

The Correlation Between Students' Habit in Watching English Movies and Students' Listening Skills at English Education Study Program of Baturaja University

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Abstract

The aim of this study is to determine the correlation between students' habits of watching English movies and their listening skills within the English Education Study Program at Baturaja University. This research specifically targets the second-semester students of this program. Utilizing a quantitative approach, data was gathered through questionnaires and tests. The population consisted of all students in the English Education Study Program at Baturaja University, with a sample of 26 students selected through purposive sampling. To collect data on students' movie-watching habits, a questionnaire was employed, while listening skills were assessed using an English book by Jack C. Richards (2010). The Pearson Product Moment correlation was used to analyze the data. The findings revealed a positive correlation between students' habits of watching English movies and their listening skills, as evidenced by a correlation coefficient (r_{xy}) of 0.801. This indicates a very strong relationship, leading to the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_0). Therefore, it can be concluded that there is a significant and strong positive correlation between the students' habits of watching English movies and their listening skills. This study underscores the importance of integrating engaging activities such as movie-watching into language learning curriculums to enhance listening proficiency.

Keywords – correlation, habit watching English movies, listening skills.

INTRODUCTION

Language is the primary tool for communication that allows humans to express their thoughts. Listening, speaking, reading and writing are the language skills required to become fluent in a language. Listening is the first step in this process. It is often thought that listening is a process that does not require much effort and happens passively. However, this is not true. There are many different types of media that may be utilized to study English as a result of the advancement of technology in education. By utilizing media that they are familiar with and regularly use, people can benefit from technological advancements without having their learning process oversaturated with the same old paradigm. They can use audio-enhanced texts to improve their listening abilities as well.

These days, one can employ a variety of media to enhance their listening skills, including music, videos, and movies, among others (Macwan,2015). According to Ismaili (2013) It is possible to teach listening skills through audio-visual materials like movies, videos, or DVDs. Movies, which combine spoken words, pictures, and sound, can help people become better listeners. To increase meaning and complexity, they must accurately assess word stress, intonation, and inflection. They also need to be familiar with the topic beforehand in order to improve their listening comprehension. Because of this, watching English-language movies gives pupils a great opportunity to get better at listening.

In learning a foreign language, millennial can access sources of learning from the internet even from their smartphones and other portable devices. Suryani (2006) states, at least there are two advantages of the internet; It is possible to find native speakers and to find various English teaching and learning materials from internet. Furthermore, Jamalifar & Chalak (2014) found out that learners use internet for English learning purposes.

According to Renukadevi (2014) asserts that as hearing is one of the four main abilities in language acquisition, it plays a significant role in language learning. Listening is the main factor that leads to language expertise, even though other skills like speaking, writing, and reading are also necessary to build language competence. Since listening is a receptive talent that humans initially acquire, it raises awareness of the language (Sreena & Iankumar, 2018). After receiving the facts, people might respond verbally or in writing. According to Gilakjani and Ahmadi (2011), listening involves more than just hearing; it also involves understanding, paying close attention, assessing, and evaluating spoken communications, as well as possibly acting upon what has been heard.

The ability to listen is essential for learning English because it gives pupils the foundational auditory knowledge needed to acquire the language and enables them to take part in spoken communication. It's crucial to master listening as it's the first language mode that to

dlers learn. It has a vital role in communication throughout one's life since it forms the foundation for all linguistic activities, including speaking, reading, and writing (Cubalit, 2016).

According to Freeman and Anderson (2013), learning a language is a process that leads to habit formation. Anything is repeated more frequently the stronger the habit and the deeper the learning. One of the best learning habits of students, according to Stacy and Cain (2015), is that they constantly desire to take notes on the teachings that the teacher teaches to ensure that important details are remembered. Students will benefit from it for their exams. As Gates (2017) provides yet another illustration of a positive habit when she notes that diagrams can be utilized for teacher-student communication as well. It comes to the conclusion that habit is a state of everyday, unconscious action repetition. The process of learning by repetition is known as habitual learning. You will learn more if the habit is stronger. Pupils use and repeat the exercise that can help them learn more effectively.

People's attitudes about the input and the amount of exposure they receive are two elements that affect how they comprehend this information. A confident and calm male pupil, for instance, is probably going to comprehend the information more fully. He is able to get more input because of his extensive exposure, which includes talks by teachers, radio programs, films, TV shows, and movies. In conclusion, when there is intelligible input, language acquisition happens. People can learn a language if they receive clear and courteous input. It's also important to stress that exposure to the English language increases a person's likelihood of receiving the input required to develop language competence and abilities. The use of films or movies would lead to a positive vibe, impact the learning process, especially language learning, and make the learning more joyful.

According to Lestari (2019), listening is a crucial English language skill. Thus, listening is the fundamental skill that kids need to have in order to comprehend what their teachers are trying to teach them. Therefore, by acquainting pupils with listening to English, the pro-

cess of listening learning can be accomplished. Ningtias, Suryati, and Ariani (2020) assert that hearing is a crucial component of language learning. As hearing is one of the receptive skills needed to acquire information, it can be claimed that listening is vital and that developing this skill is a necessary aspect of learning a language.

Correlating students' habits with their listening skills from watching English movies can provide valuable insights into the effectiveness of passive language acquisition. For instance, if students consistently watch English movies with subtitles and engage actively by pausing, rewinding, or looking up unfamiliar words, it may indicate a proactive approach to language learning, potentially leading to improved listening skills. Conversely, students who passively watch movies without subtitles or engagement might demonstrate weaker listening skills. By studying these correlations, educators can tailor language learning strategies to optimize students' proficiency in listening comprehension.

Researchers have conducted preliminary to 4th semester English students at Baturaja University and researchers get results from interviews that the authors have conducted with these students. Researchers concluded that the existence of video or movie media can attract students' interest in learning English and listening. Why can researchers conclude so because when they learn listening the media used is only audio only so it is very monotonous, compared to being shown video or movie media even though only a few times make students interested in learning. And English-language movies also provide reasons for students to be interested in learning English.

METHODOLOGY

In this study, the researcher employed the correlational research method. The research sample was comprised of 26 students from English education study program of Baturaja. The sampling method used a purposive sampling technique. The population of this research is the students of English study program at Baturaja University 63 students. The writer gathered the data before analyzing it listening test and a questionnaire about watching habits in the language were the primary methods used to gather the data. In order to get the data as accurately as possible, the researcher used some research instruments. The questionnaire used in this study is closed ended questions in which respondents gave a choice of answers by placing a check mark (✓) in the answer column provided with 4 alternative answers, namely Strongly agree, Agree, Disagree, and Strongly disagree. This test is in the form of multiple choice tests that consist of alternative answers. The researcher employed an English test that was adapted from a English Book by Jack C. Richards (2010) listening section test package in order to assess the listener's proficiency in English. After collecting the questionnaire that had been filled out by respondents, the researcher calculated the questionnaire using a Likert scale. In the Likert scale form, there were 5 answer choices: Always, Often, Sometimes, Seldom, and Never. The second is listening test, with the total number of the listening question is 16. The score if all answers were correct was 16. The researcher used Pearson's Product Moment Correlation Coefficient, which was computerized using the Microsoft Office Excel Program, to test the hypotheses if there was a positive correlation between the second semester students' habits of watching English films and their English listening skills, or not. The interpretation of the correlation result can be relied on the following table 1.

Table1
Specification of Questionnaire

r value	Interpretation
0,800 – 1,00	Very Strong
0,600 – 0,79	Strong
0,400 – 0,599	Medium
0,200 – 0,399	Low
0,000 – 0,199	Very low (no correlation)

Sources : Sugiyono (2014)

FINDINGS AND DISCUSSION

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

Table 2
Recapitulation Students Answer Each Item

No	Options									
	Never		Seldom		Sometimes		Often		Always	
	F	P	F	P	F	P	F	P	F	P
1	-	-	1	3,8%	9	34,6%	10	38,4%	6	23,0%
2	-	-	2	7,6%	7	26,9%	12	46,1%	5	19,25
3	1	3,8%	4	15,3%	7	26,9%	5	19,2%	9	34,6%
4	-	-	1	3,8%	4	15,3%	12	46,1%	9	34,6%
5	-	-	2	7,6%	14	53,8%	8	30,7%	2	7,6%
6	-	-	-	-	6	23,0%	10	38,4%	10	38,4%
7	-	-	3	11,5%	13	50	7	26,9%	3	11,5%
8	-	-	-	-	8	30,7%	14	53,8%	4	15,3%
9	-	-	-	-	4	15,3%	15	57,6%	7	26,9%
10	19	73,0%	5	19,2%	2	7,6%	-	-	-	-
11	-	-	2	7,6%	2	7,6%	7	26,9%	15	57,6%
12	-	-	1	3,8%	7	26,9%	9	34,6%	9	34,6%
13	-	-	-	-	1	3,8%	9	34,6%	16	61,5%
14	-	-	-	-	1	3,8%	6	23,0%	19	73,0%
15	-	-	-	-	2	7,6%	15	57,6%	9	34,6%
16	-	-	-	-	5	19,2%	12	46,1%	9	34,6%
17	-	-	-	-	3	11,5%	10	38,4%	13	50
18	1	3,8%	3	11,5%	3	11,5%	11	42,3%	8	30,7%
19	2	7,6%	3	11,5%	5	19,2%	11	42,3%	5	19,2%
20	-	-	2	7,6%	7	26,9%	9	34,6%	8	30,7%
21	2	7,6%	5	19,2%	11	42,3%	7	26,9%	1	3,8%
22	1	3,8%	2	7,6%	6	23,0%	13	50	4	15,3%

23	-	-	1	3,8%	12	46,1%	10	38,4%	3	11,5%
24	1	3,8%	1	3,8%	3	11,5%	11	42,3%	10	38,4%
25	2	7,6%	17	26,3%	5	19,2%	2	7,6%	-	-
26	-	-	1	3,8%	3	11,5%	14	53,8%	8	30,7%
27	-	-	-	-	6	23,0%	10	38,4%	10	38,4%
28	8	30,7%	11	42,3%	7	26,9%	-	-	-	-
29	-	-	-	-	2	7,6%	16	61,5%	8	30,7%
30	-	-	-	-	-	-	6	23,0%	20	76,9%
31	12	46,1%	10	38,4%	4	15,3%	-	-	-	-
32	1	3,8%	1	3,8%	1	3,8%	11	42,3%	12	46,1%
33	-	-	-	-	3	11,5%	10	38,4%	13	50
34	-	-	-	-	1	3,8%	14	53,8%	11	42,3%
35	2	7,6%	4	15,3%	7	26,9%	6	23,0%	7	26,9%
Total	52		82		181		322		273	
Score										

Beside from the respondents' background, the first section of the questionnaire also described the respondents' preference in watching movies. Based on the table recapitulation students answer each item above it described that "always" has 273 frequencies. The option "often" has 322 frequencies. The option "sometimes" has 181 frequencies. The option "seldom" has 82 frequencies and that option "never" has 52 frequencies.

The listening scores were obtained from the listening test result. These scores were expected to reflect their listening skill (variable y) more accurately. Based on the calculation of the total score of 2306,6 Based on the data above, it is known that the highest score is 100 and the lowest score is 43,8. The classification of student scores can be seen in the table below.

Table 3
Distribution of Students' Listening Test Score

No	Category	Frequency
1	Score 80 - 100	22
2	Score 70 ≤ 80	1
3	Score 60 ≤ 70	1
4	Score 50 ≤ 60	1
5	Score < 50	1
Total		26

Based on the data above, it can be seen the variation of scores. Based on the calculation there were twenty two students who acquired score 80 – 100, one students who acquired score $70 \leq 80$, one students who acquired score $60 \leq 70$, one students who acquired score $50 \leq 60$ and one students who acquired score < 50 .

Table 4
Distribution Frequency and Presentation Score of the Students' Listening Test

No	Category	Predicate	Letter Value	Frequency	Percentage
1	Score 80 – 100	Very Good	A	22	84,61%
2	Score $70 \leq 80$	Good	B	1	3,84%
3	Score $60 \leq 70$	Fair	C	1	3,84%
4	Score $50 \leq 60$	Poor	D	1	3,84%
5	Score < 50	Bad	E	1	3,84%
Total				26	99,97%

Based on the data above, it can be explained that there were 84,61% students who acquired scores 80-100,3,84% students who acquired score $70 \leq 80$, 3,84% students who acquired score $60 \leq 70$, 3,84% students who acquired score $50 \leq 60$ and there were 3,84% students who acquired score < 50 .

In this case, both the students' habit watching English movies and vocabulary mastery are related by using Pearson Product moment formula. The showed the result of calculation using SPSS 29 program. From the total above, it meant that H_a was accepted. Based on the total above, it was found that the rvalue was 0.801 .Then the pearson correlation was consulted with the table of the interpretation coefficient as follows :

Table 5
Coefficient Correlation Interpretation

r value	Interpretation
0,800 – 1,00	Very Strong
0,600 – 0,79	Strong
0,400 – 0,599	Medium
0,200 – 0,399	Low
0,000 – 0,199	Very low (no correlation)

From the table of the interpretation coefficient correlation above, it can be seen that the rvalue (0.801) was at the level “Very Strong” correlation. So it meant that the correlation between students’ habit in watching English movies and listening skill of the sample class was very strong correlation. The result of the calculation that was counted by product moment above showed that the index of correlation was 0.801.

Based on the findings above, the researcher assumed that the more student watch English movie, the more their listening skill will be better. The results of this study is similar to the study of Yusvita (2008) she was success to prove that there was a correlation between students’ habit in watching English movie and their listening skill. According to Gates (2017) provides yet another illustration of a positive habit when she notes that diagrams can be utilized for teacher-student communication as well. It comes to the conclusion that habit is a state of everyday, unconscious action repetition. The process of learning by repetition is known as habitual learning.

CONCLUSION

Based on the findings of this research, the researcher found that there is a positive correlation in very strong category between students' habits in watching English movies and students' listening skill at second semester English education study program of Baturaja University. Watching English movies provides exposure to English used naturally in a variety of contexts. Students hear how native speakers speak, including intonation, accents, slang and idiomatic expressions that are often not found in formal learning materials. Watching movies is often more engaging and fun compared to traditional learning methods. It can increase students' motivation to learn English and make the learning process more enjoyable.

Movies introduce students to a variety of accents and speaking styles in English, whether from America, the UK, Australia or other countries. This is important to increase students' flexibility and adaptability in understanding English in various situations. Overall, the habit of watching English movies is very beneficial for improving students' listening skills. Regular exposure to English through movie media can enrich vocabulary, improve listening comprehension, and make language learning more enjoyable and effective. Therefore, it is a highly recommended strategy in English language learning.

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