
Correlation Study Between Habit in Watching English Movies and Vocabulary Mastery in English Education Department Perjuangan University

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Abstract

The purpose of this study is to determine whether or whether there is a link between students' routine of viewing English movies and their level of vocabulary mastery, as well as the degree to which there is a correlation between the two factors. The correlational study research design was used for the present investigation. It indicates that the researcher does not provide the pupils with any therapy of any kind. There is no explanation provided prior to this. The exam is only administered to the pupils by the researcher. The researcher obtained the sample by a method known as cluster random sampling. As a result of using the sampling approach, the researcher selected students who were in their sixth semester of the English education study program to act as the sample. It has been determined via the use of the correlation product moment in the study calculation that the observed r value is 0.798, whereas the table r value is 0.320 in significant 5% and 0.413 in significant 1%. The number 61 represents the average number of minutes per week that students spend viewing English movies. The standard score for the knowledge of vocabulary is 60.12 points. It demonstrates that the observed r value is greater than the r value in the table. What it indicates is that H_0 is acceptable whereas H_a is not accepted. The inference that can be drawn from these findings is that there is a significant positive link between the students' routine of viewing English movies and their level of vocabulary knowledge.

Keywords: habit, English, Students, Vocabulary Mastery.

INTRODUCTION

The ability to communicate with others is fundamental to human survival. It's a way to get your message through to other people. In order to access and give information on benefits, the people need a common language. Without the ability to communicate, even the most basic linguistic activities like listening and reading are rendered impossible. Language is fundamental to human interaction because it facilitates the exchange of ideas, values, and needs. Sharing a shared language is crucial for effective communication. It serves a purpose within a linguistic group or society. Furthermore, it is inherently human, albeit it may not be unique to humans.

Everyone is capable of learning a new language, and the process of doing so has many characteristics with the language itself. Numerous languages are used by people all around the world. One of them is the English language. In today's globalized society, the ability to communicate effectively in English is of critical importance. It is the language of international diplomacy, commerce, and business. Important to the process of globalization.

More and more individuals in every corner of the globe are learning English as a second tongue.

In addition, the disciplines of science, technology, and the arts all rely heavily on the English language. Those who can communicate effectively in English will have a lot easier time learning new skills and expanding their knowledge base. Official and informal instruction, studying in another country, exposure to the media, and the internet are just some of the many options available to the millions of people throughout the globe who want to improve their command of the English language.

There are a broad variety of individuals who choose to learn English since it is the language of globalization, international communication, international commerce and trade, the media, and popular culture. English is today recognized as a worldwide product, sometimes referred to as World English or English as an International Language, rather than the sole property of the countries whose citizens speak English. The Indonesian education system incorporates English language instruction at all levels from primary school through college. All four tiers are included here. In Indonesia, speaking English will put you at a linguistic disadvantage. Learning a new language is an all-encompassing process that requires the cultivation of four skillsets: listening, speaking, reading, and writing. You cannot separate these skills the way you can with vocabulary.

Students of all ages, but especially those at the elementary and secondary levels, should devote time to learning new words and expanding their vocabularies, since doing so equips them with the skills they need to express themselves. Agustika quotes David Wilkins as saying that you can't communicate anything without using grammar and that you can hardly describe anything with just language. Students need to work on methods to improve their vocabulary knowledge and use.

A learning strategy may be thought of as any action made by students to facilitate easier, more effective, and more rewarding study. Learning strategies might help the learner study vocabulary more efficiently. Traditional methods and visual tactics are the two most common ways

for students to learn new language. The conventional technique is the most basic strategy a language instructor may use while working with pupils. As an example, the teacher might first introduce the term and then explain its importance. Since education is not restricted to the confines of a classroom, it may take place in almost any setting. When being taught new vocabulary, pupils also don't always face the teacher. Students now have the freedom to study whenever and wherever they choose. Students' habit of watching films in English might be a means of expanding their vocabulary.

The two most common methods by which pupils now acquire new words are the traditional and the visual. The method most teachers are most familiar with is the conventional one. A teacher may introduce a new term and explain its meaning to a class. Students' learning takes place in class constantly from the traditional methods. The visual strategy, on the other hand, allows pupils to study language whenever and wherever they choose. Games, movies, and music are all examples of visual strategy. In this situation, the researcher is interested in film explanations. Watching movies in English may be a great approach for students to expand their vocabularies. Movies may pique a student's interest, leading them to study language more often and, over time, create a habit. If a learner finds English-language films engaging, they are more likely to watch them several times while studying the language. This will help kids develop a taste for movies in the English language. Students may be able to use this as an opportunity to expand their knowledge of the language's lexicon. It's a great way to help pupils learn and a lot of fun for those who like watching movies. Furthermore, pupils should have a plan in place for when to do it.

A hypothesis is a statement that proposes a set of hypothesized results for a research. Following the presentation of the theoretical and conceptual basis, the hypothesis is stated as follows:

H0: Students' vocabulary growth is unrelated to the frequency with which they see English-language films.

H1: Watching movies in English regularly seems to help the students learn new words.

METHOD

Sample

There were a number of different sampling strategies that were employed in order to identify the sample that would be used in this study. The methodology of cluster sampling was used by the researchers for this investigation. The cluster sampling method is a technique that is used to

identify the sample when the item to be researched is not based on individuals but rather on groups. This approach is used to determine the sample. When deciding what kind of cluster or group to create, one must think very carefully about the characteristics of each option. Suharsimi (2006, p.185). In the process of sampling, questions are posed to a subset of the possible population rather than the whole population as a whole. The end goal is to produce a sample that is representative of the entire population. A representative portion of a larger population is referred to as a sample. According to Hanlon and Larget (2011), a sample is a subset of the persons who make up a population, and there is often data accessible for the individuals that make up a sample.

According to Arikunto (2006, page 134), if the number of people in the sample is fewer than 100, it is preferable to take the whole population into account while doing research that pertains to the study of populations. All of the students will participate in this research sample as part of the English Education Research Program. The sample will then consist of sixty different pupils.

A Study Variable That Will Be Considered

A construct or a trait that is capable of taking on a variety of values or scores is referred to as a variable. (Ary et al., 2006: 37) Researchers analyze both the variables themselves and the relationships that exist between the variables. There are two constant factors in this investigation: one's regular practice of viewing movies in English and one's level of vocabulary proficiency. According to Ary (2010), continuous variables are those that have a range but may take on an unlimited number of values inside that range.

Research Instruments

This section discusses several research instruments that are used for data collection. This involves the creation of research instruments, as well as determining the validity and reliability of the instrument.

1. The Creation of New Research Instruments

a. Questionnaire

In the context of this study, the term "questionnaire" refers to a set of inquiries or declarations on the movie-viewing routines of students in order to glean information regarding the extent of their interest in watching movies. According to BASTIAN (2013), the questionnaire is the research technique that is most often used to gather the data. There were two different parts to the questionnaire. The first part of the survey was designed to gather background information about the respondents, such as their gender, age, duration of exposure, favourite genres, and preferred

medium for viewing. The second portion of the questionnaire was the major one, and its purpose was to determine the respondents' level of familiarity with English film.

In this study, the questionnaire will adaptation related to previous study by Aulia Rachmawati from a study entitled *The Relationship Between Students' Habit in Watching English Movie and Their Listening Achievement on Fourth Semester Students of Department of English Education of SyarifHidayatullah State Islamic University Jakarta*, which is a close-ended question. AuliaRachmawati is the author of the study. Which of these contents contain the indications that correspond to what will be studied? The questionnaire has 35 questions or statements, and each one has five possible responses. The remarks either showed a positive/favorable attitude or a negative/unfavorable attitude toward the topic being discussed. The Likert Scale, which is a method of rating scale, was used for the purpose of assigning points to this questionnaire (Zoltan Dorney 2003, page 6). It is necessary for the responders to provide a response that may be categorized into a scale in a number of different ways.

Data Analysis.

Pearson correlation coefficient to measure the strength and direction of the relationship between habit in watching English movies and vocabulary mastery (SPSS). In order to get a representative sample from the population at large, the researcher used a cluster random sampling approach. The researcher's primary tools in this investigation were tests and questionnaires.

Twenty questions made up the survey, with the options being "never," "rarely," "sometimes," "often," and "always" for each. The vocabulary exam was a 40-item multiple-choice quiz. The study makes use of a correlation analysis method. I.e. Suharsimi (2014:313). Formula for computing data using product moment correlation (large numbers) as follows:

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

n: represents the total number of students used for analysis. Correlation between x and y is denoted by the rxy coefficient.

x = x score (propensity to view movies in English).

y = y score (knowledge of words).

Squares of x: the total number of x scores.

Count of y scores squared, or y 2.

Add together x and y to get xy.

Determine meaning from the table's coefficient correlation explanation. The Correlation Coefficient Looks Like This:

Coefficient Correlation	Category
0,800-1,00	Very high
0.60-0.799	High
0.40-0.599	Enough
0.20-0.399	Low
0.00-0.199	Very low

FINDINGS AND DISCUSSION

Habit

Habit may be understood in a variety of ways. According to the scientific community, a habit is "not done suddenly but rather done slowly, repeatedly, and continuously" (Covey, in Syafi'i, 2013:19). Second, "Habit formation is the process by which a behavior, through regular repetition, becomes automatic or habitual," as stated by Lally et al (2010:37). This is portrayed as reaching a plateau of automaticity with more practice. The establishment of habits is a gradual process. In addition, "habits are activated in memory in an autonomous fashion without requiring executive Control," as stated by Evans and Stanovich (2013:4). According to the final definition, "Habits are learned dispositions to repeat past responses," (Wood & Neal, 2007: 843–863). They are set off by elements of the environment that have a strong track record of correlating with previous results, such as specific individuals, places, and events. The aforementioned description suggests that researchers may draw the following conclusion about habits: that they are formed by regular and consistent repetition, which causes the brain to develop automatic routines and associations.

Movie

In addition, The Movie is a popular theatrical production that audiences may see at home or in the theatre. One summer's worth of thoughts on movies may be found in Wasi'ah (2011: 14), where the author describes film as "a roll of material that is sensitive to light and is used in camera to take photographs or moving pictures for the cinema." To paraphrase what Barsam and Monahan (2010: 2) call "the movie definition," a film is "a story captured in a set of celluloid strips/films

that are shown on a screen at a certain speed to give the illusion of movement." Movie is "a series of connected cinematic images projected on a screen," according to Krikpatrick in Mohamad Asyar (2014: 11). Sabouri and Zohrabi (2015: 110-125) state their belief that films offer an invaluable extension of what we might call the technologies of language acquisition, which have been used to teach students the fundamentals of English in elementary, secondary, and tertiary institutions. Khan (2015: 46-52) disagrees, however, and argues that movies provide a perfect visual environment for language learning and may thus improve students' ability to comprehend and grasp the target language.

According to the preceding definition, a movie is a camera-captured moving image intended for public exhibition in movie theatres and home viewing on television. The projected on-screen entertainment that includes a narrative, sights from the past, current events, and musical accompaniment. As a pedagogical tool, the film may be used to teach words to students of all ages, from kindergarten to college. In addition to hearing, speaking, and writing, another crucial aspect of fluency in English is developing a habit of viewing movies in English and mastering the language's lexicon. Researchers have previously explained that making English film viewing a regular practice is an excellent way to expand one's vocabulary and get an understanding of how words work in different contexts. It may also aid in ensuring that no misunderstandings occur. Developing a routine of viewing movies in English is crucial to expanding one's vocabulary. By developing a routine of viewing English-language films, students may increase their vocabulary and so better grasp the text's meaning and context. definitions for terms that aren't often used in conversation

According to the findings of this study, a student's competence with the English language may be inferred to have a direct bearing on the amount of time spent engaging in the activity of viewing English films. The ability to identify the synonym and antonym of a word, identify the conversation (fill in the blank), identify the vocabulary based on the dialogue (refers to), and identify the meanings of words based on the dialogue are the four signs that make up vocabulary mastery. Following the line of reasoning shown above, one may get the following conclusion: there is a positive association between students' routine of viewing English movies and their level of vocabulary proficiency. The conclusion drawn from the computation that rob served = collection was the students' routine in viewing English movies and taking vocabulary tests provides evidence in favor of the proposition. justified on the basis that the outcome of the computation

shows that $r_{observed}$ (0,798) is greater than r_{table} (0,320) in criteria 1 and (0,413) in criterion 2; this conclusion was reached. It indicates that there is a strong connection between the students' regular practice of viewing movies in English and their level of lexical competence. According to the table interpretation coefficient correlation, a strong degree of correlation exists between the two variables.

The findings presented above have connections to the study done before. The first piece of research was carried out in Bandar Lampung by Galant, Ari, and Huzairin (2015) and titled "Correlation Between Students' Habit in Watching English Movie and Their Vocabulary Size in the Academic Year 2015/2016." This study discovered that the coefficient connection between students' habits of watching English movies and the size of their vocabulary is 0.554, and this study has shown that there is a positive link between the two variables. However, the research has been classified adequately, therefore this study is no longer necessary.

The second study was carried out by Bayu (2013) from Muria Kudus University, and it was given the title "The Correlation Between Students' Frequency in Watching English Movie and Students' Vocabulary Mastery of The Eleventh Grade Students Of SMA 1 Bae Kudus In The Academic Year 2013/2014." The results of the computation show that the coefficient of association between a student's routine of watching English movies and their ability to expand their vocabulary is 0.378. The conclusion drawn from the r_{xy} calculation is that there is a link, but it is not statistically significant. The r_{xy} that was acquired falls under the low group. As a consequence of this, there is not a substantial association between the frequency with which students watch English movies and the level of vocabulary knowledge that students have. The poor scores that students get on vocabulary tests and the low habit that students have of viewing movies in English are the factors that contribute to this.

The third study was carried out by Dzawin (2017) from Syarif Hidayatullah State Islamic University Jakarta. It was given the following title: "The Relationship Between Students' Frequency of Watching English Movie and Students' Vocabulary Knowledge (A Correlational Study at Eighth Grade of MTs Izzatul Islam Parung in Academic Year 2016/2017)." The result of the computation that $r_{xy} = 0,505$. In the study, which category best describes the association between the two? This study finds a positive link; however, it is not statistically significant. The most recent study was carried out by Diah (2014) from Muria Kudus University. The study was given the title "The Correlation Between Frequency of Watching English Television Programs and

Vocabulary Mastery of the Tenth Grade Students of SMK Muhammadiyah Kudus in the Academic Year 2013/2014." 0.58 was the value that r -counted returned. The positive association shown in this study is sufficient, although the research itself has been characterized adequately.

The fact that this particular finding has a positive correlation separates it from all of the other results and data shown previously above. The degree of correlation is higher than that of any of the research done before; the table interpretation coefficient correlation of this study is 0.798, and r_{table} is 0.320 in criteria 1 and 0.413 in criterion 2 respectively. It demonstrates that the value of $r_{observed}$ is greater than r_{table} .

The students in this study were able to provide accurate responses to the questionnaire, and because many of them made a regular practice of viewing movies in English, they were able to respond to questions on vocabulary in an accurate and effective manner. In order for them to have established ties with one another. As can be seen from the previous discussion, the category correlation of this result is rather strong.

CONCLUSION

Students' habits of watching English-language films and their final vocab scores in English Education Department Perjuangan University classes are related. The two go together well. The coefficient correlation index (r_{xy}) clearly exceeds a value of 0.0001. The value of 798 is indicative of this. It proves the existence of a link between the two factors. The results of the calculation lend credence to the inference that $r_{observed} = 0.798$, $r_{table} = 0.320$, and $r_{criteria} = 0.413$. As a result, we may conclude that $r_{observed} > r_{table}$. Watching movies in English is strongly correlated with students' vocabulary knowledge at the conclusion of the English education study program at English Education Department Perjuangan University academic year.

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