# THE CORRELATION BETWEEN STUDENTS' HABIT IN WATCHING ENGLISH MOVIE AND LISTENING ACHIEVEMENT (BY FOURTH SEMESTER STUDENTS OF *UNIVERSITAS MUHAMMADIYAH PALEMBANG)*

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**Abstract**
The objective of this study was to find out the correlation between students' habit in watching English movie (X) and listening achievement(Y) by fourth semester students of Universitas Muhammadiyah Palembang  There were 47 students taken as the sample of this study  who were determined by using purposive sampling technique. The collected data was analyzed by using Pearson Product Moment Correlation and the instruments used were students' listening scores and questionnaire of students' habit in  watching English movie. Subsequently, the research finding indicated that there was low correlation between students' habit in watching English movie and listening achievement. It proved by the obtain (0.212) which lower than r table (0.2845). It considered that alternative hypothesis (Ha) in this research was rejected and the null hypothesis (Ho) which stated that there was no correlation between students' habit in watching English movie and their listening achievement  accepted. In conclusion, there was low correlation between students' habit  in  watching  English movie and their listening achievement.

**Keywords**: watching english movie, habit, listening achievement.

## Introduction

Listening is the first language skill that acquired by a human being. According to Renukadevi (2014), listening has an important place in learning as it is one of the four major skills in language acquisition. Even though the other skills such as reading, speaking  and writing are essential to develop language proficiency, listening contributes primarily for language expertise. Listening awakens awareness of the language as it is a receptive skill that first develops in a human being. Learning to listen to the target language improves language ability. The sound, rhythm, intonation, and stress of the language can only be perfectly adapted through listening. Mendelsohn (2006) explains that much of what is traditionally misnamed teaching listening should in fact be called testing listening. The distinction that is being made is that when you teach, by definition, you teach the learner of anything how to do something, whether it is planning a piece of wood, driving a car, developing a roll of film, or learning to listen. On the other hand, when you test a learner, you do not show them how to do it but rather, simply have them do it, and you evaluate how well they did it. Wilson (2008) mentions 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.

According to Barsam and Monahan (2010), most of us a movie is a popular entertainment, a product produced and marketed by a large commercial studio. Regardless of the subject matter, this movie is pretty to look at every image is well polished by an army of skilled artists and technicians. The finished product, which is about two hours long, screens initially in movie theaters, is eventually released to DVD, and ultimately winds up on television. This common expectation is certainly understandable; most movies that reach most English-speaking audiences have followed a good part of this model for three-quarters of a century.

Department of English Education, S1 level (bachelor), belongs to the Faculty of Teacher Training and Education. In English Education Department, students are trained to be good teacher of English. As well as, in English Education Department of *Universitas Muhammadiyah Palembang,* the institution develops the best curriculum and facilities the teaching and learning process in order to build good, intelligent and smart teachers. To have such criteria, needs hard work. Good teacher should master all aspects of their subject. In this case, teacher of English should understand English very well. It includes the grammar, vocabularies, pronunciation, and the language skills; listening, speaking, writing and reading in the target language itself. When they took attentive listening, when they were in the third semester so by doing this research, the researcher expect that can give the

students new experience in doing listening. The researchers intend to conduct a research on how watching English movie involves in teaching and learning listening. Hopefully it will give a challenging and motivating experience in their listening comprehension. Based on the interview conducted by the researchers to the fourth semester students often have trouble in understanding what the speaker says in the tape which leads in their achieving or average score in the test. Furthermore, the students' lack of listening skill also makes it hard for them to follow the learning process. Based on the background above, the formulation of problem " was there any the correlation between students' habit in watching English movie and listening achievement by fourth semester students of English Education Study Program of *Universitas Muhammadiyah Palembang?*

The significance of the study were (1) for the students, this study can motivate students and also support them to increase their listening achievement through watching English movies, (2) for the researcher, it will give the researcher description about the correlation between watching English movie habit and listening achievement, (3) for the teachers, if the result of the study showed that there was a significant relationship between watching English movie habit and students' listening achievement, so it can become a guide for teachers using English movies as their media of teaching besides the speaker and handbook, (4) for the next researcher, it will give broader place for an upcoming researcher who would like to do a research on the same topic in the wider scope with more samples, which can be used as a reference.

**Listening**

Listening is the first language skill that rises in human life. As the English

foreign learner, students need to comprehend listening if they want to master English. Similar to hearing, but also different at the same time, listening is more need to pay attention by students.

According to Pollard (2008), listening is one of the receptive skills and as such it involves students in capturing and understanding the input of English. Reading, the other receptive skill, involves students in understanding and interpreting the written word. Listening is probably more difficult than reading because students often recognize the written word more easily than they recognize the spoken word. Furthermore when reading, students can go back and reread a phrase whereas with listening they only get one chance. With reading, it's the reader who sets the pace whereas with listening it's the speaker or recording that sets the pace.

Furthermore, Solak (2016), listening is an active and interactional process in which a listener receives speech sounds and tries to attach meaning to the spoken words. The listener tries to understand the intended message of the oral text to respond effectively to oral communication. Listening and hearing are considered different process. While hearing is considered as physical, passive and natural process, listening is physical & mental, active and learnt process and is defined as a skill. Although listeners can understand messages presented at a rate of 380 words per minute, an average person speaks at a rate of about 150 words per minute. The following table shows the percentage of the use of language skills with formal years of training in daily life.

According to Dhamarullah (2015), hearing is a psychological process which is a sound wave enters into human's ears and travels through the nerves into the brain in form electrical desire. Meanwhile, listening is a psychological act that involves a complex process of humans' brain to recognize, comprehend, and construe the sound or statement.(p. 8). Rost (2002) claims that hearing is the primary psychological system that allows for the acceptance and modification of sound waves.

Brown (2000) claims that went so far as describing eight rapid linear if not simultaneous processes that are involved in listening. They are: (1) The listener receives a sound which is called raw speech; (2) The listener determines the type of the speech, e.g. a conversation, or news broadcast; (3) The listener determine the purpose of the speaker, e.g. to inform, to request, or to persuade; (4) The listener recalls his/her background knowledge and chooses one that is relevant (5) The listener tries to interpret what the speaker means literally by using his / her background knowledge. For example, when the listener hears a question where are my glasses' the speaker maybe talking about spectacles or about cups; (6) The listeners tries to interpret what the speaker means contextually by considering the situation. For the where are my glasses questions, the listener may be his/ her background knowledge as well as situation like visual clues he/ she can make sense of the question; (7) The listener determines whether to store the information in short –term or long-term memory; (8) The listener deletes the form in which the messages was received and keeps important or concept, if there is any.

From above several definitions, in listening, students do not just hear the sound without any effort, but trying to understanding and interpreting the message as well. It can be said that listening is an active process. It involves brain to receive the sound, comprehend

the idea and decide what the speaker actually says about.

## The Types of Listening

According to Brown (2000) defines that six types of classroom listening performance, they are; (1) reactive, sometimes you want a learner simply to listen to the surface structure of an utterance for the sole purpose of repeating it back to you. While this kind of listening performance requires little meaningful processing, it nevertheless may be a legitimate, even thought a minor, aspect of an interactive, communicative classroom; (2) intensive, technique whose only purpose is to focus on components (phonemes, word, intonation, discourse, markers, etc). of discourse maybe considered to be intensive as opposed to extensive in their requirement that students single out the teacher ask student to listen to a sentence or a longer stretch of discourse and to notice a specified element, such as intonation, stress, a contraction, a grammatical structure, etc); (3) responsive, a significant proportion of classroom listening activity consist of short stretches of teacher language designed to elicit immediate responses; (4) selective, in longer stretches of discourse such as monologues of a couple of minutes or considerably longer, the task of the students is not to process everything that was said, but rather scan the material selectively for certain information; (5) extensive, this short of performance, unlike the intensive processing (item 2) describes above, aims to develop a top down, global understanding of spoken language .extensive performance could range from listening to lengthy lectures, to listening to a conversation and deriving a comprehensive message or purpose, extensive listening many require the student to invoke other interactive skill (e.g., note-taking and or discussion) for

full comprehension; (6) interactive, finally, there is listening performance that can include all five of the above types as learner actively participate in discussion, debates, conversation, role plays, and other pair and group work . Their listening must be intricately integrated with speaking (and perhaps other) skill in the authentic give and take of communication, interchange).

## Listening Achievement

Achievement is something that has been done or got through work: a result of hard work. It has a meaning that achievement is what students have to do with the specific skill of certain lesson they have followed in the class.

Based on the definitions above, the researcher tried to synthesize that listening achievement is the result of students' ability in learning, listening after they have followed a teaching-learning listening process.

## Definition of Habit

Learning listening is not only in the classroom but also students can learn by themselves at home. The students' habit can be a media in learning English, such as watching English movies. They can learn in easy, fun and comfortable way. They can learn how to pronounce words, how the use appropriate expression towards someone else, they can increase their vocabulary, and habitually listen to native speakers' sounds from the dialogue in the movie. Richard (2002) states that habit is a regular behavior system that becomes nearly automatic as an output of repetition. According to Lally, Jaarsveld, Potts, and Wardle (2010), habit is automatic responses to contextual cues, acquired through repetition of behavior in the presence of these cues.

## Habitual Learning

Richard (2002) claims that learning is the process by which change in behavior, knowledge, skills, etc. it comes about through practice, instruction or experience, and the result of such a process. It means habitual learning is a process of developing something by using repetition in learning. The learners do an activity automatically and repeatedly to improve their achievement. For example, students want to increase their listening achievement than they using watching the movie as their habit to reach the goal.

**Definition of Movie**

According to Barsam & Monahan (2010), movie is simply short for motion pictures. Since we consider all cinemas worthy of study, acknowledge that films are increasingly shot on formats other than film stock, and believe motion to be the essence of the movie medium, this book favors the term used in our title. To most of us, a movie is a popular entertainment, a product produced and marketed by a large commercial studio. Regardless of the subject matter, this movie is pretty to look at every image is well polished by an army of skilled artists and technicians. The finished product, which is about two hours long, screens initially in movie theaters, is eventually released to DVD, and ultimately winds up on television. This common expectation is certainly understandable; most movies that reach most English-speaking audiences have followed a good part of this model for three-quarters of a century.

**Element of Movie**

Barsam (2010) states that the way the story in a movie is told is called its narrative. The several elements of narrative structure of a movie are; (a) story and plot. Story connects to the whole universe where the events of the movie appear, while plot is the parts of that universe that is presented on the screen; (b) order is the way the events in the movie are arranged; (c) events are what happen in the movie; (d) duration can refer to story duration, which is the implicit amount/length of time the whole events happen; plot duration, which is the amount of time the plot happens; and screen duration, which is the length of the movie itself; (e) suspense and surprise. Suspense is what audience expect to happen but does not happen, while surprise is what audience do not expect to happen, but happens; (f) repetition is the amount of times an element recurs in the plot;(g) characters are the individuals who are include in the story; (h) setting is the time and place in which the story appears; (i) scope is the range of time and place from which to which the plot appear; (j) narration and narrator, narration is the story telling of the movie, it can be visually (by camera work) or orally (by narrator).

**The Advantages of Using Movie in Learning Listening**

Haghverdi (2015) cited in Aulia (2018), a movie of the film is seen as an important resource for use in the EFL\ESL classroom because it is dynamic, immediate and accessible. The movie is not only exposed students to the target language, but it also exposes them to non-verbal aspects of communication. Nonverbal communication is comprised of such things as gestures, expression, posture, and dress.

Movies can be good authentic learning material to increase students' listening achievement because movies contain dialogues from native English speakers, which could contribute to an easier understanding of their pronunciation. Movies allow students to access more information in listening as well. It is because the movies contain a lot of settings, dialogues, meaningful expressions, and a wide range of

vocabularies, phrases, and also sentences.

**Watching Movie as a Habit**

Movie is one of the audio visual aids that can be used in learning listening. The use of movie as a habit can motivate students because they will feel entertaining by watching the movies. They may see their favorite actor/actress or even their idols. They can listen, learn and imitate how the characters pronounce the words, phrases or sentences. They also can learn the context of the phrases or sentences and habitually learn meaningful expressions through watching movies and also get a moral lesson of the movie.

**Methodology**

This research was focused on students' habit in watching English movie and their listening achievement. According to Muijs (2004), quantitative approach which is about collecting numerical data to explain a particular phenomenon with a correlation method that is appropriate for this study .

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

Syahri, Sulaiman, and Susanti (2017) state that population is all members of the research target. While, according to Arikunto (2014), a population is a set (or collection) of all elements possessing one or more attributes of interests. In this research, the population was all the students of

English Education Study Program of Universitas Muhammadiyah Palembang. The total of the students were 169 students.

According to Syahri, et al., (2017), sample is part of the entire population. While Arikunto (2014), sample is part or representative of the population studied. In this study, the researchers used purposive sampling. According to Syahri et al., (2017), purposive sampling is some of the population who is chosen to be sample is because there is the consideration which is appropriated with the object of the study There is one class. The total of the students were 47 students. The researcher interested in taking the Fourth Semester Students as the sample because they have done through with listening subject. In collecting the data, the researcher used two instruments in line with questionnaire and documentation.

To analyze the correlation between the independent variable (X) and the dependent variable (Y), the researchers used Pearson Product moment correlation to analyze the data which taken from the questioner and the document.

The researchers also used regression analysis to support the correlation coefficient analysis. To interpret how strong the correlation between the independent variable and the dependent variable, the grade of the strength and the weakness of these associations be from zero to 1.00. The table of r value was written in the table 1

**Table 1.** The Table of r Value Interpretation

| Size of r | Interpreting |
|---|---|
| 0.800 to 1.00 | Very High Correlation |
| 0.6.00 to 0.800 | High Correlation |
| 0.400 to 0.600 | Average Correlation |
| 0.2.00 to 0.400 | Low Correlation |
| 0.000 to 0.200 | Weak Correlation |

*(source: Arikunto, 2014)*

Correlation analysis used to found out the correlation coefficient of the independent variable which the students' habit in watching English movie (X) and the dependent variable (Y) which the students' listening achievement. The researcher will correlate of X and Y by using Statistical Package for Social Science (SPSS) 20.

**Finddings and Discussion**

The data from classroom observation are used to identify the lecturer's performance during speaking classes. In this section, the data which show the lecturer's strategy (or findings) aredescribed and analyzed based on three things. First, each strategy is analyzed whether it addresses one of speaking functions, i.e. interpersonal, transactional, and performance (Brown and Yule, 1983 in Richard, 2005), (Arbain, 2016). Second, each strategy is analyzed whether it involves the aspects of cognitive (i.e. knowledge of extra linguistic and linguistic), psycho motoric (skill), and affective (motivation). Third, it is analyzed whether it has met the principles of the speaking teaching, proposed by Brown (2007).

**Table 2.** The Summary of Respondents Background

| Category | Number of Respondent | Percentage |
|---|---|---|
| Gender: | | |
| M (Male) | 7 | 15% |
| F (Female) | 40 | 85% |
| Length of learned | | |
| English | 2 | 4 % |
| A ( 1 – 3 years) | 8 | 17 % |
| B (4 – 6 years) | 20 | 43 % |
| C ( 7 – 9 years) | 17 | 36% |
| D ( 10 years) | | |

Based on the respondent's background, the first section of the questionnaire also described the respondents' favorite namely media, favorite genre and favorite movie nowadays. The findings showed the most used media is cinema. The figure of respondents' medium favorite in watching English movie as written in the figure.

**Figure 1.** The Respondents' Media Preference in Watching English Movie
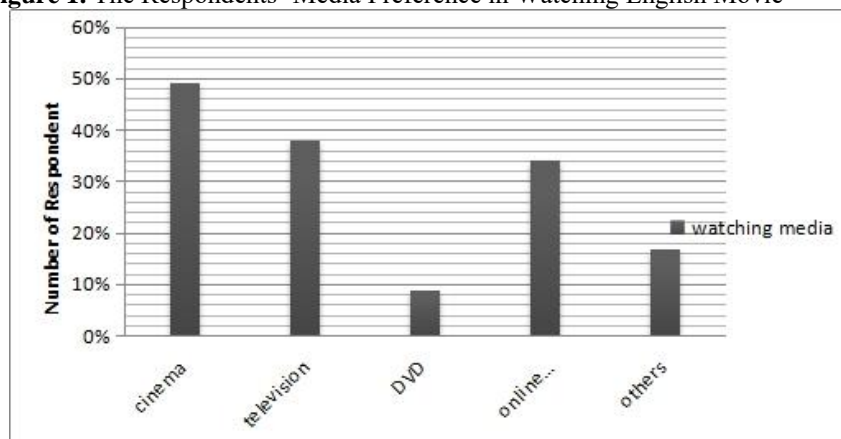
The findings figure 1 also showed favorite English movie. In this case, the respondents were asked to mention 3 options. The result showed that in the first place *Harry Potters* chosen by 19 respondents, in the second place, *Aladdin* chosen by 18 respondents, *Avenger* chosen by 16 respondents, *Titanic* chosen by 7, *Spiderman* chosen by 6 respondents, *Toy Story, Big Bang, Annabelle* are chosen by 4 respondents and other respondents were chosen different favorite movie.

**Figure 2**. The Respondents' Favorite Movie
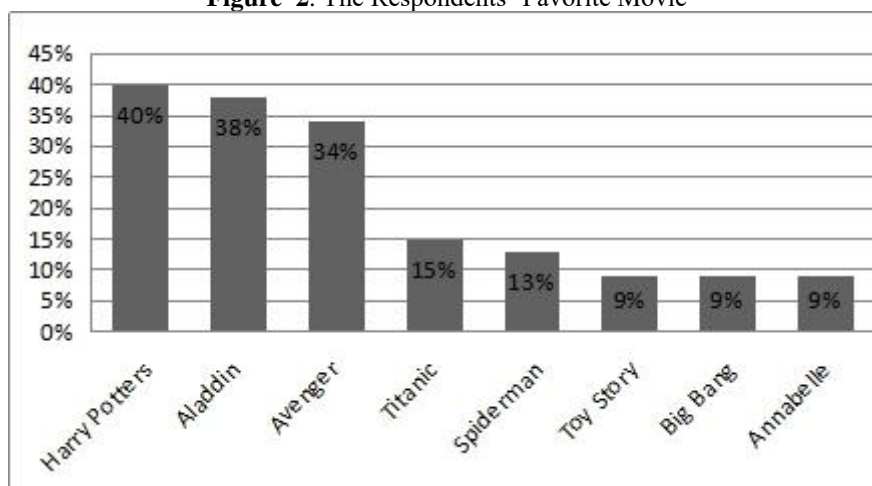


The findings figure 2 also showed that the respondents in choosing the movie genre and sub-genre. In this case, the respondents were asked to mention 3 options. The findings showed that the most favorite genre was *Romance* chosen by 33 respondents. *Action* was in the second place with 32 respondents. *Horror* was chosen by 21 respondents. *Adventure* chosen by 7 respondents and the last favorite genre combines in other genre section with 10 respondents; they were *Mystery, cartoon, thriller, and fantasy.*

Indicators' of questionnaire divided into two categories. There were 28 items. The first one was habit as behavior, namely attitude, frequency, and automaticity. Statement of attitude started item number 7, 8, 9, 10, 11, 12, 13. Statement of frequency started from item number 1, 2, 3. Statement of automaticity started from item number 14, 15, 16, 17.

The second one was habit as practice, namely material, competence and image. Item number 4, 5, and 6 namely material. Item number 18, 19, 20, 21, 22, and 23 namely competence. Item number 24, 25, 26, 27, 28 namely image.

Based on the indicators of questionnaire there were frequency, material, attitude, automaticity, competence, and image. The most answer selected in frequency was *sometimes* chosen by 47.51% respondents, in material the most answer selected was *sometimes* chosen by 43.26%, in attitude the most answer selected was *always* chosen by 47.73 %, for automaticity the most answer selected was *sometimes* and *often* chosen by 25%, *sometimes* in competence with 42.19%, and the last *sometimes* in image with 34%. The result of indicators' questionnaire showed in table.

**Table 3.** The result of indicators' questionnaire

| Indicators | Always | Often | Sometimes | Seldom | Never |
|---|---|---|---|---|---|
| Frequency | 7.09% | 9.21% | 47.51% | 32.62% | 3.54% |
| Material | 18% | 13.47% | 43.26% | 12.05% | 11.34% |
| Attitude | 47.73% | 23.40% | 17.93% | 7.29% | 3.64% |
| Automaticity | 19.14% | 25% | 25% | 14.36% | 1% |
| Competence | 17.73% | 20.21% | 42.19% | 15.95% | 4.25% |
| Image | 23% | 26% | 34% | 9.36% | 1.27% |

There were 47 students answering the questionnaires of Habit in Watching English Movie. The average of the score was obtained by finding their mean, minimum, maximum. This study was analyzed by using SPSS. Table 3 showed the descriptive statistic of the data.

**Table 4.** Descriptive Statistics of Students' Habit Descriptive Statistics

|  | N | Minimum | Maximum | Sum | Mean | Std. Deviation |
|---|---|---|---|---|---|---|
| Students habit | 47 | 78 | 121 | 4633 | 98.57 | 10.764 |
| Valid N (listwise) | 47 |  |  |  |  |  |

Based on the table 8 illustrated, the statistical showed that the students score was calculated by using SPSS 20. To get the average score of the students' score, the total score which was 4633 divided by the total of the students which were 47. It was found the mean or average of the students' habit in watching English was 98.57 and the standard deviation was 10.764. While minimum score was 78 and maximum score was 121.

**Table 5.** Score Distribution of the Students' Listening Achievement

| Category | Score Interval | Number of Students | Percent |
|---|---|---|---|
| Very Good | 80-100 | 15 | 31.9% |
| Good | 70-79 | 31 | 66.0% |
| Fair | 60-69 | 1 | 2.1 |
| Poor | 50-59 | 0 | 0% |
| Very Poor | <50 | 0 | 0% |
| Total |  | 47 | 100% |

The statistical showed that the students' score of students' habit in watching English movie were calculated by using SPSS 20. The total of the students were 47. The mean of students' habit in watching English was 98. 57 and the mean of listening achievement was 77.45

**Table 6.** Descriptive Statistics of Students' Habit and Listening Score

|                 | Mean  | Std. Deviation | N  |
|-----------------|-------|----------------|----|
| Students habit  | 98.57 | 10.764         | 47 |
| Listening score | 77.45 | 3.040          | 47 |

Pearson Product Moment Correlation was applied to find out the correlation between students' habit in watching English movie and listening

achievement. The result of the data was analyzed with SPSS 20 as follows

**Table 7**

|                 |                         | Students_habit | Listening_score |
|-----------------|-------------------------|----------------|-----------------|
| Students_habit  | Pearson Correlation     | 1              | .212            |
|                 | Sig. (2-tailed)         |                | .153            |
|                 | N                       | 47             | 47              |
| Listening_score | *Pearson Correlation*   | *.212*         | *1*             |
|                 | Sig. (2-tailed)         | .153           |                 |
|                 | N                       | 47             | 47              |

The table 7 showed that the correlation coefficient ($r_{xy}$) was 0.212 at the significance level for 2-tailed 0.05 in the tailed testing with N =46, the critical value of *r-* table was 0.2845. Since the value of r obtained was lower than critical r value of r table (0.212 < 0.2845). It means that there was

correlation but low correlation between students' habit in watching English movie and listening achievement by fourth semester student at *Universitas Muhammadiyah Palembang*.

**Table 8.** Simple Regression Model Summary[b]

| Mode l | R     | R Square | Adjusted R Square | Std. Error of the Estimate |
|--------|-------|----------|-------------------|----------------------------|
| 1      | .212[a] | .045   | .024              | 3.004                      |

a. Predictors: (Constant), Students_habit
b. Dependent Variable: Listening_score

Based on the table 8, the coefficient of determination ($r^2$), which represent of variability in English achievement that was explained by linear correlation between students habit in watching English movie and listening achievement was 0.045 or 45 percent. It means that the students' habit in watching English movie and listening achievement was 0.045 or 45 percent.
$1-r^2 = 1- 0.045 = 0.955$ or 95.5 %

It means that 95.5 % of students' listening achievement by fourth semester student at *Universitas Muhammadiyah*

*Palembang* was determined by other factors. On the other hand, there was a very small contribution between students' habit in watching English movie and listening achievement by fourth semester students at *Universitas Muhammadiyah Palembang*.

**Discussion**

After the researchers gave the questionnaire, the researchers found the fourth semester students of English education study program of *Universitas Muhammadiyah Palembang* were

excited to answer the questionnaire. Moreover, when the researcher asked them who likes watching movie, almost all of the students responded that they do.

On the table above showed that students' habit in watching English movie had significant correlation toward students' listening achievement (*r-obtained*= 0.212) in two tailed testing at 0.05 of significant level 47 sample was (*r-table*= 0.2845). It means that there was a significant correlation between students' habit in watching English movie and students' listening achievement. Since the value of *r-obtained* was lower than *r-table*. In addition, correlation analysis according to Arikunto, there was low correlation between students habit in watching English movie and listening achievement since the r- obtained (0.212) was in 0.2.00 – 0.4.00. Based on the explanation stated, the null hypothesis (Ho) was accepted and alternative hypothesis (Ha) was rejected.

**Conclusion**

This study reveals four strategys employed by the lecturer in teaching speaking skill, i.e. show-and-tell, presentation, drama making, and question and answer. Show-and-tell and presentation strategy are two types of performance talk which were used more often by the lecturer than the two other strategys (i.e. drama making and question and answer). Within all the four strategys, this study identifies that aspects of knowledge in speaking (i.e. extra linguistic and linguistic) receive little attention by the lecturer, the whereas the largest portion of the speaking activities was filled with uncontrolled practice which encourages students' speaking involvement and fluency. The data obtained also seem that the teacher did a lot of speaking after the students took their turn performed the task given.

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