



The Correlation between Students' Autonomy in Watching the English Movies and Their Vocabulary Mastery

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Abstract

This study was conducted to determine whether or not students' vocabulary mastery and students' autonomy while watching English movies were related. This study used correlation research as its methodology. The population for this study included second-year students from SMA N 2 Payakumbuh, which had 11 classes. Then, 80 out of 396 students were chosen as the sample for this study utilizing accidental sampling and the Slovin formula. A questionnaire regarding the students' autonomy and a vocabulary test to measure their comprehension of the movies were used as the research's instruments. Following data collection, the correlation was determined using Pearson's Product Moment formula. The results of the data analysis indicated that the correlation results in this study indicated a value of $r = -0.080$, which was supported by the value of Pearson's product-moment coefficient, which indicated that $r > 0.05$. In this way, the null hypothesis or the first hypothesis was accepted. The study's findings, in general, indicated a correlation between students' mastery of vocabulary and their autonomy in learning while watching English movies. According to the research, students can use media such as English movies to help them learn vocabulary.

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INTRODUCTION

There are many elements in learning English. Then, vocabulary is the most obvious component and the first thing applied in English. Hornby (1995) states that the entire number of words in a language is its vocabulary. Studying English can be started by learning vocabulary first. It is the most crucial component in learning English. Because of that, students should be mastered vocabulary. Students cannot properly communicate or convey their ideas in both written and oral form to understand what others are saying if they do not possess a strong vocabulary. To improve students' mastery in

vocabulary, the media is needed. It defines a specific action taken by the student to improve faster, easier, and more enjoyable learning. The use of learning media can aid students in more efficient vocabulary study.

When the students learn something, they do not like to learn it when they think it is difficult and that also happens with vocabulary learning. Therefore, it may make students not have responsibility for their learning. At the same time, the current curriculum in Indonesia is the 2013 curriculum which requires students to be more independent in learning and think critically. Since the students are asked to study independently and think critically in the 2013 curriculum, Autonomy learning can put students in a position to have more responsibility for their learning process. According to Liu et al. (2005) and the American Heritage Dictionary of the English Language, autonomy is the quality of being (1) independent, (2) self-governing, or having the right to exercise self-government, self-determination, and self-direction. All these requirements or characteristics are related to the capacity of basic behaviors to be free from external control. Christman & Anderson (2005) also argued that when someone is granted autonomy, they have a "self" that is capable of doing anything, that this person has a consistent and permanent identity over time, and that this self is "truly" or "deeply" involved in doing something. Typical definitions of autonomy also include the freedom to conduct critical self-reflection. Benson & Voller (1997, cited in Ali Ahmed & Zebari, 2020) stated that autonomy learning is the ability of students to decide for themselves what to do without teacher guidance or influence. Therefore, growing the autonomy learning in students will make them do everything according to their abilities, and watching English movies can be used to build students' autonomy, especially for vocabulary mastery.

Based on pre-observations in SMA N 2 Payakumbuh, 88.5 per cent of 396 second-grade students like to watch English movies, and 58.6 per cent of them are female students. The result shows that most of the students watch English movies about 2 to 3 times a month, and the platform they usually use is Netflix, Disney+, and Vidio. Watching English movies is one type of media that can motivate students to learn. Usually, students interested in watching English movies have more time to practice speaking English more effectively. The students sometimes repeat the character's utterances when watching the movie and figure out the meaning. Also, by watching English movies, the students often get curious about many things related to English. Watching English movies is one type of media that can motivate students to learn. The students sometimes repeat the character's utterances when watching the movie and figure out the meaning. Also, by watching English movies, the students often get curious about many things related to English. The effectiveness of showing English movies to Chinese college students in order to assist them to enhance their English-speaking skills was studied by Li & Wang (2015). In order to help students improve their speaking and listening abilities, the researcher incorporated English movies into an English session. The researchers showed English movies to college students in their

English classes, and then gave them written or spoken projects that required them to retell or summarize the stories of the movies. Students' speaking skills and awareness of other cultures therefore have improved.

It can be proved by previous research about movies and Autonomy. The research by Widya Resti & Sarosa (2017) conducted "A Correlational Study on Habit in Watching English Movie, Self-Efficacy, and Writing Skill." The study analyzed the correlation between habitually watching movies and writing skills, as well as the relationship between self-efficacy and writing skills and habitual movie watching and self-efficacy simultaneously. The study's findings indicated a correlation between the propensity to watch English films and self-efficacy, which was then followed by an improvement in students' writing abilities. The next study on autonomy is "Students' Perception of Autonomous Learning in Extensive Reading II Class," by Agnes (2009). The findings indicated that the majority of students had favorable perceptions of independent learning. The students' positive perception demonstrated that they were prepared for independent learning. 30.77% of students had an unfavorable opinion of independent learning. They continued to rely on the lecturer for their education and held the view that the professor must guide students' learning. These students weren't yet prepared for independent learning.

Based on the explanation above, even though many researchers research the correlation, there is a difference between them. For example, Samsu et al. research the correlation between watching English movies and self-efficacy. In this research, the writer decided to research the correlation of students' autonomy learning in watching English movies towards their Autonomy in learning English. As a result, the correlation between students' autonomy learning in watching English movie and their vocabulary mastery become the novelty in this research. Therefore, the researcher decides to conduct this study entitled "The Correlation Between Students' Autonomy in Watching the English Movies and Their Vocabulary Mastery".

METHOD

1. Research Design

This study is based on a correlation research design. Mackey & M Gass (2005) states that correlation research can be utilized to examine a correlation between or among variables. Through the statistical analysis, the correlation is evaluated. It is used to calculate the correlation between two variables in correlational and quantitative research.

2. Population and Sample

The study's target population was second-graders at SMA N 2 Payakumbuh for the 2021–2022 academic year. The sample for this research used accidental sampling technique. Therefore, in the accidental sampling technique. This sampling was done using accidental sampling (convenience sampling). Convenience sampling, also known as accidental sampling, according to Cohen et al. (2018), entails choosing nearby people to serve as respondents and repeating the process up until the

required sample size is obtained from those who happen to be available and accessible at the time. In order to obtain respondents for the accidental sampling technique, the researcher used the responses from the questionnaires that were previously distributed to the second-graders at SMA N 2 Payakumbuh. Then, the researcher took respondents using the answers from the questionnaires given previously in pre-observation to the second-grade students in SMA N 2 Payakumbuh and the researcher got 80 students as a sample.

3. Instrumentation

This research used two instruments. The first instrument was a questionnaire related to students' autonomy in watching English movie. The second instrument was a vocabulary test. The researcher used a questionnaire to determine the correlation students' autonomy in watching the English movies and their vocabulary mastery. While the vocabulary test was used to see students' vocabulary understanding based on the movies. Then, content words like nouns and action verbs were the types of vocabulary used in the vocabulary test. The writer selected noun and action verb as the test's question types because senior high school students, particularly in grade XI, needed to learn this kind of vocabulary. Additionally, action verbs and nouns were presented in every single piece of information that students learn. Nouns and action verbs were therefore crucial for students.

3.1 Validity

According to Fraenkel R. et al. (2012), validity in the research relates to the appropriateness, accuracy, meaningfulness, and the utility of the specific conclusion researchers draw from the data that they collect. Validity can be categorized into three categories: construct validity, criterion-related validity, and content validity. Validating the questionnaire and the English test, the writer will use content validity. Validating the questionnaire and the English test, the writer used content validity. The validity of the questionnaire has been validated by the lecturer of the English Department in UNP using content validity. While the validity of the vocabulary test has been validated by the English teacher in SMA N 2 Payakumbuh because the teacher is more expert in making the basic skill test in senior high school. The teacher also knows more about the students' level of their knowledge.

3.2 Reliability

Based on Research Method in Education by Cohen et al. (2018) Reliability refers to accuracy. In this research, the writer used Alpha Cronbach formula in SPSS for the reliability because the typical instrument that the writer used was in the form of a point system for assessment, namely a questionnaire and a vocabulary test.

4. Procedure of the Research

The researcher is keen to know the correlation between students' autonomy in watching English movies and their vocabulary mastery, so that the researcher took an English movie that was related to the object of research, which was class 2. In this research, the researcher decided to use three movies, they were *Turning Red*, *Luca*, and *Onward*. In the first step, the researcher directed the students (from all samples)

to watch those three films. There were three separate watching sessions for the students. The researcher then gave out a questionnaire regarding the students' autonomy and conducted a vocabulary test to ascertain whether the students had mastered the English language through watching the movies. Only one vocabulary test was given. The vocabulary test was a multiple-choice test with forty questions that needed to be answered in ninety minutes. The students' ability to guess the meaning of words, including synonyms and antonyms, was covered in the vocabulary test. The researcher also gave the students a questionnaire. The students had sixty minutes to complete the questionnaire.

5. Technique of Data Collection

This research took the data from the questionnaire and vocabulary test to the second-grade students in SMA N 2 Payakumbuh. The questionnaire contained thirty-three items and the respondents responded to each statement by checklist one of the responses. 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree. This questionnaire was to see students' autonomy in vocabulary learning. While, the vocabulary test aimed to see students' vocabulary understanding shown on the movies that have been forty multiple choices questions.

6. Technique of Data Analysis

Quantitative data analysis was utilized in research. The assessment guidelines formula was one of the first steps in the analysis of the vocabulary test data. The following formula was used.

$$\text{Assessment Guidelines} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100$$

Then, for the correlation between the two variables studied had been calculated to determine whether students' autonomy in watching the English movies have positive or negative correlation with students' vocabulary mastery. The researcher used Pearson's Product Moment in SPSS to calculate the correlation between the two variables and for seeing the significance of the coefficient, can use table r moment Product Pearson below:

Table 1 The Interpretation of Correlation

Correlation value (r)	Interpretation
0,000-0,200	Very low
0,200-0,400	Low
0,400-0,600	Moderate
0,600-0,800	High
0,800-1,000	Very High

(Arikunto, 2006)

RESULT AND DISCUSSION

1. Result

Data Description of Questionnaire

The Autonomy learning questionnaires were distributed to get the data about students' autonomy toward watching the English movies. This questionnaire consisted of thirty-three items that covered two indicators of autonomy: metacognitive knowledge and metacognitive skill. Then, metacognitive knowledge had three sub indicators they were beliefs about teacher's role, making learning decision and critical reflection while metacognitive skills also had three sub indicators they were planning, monitoring, and evaluating. Each of the questions was assigned with an appropriate point based on the 1= Strongly Agree, 2= Agree, 3= Neutral, 4= Disagree and 5= Strongly Disagree chosen by the students of the statements. After that, the data was analyzed in SPSS to know the percentage of the results students' answers.

Table 2 Data Description of Questionnaire

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Total	80	114	136	123.36	5.344
Valid N (listwise)	80				

Based on the table above, the mean of the questionnaire score was 123.36 and for the standard deviation was 5.344.

1.1. Data Description of Vocabulary Test

The students' vocabulary mastery obtained from the score of the vocabulary test given to the students. The questions that were used in the vocabulary test are based on the vocabulary that appeared in the three movies: Turning Red, Luca, and Onward. The type of test was a multiple-choice test that consists of forty questions. After done the test, the data was analysed in SPSS to know the data description like minimum score, maximum score, mean and standard deviation. Then, the result of data description on vocabulary test in SPSS can be seen in the table below.

Table 3 Data Description of Vocabulary Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Score	80	57.50	95.00	79.7500	10.00475
Valid N (listwise)	80				

Based on the table above, from 80 students, the minimum score of the vocabulary test that students got was 57.5 while the maximum score was 95. The mean of the data was 79.75 and for the standard deviation was 10.004.

1.2. Data Analysis of Correlation

The Pearson's correlation analysis was conducted to examine whether there is a correlation between the independent variable and the dependent variable. The result can be seen in table 4 below.

Table 4 Correlation between Vocabulary Mastery and Students' Autonomy Correlations

		Vocabulary Score	Questionnaire Score
Vocabulary Score	Pearson Correlation	1	-.080
	Sig. (2-tailed)		.483
	N	80	80
Questionnaire Score	Pearson Correlation	-.080	1
	Sig. (2-tailed)	.483	
	N	80	80

According to the table above, the Pearson Correlation score was -0.080, indicating that there was a link between vocabulary mastery and student autonomy. Due to the significance of the Pearson correlation, the level of correlation was high. The correlation sign was also negative (-). It means that the link between vocabulary mastery and student autonomy was skewed in the opposite direction.

2. Discussion

Mastering vocabulary can be done by using English movie. By watching the English movie would have vocabulary mastery because the students looking for the meaning of the words that they do not know in the movie. Through a questionnaire distributed to students, it was known that they are in the high level of autonomy in watching the English movie.

According to the results of the product-moment correlation test analysis, the mean score on the vocabulary test was 79.75, and the resultant r value was -0.080, indicating a negative relationship between the students' independence in choosing to watch English-language movies and their vocabulary mastery. The relationship between students' independence in watching English-language movies and their command of the language, however, was in the opposing direction. It denotes a change in the direction of their relationship.

Additionally, the researcher discovered that the findings of this study could assist students' autonomy through watching English movies and that this was consistent with the theory of autonomy learning put forth by Benson & Voller (1997, cited in Ali Ahmed & Zebari, 2020),

which claimed that autonomy learning is the capacity of students to make decisions independently of teacher direction or influence. It was established that students could only receive a maximum score of 95 on the vocabulary test. The author further discovered that watching English movies could aid in vocabulary development based on the data.

Therefore, the researcher found that the students could know the meaning of the vocabulary in the movie well after they watching the English movie. The result of this research proved that the students could mastering the vocabulary by watching English movie and had autonomy learning. It can be seen from students' score in autonomy learning questionnaire and the vocabulary test score was quite high. Then, this finding supported the earlier studies as well from Mentari (2018) about "The Correlation Between Students' Habit of Watching English the Vocabulary Mastery Score at SMK Negeri 1 Enrekang in Eleventh Grade. The study's conclusions indicated a strong correlation between students' habit of watching English movies and their vocabulary mastery. The difference was that the previous study focused on students' habits of watching English movies, but this study focused on students' autonomy in learning to watch English movies. Additionally, the writer could see that based on the findings of the data analysis the students could mastering the vocabulary after watching the English movie based on their vocabulary answer sheet.

The vocabulary test was about noun and action verb and from 21 questions about action verbs, the average number of students got 15 correct. However, the action verbs in the English movie are used in learning activities so that it brings out autonomy in students. Meanwhile, in the questionnaire of autonomy also helped prove that by watching English movies students were able to learn independently which resulted in their vocabulary test was being high. In conclusion, this research showed that students' autonomy in watching English movies correlates with their vocabulary mastery which the findings of the research's data supported.

CONCLUSION

This research aimed to see the correlates of students' autonomy in watching English movie and their vocabulary mastery and it was analyzed with Pearson Product Moment in SPSS. The research was conducted for the second-grade students in SMA N 2 Payakumbuh with the 80 students as the sample. The instruments were questionnaire and vocabulary test. It was evidenced that there was a negative correlation between students' autonomy in watching English movies and students' vocabulary mastery using Pearson its correlation coefficient was at a strong level of -0.080. There was a positive (+) and a negative (-) correlation sign. The direction of the correlation between the items being linked was indicated by this correlation sign. The direction of the two related items was in the opposite if the correlation sign was negative. The item had the same direction in terms of the relationship if the

correlation's sign was positive. The correlation sign was also negative (-). The alternative hypothesis in this research was accepted based on the fact that the research objectives had been met because the correlation between vocabulary mastery and students' autonomy was the exact opposite.

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