

# The Correlation between Students' Habits of Watching English Movies and Their Command of English

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## Abstract

The objective of the research is to know the correlation between the student's habits of watching English movies and their command of English vocabulary. The research was done in a senior high school in Sidoarjo, East Java, Indonesia. The purpose of this study is to know whether the students' habits of watching English movies correlate with their command of English vocabulary. The instruments include questionnaires to investigate the scale of students' habits of watching movies and tests to measure the students' command in English vocabulary. The result of the research concludes that there is a significant correlation between the habits of watching English movies and the vocabulary command, therefore the habits can be suggested as one of activities to be done out side of the class.

**Keywords:** Correlation study; Watching English movies; Vocabulary

## 1. Introduction

Everyone may agree that it is not easy to master a foreign language, particularly English. Learning a foreign language itself presents a number of problems. Both originate from within, such as a sense of laziness and a decline in learning consistency. or outside variables like the quantity of diverse materials that need to be studied before we can truly learn the language.

Acquiring vocabulary from a foreign language has the potential to boost one's self-worth and confidence. The study of vocabulary is crucial for language learners since it is the foundation of language (Schmitt, 2019). It also makes it possible to enhance one's written or spoken language with complexity. While Shaykhislamov said that Students cannot effectively communicate and convey their thoughts in both oral and written form without learning the language (Shaykhislamov, 2020). Vocabulary in the context of studying a foreign language refers to fundamental information and material in the form of words that students always utilize when learning a particular language (Kanellopoulou et al., 2019). It's crucial to understand when they acquire those skills (Afzal, 2019).

However, a lot of pupils still struggle with vocabulary (Lubis, 20017). They have long studied the language and have succeeded in their school's lessons on basic and standard competency (Khan & Khan, 2015). It goes without saying that students cannot acquire and expand vocabulary by simply twisting hand. This demonstrates how having a big vocabulary can facilitate communication with others. Ultimately, youngsters may simply learn English by understanding vocabulary.

Teachers can teach vocabulary through a variety of alternative media to enhance their students' vocabulary understanding (Taufiq et al., 2022). This is crucial since students sometimes struggle to memorize or retain words (Indrasari et al., 2018). For the pupils to quickly learn the vocabulary word, there needs to be a relaxed, engaging, and pleasurable learning environment (Nurmala Sari & Aminatun, 2021).

Movies are one type of media that can be utilized to aid pupils in memorizing language (Apulisa et al., 2021). Movies are an extremely entertaining and inspiring medium for students . Since they can observe first-hand how the scene and the characters' expressions are presented in audio-visual form, watching the movie helps students comprehend the meaning of a spoken language (Marzá, 2019). The English used in movies is very natural. It is also very similar from someone who speaks English as his first language like what we hear if were were talking to a native English speaker. Over time, students' English will also get better. Additionally, students will learn English words in context. The usage of

English movies in the classroom is well received by pupils, especially when it comes to increasing their vocabulary knowledge (Faliyanti & Arlin, 2018).

A habit, on the other hand, is a life event or experience that is regularly repeated from year to year, from time to time (Phillippa Lally, cornelia H.M. Van Jaarsveld wardle, 2010). The process by which a behavior becomes a habit develops into an automatic or habitual response when repeated frequently (Rahmalia, 2020). This is characterized as a rise in automaticity up to an asymptote with several repeats (Hobbiss et al., 2021). The development of habits might take time (Magulod, 2019). We discovered that individuals took, on average, 66 days to achieve the asymptote of automaticity, ranging from 18 to 254 days (Phillippa Lally, cornelia H.M. Van Jaarsveld wardle, 2010).

Frequency and behavior are the two main habits that contribute to this. Students enjoy watching movies. Naturally and routinely, researchers claim that behavioral and frequency factors are key in this scenario (Galant Jodhi Pratama, Ari Nurweni, 2019). It is called a habit when there is habitual automaticity based on patterns of covariation between aspects of performance and response regulation, which can occur either intentionally or unintentionally throughout the day (Wood & Neal, 20019). There are numerous reasons why it is imperative that students learn English. Any foreign language can be difficult to learn, including English, and it has to be acknowledged that improvement requires patience and hard work. Someone must integrate the new language into his daily activities and life in order to fully grasp a foreign language.

It was found in Faliyanti's research between students' patterns of studying using English films and their vocabulary skills in the first semester of the English language education study program at the Muhammadiyah University of Makassar in the 2018/2019 academic year. (Faliyanti & Arlin, 2018). Another study examined the relationship between vocabulary comprehension and watching English films among students who had completed five semesters at IAIN Palangkaraya. Here, it was found that there is no significant relationship (Rahmalia, 2020).

This study examines the students of senior high school in Sidoarjo, Indonesia who have various habits of watching English movies. The students being examined were two classes from SMA Muhammadiyah 2 Sidoarjo. The habits of watching movies is investigated along with its correlation with their understanding of vocabulary especially in the english materials of senior high school. With an interest in watching English movies, students can learn new vocabulary so that they form habits (Slim & Hafedh, 2019). Thus students can learn in a fun way for students who like watching movies (Hu et al., 2022).

The researchers chose SMA Muhammadiyah 2 Sidoarjo because from the results of initial observations, some students like watching English films. Some students also have a way of learning English by increasing their vocabulary by watching movies. The teacher herself also use some scenes from movies and short videos to teach. Additionally, she suggests the students to learn English more from various sources, such as from video from youtube, music or even English movies. Therefore, watching English films is one way that can be used to increase students' learning vocabulary. Activities carried out outside the classroom can be carried out in spare time (Ayu, 2020). Students in Grade XII at SMA Muhammadiyah 2 Sidoarjo learn about offering help, applying for jobs, and using meaningful words. This topic be a reference for researchers when giving vocabulary mastery tests, for which researchers used adaptations from English books for grade XII students (Mustriana, 2022).

## **2.Method (Capitalized first letter, Times New Romans, Bold, 10 pt)**

Researchers used the correlation method in this study. According to Gay L.R., correlational research is the process of gathering information to ascertain a relationship's presence and intensity between two or more quantitative variables (Gay. L.R, 2012). The independent variable (X) in this study was the students' propensity to watch English-language movies, while the dependent variable (Y) was their grasp of vocabulary. The population of this study was class XII students at SMA Muhammadiyah 2 Sidoarjo consisting of two classes, namely Social sciences and natural sciences classes for the 2022/2023 academic year. Which has a total enrollment of 62 students.

For this study, the researcher employed purposive sampling. In order to assess whether students who often watch English movies command vocabulary, The criteria used in this sampling are students who have a habit of watching movies and vocabulary mastery that has a high score in both (Fikriyah et al., 2021). The researcher can select a sample using purposive sampling that is sufficiently representative of the population. 36 students were used in the investigation by the researcher.

The instrument of this research used questionnaires and tests. A 25 items questionnaire has five possible responses this questionnaire scoring is done using the Likert scale: 1 for never, 2 for rarely, 3 for sometimes, 4 for often, and 5 for always (Zoltan Dornyei, 2010). Indicators of habitual watching of movies According to ort, there is frequency and behavior. The frequency is the number of repetitions of the targeted behavior. Behavior is an action that is carried out intentionally or unintentionally. Competence is the capacity to perform an action successfully (Ort et al., 2021).

In preparation for the vocabulary test, there are 40 items. making a vocabulary mastery test, for which the researcher used adaptations from English books studied by class XII students (Mustriana, 2022). According to Arikunto,

To calculate the data using product moment correlation in coarse numbers, using the formula (Arikunto. Suharsimi, 2014):

$$r_{xy} = \frac{n (\sum XY) - (\sum X) (\sum Y)}{\sqrt{N (\sum X^2) - (\sum X)^2 - (\sum Y^2) - (\sum X)^2}}$$

In Exploration (Arikunto. Suharsimi, 2014)

n : The sample of the students

r<sub>xy</sub>: The x and y correlation coefficient.

x : The total of x score (a habit in watching English movies).

y : The quantity of y score (vocabulary mastery).

x<sup>2</sup> : How many x-squares are scored.

y<sup>2</sup> : The quantity of y score squares

xy : a sum of x and y.

Determine the following explanation for the coefficient correlation explained in the table (Arikunto. Suharsimi, 2014):

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

### 3. Findings and Discussion (Capitalized 1st letter, New Romans, Bold, 12pt)

#### Findings

The association between students' habits of watching English movies and their command vocabulary was examined by the researcher. Respondents who filled out questionnaires and tests were XII science and social students from SMA Muhammadiyah Sidoarjo, with a purposive sampling of 36 students. The data included in the analysis were the mean, and correlation. The following calculation is done using the product moment formula (coarse numeral) to determine the relationship between the habit of watching English movies and command vocabulary:

$$r_{xy} = \frac{n (\sum XY) - (\sum X) (\sum Y)}{\sqrt{N (\sum X^2) - (\sum X)^2 - (\sum Y^2) - (\sum X)^2}}$$

$$r_{xy} = \frac{36 (292.230) - (3.290) (3.192)}{\sqrt{36 (292.230) - (3.290)^2 - (3.192)^2}}$$

$$r_{xy} = \frac{10.58028 - 10.50564}{\sqrt{10.58028 - 10.50564}}$$

$$r_{xy} = \frac{0.07464}{\sqrt{0.07464}}$$

$$r_{xy} = \frac{0.07464}{0.27318}$$

$$r_{xy} = 0,273$$

From the above calculation, r = 0.714 has been found. This implies that students' habits of watching English movies and command vocabulary are positively correlated. According to the table interpretation r-value, the degree is high. Based on the results of the Correlation Analysis test, the results obtained are 0.000 < 0.005, so there is a correlation between students' habits of watching English movies and command vocabulary. The Pearson correlation value is 0.714 which means strong correlation. Students' habits of watching English movies are positively related to students' command vocabulary at SMA Muhammadiyah 2 Sidoarjo.

Researchers also compare the r value with the r table to determine the results that can be accepted or rejected. The response rate for 36 students with variable (X) and variable (Y) is 0.3291 at the 5% significant level (0.05). Because the r count is higher than the r table (0.7141 > 0.3291), the findings of the correlation analysis demonstrate a positive link between students' habits of watching English movies and their command vocabulary. The findings indicate that the H<sub>0</sub>

hypothesis is rejected. there is a connection between students' propensity for watching English-language movies and their command of the language at SMA Muhammadiyah 2 Sidoarjo. In another words, when it has become a habit, watching movies may become valuable for language acquisition since they convey messages and offer pictures.

Students Class XII social science and natural sciences SMA Muhammadiyah 2 Sidoarjo, it was discovered that students' propensity of watching English movies resulted in an average score ( $X$ ) of 91. The maximum 97 scores and the minimum 80 respectively. This finding indicated that the majority of students found watching English movies to be a fun approach to learning the language.

The results of command vocabulary in class XII natural science and social science students of SMA Muhammadiyah 2 Sidoarjo. The average score ( $Y$ ) is 88 which shows that the score is high with a maximum score of 95 and a minimum of 80. This means that the majority of students learn vocabulary through watching English movies. The high score shows that students use movies to learn a lot of vocabulary. The finding is reinforced by the statement of Kanell which states that watching many movies as a habit is positively associated with better vocabulary performance (Kanellopoulou et al., 2019).

The association between students' habits of watching English movies which scored 90% and their command vocabulary scored 92% respectively, is demonstrated. The alternative hypothesis  $H_0$  is disproved by the data analysis and hypothesis  $H_1$  is accepted. This is due to the fact that the  $r$  count ( $0.7411 > 0.3291$ ) exceeds the  $r$  table. This implies that watching English-language movies and command vocabulary are significantly related. The study should be able to provide information about the students' habits when watching movies and their command vocabulary. As a result, the students might be inspired and encouraged to seriously learn vocabulary in order to be able to learn with a variety of text types without having a lot of trouble.

### **Discussion**

Connection in the research of Faliyanti between the students' viewing patterns of English-language films and their vocabulary proficiency. This study was conducted with a sample size of 26 students in class IC during the first semester of Muhammadiyah University of Makassar in the academic year 2018–2019. The study's findings indicated that there is no statistically significant link between watching English-language movies regularly and vocabulary development. The data analysis revealed that the  $r$  calculation ( $0.343-0.388$ ) was less than the  $r$ -table. To put it another way, alternative hypothesis  $H_0$  was accepted, whereas alternative hypothesis  $H_1$  was rejected (Faliyanti & Arlin, 2018).

The result of Student's habit of watching English movies and their command vocabulary The alternative hypothesis  $H_0$  is disproved by the data analysis and hypothesis  $H_1$  is accepted. This is due to the fact that the  $r$  count ( $0.7411 > 0.3291$ ) exceeds the  $r$  table. This implies that watching English-language movies and commanding vocabulary are significantly related. This means that the majority of students in XII science and social studies from SMA Muhammadiyah Sidoarjo learned vocabulary through watching English movies.

In the previous studies, the analysis's findings indicated a strong correlation between students' propensity for watching English-language movies and their vocabulary proficiency. When  $X = 30,764$  and  $Y = 79,058$  are combined, the result is  $r = 0,985$ , indicating a substantial relationship between students' habit of watching English-language movies and their vocabulary competence. The product-moment coefficient value, which indicates that  $r > 0.01$ , which indicates that there is a link between the student's habit of watching English movies and their vocabulary mastery, serves as evidence for this claim (Rahmalia, 2020).

Movies are among the engaging mediums that might aid students in learning vocabulary As it is mentioned by Simamora (Br Simamora & Oktaviani, 2020). Bringing the environment from the film or video into the classroom helps motivate pupils to acquire new terminology (Sari, 2019). Learning English can be improved by watching English movies, Harmer makes this point, movies are among the engaging mediums that might aid students in learning vocabulary (Harmer, 2017). Watching English-language films, particularly those with English subtitles, will improve vocabulary and communication abilities (Hestiana & Anita, 2022). The learning of vocabulary will be enhanced and made possible by watching movies with English subtitles (Hestiana & Anita, 2022). It also aids in learning new slang, idioms, and words in the English language (Hestiana & Anita, 2022).

Previous studies were done by Faliyanti between the students' viewing patterns of English-language films and their vocabulary proficiency. The result of his study showed no significant correlation. Compared to previous research, this study shows that there is a difference in results between students' propensity for watching English-language movies and their vocabulary proficiency. with students' habits of watching English movies and commanding vocabulary. There is a difference in results, namely a significant correlation. And there are differences between previous research conducted in Makassar and Enrekang; the results of the study show no correlation. However, this research conducted in Sidoarjo shows, as a differentiator from previous research, that there is a significant correlation between the students' habit of watching English movies and their command vocabulary at SMA Muhammadiyah 2 Sidoarjo.

#### 4. Conclusion

The study came to the conclusion that there is a significant association between students' habits of watching English movies and their level of command vocabulary. Based on the findings, alternative hypothesis  $H_0$  is disproved by the data analysis, and hypothesis  $H_1$  is accepted. This is due to the fact that the  $r$  count ( $0.7411 > 0.3291$ ) exceeds the  $r$  table. This implies that watching English movies and commanding vocabulary are significantly related. , this research conducted in Sidoarjo shows, as a differentiator from previous research, that there is a significant correlation between the students' habit of watching English movies and their command vocabulary at SMA Muhammadiyah 2 Sidoarjo. Further research can focus on teaching techniques to improve student vocabulary in the classroom. Because there are students who excel in vocabulary scores, the value of habits formed by watching English movies is lower.

Watching English-language movies can be done for more beneficial goals than just amusement, such as expanding one's vocabulary and enhancing one's proficiency with the language. Despite being mostly regarded as entertainment, movies have the potential to teach viewers valuable lessons since they embody a number of morals or messages that support cognitive development in humans.

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