

THE CORRELATION BETWEEN STUDENTS' HABIT IN WATCHING MOVIES USING ENGLISH SUBTITLES AND THEIR VOCABULARY MASTERY AT ENGLISH DEPARTMENT UNIVERSITAS ISLAM MALANG

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Abstract: The aims of the research were to find out whether or not there is any significant correlation between students' habits in watching movies using English subtitles and vocabulary mastery at the English Department Unisma. The research design was quantitative method. In collecting the data, the researcher used questionnaire and test. The population of the study were the eight semester students of English Department Unisma. The sample of the study consisted of 37 students. To analyze the data, the researcher used SPSS 26.0. The research findings show that there is any correlation but insignificant between students' habit in watching movies using English subtitle and vocabulary mastery ($r_{xy} = 0.155 \leq r_{table} = 0.325$). So, the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. The meaning of this statement is the students' habit in watching movies using English subtitle has a relationship but insignificant to students' vocabulary mastery. On the finding of the study, it is addressed to English students to apply this strategies to improve their vocabulary mastery. For the next researchers are expected to investigate about other skills and component of English and explore knowledge in order to give more benefit on the result and by involving more participants.

Key Words: Correlation, habit, movie, vocabulary mastery.

INTRODUCTION

One of the most important requirements for learning a language is vocabulary. The vocabulary technique is fundamental knowledge that is helpful in the form of terms that beginners may always use while learning a particular language, especially when learning English as a second language. Additionally, according to Cameron (2001:73), vocabulary is one of the language learning domains that significantly aids beginners in picking up a language.

Students are expected to possess the necessary vocabulary proficiency due to their lack of language experience. Students are expected to acquire vocabulary

knowledge in their daily lives. Additionally, a lot of academic tasks that involve reading, writing, and speaking demand that college students maintain a strong vocabulary. It is so because vocabulary is essential to enhancing all other language skills, including reading, writing, listening, and speaking. A great command of vocabulary is essential for effective language learning. Students who have a strong command of vocabulary tend to be better readers, writers, speakers, thinkers, and newcomers. Today's global environment seems to make effective communication a need for success in business, activities, and even education.

Learning can be done everywhere; it is not always done in a classroom. Additionally, the teacher does not always face the class when teaching vocabulary. Everywhere and at any time, students can learn. Students who regularly watching films using English subtitles may be able to expand their vocabulary. Movies can be difficult for students since they are frequently faster than the teacher's speech, but they can also be entertaining and help to reinforce key English language skills. Students who are interested in viewing movies using English subtitles may learn vocabulary more frequently, and repeated engagement in an activity may develop into a habit. A student who enjoys viewing movies using English subtitle will typically watch them repeatedly to learn the language. Students will develop the habit of watching English-language movies as a result (Rahmalia, 2020).

There are numerous reasons for this. First, audio linguists issued a warning that vocabulary development may be completed later and that language instruction should focus on the principle of grammatical acquisition (Kurniawan, 2016:2). Second, when speaking or writing, college students frequently reuse the same words, phrases, or idioms. The ability of college students to communicate in language is also hampered by this. While this is going on, some pupils who are attempting to increase their vocabulary proficiency have trouble remembering the words they have learned. It implies that learning a language is possibly difficult because of vocabulary.

One of the essentials for learning a language is motivation. College students who are less interested in learning will no longer provide language

learning that is useful. However, as the age has progressed, vocabulary learning has also advanced in a variety of ways, such as through audio-visual media. Movies are one type of audio-visual media representation. In this subject, students investigate vocabulary using movies as a medium. Furthermore, movies provide a wealth of useful vocabulary that can be applied in everyday situations. It is a method for students to learn common phrases in a language by watching movies.

Similarly, films provide visual statistics because they include frame language, gestures, and facial expressions in addition to the means, intonation, and strain of the vocabulary, as well as the audio system's tradition and proper language. Furthermore, Baltova (1994:508) claims that audiovisual media are more similar to real life because visual cues and context help viewers understand the message conveyed in the film. Nonetheless, there are subtitled movies and subtitled movies. Some films use English subtitles, while others use the local language in which the film is performed.

Viewers typically read subtitles, whether they are in English or their native tongue. Since viewers are familiar with the meanings of the unknown words used by the characters in the movies, subtitles are included to ensure that the meaning in the movies is understood. This is due to the viewers' ability to understand the vocabulary they learned through dialogue they heard while reading the subtitles. Because reading requires a complex process in which readers must decode texts and create interpretations to comprehend the entire text, many EFL students at universities struggle to develop reading abilities (Ayun & Yunus, 2017).

According to Grignor, Lavour, and Blanc (as mentioned in Ebrahimi & Bazaee, 2016), out of the three possible film collections (dubbed, subtitled, or unique), the dubbed and subtitled model performs better overall than the unique version. Watching movies with subtitles helps students become more vocabulary proficient. This is in line with Pavio's twin coding theory, which claims that seeing movies with subtitles causes new viewers to accept more signals. Students can identify the words they encounter in movies with the use of subtitles. Additionally, subtitles help pupils develop skills like as speaking, listening, and

pronunciation. Students can ease the stress of learning a language by watching movies.

Moreover, the study's issue with this study becomes "Is there any significant correlation between students' habit of watching movies using English subtitle and their vocabulary mastery at the English Department University of Islam Malang ?". Then, the objective of the research is "To find out whether or not any significant correlation between students' habit of watching movies using English subtitle and their vocabulary mastery".

METHOD

The researcher used quantitative research in the form correlation research design. According to a correlation coefficient, correlation research examines the likelihood of a relationship between two or more variables (Wallen, 2009). In order to understand, forecast, and control occurrences, the quantitative technique is utilized to provide answers to inquiries about relationships within quantifiable variables.

In this study, the research used correlation design that establish the existence and strength of a link between two or more variables without attempting to modify the variables. There is no variable manipulation as a result (Fraenkel & Wallen, 2008: 328). This study examined the correlation between students' habit in watching movies using English subtitles and their vocabulary mastery.

From illustration above, in this study, researcher gave questionnaire to the students. The questionnaire in this research is a question or statement about the interest of students watching movies using English subtitles habit to determine how far their interest in watching movies using English subtitles. Second, in this study, the researcher gave vocabulary tests to the students. In this study, the test is utilized to evaluate students' comprehension of the language they have learned as well as their retention of the English subtitles from the movies. Students will have two scores. And finally, to determine the correlation between the two scores, the SPSS 26.0 program was used by the researcher to examine the data.

The subject in this study is the student of eighth semester of English Department in Universitas Islam Malang. The reason the researcher uses English students 8th semester is that their study time has been longer than the students in the semester below and they should develop their vocabulary skills, therefore the students' habit of watching movies using English subtitles can be one of their strategies to increase their vocabulary skills. This study used convenience sampling (Sugiyono, 2015). So, the sample in this research there are 37 respondents.

In this study, the researcher used questionnaire and test as instruments and collect the data. The questionnaire was adapted from previous study by Rahmalia (2020). The researcher modifies the questionnaire according to the topic of this research. Meanwhile, The Barton English Vocabulary Test was employed as the objective multiple-choice test by the researcher. In order to gather quantitative information regarding students' viewing habits of movies with English subtitles and students vocabulary mastery, a survey will be given to students in the form of an online questionnaire through Google Form due to the pandemic situation.

For the procedure of collecting data, the questionnaire consists of 15 statements, covering the characteristics of habit, including repeated history, lack of conscious purpose, lack of knowledge, difficulty in control, efficiency, and description of existence. This questionnaire was assessed using a likert scale. Meanwhile, The test has 15 questions with 4 possible answers. The highest score is 100, while the middle and bottom scores are each 0.

The data in this study was analyzed by using SPSS 26.0 Program. To determine the correlation between students' habits of watching movies using English subtitles and their vocabulary mastery, the SPSS 26.0 program was used by the researcher to examine the data and in order testing the hypothesis.

FINDING AND DISCUSSIONS

According to the statements stated in the first chapter, the objective of this study is to find out whether or not there is any significant correlation between

students' habit of watching movies using English subtitles and their vocabulary mastery at the English Department Universitas Islam Malang.

According to the data's description, there may have been a little association between students' propensity for watching movies with English subtitles and their vocabulary proficiency. The correlational score, which ranges from 0.00 to 0.199, is 0.155. As a result, the correlation level for the association is considered to be quite low. Results from the SPSS program indicate that the r -value is less than the t -table value at the 5% (0,05) level of significance ($0.155 < 0.325$). It denotes that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected.

The results of the current study demonstrated that there is a weak association, measured by a correlation coefficient of 0.155 between the two variables, between students' habit of watching movies with English subtitles and their vocabulary mastery. It indicates that, despite the very low association, students' habit of watching movies with English subtitles and vocabulary knowledge are correlated in the results of the current study.

In short, even though the subjects are English students, many of them achieve poor results in the vocabulary test. According to the results of the questionnaire, it can be seen in the questionnaire item number 3 "I watch foreign movies using Indonesian subtitles" states that the percentage results for the "always" option get the highest results, so it can be said that the interest of English students in watching a foreign movie using English subtitle, it is still not high because in this study many respondents still like to use Indonesian subtitle.

The study reveals that the correlation is not significant may be because the students do not pay attention to the English subtitles while their watching movies. Another result of this study shows that the correlation is not significant because the value of students' habits of watching films using English subtitles is still low, so it also affects their vocabulary mastery. So, that this research can be followed up by further researchers, the results will be significant or remain insignificant.

CONCLUSION AND SUGGESTIONS

The analysis shows that there is any correlation but insignificant between students' habit in watching movie using English subtitles and their vocabulary mastery. In summary, even though the subjects are English students, many of them achieve low scores on the vocabulary test. So, According to this study, students' habit of watching movies with English subtitles doesn't guarantee improvement students vocabulary mastery.

The suggestion for the students hopefully students can realize the importance of strategy in solving any problem, including learning a new language. Those strategies can come from anywhere, including daily habits. Developing their English habit can make learning easier and faster. Watching non English movie using English subtitles can be interesting learning habits and strategies. For English students, it can be so helpful for improving their English ability and can develop their vocabulary with the use of English subtitles when they watch foreign movies.

For the lecturer as English lecturers, they must be gaining the strategies that make students enjoy the English class, especially vocabulary mastery. In teaching, lecturers can provide effective strategies to teach English easily.

The future researchers that will conduct a similar study are expected to investigate other skills and components of English and explore knowledge to give more benefit to the research result and by involving more participants.

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