THE CORRELATION BETWEEN STUDENTS' HABIT IN WATCHING ENGLISH MOVIE AND VOCABULARY MASTERY

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ABSTRACT: Watching English movie is repeatedly done to enrich students' knowledge especially vocabulary. The vocabulary mastery is vital to learn English. The objectives of this study were to find out whether or not there was a significant correlation between habit in watching English movie and vocabulary mastery of the tenth-grade students at MAN 2 Palembang. It was also found out how much habit in watching English movie contributes toward vocabulary mastery of the tenth-grade students at MAN 2 Palembang. This study involved 77 students as the sample chosen by using purposive sampling. The data were collected by using habit in watching English movie questionnaire and vocabulary mastery test. It was found that there was a significant correlation between habit in watching English movie and vocabulary mastery of the tenth-grade students at MAN 2 Palembang since the p-value (0.024) was lower than 0.05. It can be stated that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. Then, the *r* value was 0.836 that showed high correlation between students' habit in watching English movie and vocabulary mastery. It is assumed that watching English movie gave contribution to vocabulary mastery as much as 41.9 %. In conclusion, there is a positive correlation between students' habit in watching English movie and vocabulary mastery.

Keywords: *correlation, English movie, vocabulary mastery.*

KORELASI ANTARA KEBIASAAN SISWA DALAM MENONTON FILM BAHASA INGGRIS DAN PENGUASAAN KOSAKATA

ABSTRAK: Menonton film berbahasa Inggris berulang kali dilakukan untuk memperkaya pengetahuan siswa terutama kosa kata. Penguasaan kosakata penting untuk belajar bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan yang signifikan antara kebiasaan menonton film berbahasa Inggris dan penguasaan kosa kata siswa kelas X di MAN 2 Palembang. Ditemukan pula seberapa besar kontribusi kebiasaan menonton film berbahasa Inggris terhadap penguasaan kosa kata siswa kelas X di MAN 2 Palembang. Penelitian ini melibatkan 77 siswa sebagai sampel dengan menggunakan purposive sampling. Pengumpulan data dilakukan dengan menggunakan kuesioner kebiasaan menonton film berbahasa Inggris dan tes penguasaan kosakata. Ditemukan bahwa ada hubungan yang signifikan antara kebiasaan menonton film berbahasa Inggris dan penguasaan kosa kata siswa kelas X di MAN 2 Palembang karena p-value (0.024) lebih rendah dari 0.05. Dapat dinyatakan bahwa hipotesis nol (Ho) ditolak dan hipotesis alternatif (Ha) diterima. Kemudian, nilai *r* adalah 0.836 yang menunjukkan hubungan yang tinggi antara kebiasaan siswa dalam menonton film berbahasa Inggris dan penguasaan kosa kata. Diasumsikan bahwa menonton film berbahasa Inggris memberikan kontribusi terhadap penguasaan kosa kata sebesar 41.9%. Kesimpulannya, ada korelasi positif antara kebiasaan siswa menonton film berbahasa Inggris dan penguasaan kosa kata.

Kata Kunci: *korelasi, film bahasa Inggris, penguasaan kosa kata.*

INTRODUCTION

Language is a form of communication delivered by the person to others. Language is one of vital aspect of communication. Through language, people would express their feeling, thought and desires. In addition, language had universal characteristics that used in over the world. One of universal language is English as an international language. English is a globalization language that used by the people over the world for transaction, trade, business, education and media. According to Liana (2013, p. 125), English has a role as communication to transfer the information and knowledge.

In Indonesia, English is as a foreign language that taught from elementary school to university level. Khan (2015, p.46). English covers listening, speaking, reading writing skills. The four basic skills acquired using vocabulary that is a supplementary components of communication, such as the expression of opinion, thought, feelings, and ideas. A vocabulary is necessary to gain in learning a foreign language. The use of appropriate vocabulary make the meaning sense and acceptable in the particular context. On the other hand, the lack of vocabulary makes the students limited understanding the messages or the content of knowledge. Khan (2015, p.42) stated that it could be impossible to learn language without vocabulary. Moreover, vocabulary is essential that should be acquired by the learners to understand the value of the text that lead them being motivated to learn English (Manurung, 2021).

In the classroom, the teachers should encourage their students interested in gaining the vocabulary. The use of visual strategies can enlarge the students' vocabularies and be motivated in learning that can give an impact of vocabulary size in order to assist the students have more competencies in language skills (Schmit, 2000 cited in Pratiwi, 2016; Kusumarasdyati, 2004). In addition, visual strategies can be applied in any situations and occasion. In other words, learning a vocabulary is not limited access, the students enhance their vocabularies when they are in the classroom or outside the classroom. Moreover, the opportunities to size the vocabulary wherever they have a time.

One of the visual strategies is watching the movie in which the media used in gaining the vocabularies effective to increase the students' interest and be addictive to watch the movies, especially English movies. Thus, the researchers were interested in conducting this research to find out whether any significant correlation between habit in watching English movie and vocabulary mastery of the tenth- g r a d e students at MAN 2 Palembang or not and to find out how much did habit in watching English movie contribute toward vocabulary mastery of the tenth grade students at MAN 2 palembang.

English Movies

According to Joseph (2007, p.103), movie shows moving images produced by recorded photographic images and used animation techniques or visual effect and records physical reality but it sees differently from ordinary human experiences. Some films have become popular worldwide attractions by used dubbed or subtitled that translate the dialogue into the languages of the target viewers. Movie is a type of visual communication which displays moving pictures and sounds produced by the actors. Movie is not only used for entertainment purposes but also for education. Moreover, movies are the effective media that can be applied in education. Through the movie, the receptive and productive skills of the students are increased. Moreover, movie actress uses target language, particularly English that accommodate the learners improve their language skills and gain their vocabularies (Kusumarasdyati, 2004).

According to Champoux (2007, p.21), there are movie advantages for teaching English. First, movies are media that make student more interested in learning English. Students gain their vocabularies by watching the action of actors. Second, the movie uses videotape with high quality of sounds and pictures which attracts the students' attention to watch the movies. Third, movie presents the wonderful pictures or the fantastic places in world that help the students learn English through the real objects that make the students easily memorize the name of places, things, or objects. Fourth, movies accommodate the students grow their higher thinking skills by analyzing the plots of stories, settings, the characteristics of the players and point of view. Fifth, movie offer scenes that stimulate the students their emotion that can express their feeling through producing the words and offers the cultures from any countries that help the students learn the tradition, customs, and habits that can encourage them gain the new words that used in the context.

Meanwhile, Champoux (2007, p.23) mentions movies have disadvantages. First, those movies make the students extra efforts to read the subtitles and scenes simultaneously. Second, watching movies takes a long time in the classroom activities and make the students bored and confused when they watch English movies especially those are not interesting. Last, the use of language in the movies is difficult to understand in order to the students distracted their concentration.

Furthermore, movies serve the dynamic visual and develop the viewers' psychology, behaviorism and cognitive principles. Through the movies, the students are able to increase those three aspects that can increase the students' motivation to learn English (Putri, 2014, p.15).

The Nature of Vocabulary

According to Setiawan (2010, p.8), explained the term vocabulary refers to a list or a set of words for particular language or a list of words that individual speakers of language use. The vocabulary used in spoken form and written form. The function of vocabulary is producing the message and writing a note with the sense of meaning, Moreover, the vocabularies have characteristics in terms of the functions related to the context used and the formations of the word processor (Harmon, Hendrick, and Wood, 2005, p. 261). In other words, the oral and written interactions need the vocabulary that used to create the communicative languages. In addition, Renandya and Richards (2002, p.255) claimed that the vocabulary is a vital components of language proficiencies that supports the students' capability in language skills in terms of speaking, listening, reading, and writing. It is supported by Montgomery (2007 p.64), the vocabulary is as a supplementary components in language skills in terms of reading, speaking, listening and writing.

Regarding the types of vocabulary, Surya (2013, p. 28) claimed the vocabulary is divided into types, active and passive vocabularies. The active vocabulary means productive vocabulary. The students produce the vocabulary with good pronunciation in the form of spoken and spelling in the form of written. The passive vocabulary as well as receptive vocabulary refers to the words recognized in the context of reading and listening. In other words, the meaning of the words delivers successfully to the reader and listener.

Habitual Learning

In psychology, habituation is an example of non-associative learning in which there is progressive diminution of behavioral response probability with repetition of a stimulus.

According to Renandya (2012 p.22), habitual learning is a result of repetition, repeating something many times creates habits then can access that habit quickly and repeat it without using your conscious brain. It is another form of integration. Habitual learning is the repetitive habit in a way of learning. The learners did something continuously and repeatedly and this activity is used as a way in learned something to improve their achievement. In short, habitually learning by using habit. Apparently, Some Indonesian students do their habits in watching movie to improve their vocabulary, pronunciation, spelling, etc.

METHODOLOGY

This study was a quantitative approach with correlational method. Correlation method is appropriate to measure two variables, independent variable (students' habit in watching English movies) and dependent variable (students' vocabulary mastery) to find out the relationship between students' habit in watching English movies and students' vocabulary mastery and the contribution of students' habit in watching movies toward students' vocabulary mastery.

The population of the study was the tenth-grade students of MAN 2 Palembang in the academic year of 2020/2021 consisted of eight classes with the total number of 311 students. The purposive sampling technique used to select the sample that they have the same characteristics, teacher and syllabus. The sample was the students of X IPA 3 and X IPA 4 with the total number of students was 77.

The instruments of this study were watching English movie habit and vocabulary mastery test. Watching English movie habit was ready-made questionnaire taken from Barmawi (2016) in the form of Likert scale consisted 5 options in terms of strongly agree (5), agree (4), undecided (3), disagree (2), strongly disagree (1). The highest score of the total responses in the questionnaire was 125 and the lowest score was 25. The questionnaire was valid due to the ready-made that was considerable to determine the students' watching English movies habit.

Vocabulary mastery test adapted from Syafi'i (2013) consisted of 24 items of questions in the form of multiple choice that contributed to the students after try out. The try-out conducted before the test given consisted of 50 items of vocabulary mastery questions. To measure the test was valid or not, the validity of test was analyzed by using corrected item-total correlation to examine whether or not the items were valid to be used as an instrument. If the value of r- obtained is higher than the value of r-table, the item is valid. Meanwhile, if the value of r-obtained is lower than the value of r-table, the item is not valid. Based on the results of validity of the test, the coefficient of r-table was N 77 = 0.224. It was determined that 24 items of questions were valid for assessing the students' vocabulary mastery, while 26 items of questions were not valid.

For measuring the reliability of those instruments, Cronbach's Alpa are used to prove the test and questionnaire was reliable or not. If the coefficient r is higher than 0.6, it means that the test is reliable. If the coefficient r is lower than 0.6. It assumes that the test is not reliable. The coefficient of Cronbach Alpha of habit in watching English movie questionnaire was 0.796 with sig (0.000). It indicates that questionnaire was reliable. Meanwhile the coefficient of Cronbach Alpha of vocabulary mastery test was 0.733 with sig (0.000). It is assumed that the test was categorized as reliable.

The Normality test was administered to examine whether the data of habit in watching English movie and vocabulary mastery test were normally distributed or not. Kolmogorov- Smirnov used to examine the obtained data to determine the data was normal

or not. If the probability is higher than 0.05, it means that the data was normal distribution. If the probability is lower than 0.05, it assumes that the data was not normal. The significance value for watching English movies was 0.111, and the significance value for vocabulary mastery was 0.174, with N (77) for those data. It implies that the data had a normal distribution.

FINDINGS

1. Descriptive Analysis

The descriptive analysis revealed that the mean score was 93.14, with the standard deviation (8.627). Meanwhile, the results of the vocabulary mastery test revealed that the mean score was 80.78, with the standard deviation (13.160). It is assumed that the data obtained was of high category. The data obtained is shown in table 1.

Table 1. The Descriptive Analysis of Habit in watching English movie

Variable	N	Minimum	Maximum	Mean	St. Deviation
Habit in watching English movie	77	57.00	108.00	93.14	8.627
Vocabulary Mastery	77	41.67	100.00	80.78	13.160

2. Correlation Analysis

The statistical analysis of correlation analysis used Pearson Product Moment correlation to determine the correlation between those variables. It can be seen that *r*-value was 0.836 was higher than *r-table* (0.224) with significant coefficient (*p*-value) was 0.024 which was lower than 0.05. It assumes that there was a significance correlation between habit in watching English movie and vocabulary mastery. Furthermore, the Pearson Correlation was 0.836. It indicated that the correlation between habit in watching English movie and vocabulary mastery was in the high category.

Table 2. The Summary of Correlation Analysis

Variables	Pearson Correlation Coefficient	Sig (2-Tailed)	N
Habit in WatchingEnglish Movie Vocabulary Mastery	0.836	0.024	77

3. Regression analysis

Regression analysis was used to analyze how much habit in watching English movie contributed vocabulary mastery of the tenth grade students at MAN 2 Palembang. It can be seen that R^2 was 0.419 determining that English movie and vocabulary mastery have contribution. It assumes that the contribution of habit in watching English movie toward vocabulary mastery was 41.9 % .

Table 3. The Summary of Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

| 1 | 0.836 | 0.419 | 0.411 | 5.715 |

DISCUSSION

Based on the findings of the study, there were some interpretations. First, the habit in watching English movie influences students' vocabulary mastery and students who have higher vocabulary mastery. It assumes that there were some students who got very good and good score. Therefore, there were some students who got average score in vocabulary mastery test and watching English movie questionnaire. Most of the students score were in good category in vocabulary mastery and habit in watching English movie. It is line with Ramadayanti (2016) showed that the improvement of student's habit in watching English movie had been followed by improvement of student's vocabulary mastery.

Second, the statistical correlation analysis showed that there is a positive correlation between habit in watching English movie and vocabulary mastery with in high correlation category. It is line with Syafi'i (2013) the correlation study between students interest in watching English movie and vocabulary mastery at SMKN 1 Salatiga. The study showed that students' interest in watching English movie had a positive effect on students' vocabulary mastery. Students had high interest toward watching in English which make their vocabulary increased. In addition, Dhamarullah (2016) also stated that there was a correlation between habit in watching English movie and learning motivation toward vocabulary mastery. The increase of habit in watching English movie and learning motivation would be followed the improvement vocabulary mastery. It was assumed that students' habit in watching English movie could influencestudents' vocabulary mastery and students' learning motivation. In addition, Kusumarasdyati (2004) states that movies also catch the students' interest and can also increase their motivation to learn.

Last, habit in watching English movie gave significant contribution to vocabulary mastery. The value of regression showed that contribution of habit in watching English movie toward vocabulary masterywas positive. In other words, habit in watching English movie influences vocabulary mastery. It is line with Barmawi (2016) the correlation between students' habit in watching English movie on personal computer and their vocabulary mastery of the second semester students of English department at IAIN Banjaramasin. The study showed that student's correlation habit in watching English movie had a positive effect on students' vocabulary mastery. Students hadmedium correlation toward habit in watching English movie and their vocabulary mastery.

CONCLUSION

After conducting the study, the correlation between students' habit in watching English movie of the tenth-grade students of MAN 2 Palembang, the problems of the study could be answered. First, there was a significant correlation between habit in watching English movie and vocabulary mastery of the tenth-grade students at MAN 2 Palembang. It means that Hα was accepted and automatically Ho (null hypothesis) was rejected. It assumes that there was high correlation between habit in watching English movie and vocabulary mastery of the tenth-grade students at MAN 2 Palembang. Second, there was a positive effect between habit in watching English movie and vocabulary mastery. In addition, regression analysis showed that the coefficient influence habit in watching

English movie was 41.9%. It means that contribution of watching English movie to vocabulary mastery influences vocabulary mastery.

Based on the conclusion above, it was suggested that the students should improve the ability of vocabulary mastery by watching English movie. Students listen and improve their vocabulary through English movies. When the students do not understand meaning of unfamiliar words, students are suggested to find the meaning in subtitle in the movie in order to help recognize the meaning of what the actors conveyed. Moreover, watching the movie have contribution toward vocabulary mastery and improve their pronunciation.

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