THE CORRELATIONAL STUDY BETWEEN THE FREQUENCY OF WATCHING ENGLISH MOVIES AND VOCABULARY MASTERY OF THE SECOND GRADE STUDENTS AT SMA SENYERANG JAMBI

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ABSTRACT

This research was to describe the frequency of watching English movies and vocabulary mastery of the second grade students at SMA Senyerang Jambi. To prove whether or not watching English movies can affect students' vocabulary mastery, the researcher conducted a research toward 36 students. In conducting this research, the researcher used questionnaire to find out students' frequency of watching English movies and vocabulary test to find out students' vocabulary mastery. The results of both tests were correlated by using Pearson Product Moment Formula. The result of the correlational study satisfied the researcher. It was related to the researcher's hypothesis which was "there is a significant correlation between the frequency of watching English movies and vocabulary mastery of the second grade students at SMA Senyerang Jambi". The value of r-counted was 0.91 and the value of r-table was 0.33. It meant that there was *a very high correlation* between the frequency of watching English movies and vocabulary mastery.

Based on the result found, it will be useful for teachers to use English movies to teach vocabulary. Students are also expected to increase their frequency of watching English movies due to watching English movies can improve students' vocabulary mastery.

Keywords: correlational study, frequency of watching English movies, vocabulary mastery.

A. Introduction

In Indonesia, English is a foreign language, and it is as a main foreign language taught at schools. As a subject of learning, English is considered as one which is less comfortable by students. Somestudents are not interested in studying English. Dimyati and Mudjiono (2009) state that students do not seem to be interested in English and they also consider that English as a difficult subject which pmakes them lazy to learn.

Vocabulary is one of the key elements in learning English and it is very important for those who learn this language. So, vocabulary must be an

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element which should be considered in its implementation in English learning process.Gairns and Redman in Khalid (2013:21) state that using movies in teaching vocabulary is going to provide students with a very good framework (context) from which students will realize meaning of words easily and effectively. Sense relations are extremely valuable, and can provide a useful framework for the learner to understand semantic boundaries.

Watching English movies can be an alternative media for teenager students to improve and enrich their mastery of English vocabulary in their free time. Moreover,Heinich (1993) claims that why films are such as a rewarding tool in language classroom? First, students all over the world love watching them. Second, students are familiar with the plots as well as the actors. Therefore, providing movies as media in teaching learning process is an appropriate decision.

Based on researcher's observation at SMA Senyerang, Jambi on April 5th 2014, he found that the students had good enough vocabulary. This case caused some questions appeared, why did they have good enough vocabulary while the vocabulary itself was not taught explicitly at school? The English teacher told the researcher that it might because of students' habit in watching English movies.

Based on the explanations above, the researcher is curious to conduct a correlation research in order to know whether or not there is a significant correlation between the frequency of watching English movies and vocabulary mastery. The correlation research involves of collecting data in order to determine whether and to what degree a relationship exists between two or more variables. From this idea, the researcher is interested in conducting a study entitled: "The Correlational studybetween the Frequency of Watching English Movies and Vocabulary Mastery of the Second Grade Students at SMA Senyerang Jambi".

The study will involve of the aspects of vocabulary and the aspects of movies. The aspects of vocabulary consist of boundaries between conceptual meaning, polysemy, homonymy, homophony, synonym, antonym, etc. Besides, the aspects of movies involves of synopsis, characters, moving pictures, etc. In this case, the researcher limited the problems which would be discussed in this research. The vocabulary aspects involved in this research were synonym, antonym and meaning in context. Meanwhile, the aspects of movies involved were synopsis in the Harry Potter, Transformer and New Moon movies.

On the other hand, the problems of this research were formulated into

following question; "is there any significant correlation between the frequency of watching English movies and vocabulary mastery of the second grade students at SMA Senyerang Jambi?". Then, the researcher also made a hypothesis consisted of two statements. 1. Null hypothesis (Ho); "there is no significant correlation between the frequency of watching English movies and vocabulary mastery of the second grade students at SMA Senyerang Jambi". 2. Alternative hypothesis (Ha); "there is a significant correlation between the frequency of watching English movies and vocabulary mastery of the second grade students at SMA Senyerang Jambi".

The purpose of this research was expected to give some positive outcomes for teachers and for students. If it were true that there was a significant correlation between the frequency of watching English movies and vocabulary mastery, teachers might use English movies in teaching vocabulary then and students should increase their frequency of watching English movies in order to gain their vocabulary mastery.

B. **The Review of Related Literature**

The researcher found some relevant theories covering movies and vocabulary. These theories guided the researcher in conducting this research. Here are some of the theories related to the movies.

Bordwell (2003) states that films or movies are motions pictures which tell stories, express emotions, and trigger ideas. Meanwhile, Geragthy (2006) in Intellect says that film is us. It tells stories about who we are and our society. It offers us a language to speak to each other acrross national, class, economic and racial lines – it is a phenomenon that allows us to undersstand cultures and people.

On the other hand, Heinich (1993) talks about the advantages of movies. He states that some advantages of movies or films are; motion, process, safe observation, skill learning, affective learning, problem solving, culture understanding and establishing commonality. Besides, Harmer (2003) talks about the use of movie in teaching vocabulary. He says that movies can be a special, extra dimension to the learning experience such as; seeing language in use, cross culture awareness, the power of creation and motivation.

The researcher also got some theories related to the vocabulary. Brown (1995) says that vocabulary is a list or set of words for a particular language or a list or set of word that individual speaker of language might use. Besides, Kazerooni (2013) says that vocabulary is a core component of language proficiency and thus provides much of the basis for how well learners speak, listen, read, and write.

For the importance of vocabulary, Huyen and Nga(2013) say that in learning a foreign language, vocabulary plays an important role. It is one element that links the four skills; listening, speaking, reading, and writing all together. In addition, Young (2013) adds that vocabulary is vital to communicate with others and understanding what one is reading.

On the other hand, Thornbury (2004) adds that without grammar very little idea of a statement can be conveyed but without vocabulary no idea of a statement can be conveyed. It means that, with vocabulary we will know the idea of the statement although we do not have a good grammar.

The aspects of vocabulary used in this research were synonym, antonym and meaning in context. Mikulecky and Jeffries (2005) say that synonym is different words or phrases that refer to the same idea. While, according to Nordquist (2013), antonym is the sense relation that exists between words which are opposite in meaning. Besides, Mikulecky and Jeffries (2005:63) say that context is the sentence or sentences around a word. The context can tell us a lot about a new word. It can tell us what kind of word it is and also give us some ideas of meaning of the words.

C. The Correlation between Movies And Vocabulary

Movies spread enthusiasm among students. By using movies students are more interested to attend the class. Movies also can increase students' motivation in learning language such as English. But the most important of that is as Al-Sarhan (2013) states that watching movies can improve students' vocabulary mastery.

On the other hand, Stewart (2006) adds that language used in movie approximates language used in real life, thereby demonstrating practical application. That was why watching movies could affect vocabulary comprehension.

D. Method

The method used in this research was correlation research. The population was the second grade students of SMA Senyerang Jambi. The number of population was 36 students which was grouped into two classes; class XI IPS 1 and XI IPS 1. The researcher used total sampling due to the number of population was less than 100. Arikunto (2006) states that it is better to take all subjects if the number of subjects is less than 100.

To collect the data, the researcher used two kinds of instruments. They were questionnaire and vocabulary test. The questionnaire consisted of 15 items. The indicator of the items was frequency. While, the vocabulary test consisted of 30 items in the form of multiple choice.

The questionnaire was distributed to the samples without any try out. To see the validity and the reliability of the questionnaire, the researcher used SPSS 18 application for windows. When analysing the validity, the researcher referred to the idea of Sugiyono (2003) and Maholtra (1993) which state that every statement is valid when Corrected Item-Total Correlation equals to or more than 0.30. Based on the analysis, the whole items of the questionnaire were valid for each Corrected Item-Total Correlation was bigger than 0.30.

On the other hand, to see the reliability of the questionnaire, the researcher referred to the idea of Sekaran (2006) who states that the questionnaire is reliable if the Cronbach's Alpha of the questionnaire equals to or more than 0.70. Based on the data found, the Cronbach's Alpha of the questionnaire was 0.97. It means that the questionnaire was reliable.

Before doing the real vocabulary test, the researcher tried the vocabulary items test out first. The researcher tried the test out toward 16 second grade students of SMA Margo Mulyo Jambi. The researcher used validity, reliability, item difficulty and item discrimination to eliminate the items. The test was valid and reliable. To find out the validity, the researcher used content validity. While to find out the reliability, the researcher used split-half method which divided the items into odd and even groups. To calculate the coefficient correlation between the scores of odd and even items, the researcher used Pearson Product Moment Formula. From the calculation of the scores of the items, the coefficient correlation found was 0.89 while the r-table was 0.50. For the r-counted of the coefficient was bigger than r-table, so it could be said that the test was reliable.

On the other hand, the result of the item difficulty of the vocabulary test was there were 15 items categorized in moderate level, 15 items categorized in ease level and there was no item categorized in difficult level. While the item discrimination was there were 4 items included in poor category (the items where the item discrimination were under 0.20). The items in the poor category were discarded by the researcher. So, there were 26 items left for the real test.

After giving the test, the researcher collected the data through systematic procedures. As soon as the data found, the researcher analyzed the data by using Pearson Product Moment Formula. After that, the researcher test the hypothesis referred to the hypothesis stated above.

E. **Findings and Discussions**

   a. **Findings**

   After analysing the data, the researcher found several findings of the

students' frequency of watching English movies and students' vocabulary mastery. The result of the questionnaire showed that there were; *Always was 19.44%, Often was 58.33%, Sometimes was 13.89%, Seldom was 5.56 %, and 0% for Never*. The highest percentage of students' frequency of watching English movies was for *Often criteria* which meant that approximately students' were often to watch English movies.

On the other hand, the researcher also analysed students' frequency of watching English movies by using Standard Deviation which divided students' frequency of watching English movies into three categories, they are: high, moderate, and low. Based on the analysis, the researcher found that there was no student included in high category, while 86.11% of students included in moderate category and the rest 13.89% of students included in low category.
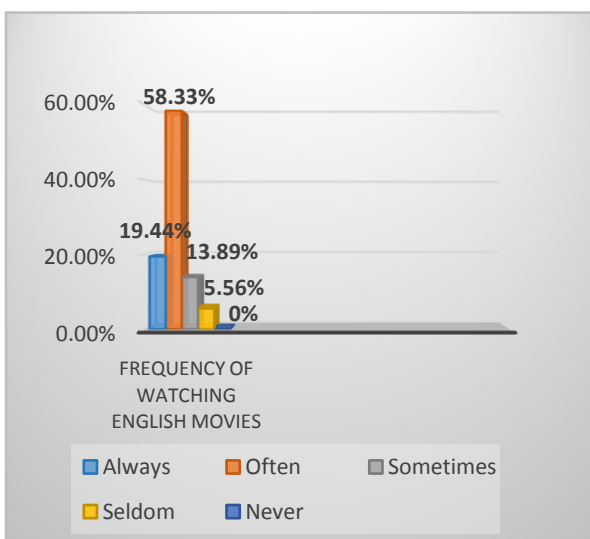
For the vocabulary test, the result found was; 22.22% students got *Excellent category*, 55.56% students got *Good category*, 22.22% students got *Fair category*, while no students got the category of *Poor* and *Very Poor*. The highest percentage was for the *Good category* which meant that approximately the students' vocabulary mastery was good.
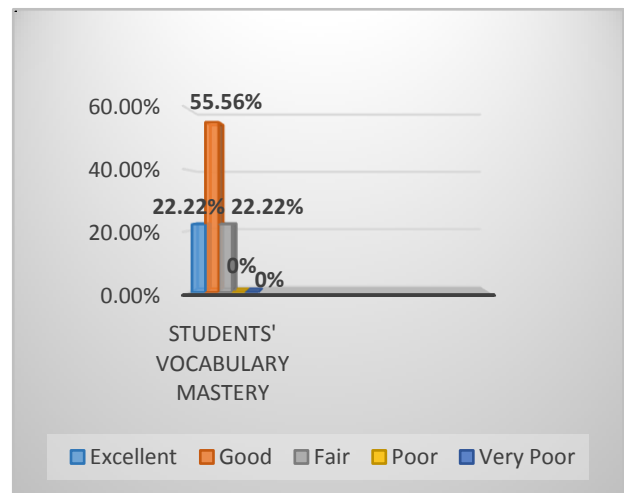
On the other hand, the researcher also analysed students' vocabulary mastery by using Standard Deviation which divided students' vocabulary mastery into three categories they are; high, moderate and low. Based on the analysis, the researcher found that 11.11% of students included in high category, 66.67% of students included in moderate category and the rest 22.22% included in low category.

To find out the correlation between students' frequency of watching English

movies and students' vocabulary mastery of the second grade students at SMA Senyerang Jambi. The researcher used Pearson Product Moment formula. From the data analysis, it was found that the value of r-counted between the frequency of watching English movies and the vocabulary mastery is 0.91 with the level of significance 0.05. To test the hypothesis the researcher compared the r-counted and r-table on df 34 (n-2). The r-table was 0.33. It means that the correlation of these two variables was accepted in the level of *a very high correlation.*

b. Discussions

According to the findings above, the researcher stated that the hypothesis that existed "There is a significant correlation between students' frequency of watching English movies and students' vocabulary mastery of the second grade students at SMA Senyerang Jambi" was accepted.

The result of this research was related to the result of Rahman's final project which showed that there was a significant correlation between the frequency of watching English movies and vocabulary mastery in the level of *high correlation.* On the other hand, the result of this research seemed to be same to the idea of Al-Sarhan (2013) who states that watching movies can improve students' vocabulary mastery.

F. Conclusions and Suggestions

a. Conclusions

Based on the finding as already discussed above, the researcher pointed out the following conclusions:

1. There was a significant correlation between students' frequency of watching English movies and students' vocabulary mastery of the second grade students at SMA Senyerang Jambi. It was proved by the value of r-counted (0.91) which is higher than r-table (0.33) on df = n − 2 (36 − 2) and alpha 0.05. with the level of significant was very high correlatin.

2. The correlation between students' frequency of watching English movies and students' vocabulary mastery of the second grade students at SMA Senyerang Jambi was significant.

b. Suggestions

Based on the conclusions above, some suggestions can be presented as follows:

1. After reading the result of this research, the teacher should give much motivation to the

students in order to gaining their frequency of watching English movies because the frequency of watching English movies has good influencetostudents' vocabulary mastery.

2. Teachers might teach vocabulary by using English movies in class.

3. Students should increase their frequency of watching English movies in order to gaining their vocabulary mastery.

4. The researcher suggests to the further researcher to find the other variables or aspects related to vocabulary mastery or frequency of watching English movies.

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