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A correlation between students' habit in watching english movie playing online mobile game, and vocabulary achievement of the eleventh grade of vocational high school 1 galang tolitoli

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Abstract. This study aims to find out whether there is a significant relationship between students' English movie viewing habits and their vocabulary improvement. The purpose is to determine whether there is a significant relationship between online mobile game play and vocabulary success. To find out whether there is a significant relationship between students' English movie watching, online gaming habits, and vocabulary improvement. This study is a quantitative research design. The sample consisted of ten 11th-grade students from a specially selected Vocational High School 1. Data was collected through questionnaires and tests. The results of this study show that there is no significant relationship between students' English movie viewing habits and vocabulary acquisition. However, there is a very weak correlation based on the coefficient. Based on the coefficients, there is no significant correlation between online mobile game play and vocabulary success, although the correlation is very weak. There is no significant relationship between students' English movie watching, online mobile gaming habits, and vocabulary achievement, but there is a weak correlation based on the coefficient.

Keywords: English Movie; Online Mobile Game; Vocabulary.

INTRODUCTION

Vocabulary is a primary sub-skill or ability which learners should master before they acquire other language proficiencies such as listening, speaking, writing, and reading. According to Hestiana & Anita, (2022), "Vocabulary is a compilation of words, or in general, Vocabulary is a roster of terms employed to interact with others, conveying their emotions, viewpoints, and evaluations. Vocabulary is fundamental to acquiring English and must be proficiently grasped". Vocabulary is described as an essential thing because it is a primary skill that learners should master before they acquire other language skills.

Almost all teenagers play online games today, and some like watching movies. Most of the popular games and movies are using English as the language. Almost everyone, especially teenagers, plays games. According to Newzoo, (2022), in Indonesia, smartphone games are played by 74% of men and 70% of women. That means that most people play mobile games. The game's explosion towards students is mainly through audio (in-game dialogue) or visuals (cut scene video). Appropriate video game types could improve the visual-spatial skills of students (Prot et al., 2012).

In this age, films or movies have become a trendy phenomenon. People enjoy viewing films; for others, watching movies has become routine or everyday practice. Numerous individuals choose to watch movies as a means to alleviate their stress. Films can evoke laughter, sadness, and enjoyment in people. They are highly beneficial, and most people are fond of them. Films can also serve as a tool for educational support and provide insights into the history of other nations, including their cultures, politics, social structures, economies, governments, and more. The analysis results by Kurnianing Tyas, (2022) states, "regarding the type or form of films that are preferred by the public towards western films are as much as 30%". Due to the effects on films that look very real, storylines that are difficult to predict".

The researcher observed that most students spend their time on their smartphones, so the researcher asked some students who study at High School 1 Galang Tolitoli about their habits and hobbies related to their phones. Some students answered that they liked watching Western movies, and some liked playing online games like mobile legends. The game they played used a hero as their avatar who sometimes said English phrases when they attacked their enemies. The menu of the game uses English.

The researcher conducted this study based on the above explanations and found a significant relationship between students' English movie watching habits and vocabulary success, a significant relationship between online mobile game playing and students' vocabulary success, and We found a significant relationship between students' vocabulary improvement. English Movie Watching Habits While watching English movies, students simultaneously play online mobile games to improve their vocabulary.

There are several studies similar to this one, but researchers are only working on three of them. What follows describes the findings of these researchers. The first related study was conducted by Faliyanti & Arlin, (2018): The relationship between students' English movie viewing habits and vocabulary acquisition in her 6th semester of the English language teaching program at Muhammadiyah University of metro. The researcher used cluster random sampling to obtain a sample from the study population. This population consists of a total of 39 students. The findings may suggest that there is a positive relationship between students' English movie viewing habits and vocabulary acquisition.

The second previous study was conducted by Oktaviani & Nurjanah, (2021), the correlation between online games' intensity and adolescents' aggressive behaviour in SMA Muhammadiyah Sokaraja. In this research, the researcher used 96 students as the respondents. The results indicate a link between online gaming intensity and aggressive behavior among young people.

The third previous study was conducted by Rositasari & Larasati, (2019), on the relations between students' English movie viewing habits and listening success (with fourth-semester students at Muhammadiyah Palembang University). In this study, student listening assessments and questionnaires were used as data collection tools. The sample for this study was 47 students identified using purposive sampling techniques. As a result, it was found that there was a low correlation between students' English movie watching habits and their listening performance.

The similarities between the three previous researcher and this research are, firstly, all the researchers used correlation research. Second, all the researcher use quantitative research as a research method. The differences between the three previous researchers and this research are as follows: First, all previous researchers only used two variables, while the researcher used three variables, namely students' habits in watching English movies, playing online mobile games and vocabulary achievement. The second is the subject that the researcher uses. The researcher used Vocational high school 1 Galang students in the academic year 2023/2024.

METHOD OF THE RESEARCH

The study used a correlational method. This method was chosen because the researcher used the correlation coefficient because he wanted to know the strength of the relation between two or more variables. This study involved a group of students using questionnaires and tests. The sample for this study was 11th grade students in Vocational High School for the 2023/2024 academic year. The total number of the sample was 10 students and the researcher used purposive sampling to obtain the data.

RESULTS AND DISCUSSION

First, the researchers investigated students' habits of watching English movies. In order to obtain data on the students' English movie viewing habits, the researcher used a questionnaire as a tool. The questionnaire contained 18 questions from 11th grade of Vocational High School 1 Galang Tolitoli, in which the researcher used purposive sampling technique. This survey is from his (Apulisa et al., 2021). The results of the students' English movie viewing habits are as follows.

Table 1. Result of Movie Questionnaire

No	Name	Score
1	RAA	72
2	RA	75
3	DP	74
4	MAH	74
5	SR	73
6	AR	72
7	MFA	72
8	SPA	75
9	SI	68
10	SNH	73
Average		72,8

Next, the researchers surveyed students who played online games. To obtain the data of the students, the researcher used a questionnaire. The questionnaire contains 10 questions from 11th grade students for which the researcher used purposive sampling technique. This survey is from Lubis, (2020). The results of the students' English movie viewing habits are as follows.

Table 2. Result of Online Mobile Game Questionnaire

NO	Name	Score
1	RAA	78
2	RA	62
3	DP	74
4	MAH	64
5	SR	82
6	AR	78
7	MFA	84
8	SPA	76
9	SI	82
10	SNH	76
Average		75.6

The last, the researcher examined the students' vocabulary achievement. To obtain the data, the researchers used a test. This test consists of 40 multiple tasks that are taken from the 11th grade of Vocational High School 1 Galang Tolitoli. The test is taken from (Taslim et al., 2019). The following table is the result of vocabulary achievement.

Table 3. Result of Vocabulary Achievement Test

No	Name	Score
1	RAA	75
2	RA	50
3	DP	67
4	MAH	82
5	SR	82
6	AR	80
7	MFA	70
8	SPA	57
9	SI	50
10	SNH	72
Average		68.5

Normality Test

Table 4. Normality Test of Variable X1, X2, And Y

Variable	Shapiro-Wilk		
	Statistic	Df	Sig.
Habit in Watching English Movie	.857	10	.071
Playing online Mobile Game	.871	10	.103
Vocabulary Achievement	.886	10	.154

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the Shapiro-Wilk table, students' habit of watching English movie $0.071 > 0.05$, in playing online mobile game $0.103 > 0.05$ and vocabulary achievement $0.154 > 0.05$. from the explanation above, we can conclude that the students' habits of watching English movies, playing online mobile game, and vocabulary achievement were normal.

Simple Correlation

Relationship between students' English movie viewing habits (X1) and vocabulary achievement (Y).

Table 5. The Summary of correlation between variable X1 And Y

Habit in Watching English Movie		Vocabulary Achievement	
Habit in Watching English Movie	Pearson Correlation	1	.110
	Sig. (2-tailed)		.762
	N	10	10
Vocabulary Achievement	Pearson Correlation	.110	1
	Sig. (2-tailed)	.762	
	N	10	10

Based on the Tabel 5, we can conclude that the coefficient correlation is 0.110. This means that there is a very weak relationship between students' English movie watching habits and vocabulary improvement. Furthermore, the significant (two-tailed) value of students' English movie watching habits and vocabulary performance is $0.762 > 0.05$, which means that there is no significant relationship between students' English movie watching habits and vocabulary performance. H_0 is then accepted and H_a is rejected.
 Correlation Between Playing Online Mobile Game (X2) And Vocabulary Achievement (Y).

Tabel 6. The Summary of correlation variable X2 and Y.

		Playing online Mobile Game	Vocabul ary Achieve ment
Playing online Mobile Game	Pearson Correlation	1	.144
	Sig. (2-tailed)		.691
	N	10	10
Vocabul ary Achieve ment	Pearson Correlation	.144	1
	Sig. (2-tailed)	.691	
	N	10	10

Based on the Tabel 6, we can conclude that the coefficient correlation is 0.114. This means that there is a very weak link between playing online mobile games and learning vocabulary. Furthermore, the significant values of online mobile game play and vocabulary achievement were $0.691 > 0.05$. This means that there is no significant relationship between online mobile game play and vocabulary success. H_0 is then accepted and H_a is rejected.

Multiple Correlation

Tabel 7. The summary of correlation between variable X1, X2, and Y Model Summary^b

Model	R	R Square	AdjustedR Square	Std. Errorof the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.295 ^a	.087	-.174	13.378	.087	.334	2	7	.727

a. Predictors: (Constant), Playing online Mobile Game, Habit in Watching English Movie

b. Dependent Variable: Vocabulary Achievement

Based on Figure 4, showing the correlation between students' English movie watching habits, online mobile game playing habits and vocabulary improvement, the coefficient correlation value is 0.295, so there is a weak correlation. Furthermore, the significant F change values are $0.727 > 0.05$. This means that there is no significant relationship between students' habits of watching English movies or playing online mobile games and their vocabulary improvement. The third hypothesis rejects H_1 and accepts H_0 .

Discussion

The researcher discussed the results of a questionnaire on students' English movie watching habits, a questionnaire on online mobile game playing, and finally analysis data from students' vocabulary test. The purpose of this discussion is to determine whether there is a significant relationship between students' habits of watching English movies and playing online mobile games and the vocabulary attainment of 11th grade students in Vocational High School 1 Galang. The flow

of the results is as follows. In the first step, the researchers administered surveys and tests to the students to obtain data on their habits in watching English movies, playing online mobile games, and learning vocabulary. The first survey was about the students' habits of watching English movies. The questionnaire consists of 20 items. The second survey is about online mobile game play. The questionnaire consists of 10 items.

Additionally, the final multiple-choice vocabulary test consists of 40 items. After all the data was collected, the researchers summarized the data on the students' English movie watching habits, data on online mobile games, and vocabulary achievement. The second step is a normality test. Since the study sample was less than 50, normality tests were performed by her Shapiro-Wilk. After collecting data from respondents, the researcher used a normality test to determine whether the data was normally distributed. The researchers found that the results of the normality test were normally distributed. It can be seen that students' habit of watching English movies is 0.071 which is higher than 0.05. For playing mobile games, 0.103 is higher than 0.05 and vocabulary is 0.154 higher than 0.05. This means that the data is normally distributed. We can conclude that the questionnaires and tests are normally distributed.

The final step is the analytical hypothesis. The researchers used simple correlation and multiple correlation equation statistics in the SPSS 25 program to determine the significant relationship between students' English movie watching, online mobile gaming habits, and vocabulary success. The researcher inserted data about students' English movie viewing habits and vocabulary improvement into her SPSS 25 program. The results showed that the correlation was very weak. The significance value of students' English movie watching habits and vocabulary achievement is $0.762 > 0.05$, which means that there is no significant relationship between students' English movie watching habits and vocabulary achievement. H_0 is then accepted and H_a is rejected. The researchers included data on online mobile game play and vocabulary success in the SPSS 25 program.

The results showed that the significant (two-tailed test) values of online mobile game play and vocabulary performance were $0.691 > 0.05$. This means that there is a significant relationship between online mobile gaming and vocabulary success. At the same time, the coefficient correlation is very weak. H_0 is then accepted and H_a is rejected. Additionally, the researcher inserted data about the students' habits of watching English movies, playing online mobile games, and learning vocabulary into her SPSS 25 program. The results showed that the significant F change value was 0.727, which was higher than 0.05. This means that there is no significant relationship between students' English movie watching or online mobile gaming habits and vocabulary improvement. In addition, there is a weak correlation based on coefficient spacing. H_0 is then accepted and H_a is rejected.

CONCLUSION

Based on the results and discussion, the following conclusions can be drawn.

1. There is no significant relationship between students' English movie watching habits and vocabulary achievement. This result is based on $0.762 > 0.05$. And there is a very weak correlation based on the coefficient.
2. There is no significant correlation between online mobile game play and vocabulary success. This result is based on $0.691 > 0.05$. And there is a very weak correlation based on the coefficient.
3. There is no significant relationship between students' habits of watching English movies, playing online mobile games and vocabulary achievement. This result is based on $0.727 > 0.05$. There is a weak correlation based on the coefficients.

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