

RELATIONSHIP BETWEEN HABIT IN WATCHING ENGLISH MOVIES AND VOCABULARY

Paula Anastasia¹⁾, Mawardin M. Said²⁾, Maf'ulah³⁾

^{1,2,3)} English Education Study Program, Faculty of Teacher Training and Education
Tadulako University, Palu

*paulaanastasia7@gmail.com

ABSTRACT

This research aimed to identify the relationship between habit of watching English movie and vocabulary of grade VIII students' at SMP Negeri 6 Palu. It applied correlation research with a quantitative data approach. Students of Class VII-A, which consisted of twenty-five students, were selected as the sample for this research using the purposive sampling technique. The instruments of this research were questionnaires, vocabulary tests, and the SPSS 26th version. The result of data analysis using the correlation coefficient product moment and SPSS 26th indicated the relationship between students' habit in watching English movies and vocabulary is positive in the high category of relationship (0,702) with a significant level ($\alpha = 0.05$). Then, comparing the value of the r -counted, which is higher than the r -table, indicates that students' habits of watching English movies contribute to their vocabulary. Therefore, students with a high frequency of habits in watching English movies have a higher probability of gaining a lot of new vocabulary.

Keywords: Relationship; Habit; Watching; English; Movie; Vocabulary

INTRODUCTION

Vocabulary refers to all the words people use to communicate to help them express and understand ideas as precisely as possible. Wilkins (1972:111-112) states, "Without grammar, very little can be conveyed, but without vocabulary, nothing can be conveyed." —which means the learners can still understand the language even if they know nothing about grammar. Still, they cannot understand anything if they know nothing about vocabulary.

In the 2013 curriculum for Junior High School, learning English focused on studying texts and grammar. Most of the learners face difficulties in learning English, especially vocabulary. The researchers realized that teaching English nowadays has become more challenging than ever. Most of the problems that learners face are caused by their lack of vocabulary and disinterest in English.

There are two learning strategies for learning vocabulary; they are conventional and visual. Conventional is the simple strategy commonly used in the teaching and learning process in the classroom; visual strategies are the learning process that can be done everywhere, such as playing games, watching movies, and listening to music.

In this study, the researchers were interested in watching English movies as a learning source of media. A movie is used not only for entertainment but also for education. As Harmer (2001:282) states "a movie can be used as a visual aid in the teaching and learning process." Students may find it easier to memorize words if they learn them through movies. Based on the reason above, the researchers intended to find out students' habits in watching English movies and their relationship to the vocabulary of grade VIII students at SMPN 6 Palu.

METHOD

The researchers used a quantitative approach with a correlation method. The population was the eighth grade of SMPN 6 Palu, consisting of 180 students. Using a purposive sampling technique, the researchers took class VIII A as the sample of 25 students.

Questionnaires and vocabulary tests were used to collect the data. Then, the SPSS 26 to analyze the correlation between both variables. Ten items of the questionnaire related to the frequency of students' habit in watching English movies. Each of the questions had five options with different scores and interpretations as follows: never(1), seldom(2), sometimes(3), often(4), and always(5). The vocabulary test was in the form of multiple choice with four options; a,b,c, and d. it consisted of 20 numbers which are about content words(noun, verb, and adjective). To indicate the level of students' habit in watching English movies and vocabulary, the researchers used the category of range as follows:

Table 1 – Categories of questionnaire score

Category	Interval
Very poor	25-39%
Poor	40-54%
Enough	55-69%
Good	70-84%

Very good 85-100%

Source: Sari (2014)

Table 2– Classification of Students' Score in Vocabulary

No.	KKM	Interval	Category	Qualification
1.	70	90-100	Very Good	Successful
2.		80-89	Good	Successful
3.		70-79	Fair	Successful
4.		50-69	Poor	Failed
5.		0-49	Very poor	Failed

Mustakim & Ismail (2018)

After the habits of watching English movies and vocabulary mastery were collected, the researchers would correlate the X and Y variables data by using the Pearson Product Moment coefficient of correlation. Then, the result was interpreted using a score of the product moment by Best and Khan (2013).

Table 3 – Interpretation of corelation coefisien

r score scale	Interpretation
0,00 – 0,199	Negligible
0,20 – 0,399	Low
0,40 – 0,599	Moderate
0,60 – 0,799	High
0,80 - 1,000	High to very high

Best and Khan (2013)

After obtaining the *r* score next, the researchers tested the hypothesis using the significance of coefficient correlation formula, which was conducted by Best and Khan (2013) with the following criteria: If the *r*-counted is higher than the *r*-table it indicated that there is a positive relationship between students' habit in watching English Movie and vocabulary. In other words, the hypothesis of this research was accepted. Meanwhile, if the *r*-counted is lower than *r*-table, it means the hypothesis was rejected. Certainly, there was no relationship between the both variables.

RESULTS AND DISCUSSION

RESULTS

The questionnaires revealed that the highest score among students was 80 out of a possible 100, and the lowest score was 20. As a result, there was a 60-point difference between the highest and lowest scores.

Table 4 – Frequency and Percentage of Students' Habit in Watching English Movie

Score Classification	Category	Frequency	Percentage
25-39	Very poor	1	4.0%
40-54	Poor	0	0.0%
55-69	Enough	5	20.0%
70-84	Good	19	76.0%
85-100	Very good	0	0.0%

Total	25	100%
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Table 5 – Mean Score of Students' Habit

Variable	Mean Score	Category
Habit in Watching English Movie (X)	70	Good

The students' vocabulary scores were divided into five groups, as shown in table below. Then, based on the testing results, 12 students were classified as very good, 7 as good, 4 as fair, and 2 as poor. Two students failed the test because their scores did not meet the criterion minimum of completeness (70) for the VIII grade students at SMPN 6 Palu. Students obtained a total score of 2100 with an average acquisition score of 84 on the vocabulary test, indicating that students' performance on this test was good.

Table 6 – The Frequency and Percentage of Students' Vocabulary Test

KKM	Interval	Category	Qualification	Frequency	Percentage
70	90-100	Very Good	Successful	12	48.0%
	80-89	Good	Successful	7	28.0%
	70-79	Fair	Successful	4	16.0%
	50-69	Poor	Failed	2	8.0%
	0-49	Very poor	Failed	0	0.0%
Total				25	100%

Table 7– Mean Score of Students' Vocabulary Test

Variable	Mean Score	Category
Vocabulary (Y)	84	Good

The researchers used the product moment formula and SPSS 26 to double-check the calculations of the correlation between students' habit in watching English movies and vocabulary. This program aims to determine whether the researchers' manual calculations were correct and avoid mismatching calculations between the scores that the researchers had counted. The following is a description of the SPSS calculation:

Table 8 – SPSS' Calculation Result

		X	Y
X	Pearson Correlation	1	.702**
	Sig. (1-tailed)		.000
	N	25	25
Y	Pearson Correlation	.702**	1
	Sig. (1-tailed)	.000	
	N	25	25

** . Correlation is significant at the 0.05 level (1-tailed).

The result of the SPSS program above shows the correlation between the two variables was 0.702, which was identical to the manual calculation's result. it indicates a high degree of positive correlation.

Next, the researchers used Best and Khan's (2013) formula to test the significance of the relationship. According to the criteria hypothesis, if the t_r or r -counted is greater than the r -table, the hypothesis of this research is accepted, and vice versa. The outcome of r -counted was 4,742. In this case, the r -table was determined by looking at the table significance of 5% or 0.05 with the degree of freedom 25 ($df=N$), which is 0,396. Meaning, the r -counted was more significant than the r -table ($4,724 > 0,396$). As a result, the alternative hypothesis is automatically accepted. In other words, a positive and significant relationship exists between students' habit of watching an English movie and their vocabulary.

DISCUSSION

The results of this study show a positive relationship between students' habit in watching English movies and their vocabulary, which is categorized as a high level of relation. The researchers used Pearson's Product Moment Correlation Coefficient formula to determine the relationship between the habit of watching an English movie (X) and the vocabulary test (Y). After the measurement was completed, it was discovered that the score of r_{xy} falls into the high category, with a value ranging between 0,60-0,79. Although the students' scores are not particularly high, they are consistent. The range of scores between the questionnaire and the test is not too far. The consistency of the score influences the outcome of the study, ranging between the two variables.

The first result was obtained from the questionnaire, which was about the frequency of their habit in watching an English movie. The questionnaire results show a variety of responses from twenty-five students, with the majority believing that watching an English movie helped them learn new vocabulary. It was proven by the result of the questionnaire in Table 4.1, which shows that the frequency of students who answer "1 or never" in each questionnaire is <5% of the total responses, and the average responses show that their frequency of watching English movies contributes to their vocabulary.

Watching movies entertains students and encourages them to enjoy learning English. In line with Ilham (2018) who points out that the film is used for entertainment and educational purposes. Films typically include audio and visuals with text that can assist students in understanding the meaning of new words. Students will be able to learn English vocabulary, expressions, and idioms from the actors and actresses in the film. They can imitate the dialogue in English films and develop their vocabulary. This statement is supported by looking at the results

of questionnaire number five, which asks about how often they found new vocabulary while watching English movies, for example, it can be seen that almost all of the students met new vocabulary while watching an English movie in line with statement by Resti, Siswanto, and Sarosa (2017:90). "By watching movies, people either directly or not will learn many vocabularies. People will learn how to pronounce, accent, meaning, and how to write the words."

The majority of students also state that they sometimes make a note of the unfamiliar words and phrases they find in the movie. These questionnaires show that movies bring an enjoyable learning environment, encouraging students' attention to learn vocabulary. Students also tend to search for the meaning of unfamiliar words they find in a dictionary on their own, unconsciously, because they are interested in doing so and it comes from their own curiosity, thus they are motivated to find its meaning. This statement is supported by Luo (2004) and Kusumarasdyati (2004), who both state movies also catch the learners' interest and can increase their motivation to learn.

Moreover, the majority of students respond sometimes, often, and always to the question about how often they understand phrases or expressions they see in the English movies that they watch, indicating that the majority of them can still understand phrases or words they encountered in the movie, despite the fact that they are unfamiliar with them. That is because students can see the language in action when they watch a movie, as Harmer in Purnama (2018:19) stated: "One of the main advantages of movies is that students are not only listening to the language, but they can also see it."

Furthermore, the researchers gave the students a vocabulary test after they finished giving them the questionnaire. This vocabulary test evaluated the students' vocabulary knowledge, especially these parts of speech: nouns, verbs, and adjectives. Results of the vocabulary test show that students' achievement in this test was in a good category, in other words, students with high levels in the frequency of habit in watching English movies in line with their vocabulary achievement.

When the outcomes of each noun test in the table are investigated, it is discovered that the lowest levels of engagement achieved by students on tests of nouns concerned with the part of the body. It indicates that students know less about body parts than any other type of

noun. Next, the researchers will discuss the result of the adjective test. Students demonstrated a lower level of engagement that was about different types of tastes. It could be because the students rarely use or hear the types of taste words, making it difficult for them to determine which of the four options has the taste of sugar. Test number thirteen was also about taste, and most answered correctly because the keyword " delicious " is commonly used in students' daily activities. As stated by Beck, McKeown and Kucan (2002) this kind of word is in the tier one level of vocabulary or the essential words used or heard often in everyday conversation, which makes it familiar to the students.

Therefore, for the verb test, most of the students face difficulties in answering the test related to the form of verb-2 and irregular verbs. It was challenging for the students to comprehend what was being conveyed. To summarize, students struggled the most on the verb test. It was clear from the data that the students' collections of adjectives and nouns were far more comprehensive than their verb collections. In line with Ellis and Beaton cited in Webb (2020:129), "nouns are easier to learn than verbs regardless of the learning method." For example, in this case, students know that English from the word *kalah* (verb 1) is lost, but it is uncommon for students to change into verbs 2 and 3, which are lost and lost as well. Thus, from the total sample, only two of them failed the vocabulary test because they did not meet the minimum criteria of completeness.

Besides the habit in watching English movies, other factors influence students' vocabulary improvement. Oxford (1990) states that motivation, attitudes, language anxiety, self-confidence, language aptitude, family size, and personality variables all play a role in language learning. Motivation is one of the most critical factors that affect students' language learning achievement. According to Gardner and Smythe (1981), there are three distinct but interrelated constructs: integrativeness, attitudes toward learning situations, and motivation. Of these, only motivation directly impacts the level of success in learning a second language.

CONCLUSION

The relationship between habit in watching English movies and the vocabulary of grade VIII students at SMPN 6 Palu is positive and significant in the high category. It is proved by the correlation coefficient between habit in watching English movies and students' vocabulary. The t-

counted value greater than the critical value of the r-table proves that the relationship between the variables is significant. It was demonstrated that the students' habit of watching English movies contributed to their improvement in vocabulary.

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