

Correlational Study between Students' Habit in Watching English Movie and Their Vocabulary Acquisition in English Education Study Program at Pattimura University

¹Mega Victoria Relmasira, ²Christian Albert Lewier, ³Jeny Lekatompesy
^{1,2,3}Pattimura University

Corresponding e-Mail: megarelmasira@gmail.com

ABSTRACT

This study aimed to determine the correlation between students' habits of watching English movies (X) and their vocabulary acquisition (Y) among the 5th-semester students of the English Education Study Program of Pattimura University. A correlational study under quantitative research was applied to conduct this study. 40 students were taken as a sample for this research. The researcher used a questionnaire and a vocabulary test to collect the data. For the data analysis, the researcher used Pearson Product Moment Correlation. Subsequently, the research findings indicated a correlation between X and Y variables. The data analysis showed that the obtained correlation coefficient value (r) is 0.614, with a significant value of 0.00. This indicated that the higher the students' habit of watching English movies, the higher their vocabulary acquisition will be. Therefore, the null hypothesis (H₀) was rejected, and the alternative hypothesis (H₁) was accepted. In conclusion, a significant and positive correlation exists between students' habit of watching English movies and their vocabulary acquisition.

Keywords: *Habit, Watching English Movie, Vocabulary Acquisition*

INTRODUCTION

Vocabulary is the central part of language that is needed to understand what people say and write. According to Cameron, as cited in Alqahtani (2015), vocabulary plays a vital role in students' language acquisition. Without mastering vocabulary, students can't grasp the meaning in both oral and written form. The more vocabulary they know, the more they master listening, reading, speaking, and writing skills. Unfortunately, many EFL students lack this micro-skill. Most students still have problems with their vocabulary. They have difficulties developing their vocabulary because they cannot memorize the new words they get. To solve this problem, students need a learning strategy. As O'Malley and Chamot (as cited in Sartika et al., 2019) said, learning strategy is the particular thought or action that people use to help them comprehend, learn, or maintain new information that they have. It implies that students can freely choose the strategy they want to use as long as the strategy can help them in the learning process and they can enjoy it.

The preliminary study showed that most students prefer to use English movies to learn English and significantly develop their vocabulary. They like watching English movies, and they enjoy it a lot. In addition, they said that their frequency of watching English movies is about three to five times a week. From these statements, it can be concluded that most of them have a habit of watching English movies. "The habit of watching English movies provides opportunities to acquire language about vocabulary" (Twyman as cited in Pratama, 2016). In other words, watching English movies allows students to learn a lot of new

vocabulary because they can acquire it directly from the movie. Finally, their vocabulary will be developed automatically.

The result of previous studies that were conducted in high school level students showed that there was a correlation between the frequency of watching English movie and their vocabulary mastery. Still, the correlation is categorized as low correlation. The frequency of students' watching English movies caused a low score, which is considered fair (Saiful et al., 2019). On the other hand, another previous study by Pratama (2016) showed a significant correlation between students' English movie habit and their vocabulary size. The positive relationship was caused by most participants having a high frequency of watching English movies.

From the result above, the researchers were interested in exploring the correlation between students' habits of watching English movies and their vocabulary acquisition. The researcher focused on college students and three research questions were addressed and answered in this study: 1) What is the degree of student habit in watching English movies? 2) what is the student's vocabulary level? 3) is there any positive and significant correlation between students' habits of watching English movie and their vocabulary acquisition?

METHOD

This research employed a quantitative approach to investigate the correlation between variables. According to Creswell's (2012) definition, correlation is a statistical technique to ascertain patterns between two or more variables. The study involved a sample of 40 students who were selected to participate. The data collection process involved the administration of a questionnaire and a vocabulary test, which served as the primary research instrument. The questionnaire assessed the students' frequency, automaticity, and repetition in watching English movies, drawing on indicators modified from Verplanken's (2010) work. On the other hand, the vocabulary test gauged the students' level of vocabulary acquisition, using vocabulary from the movies *Home Alone* and *Fast & Furious 7*. Before distributing the instruments, the researcher conducted validity and reliability tests to ensure their effectiveness.

The collected data were analyzed using Descriptive and Inferential Statistical analyses facilitated by the SPSS Program version 25. Descriptive Statistical Analysis provides a summary of the data, allowing for the examination of the variables' central tendencies, variabilities, and distributions. Inferential statistical analysis, on the other hand, enabled the researcher to conclude the population based on the sample data. These analytical techniques were employed to investigate the relationship between the students' habits in watching English movies, as indicated by the questionnaire, and their vocabulary acquisition, as measured by the vocabulary test.

FINDING AND DISCUSSION

Based on the result of a descriptive analysis of the habits of watching English movies, it can be concluded that English Education Study Program students have a moderate degree of habit of watching English movies. Since 16 students (40%) are classified as high category and 24 students (60%) are classified as moderate category, students' habit of watching English movies is considered in the mild category.

No	Class Interval	Category	Frequency	%
1	49 – 65	High	16	40 %
2	31 – 48	Moderate	24	60 %
3	13 – 30	Low	0	0 %
TOTAL			40	100 %

Table 1: The Distribution Frequency of Students' Habit in Watching English Movie

This result was supported by research by Simamora and Oktaviani (2020), who claimed that the more students watch English movies, the more vocabulary they have. It can be concluded that those English Education Study Programs students with moderate level category in watching English movies tend to have moderate vocabulary acquisition, too. "A movie is a real form of the development of technology that is very sophisticated in this era" (Apulisa et al., 2021). Nowadays, English movies can be watched from anywhere, not only in the cinema. Students can watch from TV, laptop, or even smaller gadgets like smartphones and tablets through the many available platforms. This can allow the students to learn English more efficiently, including the vocabulary from the movie, anytime and anywhere.

The result analysis of the questionnaire was supported by the theory from Lally et al (2010), who defined habit as the process by which a behavior becomes automatic or habitual through regular repetition. In this finding, English Education Study Program students acknowledged

that they have been watching English movies since they were in high school until now in college. It showed they had been watching English movies for approximately seven to eight years. This means they have watched many English movies and formed the habit over time. Not only that, most of them also agreed that they can automatically feel happy when watching an English movie, especially for the movie they like and the latest English movies. They said that they watch the English movies that they like most over and over again. This was in line with Xhemaili (2013),

who asserted that movies can grasp students' attention and interest more than reading. The Movie provides verbal language and visual images and sounds simultaneously through the acting in the scenes. That's why watching movies is fun for students.

Based on the descriptive analysis of vocabulary acquisition, it can be concluded that English Education Study Program students have moderate vocabulary acquisition. Since there are 12 students (30%) classified as high category and 28 students (70%) classified as moderate category. Hence, students' vocabulary the acquisition is considered in the moderate-level category

No	Class Interval	Category	Frequency	%
1	36 - 50	High	12	30 %
2	18 - 35	Moderate	28	70 %
3	0 - 17	Low	0	0 %
TOTAL			40	100 %

Table 2: The Distribution Frequency of Students' Vocabulary Acquisition

Apulisa et.al (2021) supported this finding by stating that if students have a good habit in watching English movie, it will help them to develop their vocabulary acquisition. English movie expose students to a wide range of vocabulary like synonym, antonym, slang words, idioms, phrases, expression, collocation, and so on. By watching English movie on a regular basis, students will get used to be familiar to those vocabulary. In consequence, it will help them to develop their vocabulary unconsciously. It is supported by Khoshniyat and Dowlatabadi (as cited in Simamora, 2021) that revealed “the use of English movie can empower students with extensive vocabulary list, syntax, and also other language skills that will enable them to improve their English proficiency”. Those theories support the result in this research that students’ habit in watching English movie can influence students’ vocabulary acquisition.

Based on the result English Education Study Program students’ vocabulary acquisition was classified in moderate level category. This was in line with the result of the questionnaire which was also moderate. Students’ habit in watching English movie is moderate, that’s why students’ vocabulary acquisition is moderate too. In addition, most of the students agreed that after watching the English movie they always get ten or more new vocabulary because the vocabulary has been repeated many times in the movie (Ismaili, 2013).

Correlations

		Habit in WEM	VA
Habit in WEM	Pearson Correlation	1	.614**
	Sig. (1-tailed)		.000
	N	40	40
Vocabulary acquisition (VA)	Pearson Correlation	.614**	1
	Sig. (1-tailed)	.000	
	N	40	40

** . Correlation is significant at the 0.01 level (1-tailed).

Table 3: The Correlation between Habit in Watching English Movie and Vocabulary Acquisition

To test the hypothesis in the SPSS, the significance value was used. According to the result of this research, the significant value was 0.000 which means there is a positive and significant correlation between students’ habit in watching English movie and their vocabulary

acquisition. Similarly, based on the Pearson Correlation the result of correlation coefficient is 0.614. It means the category of the correlation is categorized as high correlation. The plus sign here can be signified that the increase of students' habit in watching English movie is followed by the increase of students' vocabulary acquisition. The result proved the hypothesis made by the researcher before which is the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis (H_1) was accepted. From the calculation above, it can be concluded that there is a positive correlation between English Education Study Program students' habit in watching English movie and their vocabulary acquisition.

This finding is supported by Apulisa et.al (2021) that revealed "students' habit in watching English movie can influence the acquisition of their vocabulary". The highest the students' habit in watching English movie, the more they become familiar with the vocabulary, the more difficulties can be overcome. If students have habit in watching English movie, they will watch it regularly. By repeatedly watching to English movie students will not only have an opportunity to get, learn, and understand some new vocabulary, but also they will become familiar with them and finally they can produce the words in order to communicate successfully with others. From this they learn a new way to learn a language outside the classroom. It is very important in order to develop students' vocabulary because they need to be exposed to English language outside the classroom independently by watching English movie regularly. As a result, their vocabulary will develop even without noticing it.

The data of this research signified that students' habit in watching English movie increased along with their vocabulary. It means the level of students' habit in watching English movie is closely related to their vocabulary acquisition. The higher their habit in watching English movie, the higher their vocabulary can be obtained. Students' habit in watching English movie can influence their vocabulary acquisition since it can give a positive impact to students' vocabulary development. In relation to the facts above, it can be summarized that the hypothesis can be accepted. That is why, it can be concluded that there is a positive and significant correlation between students' habit in watching English movie and their vocabulary acquisition and the category of correlation is classified as high correlation.

CONCLUSION

Based on the result of data analysis and discussion, there are several points raised from this study. First, regarding students' habit in watching English movie. As it stated, that students' habit in watching English movie are in moderate category since most of the participants had moderate score level in the questionnaire. Second, students' vocabulary acquisition is also considered in moderate level since most of the participants had moderate score in the vocabulary test. Third, from the result of this study, it can be concluded that students' habit in watching English movie has a positive and significant correlation with students' vocabulary acquisition with a strong correlation coefficient (r) 0.614 and significant value 0.000. It shows that English Education Study Program Students' Academic Year 209 habit in watching English movie correlates with their vocabulary acquisition. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

REFERENCES

- Alqahtani, M. (2015). The Importance of Vocabulary in Language Learning and How to Be Taught. *International Journal of Teaching and Education*, Vol. III(3), pp. 21-34., 10.20472/TE.2015.3.3.002.

- Apulisa, U., Novitri., & Masyhur (2021). The Correlation Between English Department Students' Habit in Watching English Movies and Their Vocabulary acquisition. *Journal of English Education*, Vol. 7, No.1
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Toronto: Pearson.
- Lally, P., Van Jaarsveld, C. H. M., Potts, H. W. W., & Wardle, J. (2010). How are Habits Formed: Modelling Habit Formation in the Real World. *European Journal of Social Psychology*. 40(6), 998-1009. doi:10.1002/ejsp.674.
- Pratama, G. J. (2016). *The Correlation between Students' Habit in Watching English Movie and Their Vocabulary Size at Frontrunner Class of English First (EF) Bandarlampung*. English Education Study Program, University of Lampung: Bandar Lampung.
- Saiful, Abdullah, H. I., & Bakri, R. A. (2019). The Correlation Between Frequency of Watching English Movies and Vocabulary Mastery. *Exposure Journal*, Vol. 8(1).
- Sartika, D. H. M., Santihastuti, A., & Wahjuningsih, E. (2019). The Learning Strategies Used by EFL Students in Learning English. *IJEE (Indonesian Journal of English Education)*, 6(1), 10-20. doi:10.15408/ijee.v6i1.12111
- Simamora, M. W. Br. & Oktaviani, L. (2020). What is Your Favorite Movie?; A Strategy of English Education Students to Improve English Vocabulary. *Journal of English Language Teaching and Learning*, 1(2), 44-49
- Verplanken, B. (2010). *By Force of Habit, Handbook of Behavioral Medicine*. New York: Springer Science-Business Media.
- Xhemaili, M. (2013). The Advantages of Using Films to Enhance Student's Reading Skills in the EFL Classroom. *Journal of Education and Practice* Vol.4, No.13