

## The Correlation Between Students' Habit in Watching English Movies and Their Listening Skill at the Second Grade of SMAN 1 IV Koto

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**Abstract.** This research was aimed to find and describe the correlation between students' habit in watching English movie (variable x) and their listening skill (variable y). This research was conducted at the second grade of SMAN 1 IV Koto Agam Regency by the reason of there were still a lot of students who thought that listening is a difficult skill to learn and had low score in listening. This problem occurred because the students were still lack of exposure to the English to provide them with a comprehensible input in acquire the language especially listening skill. Moreover, theories said that watching English movies as a habit could be beneficial and could provide an input to develop students' listening skill. However, there were not all of the students who had watching movie habit got good score in listening. Nevertheless, there were some of the students who had watching movie habit and got good score in listening. The method used in this research was quantitative method with the correlational design. The population of the research was all of the students from eleventh grade at SMAN 1 IV Koto and the sample was consisted of 33 students. The sample was taken by using random sampling technique. The instruments that were used in this research was questionnaire for measuring the students' habit in watching English movie and listening comprehension test for measuring students' listening skill. The researcher used Product Moment Correlation to see if there was any correlation between the two variables. The result showed that the value of correlation coefficient ( $r_{xy}$ ) was 0.223 which means that there was a positive low correlation between the variable x and variable y. Furthermore, the hypothesis testing showed that the index value  $r_{xy}$  was lower than the index value of  $r_t$  ( $0.223 < 0.355$ ) which means that the  $H_0$  (null hypothesis) was accepted and  $H_a$  was rejected. Thus, there was insignificant correlation between the variable x and variable y. However, this result may have been affected by internal threats. The students used of subtitle while watching movie was quite high which may prevent them to optimally receive the inputs and acquire the language especially listening skill.

**Keywords:** Habit, Watching Movie, Listening Skill

### INTRODUCTION

In Indonesia, English emerges as a foreign language. In practice, English is presented as a subject at all levels of education from elementary school, junior high school, senior high school and college. Consequently, students are taught through four skills such as listening, speaking, reading and writing. Therefore, in learning a language, the first step to be acquired will be listening.

Listening is a complex interactive process of which the students interpret what they know and what they hear and then apply linguistic knowledge in understanding the message. The role of listening skills is to make a connection with the learning process. Therefore, students can not underestimate it, especially in academic context because they are required to increase their competence in language learning with lots of listening practices.

Emphasizing its importance, many language experts and researchers have paid more attention to the listening skill in the past decades. This can be seen in various research related to listening skill and how to teach it, especially for ESL (English as a Second Language) and

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EFL (English as a Foreign Language) students. As Yavuz, F and Celik, O said that listening skills have been a great concern for language teaching theoreticians and teachers since it is regarded as one of the prior conditions of oral output in language learning process (Mustafa Azmi Bingol et al, 2014). Despite its importance, many students consider listening as a difficult skill to learn. They find it difficult to comprehend and catch the information from the speaker. As a result, the students have difficulties to recognize meaning of the message from the speaker.

Based on the preliminary research on August, 2nd and 5th 2022 at SMAN 1 IV Koto, the researcher intended to find the information about students' difficulties in listening activity by asking the English teacher. She said that she usually teaches the students with audio and video. However, the researcher only focused on the use of video. The teacher said that she used the video that was related to the topic and ask the students some questions related to the video. The teacher admitted that some students had difficulties in understanding the native-like speaker pronunciation and accent. The students also find it difficult to understand unfamiliar vocabularies. These problems made some students unable to answer the questions given by the teacher. However, there were still some of them that could answer the questions given by the teacher.

To get a clearer review, the researcher identified students' results in listening by looking at their scores in listening exercise. The material was about asking and giving opinion. The scores were obtained from the teacher (see appendix 10). There were a lot of students who got low scores. Those are considered to be a lower score because they did not reach the minimum criteria of learning mastery (KKM), which is 75. However, there are some students who got better score that were higher than 75.

There are many things that can help students to overcome the difficulties in listening. As Wilson mentioned that there are different sources that can help students develop their listening skill including teacher's talk, student's talk, guest speakers, textbook recordings, songs, television programs, movies, DVD and radio (J J Wilson, 2008). In this research, the researcher only focuses on movies, especially for English movies. One of the reasons is because movie has become familiar thing in students' daily lives. Most of students have watched at least one title of English movie.

Furthermore, watching movies can be said as a habit for most of the people. Habit is something that someone does often and regularly (Simpson J, 2017). This means that, if the students often watch movies, it can be said that watching movies is one of their habits. 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 (Stephen

D Krashen, 1985). This input can be influenced by how much exposure that they get or how often they are exposed to the English. Therefore, based on Krasen's theory, it can be said that, the more often students watch English movie as their habit, the more likely they are to get the input that they need in order to build language skills especially listening skill.

To get further information, the researcher interviewed some students at eleventh grade of SMAN 1 IV Koto. It was presumed that students who had low listening score rarely watch movies that make them less exposed to the English outside the classroom. On the other hand, the students who had better scores in listening often watch movies which allow them to be more exposed to the English. Furthermore, according to Safranji, using movie can be an effective way for students to improve their listening ability and get better insight in English culture (Jelisaveta Safranji, 2015). This means that watching English movies can give benefits and opportunity to the students to practice their language skills, especially listening skill. However, the researcher also found that there were some students who still got low scores even though they often watch movies. This problem was contrary with the theories. Therefore, the researcher felt confused because there was a gap between the theory and what the researcher found in the field. So, in order to find out whether there is a correlation between students' habit of watching English movies and their listening skill, the researcher is interested in conducting the research entitled *The Correlation between Students' Habit in Watching English Movies and Their Listening Skill at the Second Grade of SMAN 1 IV Koto*.

## **METHODS**

This research used quantitative approach. The research design that was used in this research was a correlational design. According to Sugiyono, research was called as quantitative because of the data of the research use numeric and using statistical analysis (Sugiyono, 2006). Furthermore, the design that was used in this research was correlational design. It is commonly used to explore whether there was a correlational relationship or a symmetrical relationship between two or more variables. According to Mujis, a correlational design evaluates the correlations between two or more variables in a single group (Daniel Mujis, 2004). The design used to determine the correlation between two variables. They were the students' habit of watching English movies and their listening skill. In the correlational design, the data was measured and the form of the result is a number or score. Basically, the purpose of this research was to detect and identify variables that have a relationship or correlation with other variables that influenced each other.

## **RESULTS AND DISCUSSION**

The data analysis aimed to find out the measurement of the correlation between students' habit in watching English movie and their listening skill at the second grade of SMAN I IV Koto. This research used questionnaire to obtain the data of students' habit (x variable) and a test to obtain the students listening skill (y variable). The questionnaire was consisted of 15 statements and the test was consisted of 20 items. The data was obtained from 33 students as the sample.

The purposed of this research was to find out the correlation between students' habit in watching English movie and their listening skill. The first research question asked about whether there was a significant correlation between students' habit in watching English movie and their listening skill at the second grade of SMAN I IV Koto or not. Based on result that has been done, the researcher found that the coefficient of correlation between students' habit in watching English movie and their listening skill was 0.223. The result proved that the correlation between students' habit in watching English movie and their listening skill was a low correlation.

The second research question asked about the correlation direction between students' habit in watching English movie and their listening skill at the second grade of SMAN I IV Koto. The correlation direction between students' habit in watching English movie and their listening skill was a positive correlation. The result obtained by the researcher was 0,223. This result meant that the correlation direction between students' habit in watching English movie and their listening skill was a positive correlation. Positive correlation means that if students' habit in watching English movie increased, their listening skill would also increasd and vice versa. In other words, the two variables affected each other.

The third research question asked about the correlation magnitude between students' habit in watching English movie and their listening skill at the second grade of SMAN I IV Koto. From the interpretation tables (see table 3.6), the researcher found that the magnitude of both variables was low in the level of 0.20 – 0.399. This meant that in this research, the magnitude of both variables was a low magnitude. In other words, the students' habit in watching English movie only gave a small influence on their listening skill.

Even though the reviewed literature has shown that movies could be beneficial for language acquisition and the building of language competence and skills, the findings of the research showed that the significant level was higher than the value of correlation coefficient ( $r_{xy}$ ) ( $0.355 > 0.223$ ), it meant that  $H_0$  was accepted and  $H_a$  was rejected. Therefore, there was insignificant correlation between the students' habit in watching English movie and their

listening skill.

This research was supported with the theory that said movies can be a great way to improve the students' listening skill (Carme Porcel, 2004). Haghyerdi also stated that Movies can be good authentic learning materials to increase students' listening achievement because movies contain dialogues from native English speakers (Haghyerdi, 2008). Therefore, Movies allow students to access more information in listening. It is because movies contain a lot of settings, dialogues, meaningful expressions, a wide range of vocabularies, phrases, and also sentences. Contradicted with the theories, the result showed that there was a low correlation between the x variable and y variable.

The finding also showed that the students' used of subtitle in watching English movies are very low, the average score is 1.7. Based on Penny Ur, the kinds of movies that best provide input and build listening skill are the ones with no subtitles (Penny Ur, 1984). It means that the respondents still had a quite high tendency to watch English movie using subtitles. This, of course, meant that the inputs were not optimally received because they read the subtitle rather than listened to the dialogues. The researcher assumed that the students used of subtitle in watching the movie that can prevent them from optimally acquire the listening skill. This contradicted with the Krashen's theory that said movie can be a comprehensible input to acquire a language especially listening skill (Stephen D Krashen, 1985). This theory also indicated that the students who frequently watch non-subtitled movies had better listening skill than the students who rarely watch non-subtitled movies.

Based on the explanation above, English movies were absolutely can be advantageous for students to acquire their language especially listening. However, the result showed on this research was a low correlation. The hypothesis testing also showed that the  $H_a$  was rejected, that meant that there was insignificant correlation between the students' habit in watching English movie and their listening skill. Nevertheless, this research still proved the existence of a positive correlation between the students' habit in watching English movie and their listening skill at the second grade of SMAN 1 IV Koto.

## **CONCLUSION**

This research aimed to find whether there was a correlation between students' habit in watching English movie (x variable) and their listening skill (y variable) at the second grade of SMAN 1 IV Koto. In this research, the researcher compared the score of students' habit questionnaire and their listening test. To find out the correlation coefficient, the researcher used the Product Moment formula. Moreover, based on the research questions on the correlation between students' habit in watching English movie (x variable) and their listening skill (y variable) at the second grade of SMAN 1 IV Koto, it can be concluded that:

1. The hypotheses testing showed that the index value of  $r_t$  (0.355) is higher than the correlation coefficient of Product moment, which means that the null hypothesis or  $H_0$  was accepted. Therefore, it can be concluded that there was insignificant correlation between students' habit in watching English movie and listening skill. In other words, the students' movie-watching habit does not always affect their listening skill.
2. The correlation direction between students' habit in watching English movie and listening skill showed positive (0.223). Positive coefficient indicates that there was a positive correlation between the x variable and the y variable. Thus, that can be concluded that the higher the variable x, the higher the variable y and vice versa.
3. The correlation magnitude of the correlation between students' habit in watching English movie and listening skill was a low correlation. The index of coefficient correlation was 0.223 which on the category 0.20 – 0.40. It meant that there was a low correlation between students' habit in watching English movie and listening skill.

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