

CORRELATION BETWEEN FREQUENCY OF WATCHING ENGLISH  
MOVIES AND VOCABULARY MASTERY OF THE ELEVENTH GRADE  
STUDENTS OF RIYADHUL JANNAH KUALA TUNGKAL

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**ABSTRACT**

Using quantitative research design, this study is aimed to evaluate whether the frequency in watching English movies correlates with students' vocabulary mastery. The research instruments used in this research are a set of questionnaire and vocabulary test, and will be given to thirty one eleventh grade students of Riyadhul Jannah Kuala Tungkal in academic year of 2017/2018, as sample of the research. Based on the data, eleven students have high frequency and good vocabulary score, while sixteen students have low frequency and poor vocabulary score. The SPSS program is also used to find out the statistical correlation between students' frequency of watching English movie and their vocabulary mastery. The result from SPSS Programs shows that there is high correlation between students' frequency of watching English movies and their vocabulary mastery. The coefficient value of variable X and Y, or  $r_{xy}$  is higher than  $r_{table}$ . ( $r_{xy} = 0.753 > r_{table}$  at 5% = 0.355, and  $r_{xy} = 0.753 > r_{table}$  at 1% = 0.456). Therefore, the hypothesis null was rejected and hypothesis one was accepted.

**Keywords:** *frequency of watching English movies, students' vocabulary mastery, correlation study*

**1. INTRODUCTION**

Mastering vocabulary of a specific target language is essential for language learner because the language is compounded by the words (Thornbury, 2002; Richards & Schmidt, 2001). Krashen as cited in Alqahtani (2015) mentioned some reasons why it is needed for us to devote more attention to vocabulary learning; vocabulary is essential for mastery a language, "second language learners carry dictionaries with them not grammar books", and the lack of vocabulary has been reported as major problem in language acquisition. Nation (2001) stated that to understand a text adequately, learners need to know at least 97% the vocabulary within it. Learners may have serious trouble in understanding

the message if they lack in vocabulary, that is, word knowledge is crucial and determines how well students will be able to comprehend the texts they read.

However, Mukoroli (2011) argued that many EFL students do not equipped with sufficient vocabulary, and teachers are still unsure about the effective techniques to teach vocabulary to their students while they also encounter constrained timeline for the instruction (Alqahtani, 2015; Dewi, 2016; Lasekan, 2016; Mukoroli 2011, Yiping, 2016). As the limited time to teach English formally in educational institution around the world, for example in Indonesia with only 90-minute slot a week, teachers need to develop a creative method to encourage students to acquire vocabulary successfully.

One of the creative methods available for the teachers is by utilizing movie-watching technique (Arsyad, 2003; Mishan, 2004; Pascoe &Wiburg, 2003). Pascoe and Wiburg (2003) explained that movies provide the examples of phrases and expressions used in real contexts. Thus, students are offered authentic materials to help them differentiating between the real world and the traditional classroom (Mishan, 2004).Related parties, especially English teacher, can utilize and take the advantage of students' great interest in watching English movies. Therefore, the researcher decides to analyze the possible correlation between frequency of watching English movies and vocabulary mastery of the eleventh grade students of Riyadhul Jannah Kuala Tungkal.

### *1.1. Research Question*

Is there any significant correlation between the frequency of watching English movies and the vocabulary mastery of the eleventh grade students of Riyadhul jannah Kuala Tungkal?

### *1.2. Objective of the Study*

The objective of this study is to investigate whether the frequency in watching English movie correlates with vocabulary mastery of the eleventh grade students of Riyadhul Jannah Kuala Tungkal in academic year of 2017/2018.

### *1.6. Hypothesis*

H<sub>0</sub> There is no significant correlation between students' frequency of watching English movies and their vocabulary mastery

H<sub>1</sub> There is a significant correlation between students' frequency of watching English movie and their vocabulary mastery

## **2. LITERATURE REVIEW**

### *2.1. General Concept of Vocabulary*

Wilkins, in Thornbury (2004), stated that without grammar there will be little things we can convey but without vocabulary nothing can be conveyed. In addition, according to Richard and Rodgers (2001), vocabulary is including single words, compound words and idioms or as they called a set of lexemes. Based on its usage, vocabulary is divided into two types. According to Scrivener as cited in Syafi'i (2013: p.24), these two types of vocabulary are:

1. Active vocabulary or words we produce in speaking or writing context.
2. Passive vocabulary or words we need to understand in reading or speaking

In the current Indonesia educational curriculum, English is one of subjects which are taught from primary to secondary level. With limited time allocation, it is important for teachers to prepare their class before teaching vocabulary. Therefore, Carten (2007: pp.20-23) listed several key principles that can help teaching and learning vocabulary to be more effective and interesting, that teacher should; (1) focus on vocabulary, (2) offer variety, (3) repeat and recycle, (4) provide opportunities to organize vocabulary, (5) make vocabulary learning personal, (6) don't overdo it, (7) use strategic vocabulary in class.

Beside these principles, teachers are also expected to understand some techniques in teaching vocabulary. Gairns and Redman (2003: pp. 73-75) described two specific techniques; (a) visual technique, e.g. using mime and gestures and visual aids, and (b) verbal technique, e.g. using oral or written illustrative situations, synonym and antonym, scales, and examples.

### *2.2. General Concept of Movies*

Barsam and Monahan (2010) described movie as a story, captured in a set of films, which are shown on a screen with certain speed to give the impression of

moving. In addition, Bordwell and Thompson (2008) stated that a film is able to make the viewers feel a journey they might never experience, offering these patterned experience that engages their minds and emotions. However, movie is not created but produced and includes not only many people but also various tools and technologies to produce. These features in producing a movie are the unique but also complex characteristics of movie. The detail characteristics of a movie are including certain elements such as script, acting, directing, cinematography, editing, and sound (Bordwell & Thompson, 2008; Jacobs, n.d.).

Movie as one type of video has several advantages for learning purpose. Harmer (2003: p. 282) mentioned these advantages as follow.

- Seeing language in use
- Cross culture awareness
- Power of creation
- Motivation

Harmer (2003) also mentioned some activities by utilizing video. One of them is by tasking a group of monolingual students to watch English movies with subtitle in students' language. For learning purpose, the integration of subtitles, sound, video and leads stronger memory trace than visual and audio stimuli alone (Muntané and Faraco, 2016). Harmer (2003) added that this activity can be used to focus on a specific aspect of language.

### **3. METHODS**

#### *3.1. Research Design and Instruments*

This research is designed quantitatively to investigate the possible relationship between frequency of watching English movies and students' vocabulary mastery. To collect data for this study, the researcher used two research instruments; a set of questionnaire which is adapted from Setiawan's study (2016) and a vocabulary test. The questionnaire is in form of likert-scale consists of 20 statements and divided into four parts identifying students intention, interest, media and feedback toward watching English movies. The vocabulary test consists of 20 questions, based on movie "Olaf's Frozen Adventure", which

test students' range of vocabulary for example verb, adjective, adverb, and noun. The test is given right after students watch the movie the researcher showed in the class.

### 3.2. Population and Sample

The population of this study is all students of Riyadhul Jannah Kuala Tungkal in the academic year of 2017/2018. The eleventh-grade students is chosen as samples with the consideration that they have learned English for more than one year at senior high school level to acquire basic level of English. The researcher also believes that they are familiar to English movies. Class B, consists of 29 students, is designated as pilot sample and Class A, consists of 31 students, as real sample. The instruments which are already tested to pilot sample will be given to the real sample.

### 3.3. Techniques of Data Analysis

Once the data of this research is already collected, the researcher will calculate manually the vocabulary test items and utilize SPSS programme for questionnaire. Every correct answer of vocabulary test items will be multiplied by five, so the perfect score is one hundred ( $20 \times 5 = 100$ ). The data from questionnaire is simplified by categorizing them into five categories, never=1, seldom=2, sometimes=3 often=4, always=5. In SPSS (Statistical Product and Service Solution) program, these numbers will be analyzed and then compared to students' vocabulary score. Coefficient value of two variables or  $r_{xy}$  is obtained in this process. To find out the statistical correlation between them, this value will be compared to  $r_{table}$ . If  $r_{xy} > r_{table}$  it means there is a correlation, while if  $r_{xy} < r_{table}$  means there is no correlation between the two variables. On the table below, it can be seen whether a correlation is high, fair, or low.

$r_{xy}$	Interpretation
0,00 – 0,20	very low correlation
0,20 – 0,40	low correlation
0,40 – 0,70	fair correlation
0,70 – 0,90	high correlation
0,90 – 1,00	very high correlation

Table 1. The ranging of correlation coefficient

## 4. FINDINGS AND DISCUSSION

### 4.1. Validity and Reliability

Using bivariate correlation formula in SPSS program, the validity of questionnaire is measured. The table below shows the result and how it was valid compared to the  $r_{table}$  ( $n=29$ ,  $r_{table} 5\% = 0.357$ ,  $r_{table} 1\% = 0.470$ ).

Item	Correlation Value	Significant value (sig. 2 tailed)	Validity
1	.540 **	.002	Valid
2	.757 **	.000	Valid
3	.553 **	.002	Valid
4	.554 **	.002	Valid
5	.598 **	.001	Valid
6	.441 *	.017	Valid
7	.509 **	.005	Valid
8	.761 **	.000	Valid
9	.443 *	.016	Valid
10	.560 **	.002	Valid
11	.466 *	.011	Valid
12	.507 **	.005	Valid
13	.559 **	.002	Valid
14	.455 *	.013	Valid
15	.580 **	.001	Valid
16	.641 **	.000	Valid
17	.539 **	.003	Valid
18	.412 *	.027	Valid
19	.450 *	.014	Valid
20	.546 **	.002	Valid

Table 2. The result of validity test using SPSS program

\* Correlation is significant at the 5% level (2-tailed).

\*\* Correlation is significant at the 1% level (2-tailed).

Based on the table above, the count value of  $r_{xy}$  for each items obtained is higher than  $r_{table}$  product moment at 5% (0.367) and 1% (0.312). The  $r_{table}$  at level 5% and 1% was obtained from pearson product moment distribution table, or also can be measured using formula:  $r = \frac{t}{\sqrt{df+t^2}}$ . Furthermore, the reliability test is done by measuring the Cronbach's Alpha of the instrument, where  $\alpha > 0.90$  means very high reliability,  $\alpha = 0.70-0.90$  means high reliability,  $\alpha = 0.50-0.70$  means moderate reliability, and  $\alpha < 0.50$  means low

reliability or unreliable. The Cronbach's Alpha of instrument obtained from SPSS program in this study is 0.873, which means the reliability is high.

#### 4.2. Data Analysis

For variable X or students' frequency of watching English movies, the data were obtained from questionnaire items number one to five. The data can be seen on the table below. Higher total score means higher frequency.

Students' No	Item 1	Item 2	Item 3	Item 4	Item 5	Total
1	2	1	1	1	2	7
2	2	2	1	1	2	8
3	5	1	1	4	3	14
4	3	2	2	2	2	11
5	2	3	1	1	2	9
6	5	1	1	1	3	11
7	2	4	2	4	3	15
8	5	3	1	1	3	13
9	2	2	2	1	3	10
10	3	2	1	1	1	8
11	4	2	2	3	4	15
12	5	4	3	2	4	18
13	4	4	4	3	4	19
14	3	3	2	2	2	12
15	2	2	2	1	3	10
16	2	2	1	1	3	9
17	3	5	2	3	4	17
18	3	2	1	1	3	10
19	3	3	2	3	2	13
20	2	3	2	1	3	11
21	5	2	2	2	2	13
22	4	3	1	2	2	12
23	5	3	2	2	1	13
24	5	3	2	2	2	14
25	4	2	1	1	3	11
26	2	1	1	1	2	7
27	5	5	2	2	3	17
28	3	2	2	1	3	11
29	2	3	1	1	3	10
30	5	3	1	1	3	13
31	5	5	3	3	5	21
Total						382

Table 3. Result of frequency of watching English movies from questionnaire

The researcher then calculated the data Y or students' vocabulary mastery, which obtained from vocabulary test instrument. The correct answers from vocabulary test were multiplied by five to get the result as the following table. The table shows 11 students got good score, 15 students got fair score, and 5 students got poor score.

Students' No	Correct Answers	Score
1	10	50
2	9	45
3	10	50
4	8	40
5	6	30
6	10	50
7	13	65
8	14	70
9	8	40
10	8	40
11	13	65
12	17	85
13	16	80
14	11	55
15	9	45
16	11	55
17	15	75
18	9	45
19	12	60
20	8	40
21	14	70
22	14	70
23	15	75
24	13	65
25	9	45
26	9	45
27	10	50
28	9	45
29	11	55
30	9	45
31	16	80

Table 4. Result of students' vocabulary test



Once the data X and Y were obtained, the researcher correlated these data based on Pearson Product Moment Formula by using SPSS program. The significance of coefficient value from the two variables can be seen in below.

		VAR_x	VAR_y
VAR_x	Pearson Correlation	1	.753**
	Sig. (2-tailed)		.000
	N	31	31
VAR_y	Pearson Correlation	.753**	1
	Sig. (2-tailed)	.000	
	N	31	31

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

Table 5. The Pearson Product result from variable X and Y

From the table above, it can be seen that the coefficient value from the variable X and Y, or  $r_{xy}$ , is 0.753. This score is higher than  $r_{table}$  product moment at 5% and 1% which is 0.355 and 0.456 (N=31). The higher score indicated that there is correlation between the two variables. The comparison between these variables also can be calculated manually using pearson product formula as follow:

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

#### 4.3. Discussion

In correlation study, the criteria for null hypothesis to be accepted is if  $r_{xy} < r_{table}$  or the coefficient value from both variables is lower than  $r_{table}$ . From the calculation of SPSS of this study, the researcher obtained that the coefficient value from both X and Y is 0.753. This score then compared with  $r_{table}$  with the number of respondent N= 31 at level of significant of 5% or 1% to see the significance. r Pearson correlation table shows that with the accept point N=31, the value at level 5% is 0.355 and at level 1% is 0.456. As the result of data was compared, it was found that the coefficient value from two variables is higher than coefficient value of  $r_{table}$  ( $r_{xy} = 0.753 > r_{table}$  at 5%=0.355, and  $r_{xy} = 0.753 > r_{table}$  at 1%=0.456).

In other words, there is correlation between variable X and variable Y.

Finally, the researcher can conclude that null hypothesis of r pearson correlation ( $H_0$ ), that there is no significant correlation between the two variables, is rejected. Based on the result of the product moment correlation, the researcher believes that there is correlation between frequency of watching English movies and vocabulary mastery of the eleventh grade students of Riyadhul Jannah Kuala Tungkal in the academic year 2017/2018, so that  $H_1$  is accepted. Furthermore, as the result is also compared to the ranging of correlation coefficient table, it was found that the correlation between two variables is high.

## 5. CONCLUSION

Based on the data analysis, the researcher concludes some points related to the research question of this study.

- There is correlation between frequency of watching English movies and vocabulary mastery of the eleventh grade students of Riyadhul Jannah Kuala Tungkal in the academic year 2017/2018. The result of this study shows that  $r_{xy}$  is higher than  $r_{table}$ . ( $r_{xy} = 0.753 > r_{table}$  at 5% = 0.355, and  $r_{xy} = 0.753 > r_{table}$  at 1% = 0.456).  $H_1$  is accepted with high correlation (0.00-0.20 = very low, 0.20-0.40 = low, 0.40-0.70 = fair, 0.70-0.90 = high, 0.90-1 = very high).
- Based on data from 31 students, from 14 students got excellent to good vocabulary score, 11 of them had high frequency of watching English movies. Meanwhile, from 17 students who got fair to poor vocabulary score, 16 of them had low frequency of watching English movies too.
- By observing the questionnaire answered by 31 students, the researcher found some points related to their habit of watching English movies; (a) most of students are permitted to watch English movies by their parents. However, their frequency of watching English movie is various, (b) most of students are watching English movies because of its action and storyline, not intentionally for learning English. However, some of them think watching English movies help to increase their ability, especially to get new vocabulary and English expression, increase their ability in English intonation and sentence arrangement, (c) the media which students mostly use to access English movies are TV and YouTube.

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