

**THE CORRELATION BETWEEN STUDENTS' HABIT IN WATCHING  
ENGLISH MOVIE AND VOCABULARY MASTERY AT THE FOURTH  
SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM IN ISLAMIC  
UNIVERSITY OF KALIMANTAN**

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**ABSTRACT**

This research aims to determine whether there is a correlation between students' habit in watching English movie and their vocabulary mastery at the Fourth Semester of English Language Education Study Program in Islamic University of Kalimantan Academic Year 2019/2020. This research used correlational research design. The researcher conducted this research toward 20 students. In conducting this research, the researcher used questionnaire to find out students' habit in watching English movie and vocabulary test to find out students' vocabulary mastery. The result from SPSS version 25 indicated that there enough correlation between students' habit in watching English movie and their vocabulary mastery. It can be prove through the value of  $r_{test}(0.452)$  is higher than  $r_{table}(0.444)$ . Based on the result, it could be concluded that there was significant positive correlation between students' habit in watching English movie and their vocabulary mastery.

**Keywords:** *Habit; English Movie; Vocabulary Mastery.*

## INTRODUCTION

Language is a crucial aspect in human life. It used for communication of person to the others. The people need language to sharing information and express their feeling, thought and desires. There are many languages in this world. One of them is English.

English takes its place as one of the main communication tools in the world. It dominates all aspects of International communication such as in the world of technology, education, political economy, culture and many others fields. In this modern era full of challenges and competitions, it is very important to have English language skills for ease in competing on the international stage.

In Indonesia, English considered as the first foreign language. In formal education, English taught from junior high school up to the university level as one of subjects studied by students, which aims to make the students be able to develop their knowledge and to participate in the world interaction. But In fact, it is not easy to learn English. Students face some problem in learning English, especially in mastery vocabulary. They get difficulties in memorizing new words that is why they do not have enough vocabulary.

Mastering vocabulary of a particular target language is requirement for language learner because language is compounded by the word (Thornbury, 2002). Vocabulary is one of components of language and no language exists without word. Someone that has a lot of vocabulary express their ideas, opinions and feelings easily. It is very important to mastered vocabulary for students who are learning English. Without it, it is impossible for them to understand English by spoken or written. Vocabulary is a core aspect of language proficiency and gives much foundation for how well learners read, listen, speak, and write. Therefore, vocabulary mastery must be the first priority in English

teaching and learning (Renandya and Richards, 2002).

Learning vocabulary can use various ways. One of them is by using media. Media is an important tool in conveying the message or the information in the learning process. There are three kinds of media, namely; visual media are using the sense of vision, audio media using the sense of hearing and audio-visual media that combine multiple senses of hearing and vision. Student would be more motivated if they can use multiple sense than just using one sense either vision or hearing (Arsyad, 2013). Some Media that can categorize of audio-visual are movie or film and video. Therefore habit in watching English movie can be a possible way to enrich student's vocabulary because it is kind of audio-visual media.

Based on the things mention above, the researcher decides to conduct a correlation research in order to know whether or not there is a significant correlation between habit in watching English movies and vocabulary mastery.

## METHOD

### *Research Design*

This research used correlation research design. Correlation research is research which investigates the possibility of relationship between two variables or more variables based on correlation coefficient (Wallen, 2009). This research focused on the correlation between students' habit in watching English movies and their vocabulary mastery. The researcher applied a quantitative research approach in this research. Quantitative approach is getting knowledge by using numerical data as instrument to explain the subject (Margono ,2004).

### *Research Setting*

The research was conducted at Universitas Islam Kalimantan Muhammad Arsyad Al Banjary or known as UNISKA. The main campus located at Adhiyaksa street No. 2 Kayutangi,

Banjarmasin. The other campus located in Banjarbaru.

*Population and Sample*

The population of this research was the fourth semester students in regular class of English Education Study Program at UNISKA in the academic year 2019/2020. The total number of students is 85 students. The sample was 20 students took from fourth semester in regular class of English Language Education Study Program in UNISKA Banjarbaru. The researcher used the purposive sampling to conduct the research.

*Instrument of Collecting Data*

To collect the data the researcher used questionnaire and test. The questionnaire refers to know the student's habit in watching English movie and the test refers to know student's vocabulary mastery. The questionnaire used close-ended version. The questionnaire consists of three indicators. The first indicator is frequency of students watching movie. The second indicator is repetition of watching English movies. The third indicator is automatics behavior of watching English movies. The students choose one of the five alternative answers (strongly agree, agree, neutral, disagree, and strongly disagree) for each questions. The total number of the questions is 10 questions. The test consists of 20 questions of multiple choices with four alternatives answers for each question. The indicators of the vocabulary test used are word grammar, collocation, appropriateness, synonym, antonym, and hyponym.

*Data Analysis*

The scoring system of the questionnaire used Linkert Scale as following table:

**Tabel 1. Qistionnaire Scoring System**

Optional for the questionnaire	Score
Strongly Agree	5
Agree	4

Neutral	3
Disagree	2
Strongly Disagree	1

The scoring for students' vocabulary mastery used interval scale which the score of each item is 1 if the answer is correct. If the answer is incorrect, the score is 0. The researcher analyzed data by using SPSS version 25 to find out the correlation between student's habit in watching English movie and their vocabulary mastery.

To determine interpretation to the coefficient correlation explains on the table interpretation coefficient correlation as follows:

**Tabel 2. Correlation Level**

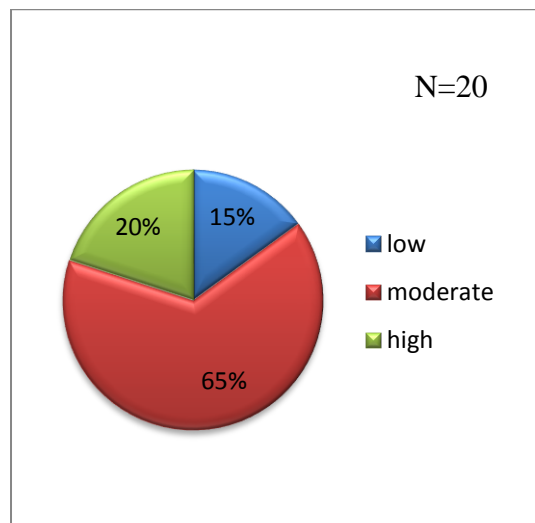
Coefficient Correlation	Category
0,800-1,00	Very high
0,60-0,799	High
0,40-0,599	Enough
0,20-0,399	Low
0,00-0,199	Very Low

(Arikunto 2014)

**FINDING AND DISCUSSION**

*1. Students' Habit in Watching English Movie*

**Chart 1. Categories of Students' Habit in Watching English Movie**

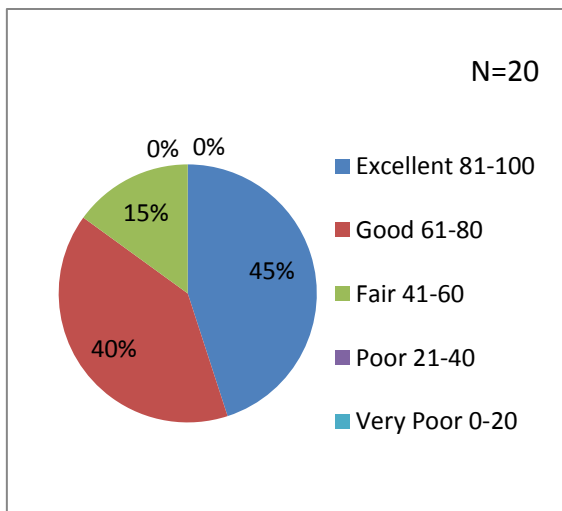


The researcher found from total 20 students who have habit in watching English

movie; there were just 20% of students have high habit, 65% students have moderate habit and the rest 15% students have low habit.

2. *Students' Vocabulary Mastery*

**Chart 2. Classification of Students' Vocabulary Mastery**



From the data above it can be seen that 45% students got Excellent category, 40% students got Good category, and 15% students got fair category, while no students got the category of Poor and Very Poor in the mastery of vocabulary.

3. *The Correlation Between Students' Habit in watching English Movie and Vocabulary Mastery*

To find out the correlation between students' habit in watching English movie and their vocabulary mastery, The resercher have to compare the value between  $r_{test}$  and  $r_{table}$ . If  $r_{test}$  is  $>$   $r_{table}$ , that means there is correlation between the two variables. The value of  $r_{table}$  in this research is 0.444 based on the table critical value of the pearson product-moment correlation coefficient with the total number of respondent is 20 respondents ( $n-2$ ). The researcher tested the correlation by using Pearson Product Moment Formula in SPSS version 25, here the result as following table:

**Table 3. Correlational Testing**

		Habit in Watching English Movie	Vocabulary Mastery
Habit in Watching English Movie	Pearson Correlation	1	.452*
	Sig. (2-tailed)		.046
	N	20	20
Vocabulary Mastery	Pearson Correlation	.452*	1
	Sig. (2-tailed)	.046	
	N	20	20

\*. Correlation is significant at the 0.05 level (2-tailed).

Based on the table above, it can be seen that the coefficient value from variable X and Y or  $r_{test}$  is 0.452. This score is higher than  $r_{table}$  product moment at 5% which is 0,444 with the number of respondent or  $N=20$  on  $df$  18 ( $n-2$ ). The higher score indicate that there is correlation between two variables. So, The Students' habit in watching English movie (X) and their vocabulary mastery (Y) is correlates. It also place in level of 0.40-0.599 which indicates has enough correlation. It can be stated that  $H_0$  is rejected and  $H_a$  is accepted. So, there is a significant positive correlation between students' habit in watching English movie and their vocabulary mastery. A positive correlation here means that the higher of student's habit in watching English movie is followed by the higher of students' vocabulary mastery. Otherwise, the lower of students' habit in watching English movie also cause the lower of students' vocabulary mastery.

**CLOSING**

*Conclusion.*

There is significant positive correlation between students' habit in watching English movie and their vocabulary mastery at the Fourth Semester of English Language Education Study Program in Islamic University of Kalimantan Academic Year 2019/2020. It was proved by the value of  $r_{test}$  (0.452) is higher than  $r_{table}$  (0.444) on  $df= n-2$  (20-2) with the significant 5% and it place in the level of has enough correlation.

### Suggestion

1. For Teacher  
Teachers might use English movie as media in teaching and learning process because it can make students more interested to the lesson and make students learn happily.
2. For Students  
Students should increase their habit in watching English movie in order to gaining their vocabulary mastery.
3. For Further Researcher  
The researcher suggest to the further researcher to find other variables or aspect related to vocabulary mastery or habit in watching English movie

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