

# THE CORRELATION BETWEEN STUDENTS' HABIT IN WATCHING MOVIE AND LISTENING SKILL

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**ABSTRACT:** This study aimed to find and describe the relationship between students' habit in watching English movie (variable  $x$ ) and their listening skill (variable  $y$ ). This study was conducted at the English Education Department of Tarbiyah and Teaching Science Faculty of UIN Alauddin Makassar. The population in this study was all of the first-semester students in the academic year 2016/2017 which consisted 102 students, and the sample taken was 30 students by using random sampling. The method used in this study was the quantitative method with the correlational design. The instruments used to gather the data were questionnaire and test. The scores from both instruments were calculated and analyzed by using statistical procedure of Product Moment Correlation to see whether there was a correlation between the two variables or not. The result showed that there was a correlation, with the index value of correlation coefficient ( $r_{xy}$ ) of 0.444 which meant there was a moderate correlation. Furthermore, the hypothesis testing showed that the index value of correlation coefficient ( $r_{xy}$ ) of 0,444 was higher than the index value of correlation coefficient of the Product Moment table ( $r$ ) of 0,306 which meant that the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_1$ ) was accepted. In conclusion, there was a moderate significance correlation between the two variables. Based on the findings mentioned above, the researcher assumes that the more students watching English movie the more their listening skill will be better which means movie can be used as media to improve students' listening skill. Therefore, the researcher suggests that the English teacher could use movie as a media in language teaching in improving students' listening skill.

**KEYWORDS:** Students, habit, movie correlation, and listening skill.

## A. INTRODUCTION

Everybody has learned their language since they were children, especially their mother tongue. The process occurs naturally and properly with a view to communicate in society environment. The first step in this process is listening. It is often assumed that listening is a passive process and it occurs without much effort. Lewis in Dhamarullah (2015: 1) described listening is a complex process that involves the process of hearing, identifying, understanding, and interpreting spoken language. According to Mendelsohn in Ahmadi and Gilakjani (2011: 977), listening plays an important role in communication as it is said that out of the total time spent on communicating, listening takes up 40-50%, speaking 25-30%, reading 11-16% and writing about 9%. Thus, it can be concluded that listening is an active process, and it is not as easy

as it seems. Furthermore, Nurpahmi (2015) states that activating students' prior knowledge can improve students' listening skill.

However, it has been debatable whether language skills are learnt or acquired. According to Krashen (1982: 32), said that language acquisition is different from language learning with the former being more important than the latter. According to him, language acquisition involves a subconscious process in which a person is not aware of the fact that he or she is acquiring a language, and it results into a subconscious competence as in first language. On the contrary, language learning involves a conscious process in which someone knows the knowledge and rule of a language and is able to differ and explain the correct and incorrect sentence by referring to the grammatical structure. Krashen's input hypothesis is presumably the principal theory that support this research. Krashen believed that to acquire a language, there must be a comprehensible input, or language in a form that is both understandable and meaningful to the person.

The way people understand this input is influenced by several factors, including their attitudes toward the input and the exposure they get. The high amount of exposure he gets, may it be in the form of teacher's talk, radio shows, movies, or TV shows, also make it possible for him to get more input. According to previous issues, movie can be one of medias can affect a person listening skill, especially English movie. Nowadays, movie becomes very familiar to various level of society, especially student.

Based on Krashen's input hypothesis, it is theoretically possible that movies can provide comprehensible input and facilitate the acquisition and development of listening skill. There should be a positive relation between movie-watching activity and listening skill.

Furthermore, the research problem of this research was "Is there a correlation between students' habit in watching English movie and their listening skill?". Then, the research objective was "To identify the correlation between students' habit in watching English movie and their listening skill?" In addition, this research was beneficial practically in the context for the students (they can solve their listening problems), the lecturers (they can provide an alternative solution to the problems in teaching listening by using movie as media in language learning), and the further researcher (they can use the finding of this study as one of their references). Finally, this research was focused on students' habit and its correlation toward students' listening skill at the first semester of English Education Department of Tarbiyah and Teaching Science Faculty of UIN Alauddin Makassar

## **B. LITERATURE REVIEW**

A number of researches had been conducted in order to find out the correlation between students' activity in watching movie and listening skill. First, Yusvita (2008) was success to prove that there was a correlation between stunts' habit in watching movie and

their listening skill. The findings of her research showed a moderate correlation between the watching habit of students of MTs Hidayatut Thalibin and their listening skill with index correlation value 0,46.

Rahman conducted a study under the title "*Correlation between Frequency of Watching English Movies and Vocabulary Mastery of Second Grade Students of MAN 1 Semarang in the Academic Year of 2011/2012*". He focused on how the amount of time that students spent in watching English movies relates to their vocabulary mastery. He found a correlation with index value 0,584. It was a positive correlation which means the more students watch movies, the more they improve their vocabulary mastery.

It can be concluded that the researches above give some contributions to the researcher. Therefore, the researcher would see whether there is any correlation between students' habit in watching movie and listening skill at the first semester of English Education Department of Tarbiyah and Teaching Science Faculty of UIN Alauddin Makassar or not.

### *Habit*

Habit is a routine of behavior that is repeated regularly and tends to occur subconsciously. According to Andrews, through in the *American Journal of Psychology* (1903: 53) it is defined in this way: "A habit, from the standpoint of psychology, is a more or less fixed way of thinking, willing, or feeling acquired through previous repetition of a mental experience". Habitual behavior often goes unnoticed in persons exhibiting it, because a person does not need to engage in self-analysis when undertaking routine tasks. Habits are sometimes compulsory. The process by which new behaviours become automatic is habit formation.

Habit formation is the process by which a behavior, through regular repetition, becomes automatic or habitual. This is modeled as an increase in automaticity with number of repetitions up to an asymptote. This process of habit formation can be slow. Lally et al. (2010: 37) found the average time for participants to reach the asymptote of automaticity was 66 days with a range of 18–254 days.

As the habit is forming, it can be analyzed in three parts: the cue, the behavior, and the reward. The cue is the thing that causes the habit to come about, the trigger of the habitual behavior. This could be anything that one's mind associates with that habit and one will automatically let a habit come to the surface. The behavior is the actual habit that one exhibits, and the reward, a positive feeling, therefore continues the "habit loop". A habit may initially be triggered by a goal, but over time that goal becomes less necessary and the habit becomes more automatic.

### *Movies*

According to Barsam and Monahan (2010: 2), a movie is a story, captured in a set of celluloid strips/films, which are shown on a screen with certain speed to give the

impression of moving. Lately a lot of moviemakers have been shooting their movies digitally, but the main characteristic of movies remains the same, a movie or a film is a motion picture. Movies have been a big part of human life. Barsam and Monahan even stated that calling movie as the most popular art form. is an understatement. That is how influential movies are. Movies have become a big part of humans' life and culture to the point that it is undeniable to the people, even the most reclusive ones, must have watched a movie at least once in their life.

People do not only watch movies for entertainment, but they also do it for pedagogic purposes. An experiment conducted by Ismaili (2013: 121) shows that movies can develop students' listening and communication skills. Johnson (1956: 414) noted that watching movies in foreign languages give benefits for students, such as their ability in understanding spoken language increases, their pronunciation improves, they acquire new vocabulary, they can develop students' self-expression ability, and they unconsciously adapt to the language's grammatical forms and sentence patterns in context.

Barsam (2010: 5) stated the way the story in a movie is told is called its narrative. The narrative structure of a movie has several elements, they are: Story and plot, Order, events, duration, suspense and surprise, character, setting, scope, and narration and narration. Film site in Dhamarullah (2015: 42) identifies 11 main genres, namely action, adventure, comedy, crime/gangster, drama, epics, horror, musical, science-fiction, war, and westerns; and 12 subgenres, including fantasy, romance, biography, and thriller/suspense.

### *Listening Skill*

Based on Oxford Advanced Learners Dictionary in Dhamarullah (2015: 31), listening means "To pay attention to somebody/something that you can hear. To take notice of what somebody says to you so that you follow their advice or believe them". The listening activities develop a wide variety of listening in details, and inferring meaning form context. These exercises often require completing an authentic task while listening, such as taking missing words in completion items, text of the song, or taking telephone messages. The recordings on the class cassettes contain both scripted and unscripted conversation with natural pauses, hesitation and interruption that occur in real speech. Brown (1987: 11) stated that there are two forms which spoken language takes. It can be in the form of monologue or dialogue. The examples of monologue are speeches, lectures, readings, or news broadcast, while the example of dialogue is a conversation between two people. In real life, people generally have a purpose in listening, no matter to which form. They may listen to a news broadcast to find out about the winner of the election, for instance. They listen to a stranger when asking for direction, they listen to a lecturer when they are in the class, etc.

Wilson (2008: 41) mentioned the different sources of listening based on teaching listening. They are: teacher talk, student talk, guest speakers, textbook recordings, songs,

television, video, DVD and radio. In this research, the researcher only focuses on video, especially for movie. Nowadays, movie has become very familiar for students. Most of students have watched at least one title of movie. Some of them also make it as their hobby, spending a lot of time in front of TV, computer or laptop or even go to the cinema. Besides as just a hobby, watching movie also can become as a media for them to learn.

The difficulties in listening may come from the listeners themselves (internal) or from the characteristics of spoken language (external). Aside from learner's internal problems, there are also the external problems that come from the speech itself. Spoken English language has special characteristics which differentiate it from written language. These characteristics be problematic for ESL and EFL learners if they are not familiar. It is important for learners to acknowledge the characteristics and be accustomed to them. Brown (2000: 252) pointed out 8 characteristics as the following: Clustering, redundancy, reduced forms, performance variable, Colloquial language, and rate of delivery.

## **RESEARCH METHOD**

### *Research Design*

In this research, the researcher used a descriptive correlation research. According to Gay in Nurul Hidayah (2016: 23) correlational research is research study that involves collecting data in order to determine whether and to what degree a relationship exist between two or more quantifiable variables. The researcher presented the description of the data dealing with students' habit in watching English movie toward students' listening skill and their correlation.

The variables of this research were students' habit in watching English movie as the independent variable (X) and students' listening skill as the dependent variable (Y).

This research lasted for two weeks, started on January 16th until 27th 2017. The researcher took English Education Department of Tarbiyah and Teaching Science Faculty of UIN Alauddin Makassar as a place for this research which was located on H. Yasin Limpo street No. 36 Samata-Gowa.

The populations of this research were the first semester students of English Education Department of Tarbiyah and Teaching Science Faculty of UIN Alauddin Makassar in academic year 2016/2017 that consisted 102 students and divided into 4 groups and 2 classes namely PBI 1-2 and PBI 3-4. This research used random sampling in which the participants were randomly selected. The researcher took 30 of 112 students as a sample of this research.

Regarding to the different desired data, research instrument may be different from one to another. The research instruments that were used by the researcher were questionnaire and test. The questionnaire consisted two sections. The first section aimed to collect the respondents' background such as gender, age, length of exposure, preferred genres, and preferred media in watching. The second section was the main questionnaire that aimed to

measure the respondents' habit in watching English movie. One of the instruments in this research was a test. Test was used to measure the students' listening skill because test was one of the techniques to get an objective data. In this case, the test consisted 20 items. Based on the questionnaires that were given to the students, the test contained 8 assessment aspect namely idiomatic expression, visual clues, gestures, slang, interjection, detail information, vocabulary, and sentence. The test was divided into 3 sections namely multiple choice consisted 10 items, true/false consisted 5 items, and fill in the blank consisted 5 items. In this test, the movie used was Furious 7.

In collecting the data of respondents' habit in watching English movie, the respondents were asked to fill the questionnaire. In collecting the data of respondents' listening skill, the respondents taken a test that contained 8 assessment aspects. The respondents were watching a short movie scene then answer the questions on their answer sheet based on the movie that they had watched. In analyzing the data, the researcher used quantitative approach by scoring the respondents' questionnaire and listening test data then distributed it into grouped distribution table. After the scores from questionnaire and the scores from the Listening test were obtained, the researcher used Product Moment Correlation statistical procedure. The formula as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

In interpreting the coefficient of correlation, the guideline was used as follow:

Table Interpretation of Correlation.

The correlation coefficient	Interpretation
0,00 – 0,19	Very low correlation
0,20 – 0,39	Low correlation
0,40 – 0,59	Moderate correlation
0,60 – 0,79	High correlation
0,80 – 1,00	Very high correlation

(Sugiyono, 2008: 231)

## FINDING AND DISCUSSION

The findings of this research were taken from the result of the questionnaire and the test. The respondents' background as follows:

Category	Number of respondent	Percentage
Gender		
M (Male)	8	27%
F (Female)	22	73%
Age		
A (17-18 years old)	22	73%

B (19-20 years old)	8	27%
C (21-22 years old)	0	0%
D (23-24 years old)	0	0%
Length of exposure		
A (1-3 years)	6	20%
B (4-6 years)	6	20%
C (7-9 years)	15	50%
D ( $\geq 10$ years)	3	10%

Beside from the respondents' background, the first section of the questionnaire also described the respondents' preference in watching movies, namely the preferred media and genres. The findings show that the most used media was digital media file. It was probably because digital media file, such as mkv, mp4, or avi formats, were easier to obtain through the internet. Interestingly, online streaming was the least used medium, even though it also required internet. The findings also showed that the respondents' preference in choosing the movie genres and subgenres was quite evenly distributed. Action was the most preferred genre, chosen by 73% of the respondents, while fantasy and animation were the second and the third most preferred ones, chosen by 50% and 46% of the respondents.

The second section of the questionnaire contained 22 questions/statements. 20 were the main questions with scaled responses that were used in determining the questionnaire score, while 2 questions were used to determine the subtitle language used by the respondents. The findings show the total scores were 2216 points. The average score was 73.86, and the highest and lowest scores were 80 and 68 respectively. From 30 respondents, 20 respondents chose to use Indonesian when they watch movies with subtitle. Meanwhile, 10 respondents chose to use English. The grouped distribution of questionnaire data as follows:

#### Grouped Distribution of Questionnaire Score

Score			Frequency
68	-	69	2
70	-	71	1
72	-	73	11
74	-	75	11
76	-	77	2
78	-	79	1
80	-	81	2
Total			30

The listening scores were obtained from the listening test result. These scores were expected to reflect their listening skill (variable y) more accurately. The findings showed the total of listening score was 2240 with the average score was 74,67. The highest score was 85 and the lowest was 60. The grouped distribution of listening score data as follows:

**Grouped Distribution of Listening Score**

Score		Frequency
60	- 63	1
64	- 67	1
68	- 71	11
72	- 75	8
76	- 79	0
80	- 83	4
84	- 86	5
Total		30

In this research, to interpret the result of this research, the writer used statistical method, in which the data were analyzed by using the pearson product moment formula.

The findings of this research showed that the index value of coefficient correlation was 0,444. Based on the table of interpretation correlation, the score of coefficient correlation was a moderate correlation (see table 3.2). To know the significance correlation between variable x and variable y, the  $r_{xy}$  was compared with  $r_t$  with the number of df ( $N-nr$ ) = 28 (30-2) and used level of significant of 5%. In educational research, this level was common as a standard of rejection. 5 % meant that the writer believed his hypothesis research was true as much as 95%. The  $r_t$  showed that on the accept point  $df = 28$  and on 5% significant level, the point was 0,306 (see appendix 5). The obtained result of the  $r_{xy}$  above was 0,444. It meant that coefficient of calculation ( $r_{xy}$ ) was higher than the coefficient of table ( $r_t$ ) Finally, the writer can conclude that null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_1$ ) was accepted.

Based on the findings above, the researcher assumed that the more student watch English movie, the more their listening skill will be better. This statement supports what Herron in Merita Ismaili (2013: 122) stated before that video is lauded for contextualizing language (i.e., linking language form to meaning) and depicting the foreign culture more effectively than other instructional materials. Videotapes permit students to hear native speakers interacting in everyday conversational situations and to practice important linguistic structures. Unlike audiocassettes, video's visual dimension is thought to reduce



ambiguities present in native speaker voices and to motivate students to want to learn the foreign language. Movies also give a visual context that can help the students to understand the story clearly.

## CONCLUSIONS

The conclusions of this research dealt with “The Correlation between Student habit in Watching English Movie and Their Listening Skill at the First Semester of English Education Department of Tarbiyah and Teaching Science Faculty of UIN Alauddin Makassar”. There were some findings found based on data of students’ questionnaire score and student’s listening score hereinafter formulated to find out the value of correlation coefficient.

The result of coefficient correlation between two variables was 0,444. That result indicated that there was moderate correlation between students’ habit in watching English movie and their listening skill. This statement was proved based on the result  $r_x$  was higher than the  $r_t$  ( $0,444 \geq 0,306$  in significant level 5%) it showed that the null hypothesis ( $H_0$ ) “There is no relationship between students’ habit in watching English movie and their listening skill” is rejected and the alternative hypothesis ( $H_1$ ), “There is a positive relationship between students’ habit in watching English movie and their listening skill” is accepted.

In conclusion, there is positive correlation between students’ movie-watching activity and their listening skill of the first semester students at English Education Department of Tarbiyah and Teaching Science Faculty of UIN Alauddin Makassar.

## SUGGESTION

Based on the findings of the research, some suggestions addressed to the teacher/lecturer, the students, and the next researcher to improve students’ ability in English especially listening skill.

1. In teaching/learning activity, especially in listening, the teacher/lecturer could give the materials using different ways. For example, using English movie, in making it effective and efficient.
2. It is suggested to the students who need improvement in their listening skill may try to watch English movies frequently. This way, they can receive comprehensible inputs that are needed in acquiring target language and building language competence. In addition, to optimize language acquisition, the movies must be watched without subtitle.
3. It is suggested to other researchers to complete this research by conducting any other researches on watching English movie. Based on the explanation above the writer

would like to suggest other researcher, that the result of the study can be used as additional reference for further research with different sample and occasions.

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