

THE CORRELATION BETWEEN FREQUENCY OF WATCHING ENGLISH MOVIES AND VOCABULARY MASTERY

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ABSTRACT

*This study aims to determine whether there is a correlation between frequency of watching English movies and vocabulary mastery of SMAN 1 Bontonompo Selatan Gowa Regency. This study uses the descriptive method. The population of this research was the second grade of SMAN 1 Bontonompo Selatan Gowa Regency. The sample is 20 students by using purposive sampling in one class. In collecting the data, researchers used a questionnaire instrument to look at the frequency of students' watching movie and vocabulary tests. The results of this study indicated that there is a significant relationship between the level of frequency of watching movies in English and the students' vocabulary mastery. It can be proved through the data and test the value of *r-table* where the value of *r-test* (0.358) is lower than *r-table* (0.444). The researchers concluded that there is a low correlation to the frequency of watching movies in English and the students' vocabulary mastery.*

Keywords: *English movies, mastery of vocabulary, correlation, descriptive*

INTRODUCTION

Language is a system of communication in speech and writing used by people of a particular country. According to Kridalaksana (1993:21), language is an arbitrary symbol of sound system language that allows people to work together, interact, and identify. In everyday life, we constantly interact with each other. To be interacted well, we use language as a tool to convey and express what you want delivered, verbally or written. In this case, language plays a very important role in social relationship.

In Indonesia, English considered the first foreign language to be learned, the Indonesian government has chosen English as a first foreign language to be taught in schools. In formal education, English is taught from elementary school until universities. As a subject of learning process, English considered as one of subject



that less comfortable by students. So that using teaching media is very important to help the students be more interest Saiful (2013).

As a part of language components, vocabulary has an important role in learning English. Without mastering vocabulary, it is impossible to master English well. The students who get more vocabulary, they can improve their English easily. Teaching English at junior high school is not easy task. The teachers usually still use traditional ways in teaching vocabulary. When students find new difficult words, they have to open a dictionary to get the meaning. Students need alternative sources to enjoying the learning of vocabulary. Therefore, the teacher must provide the media in order to help students in enriching their vocabulary.

According to Arsyad (2013:13) media is an important tool in conveying the message or the information in the learning process. There are three kinds of media, namely: visual media are using the senses of vision, audio media using the senses of hearing and audio-visual media that combines multiple senses hearing and vision. Students would be more motivated if they can use multiple senses than if the student is only using one sense either vision or hearing. In this case, the writer will take audiovisual media for running the research. It is English movies media.

Based on the researcher observation, students of senior high school prefer to watch English movies than Indonesian movies. Actually English movies have been translated in Indonesian, but the conversation is still spoken in English. Watching English movies can be an alternative media of students to improve and enrich their mastery of English vocabulary on their free time.

METHOD

Based on the problem above, the result of this research is expected to be useful to students and teachers in measuring vocabulary or could be an alternative way in the process of learning vocabulary development. Thus, the researcher also gained experience and knowledge that is useful for the future. In this research, the researcher focused the study only on vocabulary provided by narrative text in movies. The writer did it because the writer wanted to get maximum result of the



study and it contributed in English teaching and learning. The population of this research was the second grade students of SMAN 1 Bontonompo Selatan Gowa Regency in the Academic Year of 2016/2017. The total number of population was 183 students that divided into some classes namely II IPA 1 and II IPA 2, IPS I – IPS 3. The researcher used the purposive sampling and took class II IPA II that consisted of 20 students.

Procedure of collecting data in this research were questionnaire and vocabulary test. The student was given questionnaire to find out the students' frequency of watching English movies. The questionnaire consisted of 10 items. After getting the data of frequency of watching English movies, the researcher gave the students some vocabulary test that consisted of 20 items to find out the students' vocabulary mastery.

After collecting data, the researcher did some step to analyze data. The analysis steps were introduction analysis was to simplify the data in order to be able to be read and interpret easily.

a. Questionnaire

The writer categorized the score resulted of questionnaire or also called independent variable (X) into the following criteria:

Table 1. The Scale Used in Questionnaire

Frequency of watching English movie	Score
Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

(Sugiyono 2009)



b. The score of vocabulary test

While the students' vocabulary test was also called dependent variable (Y) are classified into the following classification:

$$\text{Score: } \frac{\text{Total correct answer of students}}{\text{The total number}} \times 100$$

Table 2. The Classification of Students' Score In Vocabulary Test

Classification	Score
Excellent	81-100
Good	61-80
Fair	41-60
Poor	21-40
Very Poor	0-20

(Depdikbud, 1994:6)

After the data of frequency of watching English movie and vocabulary mastery were collected. The writer examined research hypothesis by SPSS 21.

FINDINGS

Three items in research question are answered in this chapter. The researcher used questionnaire to describe the students' frequency of watching English movies of the second grade students' SMAN 1 Bontonompo Selatan Gowa Regency; vocabulary test was used to know the students' vocabulary mastery of the second grade students' at SMAN 1 Bontonompo Selatan Gowa Regency; and the researcher used correlation analysis in SPSS 21 program to know the correlation between frequency of watching English movies and vocabulary mastery of the second grade students' at SMAN 1 Bontonompo Selatan Gowa Regency.

The Description of Collecting Data.

The researcher did his research on september 3th-6th 2017 of the second grade students' at SMAN 1 Bontonompo Selatan Gowa Regency. It was done twice. The first time researcher came to their class, the class was very noisy. After their



teacher introduced the researcher and let the researcher to continue his activity, they were not so noisy anymore.

Generally, the students' did not understand when the researcher used all English in classroom instruction activity. To overcome this problem, the researcher combine English and Indonesian language in giving instruction. It has been explained before that the aims of the research were (a) To know the students' frequency of watching English movies of the second grade students' at SMAN 1 Bontonompo Selatan Gowa Regency; (b) to know the students' vocabulary mastery of the second grade students' at SMAN 1 Bontonompo Selatan Gowa Regency; and (c) to know the correlation between frequency of watching English movies and vocabulary mastery of the second grade students' at SMAN 1 Bontonompo Selatan Gowa Regency. The instruments used were questionnaire and vocabulary test. After examining their questionnaire test the researcher found that:

1. The students are interested to watch movie.
2. The students are interested to watch english movie but some time they did not understand the dialogue in it.
3. In vocabulary test, the students got problems in some unfamiliar vocabulary. Sometime they had memorized the word before, because of these words are passive vocabulary, they were easy to forget the words.
4. The students' sometime understand the meaning of unfamiliar words from the context of the sentence or they have known the story before.
5. To know the real correlation, watching English movie and vocabulary mastery, it should be done an experimental research.

The Students' Frequency in Watching English Movies

To get the information about students' frequency in Watching English movies, the researcher has collected data from students' answer in questionnaire. The students' score in questionnaire is as the following table:



Table 3. The Tabulation of Data Questionnaire

Nu	Students	Statements										Total
		1	2	3	4	5	6	7	8	9	10	
1	AM	4	2	3	4	3	2	5	4	3	4	30
2	AJ	5	3	3	4	4	2	3	3	1	3	31
3	AF	4	3	4	2	2	3	3	2	2	3	28
4	JA	4	2	3	4	5	2	1	3	2	4	30
5	JS	5	1	2	5	4	2	1	4	1	5	30
6	ISA	3	4	4	3	4	3	3	4	2	3	33
7	JK	3	1	4	4	3	2	5	3	3	5	33
8	JL	4	5	5	1	1	4	5	1	2	2	30
9	MSS	4	3	4	3	4	3	3	4	1	3	32
10	MAF	5	5	5	1	1	4	4	1	2	1	29
11	NK	4	5	5	1	1	4	5	1	2	2	30
12	NN	5	3	3	4	4	4	5	1	2	2	33
13	PS	5	3	3	4	4	2	3	3	1	3	31
14	SS	4	5	5	1	1	4	5	1	2	2	30
15	SA	4	5	5	1	1	4	1	1	2	1	25
16	SP	5	3	3	4	4	2	3	3	1	3	31
17	TL	4	4	5	1	1	4	1	1	2	1	24
18	WA	3	2	4	4	3	2	5	4	3	4	34
19	WY	4	4	5	1	1	4	1	1	2	1	24
20	ZA	4	4	5	1	1	4	1	1	2	1	24
Total												$\sum x = 592$ $\sum \bar{x} = 29,6$

Notes :

- A : strongly agree = 5
 B : Agree = 4
 C : Neutral = 3
 D : Disagree = 2
 E : strongly Disagree = 1

Based on the data on acquired from the questionnaire, the researcher clarifies the students' answer per items. The classifications from the data on tabulating students answer in questionnaire shown that the total sum of students' score in questionnaire is 592 and the average of students' score in questionnaire is 29,6. Gay in Rasyidah (2008) explained that the classifications of students' frequency in watching English movies can be seen as the following criteria:



Very high	= 49-60
High	= 37-48
Fair	= 25-36
Low	= 13-24
Very Low	= 0-12

Based on the criteria above, the researcher concluded that the students' frequency in watching English movies is categorized as fair.

The Students' Vocabulary Mastery

To know the students' vocabulary mastery, the researcher had collected the data of the students' score on vocabulary test as the following table:

Table 4. The students' Score on Vocabulary Test

Nu	Students' name	Score
1	AM	70
2	AJ	75
3	AF	75
4	JA	65
5	JS	60
6	ISA	80
7	JK	70
8	JL	85
9	MSS	80
10	MAF	85
11	NK	85
12	NN	80
13	PS	75
14	SS	85
15	SA	80
16	SP	85
17	TL	80
18	WA	70
19	WY	80
20	ZA	80
Total		$\sum Y = 1545$
The average of students' score		77,25



From the table 4.2 above , shows that the total sum of students' score is 1545 and the average of students' score on vocabulary test is 77,25. From the data on appendix D, the researcher compose the students' score from the smallest to the largest. It aims to know easily the simulates of the students' score. The following table is the composition of the students' score from the smallest to the largest.

Table 5. The Students' Score in Vocabulary Test from the Smallest to the Largest

Number	Score	Classification
1	60	Fair
2		Good
3	65	Good
4		Good
5	70	Good
6		Good
7	70	Good
8		Good
9	70	Good
10		Good
11	75	Good
12		Good
13	75	Good
14		Good
15	80	Good
16		Excellent
17	80	Excellent
18		Excellent
19	80	Excellent
20		Excellent
	80	
	80	
$\Sigma Y = 1545$		
$\Sigma Y' = 77,25$		

From the table 4.3 above, shows that we are easily to make the simulation of students' vocabulary test, as follow:



Table 6. The Simulation of Students' Vocabulary Test

Nu	Classification	Score	Sum	Percentage
1	Excellent	81-100	5	25%
2	Good	61-80	14	70%
3	Fair	41-60	1	5%
4	Poor	21-40	-	0%
5	Very Poor	0-20	-	0%

To find the students' vocabulary mastery, the researcher used the following pattern :

$$\begin{aligned}\sum \hat{Y} &= \frac{\sum X}{N} \\ &= \frac{1545}{20} \\ &= 77,25.\end{aligned}$$

So, the average of students' score mastery is 77,25. From the table 4.4 above, the number 77,25 is classified as good. We can conclude that, the average of students' vocabulary mastery is 77 and its classified as good.

The Correlation between the Students' Frequency of Watching English Movies and Vocabulary Mastery

To find out the correlation between the students' frequency of watching English movies and the students' vocabulary mastery, we have to compare between r-test and r-table. The result of correlation between X and Y variables are be compared with the value (r-table). The table error value is 5 % or 1 %. If r-test > r-table, it means that null hypothesis (h_0) is accepted; there is not a significance correlation between the frequency of watching English movies and students' vocabulary mastery. But If r-test < r-table, it means that alternative hypothesis (h_1) is accepted. There is asignificant correlation between the frequency of watching English movies and students' vocabulary mastery. A positive correlation indicates that the score move together either increasing or decreasing. A negative correlation



indicates that the scores on one variable rise and scores on other decrease. Correlation does not imply caution means two events are in some ways correlated does not mean that on necessarily cause the other. The ranging of correlation coefficient is as follow:

0, 00 - 0, 199 means very low correlation

0, 20 - 0, 399 means low correlation

0, 40 - 0, 599 means fair correlation

0, 60 - 0, 799 means high correlation

0, 80 - 1, 000 means very high correlation

The value of r-test is shown on the foollowing table below as the result of SPSS 16 process.

Table 7. The Result of Data Analyses by Using SPSS

CORRELATIONS			
		Watching Tv	Vocabulary
Watching TV	Pearson Correlation	1	-.217
	Sig. (2-tailed)		.358
	N	20	20
Vocabulary	Pearson Correlation	-.217	1
	Sig. (2-tailed)	.358	
	N	20	20

The table 4.5 above shows that the value of r-test is 0,358. For total sum of 20 sample, the value of r-table based on the r-table list is 0,444. Now, we know that the value of r-test 0,358 and the value of t-table is 0,444. This result shown that r-test (0,358) is lower than r-table (0,444) or symbolic we can write that r-test (0,358)<t-table (0,444). Therefore, we can conclude that there is a correlation between the frequency of watching English movie and vocabulary mastery.



Because the value of r-test 0,358, it can be described that the correlation between the students' frequency in watching English movies and the students' vocabulary mastery is "low correlation". The value of r-test is positive. It means that a correlation indicates that the score moves together either increasing or decreasing.

DISCUSSION

In this session, the researcher would like to conclude all analysis above to answer the problems statements in chapter 1.

1. The students' frequency in watching English movies is categorized as fair. It is based on Gay (2006) explained that the classifications of students' frequency in watching English movies can be seen as the following criteria:

Very high	= 49-60
High	= 37-48
Fair	= 25-36
Low	= 13-24
Very Low	= 0-12

2. The students' vocabulary mastery was classified as good. It is shown by the average of students' score in vocabulary test is 77. This classification based on the following criteria.

Table 8. The Simulation of Students' Vocabulary Test

Nu	Classification	Score	sum of students	Percentage
1	Excellent	81-100	5	25%
2	Good	61-80	14	70%
3	Fair	41-60	1	5%
4	Poor	21-40	-	0%
5	Very Poor	0-20	-	0%



3. The correlation between the students' frequency in watching English movies and the students' vocabulary mastery is low correlation. It is shown by the value of r-test 0,358.

CONCLUSION

This research deals with the correlation between the frequency of watching English movies and the students' vocabulary mastery. After discussing, the result of the research shows that the conclusion as follows:

1. The correlation between the frequency of watching English movies and students' vocabulary mastery was significant.
2. The correlation between the frequency of watching English movies and the students' vocabulary mastery is categorized as low correlation.
3. The value of r-test is positive. It means that a correlation indicates that the score moves together either increasing or decreasing.

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