CORRELATION BETWEEN STUDENTS' HABIT IN WATCHING ENGLISH MOVIE AND THEIR VOCABULARY SIZE

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Abstract

Penelitian ini bertujuan untuk menginvestigasi hubungan antara kebiasaan siswa dalam menonton film berbahasa Inggris dengan penguasaan kosa kata. Subyek penelitian ini sebanyak 30 siswa pada kelas *Frontrunner* di English First (EF) Bandar Lampung. Teknik pengumpulan data yang digunakan adalah kuesioner dan *vocabulary size test*. Hasil penelitian menunjukan bahwa nilai korelasi antara kedua variabel adalah 0.3 dan nilai pengaruhnya adalah 0.554. Lebih jauh, ditemukan data bahwa faktor frekuensi dan tingkah laku mempunyai hubungan yang signifikan dengan siswa yang mendapat skor tinggi dan sedang pada tes kosa kata, sementara itu pengulangan adalah faktor yang digunakan oleh sebagian besar siswa yang mendapat skor kosa kata rendah. Berdasarkan pada hasil, dapat disimpulkan bahwa ada hubungan antara kebiasaan siswa dalam menonton film berbahasa Inggris dan penguasaan kosa kata bahasa Inggris.

The objective of this research was to investigate the correlation between students' habit in watching English movie and their vocabulary size. The subjects were 30 students in Frontrunner class of English First (EF) Bandar Lampung. The data collecting techniques used were questionnaire and vocabulary size test. The results showed that the correlation between the two variables was 0.3 and the value of X toward Y was 0.554. Furthermore, it was found that the frequency factor had a significant correlation with the students who got high and moderate score on vocabulary size test, while the repetition was the strategy used by the majority of students who got low score on vocabulary size test. Based on the result, it could be concluded that there was significant correlation between students' watching English movie habit and their vocabulary size.

Keywords: correlation, habit, vocabulary size, english movie.

INTRODUCTION

Vocabulary is one of language aspects and it is the most important components of language as communication tool. Vocabulary is also important because it is a basic part to understand the meaning of what people said and written. It is a primary skill which should be mastered by the learners before they acquire other language skills, such as listening, speaking, reading, and writing. Learning a language can start by learning its vocabulary first.

In senior high school, students study texts and grammar. But in fact, the students still find more difficulties in enriching their vocabulary. They get difficulties in memorizing the new words so that they have limited vocabulary. Based on the researchers' experience in EF (English First) Course Bandarlampung, students who have habit in watching English movie have higher vocabulary size than those who do not have. It means that habit in watching English movie has an important role in the students' vocabulary. Thus, it is important to find out the ways that will be useful to help the students improving their vocabulary size.

Many schools in Indonesia, for example in EF (English First) Bandarlampung have revealed that habit in watching movies used in EFL classroom can become an important part of the curriculum. Based on that fact, movies provide exposures to "real language". They also have found that movies catch the learners' interest and it can positively affect their motivation to learn (Kusumarasdyati, 2004; Luo, 2004). Learning process is not always in the class, learning process can be done everywhere. Students also do not always face the teacher to learn vocabulary.

Students can learn anywhere and anytime. Students' watching English movie habit is a possible way to enrich their vocabulary. Because it can give opportunities to the students to study vocabulary of the language.

Therefore, teaching English nowadays has become more challenging than ever. In order to help the learners master the language skills (increase the proficiency) of language skills, teachers have to provide teaching materials of good quality that are encouraging and interesting. Based on the statement above, this research aimed to find out students' habit in watching English movie and its correlation to vocabulary size.

METHOD

The design of this research is *ex post facto design*. Hatch and Farhady (1982) state that ex post facto design is often used when the researcher does not have control over the selection and manipulation of the independent variable. The subjects of this research were the Frontrunner class of English First (EF) Bandar Lampung. Those were 30 students selected by using simple random sampling.

The data were collected through questionnaire and vocabulary size test. The researcher collected the data regarding students' habit of watching English movie by giving questionnaire and their vocabulary size by giving vocabulary size test. There were 15-items of questionnaire and there were 60-items of vocabulary size test. Then, the researcher analyzed the correlation between two variables by using Pearson Product Moment Correlation. After finding the coefficient correlation, the

researcher found out the hypothesis was accepted. There were two hypothesis, H_0 ($r_{value} < r_{table}$) and H_1 ($r_{value} > r_{table}$).

RESULT

The results showed that the students were used to watching English movie, since the mean score was good 63.72. It indicated that the students at Frontrunner class of English First (EF) Bandar Lampung had good watching English movie habit since the result of the questionnaire showed high scores ranging from 61-100. According to the data of watching movie habit questionnaire, it was obtained that frequency factor occupied the most used factor by the students. The second factor was behavior factor. The third rank of factor was repetition factor.

Based on the vocabulary size test, the students' mean score was 75.81, which was considered as a good score. It indicated that the students at Frontrunner class of English First (EF) Bandar Lampung had good vocabulary size since that average score means that the students have mastered 2352 words on average. The result shows that the highest score was 82 (2568 words), the lowest score was 50 (1500 words), and the average was 75.8167 (2352 words). The table below shows the descriptive statistics of vocabulary size result. The students' vocabulary size test explained as follows.

Table 1. The Value of Correlation between Students' Watching English Movie
         Habit and Students' Vocabulary Size

Correlations

		Movie Habit Questionnaire	Vocabulary Size Result
Movie Habit Questionnaire	Pearson Correlation	1	.554**
	Sig. (2-tailed)		.001
	N	30	30
Vocabulary Size Result	Pearson Correlation	.554**	1
	Sig. (2-tailed)	.001	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

Table 2. Result of vocabulary size test

Level of category	Range of Scores	Total of the students	Total Words
High	71-100	18 students	2001-3000 words
Moderate	61-70	9 students	1701-2000 words
Low	50-60	3 students	1000-1700 words

The result showed that the word known by most the students in 2000 words list were *lazy, enjoy, collect,* and *enjoy*. And for 3000 words list the word known by most the students were *invite, leave, trouble, offer,* and *strongly*. But, there were some word unknown by the students. In 2000 words list were *tenant, punctual,* and *inhabitant*. In 3000 word list were *offspring* and *profound.* In accordance with the analysis, it was revealed that most of the students had reached the required size of vocabulary.

The vocabulary size score was assumed to highlight the students' vocabulary proficiency. The results revealed that the students performed well in doing the vocabulary test at the 2000 level of the VLT. This indicates a better result compared with the previous study by Nurweni and Read (1999, as cited in Nur, 2004), who found that average first year Indonesian university student only masters about 1226 English words. This conclusion is based on two considerations:

1. Simply referring to Zimmerman (2005), the scores on the VLT test can be used to provide a rough estimate of the vocabulary size. For example, if a participant can answer correctly 9 items out of 18 items in 1000 level, it can be assumed that he/she knows roughly 500 out of the 1000 words families from that level. Thus, in the present study, on average the students obtained the score 75.81%. It can be calculated then that they know approximately 2352 words.

2. The participants in the current study are assumed to learn English in a shorter term compared to the participants in the previous study. The first year Indonesian university students in the former study are assumed to have already learnt English for six years, while the grade 11 students of senior high school in the latter study are generally assumed to have studied English for four years.

The results of the current study can also assist language teachers to improve their teaching methods. Second, teachers who are interested in their students' performance in learn the English vocabulary can introduce the habit in watching English movie to their students by designing useful tasks and giving relevant assignments.

Harmer (1986:271) said television and radio games, imported into the classroom, often provide good fluency activities. Broughton (2003:83) stated that "Visual stimuli: maps, photographs, pictures, cartoons, even slides and films are another useful source of oral language practice."

The students will probably continue to watch movies, which will increase the students' exposure to the language. And also students can see the real condition of language in use, such as students can see the facial expression and the gesture when native speakers are saying some words or expressions, the students are able to memorizing and remembering words, getting the meaning, and getting example from the use of vocabulary in real context. From the explanation above the researcher concludes that movies as one of several media in teaching and learning vocabulary is important.

From the result of calculation, it was found that the coefficient correlation between students' watching English movie habit and their vocabulary size was 0.554 at the significant level of 0.01. The coefficient correlation was higher than the critical value of *r* table (0.554>0.449). The number 0.554 was taken from the result of data analysis using SPSS 16, which means that the two variables were calculated by using Pearson Product Moment Correlation formula and were showing certain numeric result with *r* table or *critical value* table as the guidance to see whether they were correlated or not. The position of *r* table for this research analysis was 0.449, and 0.554 was higher than it. Therefore, for the first hypothesis, the null hypothesis is rejected and the research hypothesis is accepted.

DISCUSSION

Based on the analysis of students' habit in watching English movie conducted through questionnaire, it was known that some of the students about 60% had high habit in watching English movie. There were 40% of students who had low habit in watching English movie. And the calculation above showed that, most student in watching English movie on the level of score between 61-100 and there were 18 students or 60% in that level. This is caused by two of main factors or items in habit, they were Frequency and Behavior. The students like to watch movie naturally and regularly or the researcher said that frequency and behavior factor took important role in this case. Based on the result above, the two factors (Frequency and Behavior) were positively correlated to students' vocabulary size. It had 0.618 and 0.375 r values for Frequency and Behavior factors respectively.

Habits are routines of behavior that are repeated regularly and tend to occur subconsciously. In habitual behavior, a person does not need to engage self-analysis when undertaking routine tasks. It was strengthened by previous research by Syafi'i (2013), in his study he stated that habit is a pattern behavior that acquired by frequently repetition or psychological exposure that shows itself in regularity or increase facility of performance. So, it can be said that most of the students had high habit in watching English movie.

CONCLUSION

Based on the data analysis and discussions, the researcher comes to a conclusion that there is a correlation between students' watching English movie habit and

their vocabulary size. That was shown by the coefficient correlation which was higher than the critical value of *r* table (0.554>0.449). Based on the result it can be concluded that there is a significant relationship between students' habit in watching English movie and their vocabulary size. Thus, prediction can be put forth that if the students watch English movie frequently, their vocabulary size tends to be better. For the contribution value, it was found that the coefficient correlation is 0.554 at the significant level 0.01. It means that the students' habit in watching English movie gave contribution to their vocabulary size.

SUGGESTIONS

1) The researcher suggests to the English teachers to explore more information and knowledge about the importance of habit in watching English movie, to make a more effective learning experience and enjoyment among the students. Because learning English nowadays turns to be more difficult. So, teacher should have new creative ways to make students more interested in English, especially in learning new vocabulary. By identifying the students' habit in watching English movie, it is expected that the students will easily process the information and knowledge from the teachers and the students will have better understanding and achievement. The broad kinds of method can be applied not only by the teachers in teaching English but also by students in deepening their language mastery.

2) Teachers who are interested in students' performance in learning English vocabulary can introduce watching English movie to their students by

designing useful tasks and giving relevant assignments regularly. They can also make such an improvement in their teaching methods.

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