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Correlation Between Habit in Watching English Movies and Vocabulary Mastery of Students

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Abstract:

Vocabulary is the most important part in English learning to the students. They are able to speak, write read and listen well by having a lot of vocabulary mastery. Hence this research is carried out as determine whether there was a correlation between the habit in watching English movies and vocabulary mastery of grade eight students of junior high school in Palu. This research used correlational design. The sample of this study was 36 students from eight grades in one of junior school in Palu. Purposive sampling was used to select the sample. The instruments used in this study were questionnaires and vocabulary tests. The Pearson Product Moment correlation method was used to correlate habit in watching English movies and vocabulary mastery. The results showed a moderate correlation between the habit in watching English movies and students' vocabulary mastery. It can be proven by the sig value obtained (2-tailed) 0.000, where this value is smaller than 0.05 so a correlation value of 0.532 is obtained. This shows that the habit of watching English movies positively impacts students' vocabulary mastery. It implies that students can implement the habit of watching English movies to improve their vocabulary mastery, the more often students watch English movies; the more students' vocabulary mastery will increase.

Keywords: *Habit, Movies, Vocabulary, correlation, watching*

1. INTRODUCTION

There are many elements of language learning. Alqahtani (2015) mentioned that vocabulary is the most obvious components and the first thing applied in language as communication. Mastering vocabulary is crucial in English language learning because it underpins all aspects of communication and comprehension. A robust vocabulary allows learners to express ideas more precisely, understand nuances in meaning, and engage more effectively in conversations and written texts (Barsam & Monahan, 2010). It enhances reading comprehension by enabling students to decode and interpret texts with greater ease, while also improving listening skills by familiarizing them with varied language use. Furthermore, a well-developed vocabulary aids in writing by providing the tools to construct more sophisticated and varied sentences. Overall, vocabulary mastery is foundational for achieving fluency and confidence in English, facilitating both personal and professional interactions.

In the Merdeka curriculum for Junior High School, learning English focused on studying texts and grammar. Most of the learners, face difficulties in learning English, especially vocabulary. Those difficulties such as in the context of English and Indonesian vocabulary, they are different. They differ in pronunciation, writing, usage, and meaning. The distinctions between these two languages engender specific challenges, particularly in terms of vocabulary acquisition in English. The acquisition of vocabulary in English necessitates grappling with different pronunciations, which often presents difficulties for learners (Baiq et al., 2022). For instance, within the educational context, English vocabulary assumes a pivotal role as it constitutes an essential component in the development of listening, speaking, reading, and writing skills (Covey, 2011). Insufficient vocabulary proficiency among students can impede their ability to effectively express themselves verbally, compose written pieces, or even comprehend written texts (Nurdiana, 2023). The researchers realized that teaching English nowadays has become more challenging than ever. According to (Pratama et al., 2019) Most of the problems that learners face is caused by their lack of vocabulary and disinterest in English.

Vocabulary is required for comprehending spoken and written communication. Learners should first master this core skill before progressing to other language skills including listening, speaking, reading, and writing. Pratama et al., 2019 suggest that acquiring a language's vocabulary is the initial step. Learning and understanding a foreign language, like English, can be challenging. Many students experience difficulties learning English.

There are two methods for learning vocabulary. According to Good (1973:624) those methods are traditional and visual. Traditional is a straightforward approach that is often used in the classroom for teaching and learning; Meanwhile visual strategies are learning processes that can be done anywhere, such as playing games, watching movies, and listening to music.

Another method to teach vocabulary mastery is by Alqahtani, 2015, He stated that commonly, there are several techniques concerning the teaching of vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers

want students to remember new vocabulary. Then, it needs to be learnt, practiced, and revised to prevent students from forgetting. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners.

Visual strategy in leaning vocabulary can be a wonderful solution to improve students' vocabulary mastery. According to Folse & Briggs (2004) watching movies is one of many methods that interest this researcher because movies are an excellent tool for improving students' vocabulary mastery, since they provide context-rich language exposure in an engaging and memorable way. Through movies, students encounter vocabulary in authentic settings, allowing them to see how words and phrases are used naturally in conversations, expressions, and situations. The combination of visual cues, dialogue, and storyline helps reinforce meaning and retention, making it easier for learners to grasp and remember new vocabulary. Additionally, movies expose students to different accents, colloquial language, and cultural references, offering a diverse range of words and expressions that are often more dynamic than those found in textbooks. By engaging with language in this immersive and enjoyable format, students can enhance their vocabulary while simultaneously developing listening skills and cultural awareness.

Looking at the relationship between habits in watching movies on students' vocabulary mastery, a research done by Anastasia & Said, (2023) proved that in fact there is a positive relationship between students' habits in watching movies & students vocabulary mastery. The result of this study indicates that students with a high frequency of habits in watching English movies have a higher probability of gaining a lot of new vocabulary. Hence this researcher is interested in conducting research which entitled correlation between habit in watching English movies and vocabulary mastery of grade VIII students at SMP negeri 2 Palu. Since they already occupied by this kind of vocabulary teaching methodology, in other words they are used to watch movies to improve their vocabulary according to the English teacher in the school.

2. METHOD

In conducting this research, the researcher uses a correlational design of a quantitative approach. According to Creswell, (2015) correlation analysis aims to determine the pattern and closeness of the relationship between two or more variables. This study aims to determine whether there is a correlation between habit in watching English movies and vocabulary mastery of grade eight of junior high school in Palu. This study used paper and pencil method of collecting the data namely 20 questions of verbs, adjectives, and nouns multiple-choice. The closed questionnaire measured students' habits, motivation and frequency of watching English movies. The data analysis of this study are, linearity test that aims to determine whether two variables have a linear relationship or not significantly. This test examines how the variable (X) affects the variable (Y) and whether the effect is directly or inversely proportional. Analyzing the correlation between students' habit of watching English movies and their vocabulary mastery, the researcher used the Pearson Product Moment using SPSS. The result of the calculation is a value called the Pearson correlation coefficient. The correlation coefficient shows how

strong the correlation between variables is.

3. FINDINGS AND DISCUSSION

SPSS version 26 software was used as an analytical tool to determine the correlation between habit in watching English movies and vocabulary mastery of grade eight students of junior high school in Palu.

Reliability Test

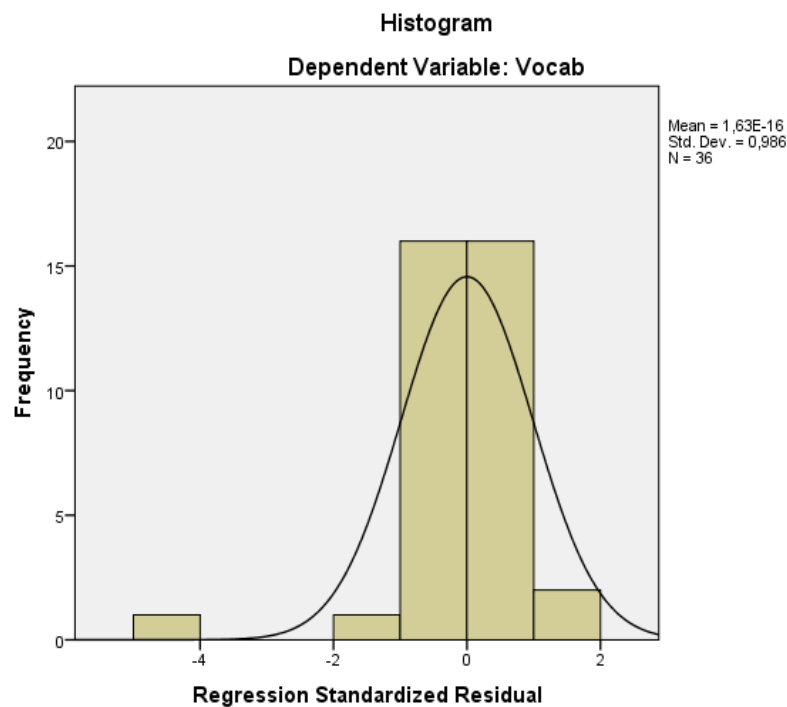
The basis for making reliability test decisions can also be seen by comparing the Cronbach's alpha value. If Cronbach's alpha > 0.60 , then the question item is reliable. Then, If Cronbach's alpha < 0.60 , then the question item is not reliable.

Table 4.2 Table of Reliability Test

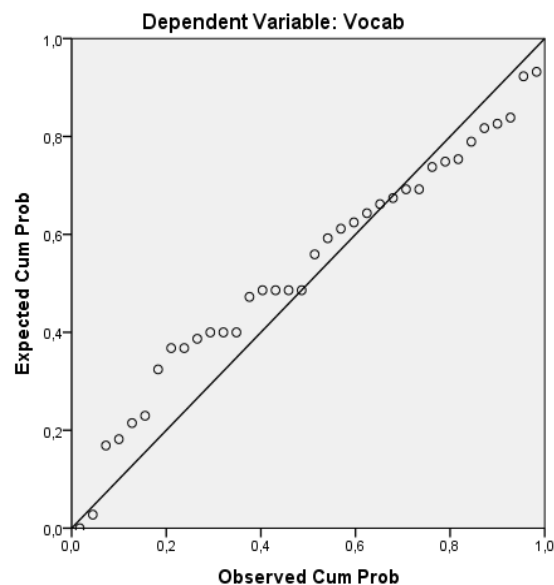
No	Variable	Alpha Cronbach's value	Critical point	Status
1	P1	.719	0.6	Reliable
2	P2	.723	0.6	Reliable
3	P3	.704	0.6	Reliable
4	P4	.720	0.6	Reliable
5	P5	.717	0.6	Reliable
6	P6	.711	0.6	Reliable
7	P7	.690	0.6	Reliable
8	P8	.718	0.6	Reliable
9	P9	.723	0.6	Reliable
10	P10	.726	0.6	Reliable

Based on the table above, it can be seen that all variables in this study get a Cronbach Alpha value greater than 0.60, for the habit of watching movies variable, so it can be concluded that the variables in this study are declared reliable.

Normality Test



Normal P-P Plot of Regression Standardized Residual



The normality test is carried out to test whether the distribution of the dependent variable for each value of a particular independent variable is normally distributed or not. A good regression model is a regression model that has a normal or near-normal distribution, so it is feasible to do statistical testing. Ensuring the assumption that the variable is normally distributed is done by measuring the residual calculation of the dependent variable. The basis for making the Kolmogorov – Smirnov Test normality test decision is as follows:

1. If the value of Asymp Sig. (2-tailed) > 0.05, then the data is normally distributed.
2. If the Asymp Sig (2-tailed) value <0.05, the data is not normally distributed.

Table 4.3 Normality Test

		Unstandardized Residual
N		36
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2,23278
Most Extreme Differences	Absolute	.134
	Positive	.111
	Negative	-.134
Test Statistic		.134
Asymp. Sig. (2-tailed)		,100 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the table above, the Asymp. Sig. (2-tailed) value of 0.100. This value is greater than 0.05, so it can be concluded that the data is normally distributed.

Linearity Test

The linearity test is carried out to determine whether the research variables have a linear relationship or not. The linearity test in this study used the test for linearity using SPSS 26.0 for Windows. If the value of Sig. (deviation from linearity) > 0.05 indicates a linear relationship between the two variables, otherwise the Sig value. (deviation from linearity) < 0.05 implies a nonlinear relationship between the two variables. The linearity test results can be presented in the table below.

Table1.1 Linearity Test

	Model	Sum Of Squares	Df	Mean Square	F	Sig.
1	Regression	1412.974	1	1412.974	13.393	,070 ^b
	Residual	3587.026	34	105.501		
	Total	5000.000	35			

Based on the results in the table above, it can be seen that the Sig. Value is 0.070, which shows that the Sig. value obtained is greater than 0.05, so it can be said that there is a linear relationship between the variable habit of watching movies and student vocabulary mastery.

Simple Linear Regression

This study used simple regression analysis to determine the relationship between the variables of Movie Watching Habits (X) and Students' Vocabulary Mastery (Y). The analysis was carried out using the equation $Y = \alpha + \beta X$ with the help of the SPSS 26.0 for Windows program for the results of the calculation of simple regression analysis as follows:

1.2 Simple Linear Regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	29.356	12.589		2.332	.026
Movie	1.379	.377	.532	3.660	.070

In general, the simple linear regression equation is $Y = \alpha + \beta X$. Then, based on the output above, it can be seen:

1. α is the constant number of Unstandardized Coefficients. Its value is 29.356, which means that if the Habit of Watching Movies variable is not done or has a value of 0, the level of the Student Vocabulary Mastery variable is 29.356.
2. β is the regression coefficient number (regression direction coefficient). The value is 1.379. This figure means that for every additional 1 unit of the habit of watching movies variable, the level of student vocabulary mastery increases by 1.379. Because the regression coefficient value is positive, it can be said that the habit of watching movies variable on the student vocabulary mastery variable has a positive effect so that the regression equation becomes $y = 29.356 + 1.379x$.

Person product moment correlation

Table 1.3 Correlation Test

		Vocab	Movie
Pearson Correlation	Vocab	1.000	.532**
	Movie	.532**	1.000
Sig. (2-tailed)	Vocab		.000
	Movie	.000	
N	Vocab	36	36
	Movie	36	36

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

Based on the output of the test results above, the Sig. (2-tailed) of 0.000 where this value is smaller than 0.05. Based on the decision-making guidelines, H_0 is rejected, and H_a is accepted, which means there is a significant correlation between the Habit of Watching Movies and Students' Vocabulary Mastery. From the output of the test results above, a correlation value of 0.532 was obtained. These results indicate that the correlation between the habit of watching movies and students' vocabulary mastery is in the medium category.

Hypothesis test

Hypothesis testing in this study uses the t-test to determine whether the research hypothesis is accepted or rejected. Through the t-test, it will be known whether the Movie Watching Habit (X) variable will increase the Student Vocabulary Mastery (Y) variable has a significant influence or not. Based on the table of simple linear regression analysis results obtained t-count 3.660. While the t-table with a significance level of 5% and $df = 36 - 2 = 34$ obtained a t-table value of 2.032. Based on these results, because $t\text{-count} > t\text{-table}$ ($3.660 > 2.032$), then H_0 is rejected, and H_a is accepted, which means that the Habit of Watching Movies affects Student Vocabulary Mastery.

Discussion

The data of this research was collected by using questionnaire to determine the students' habits in learning English through watching English movies (variable X) consists of 10 questions in scale of 1 (being the least) to 5 (being the strongest). In the other hand, the data of students' vocabulary mastery (variable Y) was collected by using vocabulary test that consists of 20 multiple-choice questions about noun, verb and adjective. Their score was gathered by using the ministry of education scoring system from 1 to 100. The result of these data were inputted in the SPSS (Pearson product moment) in order to calculate the result of correlation value among two variables (X & Y). After inputted and analysed the data by using Pearson product moment the results showed a moderated correlation between the students' vocabulary mastery and their habits in watching English movies. Although the correlation between them is relatively high it cannot be categorized as strong because of one showed factor that is motivation. As

Alqatani (2015) mentioned in his study that motivation has great impact on student habit of watching movies to their vocabulary mastery. For instance, if the students are motivated to watch English movies regardless of the content understanding, then their vocabulary would not increase as expected from the students who watch English movies that watch it and understand the content.

Following data collection and analysis, the researcher found a correlation between the habit of watching English movies and vocabulary knowledge. The correlation coefficient was 0.532, demonstrating a substantial relationship between the habit of watching English movies and vocabulary mastery. The above findings are also relevant to previous research by Suci (2017). She discovered a significant correlation between students' habit of watching English movies and vocabulary mastery. Anastasia & Said, (2023) the results showed that there is a correlation coefficient between students' habits of watching English movies and their vocabulary mastery Pratama et al (2015) and Rahmawati (2014) also mentioned in their research that the students are more relevant to this kind of teaching to improve their vocabulary mastery. Sabouri and Zohrabi. (2015) and Syafi'i, A. (2013) stated that the students habit in watching movies also improve since they enjoy this method because it is interesting and kept them out of boredom in learning. Previously Ahsyar (2014) stated that the students vocabulary has significantly correlate to their habits in watching English movie. Whereas Wasi'ah. (2011) and Dzawin Nur Ikra, (2017) also found it significant in their studies. In line Wijayanti et al., 2024; Zahraa et al., (2023) that movie can improve students' vocabulary. According to Ayniyati, 2021; Gultom, (2018) that there is a positive correlation between students' habit watching English movie and their vocabulary mastery. With the correlation category is very high.

4. CONCLUSION

The researcher concluded that the findings provide strong evidence to reject the null hypothesis (H_0) and accept the alternative hypothesis (H_a), confirming a significant relationship between students' habit of watching English movies and their vocabulary mastery. The hypothesis testing revealed a t-count of 3.660, surpassing the t-table value of 2.032, which further supports the acceptance of H_a . The correlation coefficient of 0.532 indicates a moderate positive correlation, suggesting that students who regularly watch English movies tend to perform better on vocabulary mastery tests. Thus, the study effectively answers the research question, demonstrating a meaningful connection between these two variables among grade VIII B students at junior school Palu

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