

**THE CORRELATION BETWEEN STUDENTS' AUTONOMY IN WATCHING
THE ENGLISH MOVIES AND THEIR VOCABULARY MASTERY**

THESIS

**Submitted as a Partial Fulfillment of the Requirements to Obtain
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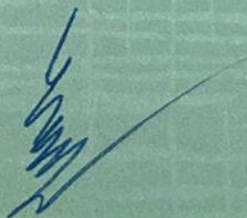
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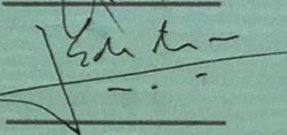
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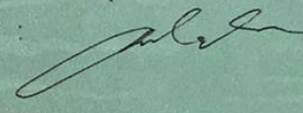
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The writer

ABSTRAK

Faridah , Azizah (2022): Hubungan Otonomi Siswa dalam Menonton Film Berbahasa Inggris dengan Penguasaan Kosakata. Tesis. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Tujuan dari penelitian ini adalah untuk menemukan hubungan antara otonomi siswa dalam menonton film berbahasa Inggris dengan penguasaan kosakata mereka. Sesuai dengan tujuan penelitian, penelitian ini menggunakan desain korelasional. Dalam penelitian ini sampel yang diambil sebanyak 80 siswa. Populasi dalam penelitian ini adalah seluruh siswa kelas XI SMA N 2 Payakumbuh dan pengambilan sampel dilakukan secara *accidental sampling*. Dalam pengumpulan data, penulis memberikan angket dan tes kosakata sebagai instrumen penelitian ini. Setelah itu, data dianalisis dengan Pearson Product Moment yang menyatakan bahwa $r = -0,080$ dan berada pada level tinggi. Ada tanda korelasi yang positif (+) dan negatif (-). Tanda korelasi ini menunjukkan arah korelasi yang ditautkan. Jika tanda korelasinya negatif, maka arah kedua instrumen yang berhubungan itu berlawanan. Kemudian, jika tanda korelasinya positif maka kedua instrumen memiliki arah yang sama mengenai hubungan tersebut. Selain itu, tanda korelasinya negatif (-). Namun korelasi antara penguasaan kosakata dan otonomi siswa adalah kebalikannya yang berarti hipotesis alternatif dalam penelitian ini diterima berdasarkan bahwa tujuan penelitian telah tercapai.

Kata Kunci : Korelasi, Menonton Film Bahasa Inggris, Otonomi Siswa, Penguasaan Kosakata

ABSTRACT

Faridah, Azizah (2022): The Correlation Between Students' Autonomy in Watching the English Movies and Their Vocabulary Mastery. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang.

The purpose of this research was to find the correlation between students' autonomy in watching English movies and their vocabulary mastery. In accordance with the purpose of the research, the research used a correlation design. In this research, there were 80 students as the sample. Then, the population of this research were all eleven grade students at SMA N 2 Payakumbuh and the sample was decided by using accidental sampling. In collecting the data, the writer gave a questionnaire and vocabulary test as the instruments of this research. After that, the data were analyzed by the Pearson Product moment stated that the $r = -0.080$ and it was at a high level. There were correlation sign which was positive (+) and negatives (-). This correlation sign indicated the direction of the correlation of the items being linked. If the correlation sign was negative, then the direction of the two related items was opposite. Then, if the sign of the correlation was positive then the item had the same direction regarding the relationship. In addition, the correlation sign was negative (-). However, the correlation between vocabulary mastery and students' autonomy was the opposite which means the alternative hypothesis in this research was accepted based on that research objectives have been achieved.

Keywords: Correlation, Watching English Movies, Students' Autonomy, Vocabulary Mastery

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In life, language is essential. According to Bloomfield (1933), English is crucial in every element of human life, including communication, economics, education, science, and technology. Based on it, language correlates with education because we can utter ideas, thoughts, or information using language. People cannot survive in this world as individuals; because communication with others is necessary to meet basic needs. They use language in every situation when need something from each other. Language is the most important and influential form of communication in this situation, especially in English. English is an international language that everyone has to study about it.

There are many elements in learning English. Then, vocabulary is the most obvious component and the first thing applied in English. Hornby (1995) stated 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 in 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. Mastering the vocabulary is the first step to learn before speaking, listening, reading, and writing language. Because, vocabulary is every word used in a language and the goal of acquiring vocabulary in this context is to help the

students communicate concepts more clearly. To improve students' mastery in vocabulary, the media is needed. It means a specific action by the student to make learning easier, faster, and fun. Learning media is possible to help the students to study vocabulary more effectively.

When the students learn something, they do not like to learn it when they think it is difficult and that also happen to 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. For example, students must be active during the teaching and learning process in the classroom; they can solve problems related to the material in the learning process individually or in groups without the teacher's help. Since the students are asked to study independently and think critically in the 2013 curriculum, autonomy can put students in a position to have more responsibility for their learning process.

The American Heritage Dictionary of the English Language in Liu et al (2005) argued that, autonomy is described as the state or quality of being (1) autonomous, independent, (2) self-governing, or having the right to exercise self-government, self-determination, and self-direction. Regarding the ability of basic behavior to be free from outside control, all these requirements or characteristics are related. Christman & Anderson (2005) also explained, when someone is granted autonomy, they have a "self" that is capable of doing something, that this self has a consistent and persistent identity across time, and that this self is "really" or "deeply" in doing something. Standard accounts of autonomy also

include the ability to engage in unhindered critical self-reflection. Therefore, growing the autonomy 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.

According to Ariyati & Zaidah Misykah (2022) stated that there are the advantages of watching English movies in learning English. First, the film presents us with examples of the use of English in the actual context. Second, movies provide a visual context that will make it easier to understand what the characters are saying in the film. Therefore, when we don't know the meaning of a word, idiom, or phrase in the movie, we can guess the meaning by seeing the characters' expressions and gestures. Third, in movies, there are various English accents like British English accents, American English, Australian English, Singaporean English, etc. When watching a movie, we hear different English accents be spoken. Finally, knowing English accents makes, students will be easier to understand English better.

On Merriam-Webster Dictionary, "Movie is a recording of moving images that tells a story and that people watch on a screen or television." A movie can be used as a source of authentic English material because it offers a lot of things to imagine. Furthermore, a movie encourages students to learn English by displaying realistic spoken English. A movie also has a specific genre and plot that entices students to learn a language distinctly.

Many people are like to watch movies. Especially now, when people are only at home during the Covid-19 to prevent the spread of the virus. People watch

movies online. Everyone can watch movies from many platforms like Netflix, Iflix, Disney+, VIU, and many more. Asih (2020), Forrester reports that OTT (*Over the top*) services such as Netflix in the first quartser of 2020 surpassed the global new subscriber numbers by 80 per cent. Netflix reportedly gained 15.77 million new subscribers because of the Covid-19 virus that made everyone turn to stream and set a record for Netflix's company profits. CNN Indonesia also reported that now the streaming service of Netflix claims to have 182.9 million subscribers globally. That achievement was up 22.8 per cent from the beginning of 2021 and 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. Li & Wang (2015) researched about the influence of using English movies to help Chinese college students which can improve their English-speaking abilities. The researcher used English movies in an English lesson to assist students in strengthening both speaking and listening skills. After showing English movies to college students during English class, the researchers gave

written or oral assignments in which they had to summarize or repeat the films' plot lines. As a result, students' speaking abilities, as well as their cultural awareness, have increased.

Additionally, the research above is also proved by previous research about movies and autonomy. The first is the research about the movie by Mentari (2018), "The Correlation between Students' habit in Watching English Movie and their Vocabulary Mastery at the Eleventh Grade of SMK Negeri 1 Enrekang". The research used English movies to know the correlation between students' habits and the students' vocabulary mastery. The result of the research showed that, there was a strong correlation between the habits and vocabulary of students watching English movies. The second research is by Widya Resti & Sarosa (2017) which is conducted about "A Correlational Study on Habit in Watching English Movie, Self-Efficacy, and Writing Skill." The research talked about the correlation between habit in watching movies and writing skills; self-efficacy and writing skill and habit in watching movies and self-efficacy toward writing skill simultaneously. The result of the research showed a positive correlation between the habit of watching English movies and self-efficacy then at the same time followed by the increase of students' writing skills. The third is research about autonomy by Agnes (2009) "Students' Perception of Autonomous Learning in Extensive Reading II Class." The result showed that, the most of students had positive perception of autonomous learning. The positive perception illustrated that the students had been ready for autonomous learning. There were 30.77% of students who had negative perception of autonomous learning. They still

depended for their learning on the lecturer and believed that learning must be directed by the lecturer. These students were not ready yet for autonomous learning. In addition, research “Students’ Perception of Autonomous Learning Activities in English Language Teaching and Learning Context at One of Public Senior High School in Jambi” was conducted by Firman et al. (2020) The results of this study indicate that, in general, student learning autonomously is still at the secondary level, but in detail, in certain aspects, it is at a low level.

Based on those researches above, it can be seen that Mentari’s research used students’ habits in watching English movies to help their vocabulary mastery. The other researchers Samsu et al. used students’ habit of watching English movies to help their self-efficacy and writing skills. 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 between students’ autonomy in watching English movies and their vocabulary mastery. As result, students’ autonomy in watching English movies become the novelty in this research. Therefore, the writer decides to conduct this study entitled ***“The Correlation between Students’ Autonomy in Watching the English Movies and Their Vocabulary Mastery”***.

B. Identification of The Problem

Based on the background of the problem above, the problems in this research can be identified:

1. Students are not responsible if asked by the teacher to study independently.
2. Students are not interested in learning because of the facilitator during their English class

C. Limitation of the Problem

Based on the identification of the problem, the writer limits the problem in this research which is focused about the correlation of students' autonomy in watching the English movies and their vocabulary mastery.

D. Formulation of The Problem

The writer formulates the problem of the research through a question: Is there a positive or negative correlation between students' autonomy in watching the English movies and their vocabulary mastery?

E. Research Question

The research question in this research is "Is there any positive or negative correlation between students' autonomy in watching the English movies and their vocabulary mastery?"

F. Purpose of the research

The purpose of this research is to find out whether the students' autonomy in watching the English movies have positive or negative correlates with their vocabulary mastery.

G. Significance Research

- Theoretical Significance

This research gives an information about the correlation of students' autonomy in watching the English movies and their vocabulary mastery.

- Practical Significance

- For the students

This research can be used as a reference to make the students have autonomy mastery the vocabulary by watching the English movies.

- For the teachers

This research can be a reference for the teacher in teaching English to make the students have autonomous in mastery the vocabulary by watching the English movies.

- Other researchers

To give additional information for another researcher who wants to conduct further research on the related field.

H. Definition of the Key Terms

1. Correlation

Correlation is connection or mutual relationship between two or more

things. The correlations show whether the relationship between the paired scores is positive or negative, as well as the strength of that correlation.

2. Watching English movies

Watching English movies are interesting activities that the students do in English lessons.

3. Students' Autonomy

Students' autonomy is when the students manage and take responsibility for their learning, both in terms of what they are learning and how they are learning. The starting point is that students can be self-directed and develop an independent, proactive approach to their studies.

4. Vocabulary mastery

The ability that students' have in understanding and using the word and the meaning of vocabulary in a language.