

# A CORRELATION STUDY BETWEEN WATCHING MOVIES HABITS AND VOCABULARY MASTERY

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**Abstract:** This research aims at finding out whether there is a significant correlation between the habit of watching English movies and vocabulary mastery at seventh-grade students of SMP Negeri 1 Colomadu. This research was conducted at the seventh grade of SMP Negeri 1 Colomadu in 2020/2021 Academic Year. The researcher used a correlational study which was conducted from December 2020 until May 2021 at the class of VII E. The study was divided into two phases, each of which included two meetings. Each meeting also included data collection through the use of a Google Form. In order to analyze quantitative data, the researcher used questionnaires and tests. Based on the result of the study, it showed that the coefficient of the correlation between watching movie habits and vocabulary mastery was 0.685 with the level significant 5% for the degree of freedom (df) = 29 the  $r$  table is 0.367, and the level significant 1% for the degree of freedom (df) = 29 the  $r$  table is 0.470. By using coefficient correlation, criteria 0.685 is classified to interval 0.600 – 0.800 in the indexes of correlation which is sufficient correlation. It means that  $r$ -observation ( $r_{xy}$ ) was higher than  $r$  table and it was concluded that there was a significant correlation between watching movie habits and vocabulary mastery at the seventh-grade students of SMP N 1 Colomadu in the 2020/2021 academic year.

**Keywords:** Vocabulary Mastery, Watching Movie Habits, Correlational Study

## INTRODUCTION

A movie can be used by a teacher to teach English language and skills as Ruusunen (2011) stated that movies are a versatile tool for foreign language teaching and they can be used in several different ways when teaching the different aspects of foreign languages, such as teaching oral communication, teaching writing, teaching vocabulary, teaching grammar and teaching culture.

Movies represent the use of authentic and natural language, as well as the actual setting as a representation of the real world, therefore the dialogue inside the movies also represents reality. Kusumardayanti (2004) states that movies provide exposure to “real language,” used in authentic settings and in the cultural context in which the foreign language is spoken. As a result, films can be

considered to expose students to actual spoken language that a textbook cannot.

According to Hornby (2010: 1677), watch is paying attention to what happens. It can be classified that movie as a type of video. Hornby (2010: 671) states that Habit is a thing that you do often and almost without thinking, especially something that is hard to stop. According to Umar (in Kainta, 2020) state that through vocabulary, we are able to create some sentences, perceive the passage and additionally categorical our ideas effectively and efficiently. When students speak or write, they utilize terminology to express their point of view.

For language learners, learning a new language can be a moment and a difficult task. According to Patel and Jain (2008: 16) Language is still largely learned by imitation, and good language is largely judged by its sound. A child learns his mother tongue by imitation. When a family member pronounces any word the child imitates that word and learns to speak by mother tongue. On the same principle, the English can be learned by imitation in class. A teacher should pronounce the word or sentence and ask students to pronounce it. Thus a student can learn English easily by imitation.

We can conclude from the quotation above that language can be taught by representing the character in the movie. Because the four English skills involve a lot of vocabulary, the learner can learn it through

watching movies. Watching a movie to learn a language will assist individuals to improve their knowledge.

Watching an English language movie can give you a better vocabulary. It will assist the viewer in understanding the meaning communicated by the speakers or performers in the film. To acquire a foreign language, students must gain a large vocabulary to communicate effectively and express their ideas orally and written to better understand what others mean.

Vocabulary mastering is essential for students learning English because it helps them to memorize words. It cannot be separated from the influences that watching English movies has on students' vocabulary and language usage. For example, if a student watches an English movie in their free time every day, their vocabulary may progressively grow, and the student can imitating the way the movie characters speak.

## **RESEARCH METHOD**

In this study, correlational research is used by the researcher with two variables namely watching movie habits and vocabulary mastery. Correlational research is a type of quantitative research which aims to identify whether and to what measure two or more quantifiable variables are related. However, it never establishes a cause-and-effect relationship. The relationship is

expressed by the correlation coefficient, which is a number between .00 and 1.00.

This study was conducted at SMPN 1 Colomadu on the seventh-grade student in the 2020/2021 academic year. It is located on Jl. Adi Sumarmo No.51, Krobyongan, Gawan, Colomadu, Karanganyar. This research was conducted from December 2020 until May 2021.

The population of this research was the seventh-grade students of SMP Negeri 1 Colomadu in the 2020/2021 academic year. The sample of this research was the VII E students of SMPN 1 Colomadu of 32 students. It consists of 32 students as a sample of the try-out and 31 students as the sample of the test.

The researcher chooses to use purposive sampling, it can be done by determining the sample that is estimated to be most suitable for collecting data and the researcher chooses one class among ten classes.

A research method that consists of a set of questions or other types of instructions aimed at obtaining information from respondents. The questionnaire is made up of 40 statements and was written in English. It is divided into several categories.

The objective of the vocabulary test is in the form of multiple-choice types. The researcher gives a score of the test by totaling the right answer. In order to measure the student's vocabulary level, the researcher

used the evaluation standard to score students.

Validity and Reliability of the Instruments. The instrument had been checked by the researcher, whether the instrument could be used or not to measure the habit of watching English movie and vocabulary mastery. The data were analyzed to identify the  $r$  value and the researcher compared the  $r$  value and  $r$  table.

Arikunto (2006) said the questionnaire items and the test were said to be valid if the  $r$  value is higher than the  $r$  table. In this research, researcher uses product moment in internal validity. The formula of product moment is as follow:

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

Where:

$r_{xy}$  : The coefficient correlation between x and y

n : Number of the student

x : The independent variable

y : The dependent variable

$\sum x$  : The sum of the score for each item scores

$\sum y$  : The sum of the scores for each student

## RESULT

The data of students' habit of watching movies are obtained by

questionnaire. The researcher used 35 items to try out a test. After the researcher computed and analyzed the data, there were 27 items to be valid and reliable. The researcher used 25 items for students' watching movie habit 29 questionnaire.

**Table 1.**

The Data Distribution of Students' Watching Movie Habit.

CLASSIFICATION	SCORE
The Highest Score	100
The Lowest Score	0
Score Range	56.5
Class Number	5
Class Interval	14

Table 1 shows the data distribution of students' watching movie habits. It was obtained that the highest score was 100, the mean was 56.5, and the lowest score was 0.

**Table 2.**

The Frequency Distribution of Students' Watching Movie Habit

Class Interval	Frequency
86-100	2
66-85	9
46-65	12
26-45	6
Under 25	2
<b>Total</b>	<b>31</b>

Table 2 represents the frequency distribution of students' vocabulary mastery. It indicates that the students who have the lowest score under 25 was 2 students. Students who have score 26-45 was 6 students. Students who have score 46-65 was 12 students. Students who have score 66-85

was 9 students and students who have score 86-100 was 2 students.

The researcher used 50 items to try out a test. After the researcher computed and analyzed the data, there was 43 item which are valid and reliable. The researcher used 40 items for the vocabulary mastery test.

**Table 3.**

The Data Distribution of Students' Vocabulary Mastery

CLASSIFICATION	SCORE
The Highest Score	97.5
The Lowest Score	17.5
Score Range	62.3
Class Number	5
Class Interval	14

Table 3 shows the data distribution of students' vocabulary mastery. It was obtained that the highest score was 97.5, the mean was 62.3, and the lowest score was 17.5.

**Table 4.**

The Level Measurement of Students' Vocabulary Mastery Test

Class Interval	Criteria	Frequency	Percentage
86-100	Excellent	5	16%
66-85	Good	13	42%
46-65	Enough	3	10%
26-45	Poor	6	19%
Under 25	Failed	4	13%
<b>Total</b>		<b>31</b>	<b>100%</b>

Table 4 shows the analysis of level measurement of students' vocabulary mastery. It was obtained that the students who have the lowest score under 25 was 4 students. Students who have score 26-45 was

6 students. Students who have score 46-65 was 3 students. Students who have score 66-85 was 13 students and students who have score 86-100 was 5 students.

After calculating the total scores of the variables of this study, students' watching movie habit (X) and students' vocabulary mastery (Y), the results of the data show that the correlation coefficient between the two variables is carried on to investigate the relationship between both of the variables. This is analyzed by using Pearson Product moment.

**Table 5.**

The Correlation Analysis Between Students' Watching Movie Habit (X) and Students' Vocabulary Mastery (Y)

X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
1752	1932,5	121050	115072	139044

Based on the table, the researcher uses the Pearson Product moment calculation and SPSS to analyze the data.

Correlations			
		X	Y
X	Pearson Correlation	1	.685**
	Sig. (2-tailed)		.000
	N	31	31
Y	Pearson Correlation	.685**	1
	Sig. (2-tailed)	.000	
	N	31	31

\*\* Correlation is significant at the 0.01 level (2-tailed).

**Figure 1.** SPSS Output

This is the result of the calculation from the data derived from variables X and Y. After

the score is obtained, it is compared with the score of r table ( $r_t$ ) with degrees of significance 5% and 1% as follows:

$$df = N - nr$$

$$= 31 - 2$$

$$= 29$$

Notes:

$df$  = Degree of freedom

$N$  = Number of cases

$nr$  = number of research variables

The researcher analyzed the data collected by using Pearson Product Moment Technique. The data is used to measure the correlation between students' watching movie habits and students' vocabulary mastery.

In this research, the researcher used the null hypothesis ( $H_0$ ) against the alternative hypothesis ( $H_a$ ) the hypothesis is stated as follows:

- $H_0 = r_{xy} < r_{table}$  = there is no significant correlation between watching movie habit (X) and students' vocabulary mastery (Y).
- $H_a = r_{xy} > r_{table}$  = there is a significant correlation between watching movie habit (X) and students' vocabulary mastery (Y).

Based on the explanation above, the calculation of  $r_{xy}$  is 0.685 and the score of  $df$  is 29. Then, the score  $r_{xy}$  is compared with the degree of significance 5% which shows that with the  $df=29$ , the  $r_t$  score which is obtained is 0.367, therefore,  $r_{xy} > r_t$ .

Meanwhile, the score  $r_{xy}$  is compared with the degree of significance 1% which shows that with the  $df = 29$ , the  $r_t$  score which is obtained is 0.470, therefore,  $r_{xy} > r_t$ . It caused the  $H_0$  (Null Hypothesis) is rejected and  $H_a$  (Alternative Hypothesis) is accepted. It means there is a significant correlation between students' watching movie habit and students' vocabulary mastery of the seventh-grade students of SMP Negeri 1 Colomadu in the 2020/2021 academic year.

## DISCUSSION

After analyzing the correlation between students' watching movie habits and students' vocabulary mastery, the researcher will discuss the result of the research. It emphasized more on finding the possible causes of the result in the research. The researcher conducted two tests to finding the data, there were try out and test for both of the variable students watching movie habits and vocabulary mastery.

### 1. The Data of Watching Movie Habits (X)

From the research, it was found that the highest score from the variable was 100. The students who had the highest score in watching movie habits also have the highest score in the vocabulary mastery test. It is stated that students who have a high habit of watching movies will have more new vocabulary mastery.

Meanwhile, the lowest score from this variable was 0. The students having these scores had no time on watching English movies and having low watching movie habits will have difficulties in understanding the meaning of words.

The situation is supported by Nurhanifah (2012), almost all of the students' problems in learning all English language skills. The students' most common problems in learning English were related to the problems in catching what is being spoken by the speaker, pronunciation, vocabulary, and so on.

The habits of watching movies support the learning of the English language through the delivery of the speakers. Students can imitate and produce the words based on the movie they watch. Students who have a high habit of watching movies can be easier to understand the meaning of words they hear.

### 2. The Data of Vocabulary Mastery (Y)

From the result of the research, it was found that the highest score was 97.5. The students that had the highest score in the vocabulary mastery test has enhanced their vocabulary by many factors, one of them with the habit of watching movies.

Meanwhile, the lowest scores was 17.5. The students having this score had less time watching English movies. The students have a difficulties to produce the words because they lack on vocabulary.

Based on the hypothesis test, the students who usually watching English movie habits, they have a high score in their vocabulary mastery and the students who rarely watching English movie, they have low vocabulary mastery. So, the researcher found that there was a positive correlation between watching English movie habits (X) and vocabulary mastery (Y).

Relative to Zainuddin (2015) In terms of the correlation, the study indicated that the student of SMAN 1 Anggeraja had a moderate correlation in their watching English movie habits and their vocabulary mastery. It showed a positive relationship between two variables, the higher students' habit in watching English movies, the higher students' vocabulary mastery.

### 3. The Data of Correlation Between Student Movie Habits (X) and Vocabulary Mastery (Y)

From the data of watching movie habits and students' vocabulary mastery, it can be seen that the result of watching movie habits was higher, it can be caused that watching a movie is an important factor in determining students' vocabulary mastery. According to Zulfa Radhia (2018) as in the previous research, there is correlation between frequency of watching English movies and vocabulary mastery. It was proved by the result of the computation of r-observation ( $r_{xy}$ ) using Pearson Product Moment correlation, which  $r_{xy}$  0.685 was higher than

rtable for the level of significant 1% for  $df = 29$  students the rtable was 0.470 and the level of significant 5% for  $df = 29$  students the rtable was 0.367.

Based on the hypothesis testing, the correlation both of the variable, watching movie habits as independent variable and vocabulary mastery as dependent variable shows that students' habit of watching movies has a positive relationship with the students' vocabulary mastery.

It could be seen from the students answer the result of the questionnaire and their test. The significant level of this study was 1% and 5%. The correlation of the collected data shows that coefficient of the correlation between watching movie habits (X) and vocabulary mastery (Y) was 0.685 with the level significant 5% for degree of freedom ( $df = 29$ ) the rtable is 0.367 and the level significant 1% for degree of freedom ( $df = 29$ ) the rtable is 0.470 which  $H_a = r_{xy} > r_{table}$ . It means that r-observation ( $r_{xy}$ ) was higher than rtable ( $r_t$ ) and it was concluded that the alternative hypothesis ( $H_a$ ) of this study was accepted, there was a positive significant correlation between watching movie habits (X) and vocabulary mastery (Y).

The researcher interprets the correlation coefficient by applying the index of correlation, as suggested by Arikunto (2004:213). The interpretation about the rate

of the correlation coefficient is formed by certain rule, are as follow:

**Table 6.**

Table of r Score Interpretation

The r score scale	Interpretation of r correlation
0.800 - 1.00	High Correlation
0.600 - 0.800	Sufficient Correlation
0.400 - 0.600	Fair Correlation
0.200 - 0.400	Low Correlation
0.000 – 0.200	Very Low Correlation

Based on the table above, it shows that the value of is going to be categorized by using coefficient correlation criteria. It shows that 0.685 is classified interval 0.600 – 0.800 in the indexes of correlation is Sufficient Correlation. Relative to Zainuddin (2015) In term of the correlation, the study indicated that the student of SMAN 1 Anggeraja had a moderate correlation in their watching English movie habits and their vocabulary mastery. It showed positive relationship between two variables, the higher students' habit in watching English movie, the higher students' vocabulary mastery.

## CONCLUSION

This research has objective to find out the students' watching movie habit in supporting students' vocabulary mastery, to find out whether the students' watching movie habit is good on students' vocabulary mastery, and to know the significant correlation between students' watching movie habit and students' vocabulary mastery

at the seventh grade of SMP N 1 Colomadu, Surakarta in 2020/2021 Academic Year.

From the result of the research, it can be concluded that there is a sufficient correlation between students' watching movie habit and students' vocabulary mastery. It is found the highest score of students' watching movie habit is 100, the lowest score is 0 and the mean is 56.6. It means that the students' watching movie habits can support the students' vocabulary mastery because the students can understand the words better.

The students understand more the meaning of words they hear and what the character on movies said. It also found the highest score of students' vocabulary mastery is 97.5, the lowest score is 17.5 and the mean is 62.3. They master vocabulary by watching English movies.

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