0	1	0	0	1	0	0	0	0	0	40
18	1	1	1	0	0	0	1	1	1	0	1	0	1	0	1	60
19	1	1	0	1	1	1	1	0	0	0	0	0	0	0	1	46
20	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	80
21	1	0	0	1	0	1	1	0	1	0	1	0	1	0	0	47

22	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	26
23	1	1	0	0	1	0	1	0	1	0	1	0	1	0	0	46
24	1	1	0	1	1	0	1	0	1	0	0	0	0	0	1	46
25	1	0	0	0	1	1	0	1	1	0	0	0	0	1	0	40
26	1	1	0	0	1	0	1	0	0	0	0	0	0	0	1	34
27	1	1	0	1	1	0	1	0	0	0	1	0	0	0	0	40
28	1	0	0	0	1	1	1	1	0	1	0	0	1	0	0	47
29	1	0	0	1	0	1	0	0	0	1	0	0	0	0	1	29
30	1	0	0	0	1	1	1	0	0	0	0	1	1	0	0	40
TOTAL																1228

Based on the table above, the highest score of students vocabulary mastery test is 80 and the lowest is 20. The total score of all students (Y) are 1228.

The step is to calculate mean of students vocabulary mastery by this pattern :

Mean Y $= \dfrac{\sum Y}{N}$

$= \dfrac{1228}{30}$

$= 40.93$

The next step is to determine distribution habit of students vocabulary mastery. The table of distribution habit is made by following step :

a. Interval Total (K)

K $= 1 + 3.3 \log n$

    $= 1 + 3.3 \log 30$

    $= 1 + 3.3\ (1.47712)$

    $= 1 + 4.8745$

    $= 5,8745$

    $= 6$

b. Range (R)

R $= H - L$

    $= 80 - 20$

    $= 60$

c. Interval Class (i)

$i = \dfrac{R}{K}$

$i = \dfrac{80 - 20}{6}$

$= \dfrac{60}{6}$

$= 10$

Below is a table of distribution habit of vocabulary mastery. The table consists of interval, habit and percentage.

Table 4.4

Distribution habit of vocabulary test

Interval	Habit	percentage
20-29	4	13.33%
30-39	7	23.33%
40-49	16	53.33%
50-59	0	0%
60-69	2	6.66%
70-79	0	0%
80-89	1	3.33
Total	30	100%

The above calculation of distribution students vocabulary mastery explains that 20-29 have value 13%, 30-39 have value 23%, 40-49 have value 53.33%, 50-59 have value 0%, 60-69 have value 6.66%, 70-79 have value 0%, 80-89 have value 3.33%.

20-29 and 30-39 there are 11 students is low vocabulary mastery categorized, 40-49 and 50-59 there are 16 students is fair vocabulary mastery categorized, and the last 60-69, 70-79 and 80-89 there are 3 students is high vocabulary mastery categorized.

Based on the above analysis, vocabulary mastery of eighth grade students of junior high school has mean 40.93 at interval 40-49.

B. Hypothesis Analysis

The purpose of hypothesis analysis is to know whether there any correlation between students' habit of watching English movies and their vocabulary mastery. The data of students' frequency of watching English movies (variable X) and students' vocabulary mastery (mastery Y) are entered on the correlation coefficient table. The table is following:

Table 4.5

Correlation coefficient table of Students' Habit of watching English movies (variable X) And students' vocabulary mastery (variable Y)

No RESP	Score (X)	$x=X-\bar{X}$	X^2	Score (Y)	$y=Y-\bar{Y}$	Y^2	Xy
1	28	-10.26	105.2676	33	-7.93	62.8849	81.3618
2	27	-11.26	126.7876	33	-7.93	62.8849	89.2918
3	39	0.74	0.5476	40	-0.93	0.8649	-0.6882
4	36	-2.26	5.1076	34	-6.93	48.0249	15.6618
5	30	-8.26	68.2276	33	-7.93	62.8849	65.5018
6	26	-12.26	150.3076	26	-14.93	222.9049	183.0418
7	32	-6.26	39.1876	47	6.07	36.8449	-37.9982
8	42	3.74	13.9876	40	-0.93	0.8649	-3.4782
9	49	10.74	115.3476	67	26.07	679.6449	279.9918
10	38	-0.26	0.0676	34	-6.93	48.0249	1.8018
11	24	-14.26	203.3476	20	-20.93	438.0649	298.4618
12	35	-3.26	10.6276	40	-0.93	0.8649	3.0318
13	36	-2.26	5.1076	40	-0.93	0.8649	2.1018

14	42	3.74	13.9876	46	5.07	25.7049	18.9618
15	37	-1.26	1.5876	34	-6.93	48.0249	8.7318
16	33	-5.26	27.6676	40	-0.93	0.8649	4.8918
17	38	-0.26	0.0676	40	-0.93	0.8649	0.2418
18	58	19.74	389.6676	60	19.07	363.6649	376.4418
19	37	-1.26	1.5876	46	5.07	25.7049	-6.3882
20	60	21.74	472.6276	80	39.07	1526.4649	849.3818
21	40	1.74	3.0276	47	6.07	36.8449	10.5618
22	26	-12.26	150.3076	26	-14.93	222.9049	183.0418
23	44	5.74	32.9476	46	5.07	25.7049	29.1018
24	44	5.74	32.9476	46	5.07	25.7049	29.1018
25	36	-2.26	5.1076	40	-0.93	0.8649	2.1018
26	37	-1.26	1.5876	34	-6.93	48.0249	8.7318
27	36	-2.26	5.1076	40	-0.93	0.8649	2.1018
28	43	4.74	22.4676	47	6.07	36.8449	28.7718
29	52	13.74	188.7876	29	-11.93	142.3249	-163.9182
30	43	4.74	22.4676	40	-0.93	0.8649	-4.4082
TOTAL	1148		2215.868	1228		2968.4266	2355.474

The all data is calculated by using product moment in order to prove the hypothesis of this research significant or not significant.

Then, correlation coefficient can be calculated as below:

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

$$r_{xy} = \frac{2355.474}{\sqrt{(2215.868)(2968.4266)}}$$

$$r_{xy} = \frac{2355.474}{\sqrt{(6577641.5133)}}$$

$$r_{xy} = \frac{2355.474}{2564.6913096}$$

$r_{xy} = 0.91842398$

C. Interpretation Of The Data

From the calculation above, the writer gets the correlation coefficient between students' habit of watching English movies and their vocabulary mastery. Then the writer consults with the critical values of product moment *r table* on the significant level of 5% with N = 30-2 = 0.374 and 1% with N = 30 – 2 = 0.478.

Based on the result of consultation with *r table* it proved that *r table* = 0.374 and *r xy* = 0.91842398, so *r xy* > *r table*. It can be said that there is a significant correlation between students' habit of watching English movies and their vocabulary mastery. So that the writer concludes that the correlation between students frequency of watching English movies (variable X) and their vocabulary mastery (variable Y) has the positive correlation with the score correlation 0.91842398 (it is categorized "very high correlation").

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

After getting the data which has been analyzed on the previous research, the writer concludes about correlation between habit of watching English film in television and their vocabulary mastery of the second grade students of SMPN 4 Kota Serang in the Academic Year of 2017/2018.

1. Students' habit of watching English movies of Eighth grade students at SMPN 4 Kota Serang in the Academic Year of 2017/2018 can be classified at fair categorized. It is approved that students' habit of watching English movies has mean 38.26 at the interval of 36-41 with percentage 36.66%.

2. Students' vocabulary mastery of eighth grade students at SMPN 4 Kota Serang in the Academic Year of 2017/2018 can be classified at   fair categorized. It is approved that students' vocabulary mastery has mean 40.93 at interval 40-49 with percentage 53.33%.

3. According to the data which has been analyzed from the previous chapter, the writer concludes that there is any

correlation between students habit of watching English movies and students' vocabulary mastery of the eighth grade students at SMPN 4 Kota Serang in the Academic Year of 2017/2018. It can be proved with the result of r of product moment coefficient value that has been gotten ($r\,xy = {}_{0.91842398}$) is higher than *r* of table coefficient value either 5% table coefficient value (rt =0.374) or 1% table coefficient value (rt=0.478).

B. Suggestion

1. For Teachers

   a. Teachers have to be selective on choosing a suitable method in teaching and learning process. Teachers have to know what students need in teaching and learning process, so that it makes students feel comfort during teaching and learning process.

   b. The use of media cannot be separated from teaching and learning process. The use of movie is very helpful for teachers during teaching and learning process because it can make students more interested to the material and make students learn happily.

c. The writer hopes that teachers may create an interactive teaching and learning process in order to make students more active in giving respond to the material.

2. For students

   a. The writer hopes that Students study more and respond in teaching and learning process.

   b. The writer hopes that Students more interested in English lesson.

   c. The writer hopes that Students can improve their English ability independently.

3. For the Researcher

   It is suggested to other researchers to complete this research by conducting any other researches on watching English movie. Based on the explanation above the writer would like to suggest other researcher, that the result of the study can be used as additional reference for further research with different sample and occasions.

4. For school

Schools can add and complete facilities for learning needs by using audio visual in each class to maximize and expedite the learning process.

SUBJECT LIST OF STUDENTS AT VIII I

No	Name	score of variable X	score of variable Y
1	Adinda nirviani	28	33
2	Aliyah damayanti	27	33
3	Andara nurul azmi	39	40
4	Auriza rahmania	36	34
5	Cici novianti	30	33
6	Dika risandi	26	26
7	Farhan raya ramdani	32	47
8	Jihan febriyanti	42	40
9	m. farhan	49	67
10	m. luthfi marekhan	38	34
11	M. Ridho Septiawan	24	20
12	m. roju pratama akbar	35	40
13	Nabila	36	40
14	Nabila nursalsabilla	42	46
15	Nada aulia sabania	37	34
16	Nandita asha	33	40
17	Naswa rahmelia putri	38	40
18	Nurcahya	58	60
19	Raditian syanwa ar rassyid	37	46
20	Raisha azmi pebyani	60	80
21	Ratu nabilla rachmadhini	40	47
22	Rifky A N	26	26
23	Rifky ramadani	44	46
24	Rika sefriyanti pertiwi	44	46
25	Rully septerado	36	40
26	Sepiyani	37	34
27	Shafira baidar aldilla	36	40
28	Syarif hidayatullah	43	47
29	Yusa ferdiansyah	52	29
30	Zeki candra	43	40

VOCABULARY TEST

Name   :

Student Number   :

Class   :

Cinderella

Once upon a time there was a kind hearted girl called Cinderella. She lived with her stepsisters. They were very bossy. They made Cinderella do all the housework.

One day an invitation to the ball came to the family. Her stepsisters would not let her go. Cinderella was sad because she wanted to go to the ball too. Her stepsisters went to the ball without her. Fortunately, the fairy Godmother came and helped her to get to the ball.

At the ball, Cinderella dance with the prince. The prince fell in love with her then married her. They lived happily ever after.

1. Once upon a time there was a <u>kind</u> hearted girl called Cinderella. The word underlined is close meaning to……..
   (a) bad
   (b) beautiful
   (c) handsome
   (d) big

2. She <u>lived</u> with her stepsisters. The word underlined is close meaning to…..
   (a) stayed
   (b) life

(c) smelt

(d) loved

3. They were very <u>bossy</u>. The word underlined is contrary to……….
   (a) commanding
   (b) arrogant
   (c) submissive
   (d) pushy

4. **(n.) Invitation** means………………
   (a) your feeling and thought about something
   (b) request to do something or go somewhere
   (c) act of bringing something into use for the first time
   (d)) a measurement of output per hours worked

5. **(v.) live** means………..
   (a) to continue alive
   (b) to keep doing something
   (c) to cause someone enjoyment
   (d) to make a request

6. **(adv.) happily** means………….
   (a) not good enough
   (b) probable or expected
   (c) in a fortunate manner
   (d) unfortunately

7. At the ball, Cinderella dance with the <u>prince</u>. The word underlined is contrary to……
   (a) Queen
   (b) President

(c) Princess

(d) King

8. She <u>wanted</u> to go to the ball too. The word underlined is close meaning to………….

(a) convinced

(b) hated

(c) liked

(d) intended

9. The prince fell in <u>love</u> with her then married her. The word underlined is contrary to……..

(a) like

(b) interested

(c) hate

(d) angry

10. **(n) Ball** in this story means……..

(a) a space or passage inside the entrance of a house

(b) an empty space that can be used for a particular purpose

(c) an area of study or activity

(d) a large formal gathering for social dancing

11. **(n) Fairy** means………….

(a) small imaginary creature with magical powers

(b) a priest or priestess who uses magic for purpose of curing the sick, divining the hidden, and controlling events

(c) male ruler of an independent state that has a royal family

(d) messenger of God

12. Her <u>stepsisters</u> would not let her go. The word underlined is antonym with……..

(a) sister in-law

(b) step daughter

(c) sibling

(d) step mother

13. They <u>made</u> Cinderella do all the housework. The word underlined is synonym with…..

(a) had

(b) created

(c) produced

(d) did

14. <u>Fortunately</u>, the fairy Godmother came. The word underlined is synonym with……

(a) unfortunately

(b) luckily

(c) hopefully

(d) directly

15. They lived <u>happily</u> ever after. The word underlined is antonym with………..

(a) likely

(b) unlikely

(c) sadly

(d) finally

Background Questionnaire

Name :
Student Number :
Class :

   Please read first This questionnaire is used to know more about how often do you watch to English movies. Cross A, B, C, D or E for suitable answer that describe you.

1. How many English movies in Television do you watch per week?

   (Berapa banyak film bahasa inggris di televisi yang anda tonton setiap minggunya?)

   a) >6

   b) 5-6

   c) 4-5

   d) 2-3

   e) <1

2. How many hours do you watch to English movies in Television per week?

   (Berapa jam anda menonton film bahasa inggris setiap minggunya?)

   a) >6

   b) 5-6

   c) 4-5

d) 2-3

e) <1

3. How often do you find difficult vocabulary when watching to English movies in Television?

(Seberapa sering anda menemukan kosa kata sulit ketika menonton film bahasa inggris di televisi?)

    a) Never (Tidak Pernah)

    b) Seldom (Jarang)

    c) Sometimes (Kadang-Kadang)

    d) Often (Sering)

    e) Always (Selalu)

4. How often do you find new vocabulary when watching to English movies in Television?

(Seberapa sering anda menemukan kosa kata baru ketika menonton film bahasa inggris di televisi?)

    a) Always (Selalu)

    b) Often (Sering)

    c) Sometimes (Kadang-Kadang)

    d) Seldom (Jarang)

    e) Never (Tidak Pernah)

5. How often do you find the difficult grammatical structure when watching to English movies in Television?

(Seberapa sering anda menemukan kesulitan susunan grammar ketika menonton film bahasa inggris di televisi?)

    a) Never (Tidak Pernah)

    b) Seldom (Jarang)

    c) Sometimes (Kadang-Kadang)

d) Often (Sering)

e) Always (Selalu)

6. How often do you look up the dictionary to find out the meaning of word in the English movies in Television you have watched?

(Seberapa sering anda mencari kamus untuk mendapatkan arti kata didalam film bahasa inggris di televisi yang telah kamu tonton?)

   a) Always (Selalu)

   b) Often (Sering)

   c) Sometimes (Kadang-Kadang)

   d) Seldom (Jarang)

   e) Never (Tidak Pernah)

7. How often do you get vocabulary items while watching English movies in Television?

(Seberapa sering anda menangkap kosa kata ketika menonton film inggris di televisi?)

   a) Always (Selalu)

   b) Often (Sering)

   c) Sometimes (Kadang-Kadang)

   d) Seldom (Jarang)

   e) Never (Tidak Pernah)

8. How often do you understand the grammatical structure of sentences in the English movie in Television?

(Seberapa sering anda memahami susunan kalimat dalam film bahasaInggris di televisi?)

   a) Always (Selalu)

b) Often (Sering)

c) Sometimes (Kadang-Kadang)

d) Seldom (Jarang)

e) Never (Tidak Pernah)

9. How often do you repeat the expressions of the English movies in Television you have watched?

(seberapa sering kamu mengucapkan kembali percakapan yang ada pada film bahasa inggris yang telah kamu tonton?)

a) Always (Selalu)

b) Often (Sering)

c) Sometimes (Kadang-Kadang)

d) Seldom (Jarang)

e) Never (Tidak Pernah)

10. How often do you write down the expressions of the English movies in Television you have watched?

(seberapa sering kamu menulis ucapan yang ada pada film bahasa inggris di televise yang telah kamu tonton?)

a) Always (Selalu)

b) Often (Sering)

c) Sometimes (Kadang-Kadang)

d) Seldom (Jarang)

e) Never (Tidak Pernah)

11. How often watching English movies on television adds to the English vocabulary?

(seberapa sering menonton film bahasa inggris di televise menambah kosa kata bahasa inggris)

a) Always (Selalu)

b) Often (Sering)

c) Sometimes (Kadang-Kadang)

d) Seldom (Jarang)

e) Never (Tidak Pernah)

12. How often watching English movies on television adds to the mastery of good English pronunciation?

(Seberapa sering menonton film Bahasa Inggris di Telivisi menambah penguasaan pengucapan bahasa inggris yang baik)?

    a) Always (Selalu)

    b) Often (Sering)

    c) Sometimes (Kadang-Kadang)

    d) Seldom (Jarang)

    e) Never (Tidak Pernah)

13. How often watching English movies on TV helps English lessons?

(Seberapa sering menonton film Bahasa Inggris di Telivisi membantu pelajaran bahasa inggris)?

    a) Always (Selalu)

    b) Often (Sering)

    c) Sometimes (Kadang-Kadang)

    d) Seldom (Jarang)

    e) Never (Tidak Pernah)

14. How often watching English movies on television improves English mastery?

(Seberapa sering menonton film Bahasa Inggris di Telivisi meningkatkan penguasaan bahasa inggris)?

a) Always (Selalu)

b) Often (Sering)

c) Sometimes (Kadang-Kadang)

d) Seldom (Jarang)

e) Never (Tidak Pernah)

15. How much watching English movies other than on television every week?

(Seberapa banyak menonton film bahasa inggris selain di televisi setiap minggunya)?

a) >6

b) 5-6

c) 4-5

d) 2-3

e) <1