

The correlation between students' frequency of watching English movie and students' vocabulary knowledge

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ABSTRACT

This research was aimed to know : “There was significant correlation between students' frequency of watching English movie and students' vocabulary knowledge at SMAN 15 Bandar Lampung in 2020/2021 academic year. The researcher methodology of this research was a quantitative. The population of the research was the twelve grade students of SMAN 15 Bandar Lampung in 2020/2021 academic year, the number of students was 35 students. The researcher gave a questionnaire to know students' frequency of watching English movie, and test to know the students' vocabulary knowledge. The data that has been gathered was analysed by Pearson Product Moment Correlation. Data Analysis shows that there is significant correlation between two variable since $p < 0.05$ ($p = 0.345$). It can be happened because most of students use their time to watching English movie and it can enrich their vocabulary.

Keywords: *Frequency of Watching English Movie, Vocabulary Mastery*

I. INTRODUCTION

In Indonesia, English is considered the first foreign language to be learned, the Indonesian government has chosen English as a first foreign language to be taught in schools. In formal education, English is taught from elementary school until universities. As a subject of learning process, English is considered as one of a subject that less comfortable by the students.

As a part of language components, vocabulary has an important role in learning English. Without mastering vocabulary, it is impossible to master English well. The students who get more vocabulary, they can improve their English Language easily. Teaching English in conventional ways is not an easy task. When students find new difficult words, they have to open a dictionary to get the meaning. Students need alternative sources to enjoy the learning of vocabulary. Therefore, the teacher must provide the media in order to help the students enriching their vocabulary.

Brett and McKay (2012) state that by building vocabulary, we can get the ability to say what we mean; help us in understanding other people, in understanding what we read, in becoming a more informed and involved citizen, in communicating effectively; can bolster the ability to grasp ideas and think more logically and incisively; boosts powers of persuasion, and help us in making a good impression on others. Therefore, the learner of a foreign language should think more about building vocabulary as many as possible before starting to master language skills.

Everyone has their habits. Some student uses it to fill their free time, explore their own potential, their daily needs, and even learn about something to get used to. Habits are routine behaviors done on a regular basis. They are recurrent and often unconscious patterns of behaviors and are acquired through frequent repetition. Many of these are unconscious as we don't even realize we are doing them. So, we can see that habits define our character and our usual behaviors, and because they are repeated frequently, we became 'better' at them.

In brain research, habituation is a case of non-acquainted learning in which there is a dynamic lessening of social reaction likelihood with a reiteration of a boost. It is presuming that habitual learning is learning by using repetition in a method of learning. The students accomplish something repeatedly and over again and these activities are utilized as a way of learning something to improve their accomplishment. To put it plainly, habitually learning by using habit. Some Indonesian students presumably prefer to use their habits in watching English movies to enrich their vocabulary.

Nowadays, people love to watch anything in order to entertain them, get information, or even learn something from it. Based on the researcher's experience, from movie, we can learn something new like vocabulary especially, from the English movies. Most people also have different frequencies of watching English movies.

By watching English movie students able to learning language, able to improve knowledge, enrich the information, etc. In this era, people not only use a movie as entertainment but also in pedagogic purposes. An experiment conducted by Ismaili (2013) shows that movies can develop students' listening and communication skills. Ismaili noted that watching movies in foreign languages give benefits for students, such as (1) their ability in understanding spoken language increases, (2) their pronunciation improves (3) they acquire new vocabulary, (4) they can develop students' self' expression ability, and (5) they unconsciously adapt to the language's grammatical forms and sentence patterns in context. Furthermore, Al-Sarhan (2013) states that watching movies can improve students' vocabulary knowledge. Students may have good vocabulary achievement with a high frequency of watching English movies. Conversely, the students with a low frequency of watching English movies may have less vocabulary knowledge. The more they watch English movies, the more vocabulary they get.

To know the students' frequency of watching English movies, it can be measured by using the close-ended questionnaire. The questionnaire consists of three phases, those are students' frequency of watching English movies, students' repetition of watching English movies, and the last is students' behavior of watching English movies.

II. METHODS

This research used quantitative method which used ex-post facto design. The researcher investigated whether there was correlation between students' frequency of watching English movie and students' vocabulary knowledge. The instruments of this research were vocabulary test and questionnaire. The researcher took one class through purposive sampling of this research. The population of thus research were the third year students of SMAN 15 Bandar Lampung and the sample was XII science 1 consisted of 35 students. The researcher conducted the vocabulary test to measure the students' vocabulary knowledge. After giving the test, the researcher gave the questionnaire to measure the students' frequency of watching English movie . then, the researcher find theresult of the correlation by using *Pearson Product Moment*.

III. RESULTS AND DISCUSSIONS

Results

After conducting the research, the researcher gathers the results of vocabulary test and questionnaire.

Table 1. The Result of Students' Vocabulary Test

HIGH	76-100	7 RESPONDENTS
MODERATE	60-75	24 RESPONDENTS

LOW	45-59	4 RESPONDENTS
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Table 1 shows that 31 of the students have reached the required size of vocabulary. It was proved 20 % of the students achieved score in high category (76-100). Yet, it showed that the 69 % third grade students at SMAN 15 Bandar Lampung were had average size of vocabulary and 11 % students had minimum vocabulary size.

Table 2. Result of Students' Questionnaire

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
frequency	35	8	17	2.618	2.161
repetition	35	8	14	2.582	1.827
behaviour	35	8	13	2.283	1.521
Valid N (listwise)	35				

The table shows that students frequency got the highest mean score (2.618). On the other hand, students' behaviour of watching English movie got the lowest mean score (2.283) among the two factors. It shows that students' frequency of watching English movie has the biggest affect towards students' vocabulary knowledge

Table 3. The Correlation Between Students' Frequency of Watching English Movie and Students' Vocabulary Knowledge

		Correlation Pearson Product Moment	
		questionnaire	vocabularytest
questionnaire	Pearson Correlation	1	.342*
	Sig. (2-tailed)		.045
	N	35	35
vocabularytest	Pearson Correlation	.342*	1
	Sig. (2-tailed)	.045	
	N	35	35

*. Correlation is significant at the 0.05 level (2-tailed).

From the result of calculation, it was found that the coefficient correlation between students' frequency of watching English movie and students' vocabulary knowledge was 0.342 at the significant level of 0.05, which meant that there was a correlation between students' frequency of watching English movie and their vocabulary knowledge.

Discussions

1. Students' Vocabulary Knowledge

Based on the result of students' vocabulary test, the students' mean score was 70,02 which considered as a good score. With the mean score above, it shows that students' vocabulary knowledge of the third grade at SMAN 15 Bandar Lampung was qualified in the medium level. With the score above, it also can be a assume that the students are able to comprehend 80% text coverage.

There are several factors that make students' mean score was in the medium level. Students' background knowledge can be the factor that affect students' vocabulary knowledge. If the student had been known some vocabulary at first, it is possible that the students are able to understand and

answer the test easily. On the other hand, if the students had no background knowledge about English, they will find it difficult to comprehend and answer the vocabulary test.

Next, the students' motivation toward English also become one of the factors that affect students' vocabulary knowledge. The higher the level of students' motivation towards learning English, it will have positive effect on their ability to understand English words.

2. Students' Questionnaire

Based on the result of the students' questionnaire, it can be concluded that students' frequency of watching English movie is the most aspect that make the correlation significant. Students' nowadays spend their time to watch English movie and they have their own time to watch the movie, to get a new vocabulary and to gather more information about grammar that mostly used in the movie. Sometimes, they also find new difficult words from native speaker. Indirectly, students will learn about English vocabulary by watching movie.

3. Correlation Between Students' Frequency of Watching English Movie and Students' Vocabulary Knowledge

From the data analysis above, it can be inferred that there was significant correlation between students' frequency of watching English movie and Students' vocabulary knowledge. The result showed that the frequency of watching English movie was correlated with their vocabulary knowledge.

There is significant correlation because Students' habit in watching English movie is a possible way to enrich their vocabulary. Interest in watching movies can lead students to learn vocabulary more often and more repetition in an activity might form a habit. Students who likes watching English movies usually will learn to those movies again and again. By doing so, the habit of watching English movies will form in students' mind. It can give opportunities to the students to study vocabulary of the language. It means that quite effective and very fun especially for the students who have a hobby of watching English movie.

Ismaili (2013) states that movie as a video material can also be used as a media in classroom learning. When teachers bring movie into their English classroom, students can directly acquire a great amount of cultural background information and emotional attitudes about the learning materials. Therefore, they could increase their knowledge in language learning. Movie as a video form also can be more motivating than other forms of authentic material. Christopher and Ho (1996) provide another reason, it can be entertaining. Music and setting elements can make for an enjoyable experience by learners. Video movies provide topics and ideas for learners to discuss.

The previous research that used movie was from Zainuddin (2016) with the title "The Correlation Between Students' Habit in Watching English Movie and Vocabulary Knowledge at The Second Year of SMAN 1 Anggeraja". The objectives of this research was to find out whether there is a correlation between students' habit in watching English movie and vocabulary knowledge. The result of the analysis showed that there was significant correlation. The different was this research used habit in watching English movie while my research used the frequency of watching English movie. Another research was conducted by Zulfa (2018) with the title "Correlation Between Frequency of Watching English Movies and Vocabulary Knowledge of The Eleventh Grade Students of Riyadhul Jannah Kuala Tungkal". The objectives of this research was to evaluate whether the frequency in watching English movies correlates with students' vocabulary knowledge. The SPSS program is used to find out the statistical correlation between students' frequency of watching English movie and their vocabulary knowledge. The result from SPSS Programs shows that there is high correlation between students' frequency of watching English movies and their vocabulary knowledge. It is in line with this research, that also used the SPSS Programs and the result also show that there is high correlation between students' frequency of watching English movie and students' vocabulary knowledge. And the last research was conducted by Gultom (2017) with the title "The Correlation Between Students' Habit In Watching English Movie And Their Vocabulary Knowledge At MTs. Islamiyah YPI Batang

Kuis In 2016/2017 Academic Year”. This research was aimed to know: “There was significant correlation between students’ habit in watching English movie and their vocabulary knowledge MTs. Islamiyah YPI Batang Kuis in 2016/2017 academic year. And the last research coming from Al-Sahran (2013) with the title “The Effect of Using Movies In Teaching Vocabulary”. This research aims to find out whether or not using movies in teaching vocabulary have significant effects in the learning test, whether or not this research has significant effects in the retention test, and whether or not using movies have the effect of attracting students’ attention. The findings of the study show that using movies in teaching vocabulary is better than the traditional strategy in the learning test. When movies are used in the classroom, the general atmosphere is going to be changed to the better. They begin to think of having fun rather than just to learn.

The differences between this research and the previous research it was found that the frequency of watching English movie has the biggest affect among the three aspects—the repetition and behaviour. As we seen from the questionnaire, the students spending more than 2 hours of watching English movies. This activity is what they routinely do in a week. while previous studies have shown behaviour to be the highest aspect that affects the high correlation that occurs more than the other aspects. Even so, it is still concluded that the frequency of watching movies is one of the activities outside of learning that has a big influence in improving one’s vocabulary skills.

From those research it can be concluded that using English movie to increase students’ vocabulary knowledge is an effective way. Besides students can enjoy it, they also can get many information from the movies. The researcher found the positive correlation between students’ frequency of watching English movie and vocabulary knowledge and the result can be recommended to the teacher as a media of teaching vocabulary.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the result of data analysis and discussions, the researcher draws conclusions that there is significant correlation between students’ frequency of watching English movie and students’ vocabulary knowledge. It can be seen from the result the correlation was 0.342 at the significant level of 0.05, which meant that there was a correlation between students’ frequency of watching English movie and their vocabulary knowledge.

Suggestions

Regarding the several conclusions above, the researcher would like to propose some suggestions. Firstly, Teacher have to be more creative and selective on choosing a method in learning process. Teachers have to know what students need and want in learning process so they will be more enjoy and feel comfort during the process. The use of media is one of learning method that must be capable by the teacher. By using media, the teacher will be more helpful in teaching process because it can make students more interested to the material that the teacher wants to deliver.

Secondly, It is suggested for other researcher to complete this research by conducting other research by using English movie. Based on the explanation, the writer would like to suggest other researcher that this research will be useful as additional reference. The writer hopes that schools can add more facilities such as audio visual media so that the teachers and students will be enjoy and it is also maximize the learning process.

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