THE CORRELATION BETWEEN STUDENTS' HABIT OF WATCHING ENGLISH MOVIE AND THEIR VOCABULARY MASTERY (A QUANTITATIVE RESEARCH AT THE EIGHTH-GRADE STUDENTS OF SMP K BHARATA 2 JUMAPOLO IN THE 2022/2023 ACADEMIC YEAR)

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ABSTRACT

This study aims to analyze the form of correlation between students' habit of watching English movies and their vocabulary mastery at the eighth-grade students of SMP K Bharata 2 Jumapolo in the 2022-2023 academic year. The researcher used the quantitative method. The research gave a questionnaire consisting of 30 items and a vocabulary test to gather the data. The finding of this study indicated that there is a positive correlation between students' habits of watching English movies and students' vocabulary mastery. It is proven by the result of the calculation of r_{xy} 0. 549 > r_{table} in the significant table 5% (0.396) and 1% (0.505). Then it could be concluded that the alternative hypothesis (Ha) is therefore deemed to be accepted and the null hypothesis (Ho) is rejected. In this research, it could be concluded that there is a positive correlation of the research between students' habits of watching English movies and students' vocabulary mastery. That means the habit of watching English has an impact, the better student vocabulary mastery.

Key words: *Habit Watching English Movie, Vocabulary Mastery, Correlational Study*

INTRODUCTION

Vocabulary is a component of language that contains all information about the meaning and use of words in a language. According to Hornby (1995), vocabulary is the total number of words, which makes up the language. It can be defined that vocabulary as series of words that are formed into Language. It can be used as an early way to learn a foreign language. Vocabulary acquisition is a continuous process that can be improved through various methods such as reading, writing, and listening to spoken language. It is important to know what vocabulary is before discussing vocabulary mastery. Mastery of vocabulary is very important for students who are learning English as a foreign language. Because, basically in learning English or a foreign language, you must know the words. Mastery of vocabulary is support in speaking when communicating. Hornby (1995) as cited in Alqahtani (2015), defined the mastery of vocabulary as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject.

Problems in teaching vocabulary, vocabulary is the first step to being able to learn Language. Students often feel uncomfortable learning a second language in the classroom, to make students comfortable learning can be made interactive and interesting by introducing appropriate vocabulary exercises and using vocabulary teaching methods. Learning is not always done in the classroom, wherever we can learn. Similarly, students do not have to be teachers to be able to learn vocabulary. Wherever and whenever students can learn vocabulary. Watching English-language movies can provide students with a wealth of authentic language input, which can help improve their listening, speaking, reading, and writing skills. Additionally, it can also help students to become more familiar with different accents and dialects, which can help them to understand native speakers more easily. Students who like to watch movies can also increase their vocabulary. According to (Merriam, 2018), a movie is a recording of moving images that tells a story that people watch on a screen or television. Movies are used as a means of entertainment because most people interpret movies as "fun" things that can make you laugh, but sometimes there are tears that are created from watching movies. Watching English-language movies can provide this type of input, as learners can use their background knowledge and context clues to understand the language and make

connections to their own experiences. Additionally, research studies have shown that watching English-language movies can improve learners' listening, speaking, reading and writing skills, as well as their vocabulary and grammar. The habit of watching movies provides an opportunity for students to learn languages and add vocabulary. According to Ahmadi and Sholeh (2005), habit is the imitation of her/his self. It means that habits can illustrate one's personality.

The aim of this study, titled " A Correlation Study Between Students' Habit Of Watching English Movies And Their Vocabulary Mastery at The Eighth-Grade Students of SMP K Bharata 2 Jumapolo In 2022-2023 Academic Year", aimed to ascertain whether any vocabulary mastery proficiency and student habit of watching movies are correlated.

RESEARCH METHOD

The research would be conducted in SMP K Bharata 2 Jumapolo at Tengklik, Mojorejo, Mojoroto, Kedawung. Jumapolo, Karanganyar Regency, Central Java. This research uses correlation methods in quantitative design. According to Emzir (2009:28), The quantitative approach is one that primarily uses the postpositivist paradigm in developing science (such as thinking about causation, reduction to

variables, hypotheses, and specific questions using measurement and observation, and theory testing), using research strategies such as experiments and surveys that require statistical data. in the correlation method, researchers use correlation statistical tests to describe an. To complete the data and determine the ability of students' habits in watching movies and vocabulary masters, the researcher use the questionnaire and test vocabulary.

The instrument used in data collection is a questionnaire about the habits of watching a movie. The test will be given after the questionnaire. The test consists of a movie story that will omit some of its verbs. In the question, a table will be given containing the missing verbs in the story.

RESULT AND DISCUSSION
A. RESULT
1. Students' Habits of Watching English Movies

The researcher obtained data from the questionnaire in this study had 30 statements. Questionnaire in value with Likert scale according to Djaali (2008:28) The Likert scale is a scale that can be used to measure the attitudes, opinions, and perceptions of a person or group of people about an educational symptom or phenomenon. The Likert scale

is a psychometric scale commonly used in questionnaires and is the most widely used scale in research in the form of surveys. This scale has 5 options, namely : 1. (Never (tidak pernah/TP), 2. Ever (pernah/P), 3. Sometimes (kadang-kadang/KK), 4. (sering/S), 5.Very often (sangat sering/SS). Questionnaire results are described in a table,

Table 4 1 : the data of students' habit_watching movie (Variable X)

Score	Frequency	Percentage
20-35	1	4%
36-50	11	44%
51-65	10	40%
66-80	2	8%
81-95	1	4%
TOTAL	25	100%

From the data of students' habit watching movie (Variable X) table above that the students who get the lowest score are 20-35 have 1 student with a percentage of 4%, then in the highest score of 81-95 have 1 student with the lowest percentage count of 4%. To get this score, the researcher used the questionnaire with 30 statements.

2. **Student' Vocabulary Mastery**

Students' vocabulary mastery as a dependent variable (Y). To find out the value of students' vocabulary mastery, researchers conduct a written test related to movie stories. Students are asked to fill in omitted verbs.

Table 4 2 : The Data of Students' Vocabulary Mastery (variable Y)

Score	Frequency	percentage
10-25	9	36%
26-40	6	24%
41-55	2	8%
56-70	7	28%
71-85	1	4%
TOTAL	25	100%

The table above illustrates the group scores of students' vocabulary mastery. Can be seen from the lowest score but being the highest percentage is in the score, namely 10-25 there are 9 students with a percentage of 36%, then the score of 26-40 there are 6 students, the percentage is 24%, then there is a score of 41-55 there are 2 students in this score with a percentage of 4%, then there are 7 students who are on a score of 56-70 with a percentage of 28%, and the highest score of 71-85 is owned by 1 student with the lowest percentage of 4%.

B. **DISCUSSION**

1. **Students' Habits of Watching English Movies**

After conducting research and data processing, researchers can get a recapitulation of data that can be analyzed and can be discussed from the data obtained. The data is calculated using the formula = number of student scores, divided by the maximum score, then in times 100. The total score of 25 respondents was 1315.

Table 4 3 : The result of students' habit of watching english movies.

N	25
Mean	52.60
Median	52
Range	60
Mode	48
Standart Dev	163.417
Minimum	34
Maximum	94

Calculations using the SPSS program show that the mean score of student learning outcomes is 52.60, the median is 52, the range is 60, the minimum value of student motivation is 34 and the maximum student motivation value is 94.

Based on the statistical results obtained, it has been divided into two, namely the highest movie-watching habit and the lowest movie-watching habit. Students who are categorized with the lowest score are below 60, and students with the highest score are above 60, therefore the mode of the score above is 60 This means that some students have a habit of watching movies and some students are not very interested in watching English movies, because there are still many students who have below-average scores.

2. Student's vocabulary Mastery

After conducting research and data processing, researchers can get a recapitulation of data that can be analyzed and can be discussed from the data obtained. The data is calculated using the formula = number of student scores, divided by the maximum score, then in times 100. The total score of 25 respondents was 974.

Table 4 4: the result of vocabulary mastery test

N	25
Mean	38.96
Median	26.00
Range	62
Standart Dev	18.100
Minimum	11
Maximum	73

Using the SPSS program shows that the mean score of students is 38.96, the median is 26.00, the range is 62, the minimum score of students in the habit of watching English movies is 11, and the maximum score of students in the habit of watching English movies is 73.

3. A Correlation Study Between Students' Habit of Watching English Movie and Students' Vocabulary Mastery

After obtaining the two data, the researcher carried out the next step, which is to determine whether the two data on the habit of watching movies (X) and vocabulary mastery (Y) are correlating or not. The value of the student's habit of watching English movies and vocabulary mastery is related to Pearson's Product Moment formula with the calculation result $r_{xy} = 0.549$.

Table 4 5 : The Output of product-moment correlation

		X	Y
X	Pearson Correlation	1	.549**
	Sig. (2-tailed)		.004
	N	25	25
Y	Pearson Correlation	.549**	1
	Sig. (2-tailed)	.004	
	N	25	25

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

After finding the r_{xy} value with calculations using the formula Pearson's Product Moment. Researchers interpret the value of r_{xy}. The results of the analysis of the habit of watching English movies (X) data and vocabulary mastery (Y) values, from the table the correlation table between variable X and variable Y are 0.549. which means that both variables have a correlation or relationship in the medium numbers. Looking from the simple interpretation with "r" Product Moment (r_{xy}) in the following table follows:

Table 4 6 : The Simple Interpretation of rxy

"r" Product Moment (r_{xy})	Interpretation
0.00 – 0.20	Very low
0.20 – 0.40	Weak
0.40 – 0.70	Medium
0.70 – 0.90	High
0.90 – 1.00	Very High

It is seen from the table that with the value of $r_{xy} = 0.549$, it is at intervals of 0.40-0.70. This suggests that this study is at the medium level. With this, the conclusion is that there is a medium-level correlation between students' habit of watching English movies and students' vocabulary mastery. After performing the rxy calculation, the researcher performed the calculation of the t_{count} and t_{table} to find its significance. The result of the calculation of the t count and t_{table} is 2.06866. Then look for t_{table}, with obtained (degree of freedom) Df = 29.

CONCLUSION

Research using two variables with the title *the correlation between students' habit of watching English movies and students' vocabulary mastery*. The purpose of this study was to determine the relationship between students' habits in watching English movies and vocabulary mastery in eighth-grade students of SMP K Bharata 2 Jumapolo. Researchers can point out that:

1. Students' vocabulary mastery of eighth-grade students of SMP K Bharata 2 Jumapolo do the test from movie story and can be concluded that by habit of watching movie can increase the students' vocabulary mastery. It can be seen from the mean score of the vocabulary test.

2. Implementing watching English movies a habit and used as a platform for students to learn English in the eighth grade of SMP K Bharata 2 Jumapolo with a Questionnaire about habits of watching movies. With habit of watching English movies, students will be interested in learning English by watching movies. However, it will be more fun if students can watch their

favorite movies and can learn English at the same time.

From students' habit of watching English movies. The researchers concluded that this study answers the question "is there a correlation between students' habit of watching English movies and students' vocabulary mastery in the eighth grade of SMP K Bharata 2 Jumapolo in the 2022/2023 school year?" The answer is that there is a positive correlation at the medium level between students' habits of watching English movies and students' vocabulary mastery. Variable X

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