

**THE CORRELATION BETWEEN STUDENTS' HABIT IN WATCHING ENGLISH
MOVIE AND THEIR VOCABULARY MASTERY AT THE ELEVENTH GRADE OF
SMKN 02 KOTABUMI
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Abstract: English is one of the most commonly used as a language of communication of people from different country. Vocabulary is one of the important components in English. Having a lot of vocabulary makes it easier for someone, especially students in the process of learning English. Students who do not have enough vocabulary can difficult to convey or understand the meaning of sentence. The strategy can be done by the teacher or the students themselves. Media is an effective strategy to increase vocabulary, one of the ways is by watching English movie as a habit. This study aimed to determine the correlation between students' habit watching English movie and their vocabulary mastery at the eleventh grade of SMKN 02 Kotabumi. This research used correlational research. Simple random sampling technique was applied to select the sample. Population of this research was eleventh grade at SMKN 02 Kotabumi which consist of 323 students. The total sample of this research was 48 students. The research instrument used to collect the data were multiple choices test and questionnaire. There are 27 valid items of total multiple choice and questionnaire there are 31 items were valid. Value of reliability in multiple choice r_{count} was greater than r_{table} ($0,86 > 0,329$) and value of reliability in questionnaire r_{count} was greater than r_{table} ($0,84 > 0,329$). In analyzing the data, the researcher was used Pearson Product Moment formula. The result of this research showed that H_a is accepted with the result of hypothesis test r_{count} is higher than r_{table} which is $0.483 > 0.284$. furthermore, the result of t-test was t_{count} is higher than t_{table} which is $3.53 > 2.01$, it means that there is significant correlation between students' habit in watching English movie and their vocabulary mastery at the eleventh grade of SMKN 02 Kotabumi academic year 2021/2022.

Keywords: Vocabulary Mastery, Watching English Movie, Habit.

Abstrak: Bahasa Inggris adalah salah satu yang paling umum digunakan sebagai bahasa komunikasi orang-orang dari berbagai negara. Kosakata adalah salah satu komponen penting dalam bahasa Inggris. Memiliki kosakata yang banyak memudahkan seseorang khususnya siswa dalam proses belajar bahasa Inggris. Siswa yang tidak memiliki kosakata yang cukup dapat kesulitan untuk menyampaikan atau memahami arti kalimat. Strategi dapat dilakukan oleh guru atau siswa itu sendiri. media merupakan salah satu strategi yang efektif untuk menambah kosakata, salah

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satunya dengan menonton film berbahasa Inggris sebagai kebiasaan. Penelitian ini bertujuan untuk mengetahui hubungan antara kebiasaan siswa menonton film berbahasa Inggris dengan penguasaan kosakata mereka dikelas sebelas SMKN 02 Kotabumi. Penelitian ini menggunakan penelitian korelasional. Tehnik simple random sampling di terapkan untuk memilih sampel. Populasi dalam penelitian ini adalah siswakeselas XI SMKN 02 Kotabumiyang berjumlah 323 siswa. Jumlah sampel penelitian ini adalah 323 siswa. Jumlah sampel penelitian ini adalah 48 siswa. Instrumen penelitian yang digunakan untuk mengumpulkan data adalah tes pilihan ganda dan angket. Dari total pilihan ganda ada 27 item yang valid dan angket ada 31 item yang valid. Nilai reliabilitas pada r_{hitung} pilihan ganda lebih besar dari r_{tabel} ($0,86 > 0,329$) dan nilai reliabilitas pada r_{hitung} kuisioner lebih besar dari r_{tabel} ($0,84 > 0,329$). Dalam menganalisis data, peneliti menggunakan rumus Pearson Product Moment. Hasil penelitian ini menunjukkan bahwa H_a diterima dengan hasil uji hipotesis r_{hitung} lebih besar dari r_{tabel} yaitu $0,483 > 0,284$. selanjutnya, hasil dari uji-t adalah t_{hitung} lebih besar dari t_{tabel} yaitu $3,53 > 2,01$, artinya ada hubungan yang signifikan antara kebiasaan siswa menonton film berbahasa Inggris dengan penguasaan kosakata siswa kelas XI SMKN 02 Kotabumi tahun ajaran 2021/2022.

Kata Kunci: Penguasaan kosakata, Menonton Film Bahasa Inggris, Kebiasaan.

I. INTRODUCTION

English is one of popular language that commonly used in this world. English is international language that has to be learned by the students. English is one of the most commonly used as media of communication of people from different country. In interaction communication, there are some aspects that support person's in order to make the communication become clearly such as grammar and vocabulary. Grammar is related with how someone can arrange word into meaningful sentence. While vocabulary related with group of words that had by someone that have meaning and can be arranged into sentence.

Vocabulary is the smallest unit of language. A meaning sentence is contain of set of words which is managed and have meaning. The more vocabulary that someone has, the more meaning sentence that can be produced. Renandya and Richard in Arlin and Fariyanti (2018, p. 14) mentioned that vocabulary is main component in language proficiency and express much basis for how the students speak, listen, and write well. It means that vocabulary is important part in learning process. If the students do not have enough vocabulary, it will make them difficult to deliver or understand the meaning of sentence.

For students, mastering the vocabulary is important thing to do. According to

Tarigan (2015, p. 2), the quality of someone's language ability is depend on quantity of vocabulary that had by them. It means, the more students have vocabulary the more the students are be able to use English language fluently. In learning process especially learning English, the students should be able to master the vocabulary in order to make the students easier in understanding teacher's explanation or others people's meaning in communication.

Furthermore, mastery of vocabulary will support the students in learning English in many aspects such as in writing, speaking, listening, and reading. The students who have many vocabulary will easy to arrange sentence that will use in spoken or written form. Moreover, the students should be able to master vocabulary in order to produce word easily then arrange into clear sentence. It means, vocabulary will help the students to understand meaning in learning process both written and spoken. The more students master vocabulary the more students easy to express ideas.

In fact, there are still students who have limited vocabulary. It causes the students difficult to become active students. The students do not have many vocabulary to arrange ideas to be expressed in learning process. In addition, the students are difficult

to understand teacher's explanation and difficult to do communication using English if the students have low vocabulary. The strategy can be done by the teacher or the students themself. Effective strategy will make the students easier and faster to increase vocabulary. Strategies in increasing vocabulary such as by conventional or by using media. In teaching and learning, usually teacher use conventional strategy like translating word or paragraph from book or paper in purpose to introduce new word to the students. Meanwhile, by using media as strategy means the students using media to increase the vocabulary. According to Angkowo in Munisah (2020, p. 139), media is all of things that can be used to transfer message, stimulate thinking, feeling and willing of the students, so that the students are encouraged to learn. It means, media is tool to deliver message, stimulate and support the students to learn. There are many kinds of media that can make the students explore new vocabulary for learning.

One of the media is movie especially English movie. Movie not only has benefit to entertain but also it can be as media for the students to support in learning English. In addition, English movie can help the students to master vocabulary. By watching English movie, the students will find new vocabulary

by seeing the subtitles and listening native speaker in movie. In other word, the students learning vocabulary indirectly by watching movie.

However, the researcher conducted an interview with an English teacher of SMKN 02 Kotabumi on Monday, February 15th at 11.30 am, January 15th at 01.30 pm. It found that almost students still have limited vocabulary. It shown by when the teacher give English exercise in form of written or spoken, the students are difficult to finish it. Furthermore, when there is task to make dialogue with friend the students are not be able to make it directly, the students find the word in dictionary first. The teacher added if the students are difficult to understand material. Because when the teacher command the students to make conclusion about the material, the students look confused. Then, when the teacher do question and answer with the students in using English, the students are difficult to understand what the teacher asked about. Additionally, when the teacher gives task for the students to translate sentence in front of classroom, the students can not do that well. The researcher also conducted interview with some students of tenth grade in SMKN 02 Kotabumi Saturday, February 13th 2021 at 11.30 am. The researcher found that

watching English movie support the students to learn vocabulary. By watching English movie, the students can get new vocabulary. The students also said that they still have limited vocabulary. The students sometimes confused to choose word that suitable with the sentence. Moreover, because the students have not mastered many vocabulary it makes the students difficult to do assignment both in speaking and writing form. When teacher explain by using English the students could not understand well because the students do not understand what the teacher explain about.

Mastering vocabulary is important to do by the students in order to make the students easier to understand in learning English. Vocabulary is most important unit in language. When the students have many of vocabulary, the students will easily convey ideas or do communication. Furthermore, by mastering vocabulary, the students will be able to understand material from the teacher, easy to do assignment, or easy to answer the question from the teacher. The researcher choose this topic cause in pandemic situation at this time, most of the students not allowed to always go outside that make the students only spend the time at home watching some movies from many application. Although only at home the students still must learn by

online. Thus, the students get many new vocabularies by watching English movie.

Based on the explanation above, the researcher would like to find out the correlation between students' habit in watching English movie and their vocabulary mastery at the eleventh grade of SMKN 02 Kotabumi academic year 2021/2022.

II. METHOD

Research Method

In this research, the researcher used quantitative and the research design that used is correlational study. According to Sugiyono (2011, p. 08), Quantitative research is research method that based on positivism philosophy that used to investigate population or sample, in collect the data use research instrument, analyze the data statistically in purpose to test the hypothesis that has been made. It means, quantitative research is kind of research method that investigate the population or sample, using instrument to collect the data and analyze the data using statistic.

Research Instrument

The researcher used two instruments to measure variable X and variable Y. First instrument was questionnaire to measure the

students' habit in watching English movie (variable X) and second instrument was multiple choice to measure the students' vocabulary mastery (variable Y). The population of this research is the eleventh grade at SMKN 02 Kotabumi which consists of 323 students. While the sample in this research were 48 students.

Data Collecting Technique

The researcher used questionnaire to collect the data of students' habit in watching english movie. Then, the researcher measured the reliability and validity using formula. Furthermore, the reseacher used multiple choice test to collect the data of students' vocabulary mastery.

After collecting the data, there were some criteria to calculate the score from each items of instument, such as:

1. The students' habit in watching English movie was measured by questionnaire. The questionnaire consist of 40 statement items with five alternative answers. Each answer have score. Then, the statements consist of positive statement and negative statement. The following table is score of each alternative answer:

SCORE OF EACH ALTERNATIVE ANSWER
TABLE 1

Alternative Answer	Score	
	Positive Statement	Negative Statement
Sangat Setuju	5	1
Setuju	4	2
Netral	3	3
Tidak Setuju	2	4
Sangat Tidak Setuju	1	5

(Source: Riduwan, 2015, p. 13)

2. The students' vocabulary mastery was measured by multiple choice test. The test will consist of 40 question items with five answer choice such as A, B, C, D and E. From each item that will be given score between 0-1. If the students answers questions correctly, that student will be give score 1. Meanwhile, the students who answers question wrong will be given score 0.

To obtain the valid and reliable data, the researcher conducted instrument test toward the eleventh grade students of SMKN 3 Kotabumi. The researcher chooses 36 students to follow the instrument test. After the data have been tested as valid and

reliable, both of instrument were tested toward eleventh grade students of SMKN 02 Kotabumi. The total of respondents were 48 students.

III. RESULT AND DISCUSSION

Result

The researcher conducted try out for two instruments in purpose to find out the validity and reliability from each instruments. Try out conducted on Wednesday, December 28th 2021 toward eleventh grade of SMK N 3 Kotabumi. Try out was followed by 36 students. The instruments that are tested were questionnaire and multiple choice test. The total of questionnaire statements are 40 items with five alternative answer and total of multiple choice test are 40 items with five alternative answer. The researcher used contents validity and construct validity. For content validity the researcher used expert's judgement and in construct validity the researcher used formula. The instrument of students' vocabulary mastery was multiple choice test. In this case, the experts were two lecturer from English Departement of University Muhammadiyah Kotabumi they were Mrs. Dewi Sri Kuning, S.Pd, M.Pd and Mrs. Rulik Setiyani S.Pd, M.Pd.

The validity of vocabulary mastery was tested by using *Point Biserial Correlation* Formula. The instrument was said valid if r_{count} is higher than r_{table} . The criteria of validity test are if $r_{count} > r_{table}$ it means the instrument is valid. In this

research, the value of r_{table} in significant level 5% was 0,329 $n = 36$. From 40 items of vocabulary test there were 27 items are valid. The summary of validity test of multiple choice test will be drawn in the following table.

TABLE 2
THE SUMMARY OF MULTIPLE CHOICE VALIDITY TEST

No	Aspect	Number of Test	Valid Item	Invalid Item
1	Verb	1, 3, 6, 7, 9, 10, 12, 18, 19, 29	1, 7, 10, 12, 18, 19, 29	3, 6, 9
2	Adjective	2, 4, 8, 11, 14, 17, 20, 21, 27, 31	2, 4, 11, 21, 27, 31	8, 14, 17, 20
3	Noun	5, 13, 15, 22, 23, 24, 25, 28, 30, 33	5, 13, 15, 22, 23, 24, 28, 30, 33	25
4	Adverb	16, 26, 32, 34, 35, 36, 37, 38, 39, 40	26, 32, 34, 36, 39	16, 35, 37, 38, 40
Total		40	27	13

Based on table above, it can be seen that there were 27 valid items and 13 invalid items.

Moreover, the researcher also measure the validity by using *Pearson Product Moment* formula with parameter If

$r_{count} > r_{table}$, the instrument is valid. Meanwhile, if $r_{count} < r_{table}$ it means the instrument is not valid. In this research, the

value of r_{table} in significant level 5% was 0,329 $n = 36$. For this variable, the researcher was used questionnaire as research instrument. The detail of validity questionnaire of the students' reading habit can be seen in the following table.

**TABLE 3
THE SUMMARY OF
QUESTIONNAIRE VALIDITY TEST**

Aspect	Valid Items	Invalid Items
Frequency of watching English movie (always, usually, often, sometime, seldom, rarely, never)	1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 17, 19, 21, 24, 25, 26, 28, 29, 30, 31, 33, 34, 35, 36, 38, 39, 40	8, 9, 18, 20, 22, 23, 27, 32, 37
Total	31	9

Based on the table above, it can be seen from 40 items of total questionnaire the researcher found that there were 31 items were valid and 9 items were invalid.

The reliability test of vocabulary mastery The researcher used KR 20 (Kuder Richardson) formula. The criteria is if $r_{count} > r_{table}$, the instrument is reliable. The value of r_{table} in significant level 5% = 0,329 and $n = 36$. The result of reliability test of student's vocabulary mastery instrument will be shown as follow.

**TABLE 4
THE SUMMARY OF MULTIPLE
CHOICE RELIABILITY TEST**

Observation	Result
r_{count}	0,86
r_{table}	0,329
Description	The instrument is reliable

Meanwhile to find reliability of the students' habit in watching English movie, the researcher was used *Alpha Cronbach* formula. The criteria is if $r_{count} > r_{table}$ it means the instrument was reliable. Value of r_{table} in significant level 5% = 0,329 and $n = 36$. The result of calculation of reliability instrument can be seen in the following table.

**TABLE 5
THE SUMMARY OF
QUESTIONNAIRE RELIABILITY
TEST**

Observation	Result
r_{count}	0,84
r_{table}	0,329
Description	The instrument is reliable

In normality tes the researcher used *Liliefors* formula. Criteria of normal data is if $L_{count} < L_{table}$. the result of normality test can be seen in the following table:

TABLE 6
THE SUMMARY OF NORMALITY TEST

No	Variable	L_{count}	L_{table}	Description
1	Vocabulary Mastery	0.06	0.128	Normally Distributed
2	Habit Watching English Movie	0.09	0.128	Normally Distributed

The researcher used F-test to calculate homogeneity. The result calculation of homogeneity test by using F-test as follows:

$$F_{count} = \frac{\text{Highest Variance}}{\text{Lowest Variance}}$$

$$F_{count} = \frac{54.31}{26.90}$$

$$F_{count} = 2.02$$

Based on the description above, it can be concluded that the result of homogeneity test was $F_{count} = 2.02$. Therefore, the researcher compare the result of F_{count} and F_{table} . In this research the value of $F_{table} = 4.05$. It means that the value of $F_{count} < F_{table}$ and the data was distributed homogeneous.

After the data was found homogeneous and normally distributed, the researcher continued by calculating hypothesis. The researcher uses *Pearson Product Moment* formula. The result of hypothesis test can be seen in the table below.

TABLE 7
THE SUMMARY OF HYPOTHESIS TEST

Observation	Result
r_{count}	0.483
r_{table}	0.284
Description	H_0 was rejected, H_a was accepted

The table above show that value of r_{count} was 0.483 and value of r_{table} in significant level 5% = 0.284 and $n = 48$ and it can be implied if $r_{count} > r_{table}$ thus the conclusion is H_0 was rejected meanwhile H_a was accepted. It means that there is correlation between the students' habit in watching English movie and the students' vocabulary mastery. The interpretation of hypothesis result was included in Enough category (0,400 – 0,600).

After calculating hypothesis, the researcher continued with conducted t-test to know the significant between two variables. The summary of t-test are drawn in the following table:

TABLE 8
THE SUMMARY OF T-TEST

Observation	Result
t_{count}	3.53
t_{table}	2.01
Description	H_0 was rejected, H_a was accepted

From the table above, the result of calculating $t_{count} = 3.53$ and value of t_{table} in significant level $5\% = 2.01$ and $n = 48$. It means $t_{count} > t_{table}$. It can be concluded that the correlation between variables was significant.

Discussion

The result of the analysis of the correlation between the students' reading habit and the students' vocabulary mastery by using *Pearson Product Moment* formula showed that value of correlation coefficient was 0.483 and value of r_{table} was 0.284. That means that the $r_{count} > r_{table}$ or in the other word there is correlation between variables. Moreover, the calculation of t-test showed that the correlation between two variables are significant. It can be implied that the more the students' watching English movie the more the students' enrich the vocabulary. The result of the research is appropriate with the hypothesis which is formulated by the researcher, namely there is significant correlation between students' habit in

watching English movie and their vocabulary mastery at the eleventhgrade of SMKN 02 Kotabumi academic year 2021/2022.

Based on the research result above, habit of watching English movie give positive benefit for the students' vocabulary mastery. These research findings also in accordance with theory from Canning Wilson and Wallace in Kismoko and Roni (2021, p. 304) movie with subtitle very motivate the language learners to use new idioms and vocabulary. In addition, the result of the research was in line with previous related research that was conducted by Zainuddin on 2016. The title of the research is "*The Correlation between Students' Habit in Watching English Movie and Vocabulary Mastery at the Second year of SMA N 1 Anggeraja*". The result of the research is there is significant correlation between habit of watching English movie and vocabulary mastery with value of coefficient variable is 0.766.

All of those research have same conclusion with the research result that is all of the value of coefficient correlation is higher than r_{table} . Thus, it can be implied that English movie affect the students' vocabulary mastery.

Based on the research findings above, it can be concluded that habit of watching

English movie give positive effect toward the students' vocabulary mastery. Vocabulary is the most important thing when learning English language. With limited vocabulary the students will be difficult to express ideas and thoughts meanwhile if the students have high vocabulary mastery the students will easy to deliver the thoughts in every aspect in English.

Watching English movie can help the students to add new vocabulary then can be apply in English learning process such as in writing, speaking, listening, and reading. Furthermore, English movie can be as optional interesting media that entertaining for the students, and also as varied learning tools for the students to increase skill in vocabulary mastery.

IV. CONCLUSION AND SUGESTION

After the data has been obtained by analyzing the data, the researcher found that value of correlation coefficient was 0.483 and value of r_{table} was 0.284. That means that the $r_{observed} > r_{table}$ or in the other word there is correlation between variables. Moreover, the calculation of t-test showed that value of $t_{count} = 3.53$ and $t_{table} = 2.01$ it means $t_{count} > t_{table}$. The result means that the correlation between two variables are significant. From

the research findings in previous chapter, the researcher concluded that there is significant correlation between the students' habit in watching English movie and the students' vocabulary mastery at the eleventh grade of SMKN 02 Kotabumi academic year 2021/2022.

Furthermore, the researcher concluded that watching English movie can support the students' vocabulary mastery. In addition, using movie as media in learning vocabulary make the students more happy during learning process. Moreover, English movie can be an option that will make the students not boring in learning English.

SUGESTION

In line with the conclusion above, the researcher would like to provide some suggestion and hope to the following parties, as follow:

1. Teachers

Teacher are expected to more support the students' to develop their vocabulary mastery because vocabulary is main things in English language learning. The teachers can provide many varied media in other to encourage the students to learn vocabulary.

2. Other Researcher

This research is recommended to be reference for the other researcher who will conduct a studies on the identical case, in

order that the result of the studies on correlation between students habit watching English movie and students' vocabulary mastery.

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