

Students' Habit in Watching English Movie and Their Listening Skill as Correlational Research

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Abstract

The purpose of this research is to find out: (1) Students' habit in watching English Movie, (2) Students' listening skill, and (3) The Correlation between Students' Habit in Watching English Movie and Their Listening Skill. This research is aimed at finding the correlation between the variable of habit in watching English movie and the variable of vocabulary mastery. This research would like to use quantitative approach research. The type of quantitative is correlational research. This type of research is aimed at showing that there is or there isn't any relationship between the two variables; dependent variable (X) as student habit in watching English movie and independent variable (Y) as listening skill. This research was held at the X grade of SMK Kharisma Nusantara, Bogor, in the academic year of 2019/2020. Instruments used to collect data on variable X (habit of watching English movie) used non-objective test, questionnaire. While, the variable Y (listening skill) is measured through objective test. The correlation can be seen through $t_{table}=48$ (50-2), significance level 0,05 is $t_{table}=0.284$. $t_{count}<t_{table}$ ($27,60<0.284$). Thus, it means students' habit in watching English movie influences listening skill. Based on the result of the research it can be concluded that there is a strong positive correlation between the students' habit in watching English movie and their listening skill in SMK Kharisma Bogor.

Keywords: english movie, habit, listening skill.

1 INTRODUCTION

English is stated in curriculum which every school runs and as further information of English curriculum of 2013. There, the competence in English as subject matter defines in larger domain. It does not only cover knowledge (competence) and skills (performance) for example listening, speaking, reading, and writing. But also cover moral education (religious values and attitudes). Furthermore the concept of curriculum is integrating the four aspects of competence.

The students are determined not only skillful and competent but they will have positive attitude as well. In curriculum 2013, students are expected to strengthen their listening skill to understand the meaning of the transactional and interpersonal conversation, and understand the meaning of the spoken short text (Marshall, 2021).

Movie is basically a media, for the sake of English language teaching, is integrated in the teaching process in the classroom. To apply the English movie media the teacher should do the process of selecting and filtering. Selecting the title that is relevant to the local culture and filtering whether there is or not frame of the movie that isn't appropriate for the students to be watched. This is the principal concern of the researcher applied during the research.

There are some types of movies in English language. As it was described well by Susan. They are, such as: action film, adventure film, animated film, comedy film, drama, fantasy film, historical film, horror film, noir film, science fiction film, thriller film, and western

(Hayward, 2006). We can understand that action film is a film genre in which the protagonist is thrust into a series of events that typically involve violence and physical feats. Then, adventure film is action movies, but are usually set in exotic locations which the characters often exploring places they have not been before or doing things they have not done before. After that, animation is a method in which figures are manipulated to appear as moving images. The style takes inspiration from comic strips, often featuring anthropomorphic animals, superheroes, or the adventures of human protagonists that is either children or adults. Next, a comedy film is a category of film which emphasizes humour. These films are designed to make the audience laugh through amusement.

Habits can be defined as psychological dispositions to repeat past behaviour (R. Covey, 1997). They are acquired gradually as people repeatedly respond in a recurring context (R. Covey, 1997). Most researchers agree that habits often originate in goal pursuit, given that people are likely to repeat actions that are rewarding or yield desired outcomes. That means habit in watching English movie is a continuum process with habits of weak and moderate strength performed with lower frequency and or in more variable contexts than strong habits to watch the English movie (Barsam & Monahan, 2010).

Habit in watching English movie occurs deliberately it means that habit does not based on certain thinking before doing it. It is just performed unconsciously by the respond. This is also supported by wood, that habit is seen as an integrated association between stimulus and response, and that association sets up with goal during learning and performance in term of watching English movie. (Wood & Runger, 2016). Based on the interpretation of theories above, it can be synthesized that habit can be considered as routine action which is performed unconsciously. Habit always reflects person's character when they are regularly performed in a relatively long time.

Listening is the first communication skill that human can engage at the moment when they were born (Liraz, 2013; Pranata, 20210). It is the first communicative behaviour based on the four language skills as generally known. Listening is the first language mode that children acquire. It provides a foundation for all aspect of language and cognitive development. Listening is one of the major components in language learning besides speaking, reading, and writing (Liraz, 2013). Among them, listening is one of the most important, because according to Feyten in Vasiljevic "more than 45% of communicating time is spent listening. It shows that how important listening skill to overall language ability (Vasiljevic, 2010). Listening skill covers several complex abilities such as recognizing sounds and pronunciation, remembering, interpreting, comprehending the message received then responding to the expressed both verbal and non-verbal offered by the speaker to the listener.

2 RESEARCH METHODS

This research method uses the design signifies a prominent aspect concerning on the method employed in data collection and analysis in order to provide an answer of the problems in the research. Method of research in correlational research designs are the specific procedures involved in the research process: data collection, data analysis and report writing (Creswell, 2018). In other words, the researcher requires a plan before the research is conducted. In this research, the researcher employed a correlation research design since this research was aimed at finding out the correlation between watching English movie and listening skill on X grade students of SMK Kharisma Bogor.

This correlational research method is the procedure in quantitative research in which investigators measure the degree of association or relation between two or more variables using the statistical procedure of correlational analysis using statistical formula for finding the research questions. In this present study, the researcher used correlational method as it investigates the possibility of relationship between only two variables, although investigations of more than two variables are common as mentioned above.

The population of this research is grade XI of SMK Kharisma Bogor. The target population in this research involves a group of participants in which it is used to answer

the research problems. The sample of this research is using random sampling technique. It is done by without differentiating the age, gender, etc. Random sampling means providing equal opportunities to be taken in every element of the population. So, the sample in this research is 50 students.

3 RESULT AND DISCUSSION

3.1 The Result of the Variable X (Habit in Watching English Movie)

Based on the result of variable X, the researcher found out that the highest score is 99 and the lowest scores are 55, the mean score is 90.2, median score is 78.35, mode score is 78.16, standard deviation is 10.84 and the variants is 117.65. The result of variable x will be represented by the following distribution table. It is as follows:

No	Class interval	Frequency	Relative Frequency (%)
1	55-61	1	24
2	62-68	9	18
3	69-75	11	22
4	76-82	15	30
5	83-89	10	20
6	90-96	2	4
7	97-103	2	4
Σ		50	100

Based on the distribution table above the researcher would like to describe the intervals. The first-class interval is 55– 61, it has 1 frequency with 2% of relative frequency. The second interval with 9 frequencies with the percentage is 18%. Then, the third interval is 69 – 75; it has 11 frequencies with 22%. Then, the fourth class interval is 76-82 with 15 frequencies which has 30%. Then, the fifth-class interval is 830 – 89 has 3 frequencies with 10%. Then, 90 – 96 intervals have 2 frequencies with 4% of cumulative. Then, the last class interval is 97 – 103, that has 2 frequencies with 4%.

3.2 The Result of Variable Y

Based on the result of variable Y, the researcher found out that the highest score is 94 and the lowest scores are 60, the mean score is 78,76, median score is 74.5, mode score is 82. 5 and standard deviation is 7.050. The result of variable Y will be represented by the following distribution table. It is as follows:

No	Class interval	Frequency	Relative Frequency (%)
1	60-65	2	4
2	66-71	3	6
3	72-77	19	38
4	78-83	13	26
5	84-89	8	16
6	90-95	4	8
7	96-101	1	2
Σ		50	100

From the distribution table above the researcher would like to explain that the frequency of the first interval class is 60 – 65 with the frequency of 2 and the percentage is 4%. Then, the second class interval is 66 – 71 with the frequency of 3 and the percentage of 6%. The third class interval is 72 – 77; it has 19 frequencies with 38%. For the forth interval, the class interval is 78– 83, there are 13 frequencies with 26%. Then, in the fifth class interval there is 84 – 89 class interval, it has 8 frequencies with the percentage of 16%. Then, 90 – 95 interval has 4 frequencies with 8% and the last interval is 96– 101 which has 1 frequency, 2%. By using the distribution table above it is easier, simpler and shorter to understand the array of data.

3.3 Hypothesis Test

In proving the hypothesis, the data obtained from the experiment class and control class calculated by using the formula of Pearson r Correlation. Correlation analysis is used to describe the strength and direction of the relationship between two variables.

$$r_{xy} = \frac{n(\sum xy) - (\sum X \cdot \sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\} \{n\sum Y^2 - (\sum Y)^2\}}} \quad (1)$$

$$= \frac{0.969933847}{\dots} \quad (2)$$

$$r_{observed} < r_{table}, (0.97 < 0.279) \quad (3)$$

So, H_0 is rejected and H_1 is accepted. This means that there is positive correlation between students Habit in Watching English Movie on their listening skill.

Then as it is stated previously, the researcher would like to find out the significance correlation. It is as follows:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \quad (1)$$

$$= \frac{0.97\sqrt{50-2}}{\sqrt{1-(0.97)^2}} \quad (2)$$

$$= 27.60 \quad (3)$$

$t_{table} = 50 (50 - 2)$, significance level 0,05 is $t_{table} = 0.284$. $t_{count} < t_{table}$ ($27.60 < 0.284$). It means that there is strong corellation between students habit in watching English skill on listening skill .

Then, r determination is as follows:

$$r^2 \times 100\% = 0.9699 \times 100\% \quad (1)$$

$$= 0.9699 \times 100\% \quad (2)$$

$$= 96.99\% = 97\% \quad (3)$$

This r determination means the contribution of variable x to variable y is 97%. The rest (3%) is affected by other factor that isn't covered in this research

3.4 Discussion

There is also strong positive correlation between students Habit in Watching English Movie on listening Skill. This can be seen through product moment correation $r_{count} < r_{table}$ ($0.97 < 0.279$). The t-test shows that the two variables are also strong, this can be seen through $t_{table} = 48$, significance level 0,05 is $t_{table} = 0.284$ or $t_{count} < t_{table}$ ($27.60 < 0.284$). Then, r determination shows that there is 97% influence of the the contribution of variable x to variable y is 97%. The rest (3%) is affected by other factor that isn't covered in this research.

4 CONCLUSION

This chapter presents conclusion and suggestion derived from the result of the data analysis in the previous chapter. It can be conluded that there is a strong corellation between students habit in watching English movie on listening skill. It can be seen through $t_{table} = 48 (50 - 2)$, significance level 0,05 is $t_{table} = 0.284$. $t_{count} < t_{table}$ ($27,60 < 0.284$). Thus, it means the alternative hypothesis (H_a) is accepted and Null hypothesis (H_0)

is rejected or habit in watching English movie influences listening skill. The correlation between the variable of students' Habit in Watching English Movie on the students' listening skill is seen through the result of hypothesis test it is $r_{observed} < r_{table}$, ($0,97 < 0,279$). This means that there is positive effect between students Habit in Watching English Movie on their listening skill.

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