

The Correlation Between Students' Habits in Watching English Movies and Vocabulary Mastery at Senior High School 11 Muaro Jambi

Sri Novi¹, Yurni², Delvia Muharramah³

English Language Education Study Program, Faculty of Teacher Training and Educational Sciences

Email: srinovi0703@gmail.com

ABSTRACT

This study aims to analyze the correlation between students' habit of watching English movies and vocabulary mastery at the eleventh grade of Senior High School 11 Muaro Jambi. This research used a quantitative correlational design with 81 students as the sample. The data were collected through a questionnaire and a vocabulary test consisting of 20 multiple-choice items. The questionnaire measured students' habit of watching English movies, while the test assessed their vocabulary mastery. The findings showed that there was a significant positive correlation between students' habit of watching English movies and their vocabulary mastery ($r = 0.578$, $p < 0.05$). This indicates that students who frequently watch English movies tend to have better vocabulary mastery. Furthermore, students' habit in watching English movies contributed 33.4% to their vocabulary mastery.

Keywords: *Correlation, Habit in Watching, English Movie, Vocabulary Mastery*

INTRODUCTION

Vocabulary mastery is a fundamental component of English language learning, as it plays a crucial role in supporting students' ability to understand texts, express ideas, and communicate effectively. According to Norbert Schmitt, vocabulary is a key element that influences learners' success in using a language. Similarly, I. S. P. Nation emphasizes that adequate vocabulary knowledge is essential for developing all language skills, including reading, speaking, listening, and writing. However, many students in English as a Foreign Language (EFL) contexts still experience difficulties in mastering vocabulary due to limited exposure to authentic language and less engaging learning methods.

In the Indonesian context, particularly at Senior High School 11 Muaro Jambi, students tend to face challenges in expanding their vocabulary. Based on preliminary observations, students often have limited opportunities to encounter English in meaningful contexts, which affects their ability to acquire new words effectively. Therefore, it is important to explore alternative learning media that can provide authentic and contextualized language input.

One potential medium that can support vocabulary learning is watching English movies. Movies present language in natural contexts through dialogues, visuals, and sound, allowing students to understand vocabulary more easily. According to Stephen Krashen, language acquisition occurs when learners are exposed to comprehensible input in meaningful situations. In this case, English movies can provide such input, enabling students to acquire vocabulary incidentally through repeated exposure. In addition, movies can increase students' motivation and interest in learning, making the learning process more enjoyable.

Based on these considerations, this study aims to investigate the correlation between students' habit in watching English movies and vocabulary mastery at Senior High School 11 Muaro Jambi. This research is expected to provide empirical evidence on whether students' viewing habits can contribute to their vocabulary development and to offer insights for teachers in utilizing movies as an effective learning medium.

REVIEW OF RELATED LITERATURE

Vocabulary mastery is an essential component in learning English as a foreign language, as it enables learners to

understand and use language effectively. According to Norbert Schmitt (2000; 2020), vocabulary knowledge involves not only understanding word meanings but also knowing how to use them appropriately in different contexts. Similarly, I. S. P. Nation (2001; 2022) states that vocabulary mastery includes three important aspects: form, meaning, and use. These aspects indicate that vocabulary learning is a complex process that requires continuous exposure and practice.

In language learning, exposure to meaningful input plays a crucial role in vocabulary acquisition. Stephen Krashen (1989) explains through the Input Hypothesis that learners acquire language when they are exposed to comprehensible input in meaningful contexts. This means that students can develop their vocabulary naturally when they frequently encounter words in authentic situations rather than through memorization alone.

One of the effective ways to provide such exposure is through movies. Movies are considered audiovisual media that present language in natural and contextualized forms. According to David Bordwell and Kristin Thompson (2019), movies combine dialogue, visual elements, and sound, which help learners understand the meaning of words more easily. Through movies, students are exposed to real-life language use, including expressions, pronunciation, and cultural context, which support vocabulary learning.

METHODOLOGY

This study employed a quantitative correlational research design to investigate the relationship between students' habit in watching English movies and their vocabulary mastery. The research was conducted at Senior High School 11 Muaro Jambi, focusing on eleventh-grade students.

The population of this study consisted of all eleventh grade students, and the sample

included 81 students. The sample was selected using a total sampling technique, in which all members of the population were involved in the study.

The instruments used in this research were a questionnaire and a vocabulary test. The questionnaire was used to measure students' habits in watching English movies and consisted of 15 multiple choice including aspects such as frequency, duration, and attitudes toward watching movies. Meanwhile, the vocabulary test consisted of 20 multiple-choice items designed to assess students' vocabulary mastery.

The data were collected by administering the questionnaire and the vocabulary test to the students. The students' responses were then scored and analyzed. The data analysis was conducted using the Pearson Product Moment correlation formula to determine the relationship between the two variables. In addition, the coefficient of determination was calculated to identify the contribution of students' habit in watching English movies to their vocabulary mastery.

FINDINGS AND DISCUSSION

FINDINGS

The findings of this study present the analysis of the correlation between students' habit in watching English movies and their vocabulary mastery.

Table 1. The result of the correlation analysis

Variables	r	Sig. (2-tailed)	N
Watching English Movie & Vocabulary Mastery	0.578**	0.000	81

Based on Table 1, it can be seen that there is a correlation between students' habit in watching English movies and their vocabulary mastery. The Pearson correlation coefficient is 0.578, which indicates a moderate level of correlation.

Furthermore, the significance value is 0.000, which is lower than 0.05. This means that the correlation between the two variables is statistically significant. In other words, students who have a higher habit in watching English movies tend to have better vocabulary mastery.

Overall, these findings show that students' habit in watching English movies has a positive relationship with their vocabulary mastery, although the strength of the relationship is at a moderate level.

DISCUSSION

The findings of this study reveal that there is a moderate positive correlation between students' habit in watching English movies and their vocabulary mastery ($r = 0.578$, $p < 0.05$). This indicates that students who frequently watch English movies tend to have better vocabulary mastery. However, the moderate level of correlation suggests that watching English movies is not the only factor influencing vocabulary development.

This finding is in line with Stephen Krashen (1989), who states that language acquisition occurs through exposure to comprehensible input. English movies provide authentic language input through dialogues and contextualized situations, which help students acquire vocabulary naturally. In addition, I. S. P. Nation (2022) emphasizes that vocabulary mastery develops through repeated exposure to words in meaningful contexts. Through movies, students encounter vocabulary repeatedly, which supports their understanding and retention.

Furthermore, the contribution of students' habit in watching English movies to vocabulary mastery was found to be 33.4%, indicating that other factors also play an important role. These factors may include students' motivation, learning strategies, classroom instruction, and exposure to other English learning resources. This supports the idea that

vocabulary learning requires both exposure and active engagement.

The findings of this study are consistent with previous studies conducted by Mentari (2017) and Ikram (2017), which reported a positive relationship between watching English movies and vocabulary mastery. However, this result differs from Farkhi (2023), who found a negative correlation. These differences may be influenced by variations in research context, students' characteristics, and types of movies used.

Overall, the findings suggest that watching English movies can support students' vocabulary development by providing meaningful and repeated language input. However, it should be used as a supplementary learning medium alongside other learning activities to achieve optimal vocabulary mastery.

CONCLUSION

This study was conducted to investigate the correlation between students' habit of watching English movies and their vocabulary mastery among eleventh-grade students at Senior High School 11 Muaro Jambi. Based on the analysis of the data obtained through questionnaires and vocabulary tests, it can be concluded that there is a significant positive correlation between the two variables.

The result of the Pearson Product Moment correlation analysis showed that the correlation coefficient (r) was 0.578, which indicates a moderate positive correlation. This finding means that students who have better habits of watching English movies tend to have higher vocabulary mastery. Furthermore, the significance value ($p = 0.000$) was lower than the significance level of 0.05, indicating that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. Therefore, the research hypothesis stating that there is a significant correlation between students' habit in watching English movies and their

vocabulary mastery is empirically supported.

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