

THE CORRELATION BETWEEN STUDENTS' HABIT OF WATCHING ENGLISH ANIMATED COMEDY MOVIES AND STUDENTS' VOCABULARY MASTERY OF EIGHTH GRADERS IN SMPN 1 NGANTANG

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ABSTRACT

This study explores the correlation between students' habits of watching English animated comedy movies and their English vocabulary proficiency among Eighth Graders at SMPN 1 Ngantang. The research involved 45 randomly selected students, and data collection employed questionnaires and vocabulary tests. The collected data underwent analysis using the Pearson Product Moment correlation. The findings indicate a significant but low negative correlation ($r = -0.294$) between students' movie-watching habits and their English vocabulary mastery. This correlation coefficient was smaller than the critical value at a 5% significance level. The two-tailed significance level ($\text{sig.} = 0.05$) further confirms a significant relationship between the variables. In conclusion, Eighth Graders at SMPN 1 Ngantang exhibit a significant but low negative correlation between their habits of watching English animated comedy movies and their English vocabulary mastery.

Keywords: Correlation, Vocabulary, Movie

ABSTRAK

Penelitian ini mengeksplorasi hubungan antara kebiasaan siswa menonton film animasi komedi bahasa Inggris dan kemampuan kosa kata bahasa Inggris mereka pada siswa kelas VIII di SMPN 1 Ngantang. Penelitian ini melibatkan 45 siswa yang dipilih secara acak, dan pengumpulan data menggunakan kuesioner dan tes kosa kata. Data yang terkumpul dianalisis dengan menggunakan korelasi Pearson Product Moment. Temuan menunjukkan korelasi negatif yang signifikan tetapi rendah ($r = -0,294$) antara kebiasaan menonton film siswa dan penguasaan kosa kata bahasa Inggris mereka. Koefisien korelasi ini lebih kecil dari nilai kritis pada tingkat signifikansi 5%. Tingkat signifikansi dua arah ($\text{sig.} = 0,05$) semakin menegaskan adanya hubungan yang signifikan antar variabel. Sebagai kesimpulan, siswa kelas VIII SMPN 1 Ngantang menunjukkan korelasi negatif yang signifikan namun rendah antara kebiasaan mereka menonton film animasi komedi bahasa Inggris dan penguasaan kosa kata bahasa Inggris mereka.

Kata-Kata Kunci: Korelasi, Kosakata, Film

INTRODUCTION

English language learning encompasses various components, with vocabulary being a fundamental and crucial element. Proficiency in vocabulary plays a significant role in foreign language education, particularly in communication, as it facilitates the conveyance of information, thoughts, and messages (İşcan, 2017). Mastering vocabulary is essential for effective oral and written expression, enabling individuals to understand and communicate effectively.

To enhance vocabulary skills, especially among students, the use of effective strategies is necessary. These strategies can take the form of engaging and enjoyable teaching methods, exciting media, or games. Students today are expected to be actively engaged in learning, both in the classroom and at home.

Learning does not solely occur within the confines of a classroom. Students can learn anywhere, with anyone, without a teacher present. One medium that can be effectively utilized is English-language movies. Movies serve as an audiovisual tool that can be employed in the classroom to teach foreign languages (İşcan, 2017). Students who develop a habit of watching English movies have the opportunity to expand their vocabulary. Watching movies can be a positive experience, as it allows students to learn vocabulary in an enjoyable and voluntary manner, thereby facilitating better retention. Movies serve as a means of entertainment for everyone, and animated movies, in particular, offer valuable character education values (Astuti et al., 2019). When students watch movies, they may be prompted to open a dictionary and look up the meanings of words they encounter. Movies also allow teachers to introduce variety and real-life contexts into the classroom, enabling students to connect their knowledge and experiences.

Numerous movies are readily accessible on the internet, available for free viewing. Additionally, television channels broadcast movies, particularly during school holidays when viewership increases. However, it is important to note that most English movies shown on television, especially during late-night hours, predominantly cater to adult audiences. Junior high school students often need to download age-appropriate movies from the internet, with animated movies being the most prevalent option. Animated comedy movies, in particular, offer an exciting viewing experience, aiming to entertain and evoke laughter. Examples of such movies include *Up*, *Despicable Me*, *Luca*, and many others.

Gradually, movies are being utilized as a direct or indirect tool for English language instruction. Many movies employ animation and storytelling techniques to captivate audiences and sustain their interest throughout. Viewers may become engrossed in the movie's atmosphere, unwittingly absorbing the language used by the characters. This curiosity prompts viewers to explore the meaning of the spoken words in English. As İşcan (2017) suggests, movies motivate students to learn vocabulary and gain a better understanding of the language. Therefore, movies serve as a valuable medium for enhancing students' vocabulary skills, particularly when they have a genuine interest in the movie's content.

Among various movie genres, comedy movies are particularly suitable for junior high school students, aligning well with their age group. Comedy movies are easier to comprehend as they feature light-hearted, enjoyable storylines. Comedy movies can be categorized as live-action or animated. While both types can be employed for English language learning, animated comedic movies tend to be more popular among junior high school students.

Ismaili (2013) found that students have a preference for comedy and action movies, believing that English movies contribute positively to their language learning. The advantages

of using animated comedy movies for junior high school students include the attractive visuals, lively character expressions, and unique character designs that are engaging for students. Furthermore, animated comedy movies present stories that are easily comprehensible to junior high school students compared to live-action movies, which often include jokes that may elude their understanding.

Previous studies have explored the correlation between students' movie-watching habits and their vocabulary levels. Ikram (2017) conducted a study on eighth-grade students and found a positive correlation between watching movies and vocabulary skills. Mentari (2018) investigated the relationship between students' movie-watching habits and vocabulary mastery among eleventh-grade students, revealing a significant correlation. Utami (2020) conducted a similar study among eleventh-grade students and found a very low correlation. Rahmalia (2020) examined the correlation between movie-watching habits and vocabulary mastery among English Education students, resulting in a positive but insignificant correlation. Ilham (2018) conducted a study among English department students and found a very low correlation between movie-watching frequency and vocabulary mastery.

This current study differs from previous research by focusing on specific limitations regarding the type and genre of movies. Animated movies and comedy movies, respectively, serve as the selected type and genre. Nevertheless, the primary objective of this study remains to explore the correlation between students' movie-watching habits and their vocabulary skills.

METHOD

In this study, researchers used a quantitative approach. The quantitative approach was chosen to provide empirical evidence and quantitative insights into the relationship between the two research variables. In this study, researchers used two variables: the students' habits of watching animated comedy movies and the students' vocabulary levels. Meanwhile, the researchers also used correlation method in this study. According to (Latief, 2012), correlational research design are used to measure the relationship between two or more variables. In this study, the focus was finding the correlation between students' habits of watching animated comedy movies on their vocabulary mastery without manipulating or intervening in the natural occurrences.

The target population for this study consisted of eighth-grade students from SMP Negeri 1 Ngantang in the academic year 2022/2023, totaling 128 students across four classes. Simple random sampling was used to select a representative sample from the population. The sample size was determined to be 35% of the total population, resulting in a sample of 45 eighth-grade students. A closed-ended questionnaire was used to collect data on students' habits of watching English animated comedy movies. The questionnaire allowed respondents to choose answers based on their own criteria, providing insights into their movie-watching habits.

The test instrument used in this research is a vocabulary test. The tests given are in the form of multiple-choice questions. Before the questionnaire are given to students, the validity and reliability of the test instrument are first tested. The validity and realibility does not need to be carried out again and can take the results from the previous study because of adapted a questionnaire. Then, the data collected from the questionnaire and vocabulary test were analyzed using statistical software, such as SPSS Statistics. To determine the normal distribution of the variables, normality tests, such as the Shapiro-Wilk test, were conducted.

Additionally, a homogeneity test was performed to ensure the data set was derived from a homogeneous population. The hypothesis statements for this study are as follows:

- a. H0 (Null Hypothesis): There is no significant relationship between students' habit of watching English animated comedy movies and students' English vocabulary mastery if the observed significance (Sig count) is greater than the significance level (Sig α) of 0.05.
- b. H1 (Alternative Hypothesis): There is a significant relationship between students' habit of watching English animated comedy movies and students' English vocabulary mastery if the observed significance (Sig count) is less than the significance level (Sig α) of 0.05.

RESULT

Data on students' habits of watching English comedy animated films have been obtained from a questionnaire. The results of students answering the questionnaire also varies, as can be seen in the following table.

Table 1. Questionnaire Statistics

Statistics		
X		
N	Valid	45
	Missing	0
Mean		41.73
Median		43.00
Mode		26 ^a
Std. Deviation		11.458
Variance		131.291
Range		43
Minimum		17
Maximum		60
Sum		1878
a. Multiple modes exist. The smallest value is shown		

Data on students' habits of watching English comedy animated films were collected using a questionnaire. The questionnaire responses varied among the students, as shown in Table 1. The total score of the questionnaire was 1878, with an average score of 41.73. The highest score obtained was 60, indicating the maximum level of habit, while the lowest score was 17, indicating the minimum level of habit. The median score, representing the middle value, was 43. The range of the data, which measures the spread of scores, was 43. The variance of the questionnaire data was 131.291, indicating the degree of variability among the responses, and the standard deviation was 11.458, representing the average amount of deviation from the mean score.

Table 2. Vocabulary Statistics

Statistics		
Y		
N	Valid	45
	Missing	0
Mean		63.67
Median		65.00
Mode		70 ^a
Std. Deviation		14.825
Variance		219.773
Range		60
Minimum		30
Maximum		90
Sum		2865
a. Multiple modes exist. The smallest value is shown		

The results of the vocabulary test varied among the students, as shown in Table 2. The total score for the test was 2865, with an average score of 63.67, indicating that students achieved a good grade overall. The highest score obtained was 90, representing the maximum level of vocabulary mastery, while the lowest score was 30, indicating the minimum level of mastery. The median score, which represents the middle value, was 65.00. The data range, which measures the spread of scores, was 60. The variance of the vocabulary test scores was 219.773, indicating the degree of variability among the students' performance, and the standard deviation was 14.825, representing the average amount of deviation from the mean score.

Once the data has been collected from the population or sample using data collection instruments, it is necessary to analyze the data in order to determine the relationship between the two variables. However, before analyzing the relationship, certain prerequisites must be fulfilled to assess whether the data is normal and homogeneous.

Before analyzing the relationship between the two variables, a normality test needs to be conducted first. Through the data normality test, it can be seen whether the data is normally distributed or not. If the data is normally distributed, it can be assumed that it is taken randomly from the normal population. The type of data normality test used is a test using the Shapiro-Wilk formula at a significant level of 5% with the help of SPSS Statistics. The results of the normality test can be seen in the following table.

Table 3. Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
X	.097	45	.200*	.958	45	.100
Y	.154	45	.009	.955	45	.078
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

According to table 3, the questionnaire data regarding the habit of watching animated comedy movies exhibited a normal distribution. This is indicated by the significance value of 0.100, which is higher than the significance level of 0.05. Similarly, the vocabulary test data also showed a value of 0.078, indicating that it is greater than the significance level of 0.05. These results suggest that the frequency of students' English animated comedy movie watching activity follows a normal distribution. Therefore, it can be assumed that the data is randomly sampled from a normal population.

The next step is to conduct a homogeneity test to verify if the data comes from a homogeneous population. In statistical theory, a homogeneity test is a procedure used to determine whether two or more groups of sample data, which have been collected, originate from populations with the same variance. The purpose of this test is to assess the similarity or uniformity of variances among the different groups. The results of the homogeneity test can be seen in the following table.

Table 4. Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Vocabulary	Based on Mean	2.264	3	40	.096
	Based on Median	.586	3	40	.628
	Based on Median and with adjusted df	.586	3	30.240	.629
	Based on trimmed mean	1.976	3	40	.133

The calculations conducted using SPSS indicate that the variance homogeneity test yielded a value of 0.096. This result indicates that the data is derived from a homogeneous population, as the significance value for the homogeneity test is greater than 0.05. Therefore, the variances among the different groups are similar, supporting the assumption of a homogeneous population. Next, the researcher used SPSS as a tool for testing hypothesis and correlation. The results obtained are as follows.

Table 5. Correlation Test

Correlations			
		X	Y
X	Pearson Correlation	1	-.294
	Sig. (2-tailed)		.050
	N	45	45
Y	Pearson Correlation	-.294	1
	Sig. (2-tailed)	.050	
	N	45	45

The SPSS calculations reveal important findings about the relationship between students' habit of watching English animated comedy movies and their English vocabulary

mastery. The significance value (Sig.) of 0.050, which is less than the predetermined significance level of 0.050, indicates that there is a significant relationship between these two variables. Moreover, the correlation score of -0.294, which is less than the critical value of 0.294 ($r < r_t$), suggests a low negative correlation between the variables. Consequently, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. Based on these results, researchers can conclude that there is a negative relationship between students' habit of watching English animated comedy movies and their English vocabulary mastery.

DISCUSSION

This study aims to investigate the relationship between students' habit of watching English animated comedy movies and their vocabulary mastery. The analysis revealed a significant but low negative correlation between these two variables. The Pearson correlation coefficient (r) obtained was -0.294, which was smaller than the critical value (r_{table}) of 0.294 at a significance level of 5%. Thus, indicating a low negative correlation between the variables under examination.

The significance level was further examined using the two-tailed p-value (Sig.), which was found to be 0.05, equal to the predetermined significance level ($\alpha = 0.05$). Consequently, the alternative hypothesis (H_1) was accepted, while the null hypothesis (H_0) was rejected. This suggests that there is indeed a significant relationship between students' habit of watching English animated comedy movies and their vocabulary mastery.

Comparisons with previous studies conducted by Ikram (2017) and Utami (2020) reveal contrasting results. In Ikram's study, a significant and very high positive correlation was found between students' habit of watching movies and their vocabulary level among second-year students at MTs Izaatul Islam Parung. However, Utami's study conducted at SMA Negeri 6 Yogyakarta demonstrated no significant correlation between students' habit of watching movies and their vocabulary mastery.

The disparity in findings between the present study and previous research suggests the presence of various factors that may account for this discrepancy. One potential explanation is the lack of interest in learning English among the participants, which may result in decreased motivation to enhance their English vocabulary. Interest plays a vital role in driving attention and desire to learn. When students have a genuine interest in learning English, they are more likely to actively engage with the subject and expand their vocabulary. Conversely, a lack of interest can impede language learning and vocabulary growth.

Furthermore, it is important to consider how students approach watching English movies. Some students may primarily focus on understanding the storyline through subtitles rather than actively paying attention to the vocabulary spoken by the characters. This passive approach to language learning may contribute to the observed negative correlation.

CONCLUSION

The study revealed a significant but low negative correlation between students' habit of watching English animated comedy movies and their English vocabulary mastery. The Pearson correlation coefficient (r) of -0.294 indicated a low negative correlation, implying that as students' habit of watching English animated comedy movies decreases, their English vocabulary mastery tends to increase, and vice versa. The significance level ($\alpha = 0.05$) was met, with the obtained p-value of 0.05, confirming a significant relationship between the two variables.

It is important to note that several factors may contribute to this correlation. These factors include the potential lack of interest among students in English lessons and the focus on animated comedy movies, which may not capture the full range of students' movie preferences. Nonetheless, the findings underscore the significant influence of students' habit of watching English animated comedy movies on their English vocabulary mastery.

In summary, the study highlights a noteworthy relationship between students' habit of watching English animated comedy movies and their English vocabulary mastery. Although the correlation is low and negative, it indicates a significant influence between the variables. Further research is needed to explore additional factors and broaden the understanding of the relationship between media consumption habits and language skills.

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