

THE CORRELATION BETWEEN THE FREQUENCY OF WATCHING ENGLISH MOVIES AND VOCABULARY MASTERY OF THE FOURTH-SEMESTER STUDENTS OF THE ENGLISH STUDY PROGRAM OF FKIP OF UNIVERSITAS RIAU

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Abstract: *This research aimed to find out whether there was a significant correlation between the frequency of watching English movies and vocabulary mastery of the fourth-semester students of the English study program of FKIP of Universitas Riau. The sample of this research consisted of 35 students selected by random sampling technique. The instruments of the research were a questionnaire and a vocabulary test. The data were collected through a questionnaire to know the frequency of watching English movies and a test to measure students' vocabulary mastery. The test was used to assess students' vocabulary mastery. The research findings showed that the frequency of watching English movies of the fourth-semester students of FKIP of Universitas Riau is categorized into average level. The vocabulary mastery of the fourth-semester students of FKIP of Universitas Riau is categorized into mediocre level. Pearson Product Moment Correlation method was used to correlate both the frequency of watching English movies (X) and vocabulary mastery (Y). The result showed that there was a significant correlation (0.694) between the frequency of watching English movies and students' vocabulary mastery. It can be concluded that there is a significant correlation between the frequency of watching English movies and vocabulary mastery of the fourth-semester students of the English study program of FKIP of Universitas Riau.*

Key Words: *Correlation, English Movies, Vocabulary Mastery.*

KORELASI ANTARA FREKUENSI MENONTON FILM BERBAHASA INGGRIS DENGAN PENGUASAAN KOSAKATA PADA MAHASISWA SEMESTER KEEMPAT PROGRAM STUDI BAHASA INGGRIS FKIP UNIVERSITAS RIAU

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Abstrak: Penelitian ini bertujuan untuk mengetahui apakah terdapat hubungan yang signifikan antara frekuensi menonton film berbahasa Inggris dengan penguasaan kosakata pada mahasiswa semester keempat Program Studi Bahasa Inggris FKIP Universitas Riau. Sampel penelitian ini berjumlah 35 siswa yang dipilih dengan teknik random sampling. Instrumen penelitian berupa angket dan tes kosakata. Pengumpulan data dilakukan melalui angket untuk mengetahui frekuensi menonton film berbahasa Inggris dan tes untuk mengukur penguasaan kosakata siswa. Tes digunakan untuk menilai penguasaan kosakata mahasiswa. Hasil penelitian menunjukkan bahwa frekuensi menonton film berbahasa Inggris mahasiswa semester keempat FKIP Universitas Riau dikategorikan dalam tingkat sedang. Penguasaan kosakata mahasiswa semester keempat FKIP Universitas Riau ini tergolong sedang. Metode Korelasi Pearson Product Moment digunakan untuk menghubungkan frekuensi menonton film berbahasa Inggris (X) dan penguasaan kosakata (Y). Hasil penelitian menunjukkan bahwa terdapat hubungan yang signifikan (0,694) antara frekuensi menonton film berbahasa Inggris dengan penguasaan kosakata siswa. Dapat disimpulkan bahwa terdapat hubungan yang signifikan antara frekuensi menonton film berbahasa Inggris dengan penguasaan kosakata pada mahasiswa semester keempat program studi bahasa Inggris FKIP Universitas Riau.

Kata Kunci: Korelasi, Film Bahasa Inggris, Penguasaan Kosakata.

INTRODUCTION

Vocabulary is the most important thing when learning any language. Vocabulary supports the speakers to express their ideas, feelings, and opinions in communication. Nation (2011) as quoted by Alqahtani (2015) stated that in English as a second language (ESL) and English as a foreign language (EFL), learning vocabulary items play a vital role in all language skills (i.e. listening, speaking, reading, and writing).

According to the Cambridge dictionary, vocabulary is all the words that exist in a particular language or subject. Wilkins (1972), in Zulfa (2018) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

The most common problem students' face in learning a new language is a lack of vocabulary. Also, the students still face problems or difficulties in vocabulary learning. According to Rohmatillah (2014) difficulties that students face in learning vocabulary were various. First, almost all of the students have difficulties in pronouncing the words. Second, students have difficulties how to write and spell. Third, the different grammatical form of a word known as inflections was one of the causes of students' difficulties in learning vocabulary. Fourth, the students found difficulties in choosing the appropriate meaning of the words. Fifth, the students are also still confused about using the word based on the context. Last, the students are also still confused when they found words or expressions that were idiomatic.

To increase vocabulary, students need fun learning media to learn and memorize vocabulary that cause no boredom. When students learn in boredom situation, it is hard to comprehend the material of learning. Watching English movies is one of the fun learning media to learn and memorize vocabulary. Based on the researcher's college experience, watching English movies has a great effect on language learning classrooms by using it as language learning tools. Pratiwi (2010) in Sugandi (2015) reported that English movies affected students to comprehend pronunciation. Before students watched English movies, the students had some difficulties in English stress patterns. After they watched English movies they were so good at English stress patterns. It means that through English movies, language learners can acquire much vocabulary and learn how to pronounce it so they can improve their speaking skills. Also, language learners can learn some expressions that idiomatic and improve their listening skills.

The movie is the right media to teach students because it is fun and makes students enjoy while learning English. Forney in Aufa (2017) suggests that a movie is a great tool for students because it allows them to learn outside of the average college parameters.

According to Wibowo (2006) in Rizal (2014) movie is a tool to convey various messages to people through a media story. The movie is also a medium of artistic expression as a tool for artists and moviemakers in expressing ideas and story ideas. Essentially and substantially, the movie has power which will have implications for community communicants.

The researcher is inspired to do this research based on her experience. The researcher has learned more vocabulary from English movies. Because of English movies, she knows how to pronounce the vocabularies that she got from the movies. So in reference of the reason, the researcher intended to know if watching English movies and vocabulary mastery have a significant correlation or not.

Several studies have similar issues with this current research. First, a study was done by Gultom from the University of North Sumatera, Medan (2017). The purpose of

the study was to investigate the correlation between students' habit of watching English movies and their vocabulary mastery. The final result proves that there was a high correlation between students' habit of watching English movies and their vocabulary mastery.

The last, a study was done by Abdullah & Rahman (2017). This study aimed to find and describe the relationship between students' habits in watching English movie and their listening skills. The results showed there was a moderately significant correlation between the two variables. The researcher assumes that the more students watching English movies the more their listening skill will be better which means the movie can be used as media to improve students' listening skill.

METHODOLOGY

This is a quantitative study conducted under a correlational research design. A quantitative approach is a process of getting information and knowledge by using numerical data as an instrument to explain the subject. Correlational research involves collecting data to determine whether and to what degree a relation exists between two or more variables. The degree of relationship is expressed as a correlation coefficient (Gay, Mills, & Airasian, 2012). The variables in this research were “frequency of watching English movie as the independent variable (X)” and “vocabulary mastery as the dependent variable (Y)”. The purpose of this correlational research is to determine relations between the frequency of watching English movies and students' vocabulary mastery.

The technique used to collect the data for this research is distributing the questionnaire and vocabulary test through Google form. Tuckman (1997) in Ijazi (2013) stated that a questionnaire is a research instrument consisting of a series of questions and other prompts to gather information from the sample. The questionnaire used multiple choices based on 5 Likert scale. The questionnaire contains 19 statements in the form of the frequency of watching English movies. For the vocabulary test, the test consists 40 questions in multiple choices.

To analyze the sample' frequency of watching English movies, the researcher calculated the score of each item based on a 5-point Likert scale, the score of each student would be marked as follows:

Table 1. Value for Each Option in the Questionnaire

Options	Value
Always	5
Often	4
Sometimes	3
Rare	2
Never	1

To analyze the samples' scores in vocabulary mastery, the researcher used the formula to get the students' score:

$$S = \frac{R}{N} \times 100\%$$

In which:

S = Score of the test.

R = Number of the correct answer.

N = Number of the test items.

The researcher interpreted the total scores by classifying them into five categories. They are Excellent/Very High, Good/High, Mediocre/Average, Poor/Low, and Very Poor/Very Low.

Table 2. Categories of Frequency of Watching English Movies

Range Score	Category
$M + 1,5SD < X$	Very High
$M + 0,5SD < X < M + 1,5SD$	High
$M - 0,5SD < X < M + 0,5SD$	Average
$M - 1,5SD < X < M - 0,5SD$	Low
$X < M - 1,5SD$	Very Low

(Azwar, 2012)

Table 3. Categories of Students' Vocabulary Mastery

Range Score	Category
$M + 1,5SD < X$	Excellent
$M + 0,5SD < X < M + 1,5SD$	Good
$M - 0,5SD < X < M + 0,5SD$	Mediocre
$M - 1,5SD < X < M - 0,5SD$	Poor
$X < M - 1,5SD$	Very poor

(Azwar, 2012)

In which:

M= Mean score

SD= Standard Deviation

X= Score

After analyzing the data, the researcher used a product-moment correlation to find out the correlation between the frequency of watching English movies and students' vocabulary mastery by using SPSS 23.00 Program. After that, the researcher interpreted the correlation analysis based on the table below.

Table 4. The Interpretation of Correlation

Magnitude “r” product moment	Interpretations
0.00-0.199	Very low correlation
0.20-0.399	Low correlation
0.40-0.599	Mediocre correlation
0.60-0.799	High correlation
0.80-1.000	Very high correlation

(Sugiyono, 2017)

RESULTS AND DISCUSSION

This section discusses the results of this study. Table 5 belows summaries data from from questionnaires regarding the frequency of watching English movies of the respondents.

Table 5. Classifications of the Frequency of Watching English Movies

Num.	Range Score	Category	Frequency	Percentage (%)
1	96 – 100	Very High	0	0
2	78 – 95	High	13	37.1%
3	66 – 77	Average	11	31.4%
4	54 – 65	Low	9	25.7%
5	0 -53	Very Low	2	5.7%

Based on the classification above, the minimum score of the questionnaire was 39 and the maximum score was 91. From table 4.1, it is known that the mean and the standard deviation of the variable frequency of watching English movies were 70.88 (71) and 12.01 (12). From the means score, it can be concluded that the frequency of watching English movies was categorized into an average level.

Based on the frequency of watching English movies questionnaire results, 13 students (37.1%) are stated in the high category, 11 students (31.4%) are stated in the average category, 9 students (25.7%) are stated in the low category, 2 students (5.7%) are stated in the very low category and none of the students in the very high category. The maximum score is 91 out of 100, and the minimum score is 39 out of 100. The average score is 70.88 (71) in which it is confirmed that the frequency of watching English movies of the fourth-semester students of the English study program of FKIP of Universitas Riau is categorized in the average category.

Table 6 belows summaries data from from vocabulary test regarding the vocabulary mastery of the respondents.

Table 6. Classifications of Students' Vocabulary Mastery

Num.	Range Score	Category	Frequency	Percentage (%)
1	91 - 100	Excellent	2	5.7%
2	78 - 90.5	Good	8	22.9%
3	65 - 77.5	Mediocre	14	40%
4	52 - 64.5	Poor	9	25.7%
5	0 - 51.5	Very poor	2	5.7%

Based on the classification above, the minimum score of the vocabulary test was 40 and the maximum score was 97.5. From table 4.1, it is known that the mean and the standard deviation of students' vocabulary mastery were 70.71 (71) and 13.35 (13). From the means score, it can be concluded that students' vocabulary was categorized into an average level.

For vocabulary mastery, 2 students (5.7%) are stated in the excellent category, 8 students (22.9%) are stated in the good category, 14 students (40%) are stated in the mediocre category, 9 students (25.7%) are stated in poor category and 2 students (5.7%) are stated in the very poor category. The maximum score is 97.5 out of 100, and the minimum score is 40 out of 100. The average score is 70.71 (71) in which it is confirmed that the vocabulary mastery of the fourth-semester students of the English study program of FKIP of Universitas Riau is categorized in the average category.

Table 7. Correlations

		Frequency_watching_English_movies	Vocabulary_mastery
Frequency_watching_English_movies	Pearson Correlation Sig. (2-tailed) N	1 35	.694** .000 35
Vocabulary_mastery	Pearson Correlation Sig. (2-tailed) N	.694** .000 35	1 35

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

The calculation above showed the correlation coefficient of 0.694. As shown in table 4.7, the sig (2-tailed) value 0.00 is lower than the level of significant (α) 0.05 and the correlation coefficient 0.694 higher than the level of significant (α) 0.05. It can also be interpreted based on the r_{table} with $df = 35$, the coefficient is 0.334. Thus, r_{xy} 0.694 is higher than r_{table} 0.334.

It can be concluded that there is a significant correlation between the frequency of watching English movies and students' vocabulary mastery. The correlation is in the

high category since the coefficient is 0.694. Referring to the interpretation of correlation analysis by Sugiyono (2017), coefficient 0.694 is categorized as a high category. Therefore, the Hypothesis (H_a) is accepted since $(sig) 0.00 < 0.05$.

CONCLUSION AND SUGGESTIONS

Conclusion

This research is supposed to answer whether there is a significant correlation between the frequency of watching English movies and vocabulary mastery of the fourth-semester students of the English study program of FKIP of Universitas Riau. In referring to the correlation analysis between two variables, the correlation was 0.694 which is indicated as a high correlation. Furthermore, the contribution of the variable frequency of watching English movies towards students' vocabulary mastery is about 48% and the rest 52% is caused by other factors.

Finally, the researcher concluded that a significantly high correlation was discovered between the frequency of watching English movies and vocabulary mastery of the fourth-semester students of the English study program of FKIP of Universitas Riau. It can be concluded that watching English movies will be influenced by the acquisition of vocabulary mastery.

Suggestions

Considering the correlation between frequency of watching English movies and vocabulary mastery, the researcher would like to give some suggestions. First for lecturers, the lecturers are suggested to use English movies as a learning tool/media to increase students' vocabulary knowledge because there is a significant correlation between watching English movies and students' vocabulary mastery. Second for students, the researcher suggests students to develop their interest in watching English movies as one effective way to increase vocabulary mastery. By watching English movies, students will learn more about vocabulary, expressions, also idioms. Besides, watching English movies can help students remember the vocabulary easily. And last for further researchers. Next researchers are suggested to use other variables such as the correlation between movies and pronunciation, the correlation between movies and listening skills for further research.

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