

The Correlation Between Students' Habit in Watching Movies and Students' Listening Skill

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Abstract

The habit of watching English movies provides an opportunity to practice our listening skills, can practice our intonation pronunciation to be better then can learn accents in English get new vocabulary and gain cultural insight. The aim of this study is to find out: the correlation between students' habits in watching English movies and listening skills of students of English Education Study Program at Baturaja University. This study focused on finding and knowing the correlation between students' habits in watching English movies and listening skills of second semester students of Baturaja University. This type of research is quantitative. In collecting data, researchers used questionnaires and tests. The population of this study were students of English education study program of Baturaja University. The research sample is the second semester students of English education study program of Baturaja University. The sample of this study consisted of 26 students. The sampling method in this study was purposive sampling. The technique of collecting data on students' habits in watching English movies using a questionnaire. The technique of collecting data on listening skills using the English book by Jack C. Richards (2010). Data analysis technique using Pearson Product Moment correlation. The research findings show that there is a positive correlation between students' habits in watching English movies and English listening skills in the second semester of the English language education study program at Baturaja University where $r_{xy} = 0.801$ is obtained. So, the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is refused. Therefore, it can be concluded that students' habits in watching English movies and listening skills are in the very strong category.

Keywords: A correctional study, English listening skill, habits of watching English movies

Introduction

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 & Ilankumaran, 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 toddlers 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 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 process of listening learning can be accomplished. Ningtiyas, 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. The study aims to determine and characterize the correlation between students' habit of English movie-watching and their listening skill. According to Vandergrift and Goh (2009) assert that while listening is the most crucial communication ability for information absorption, it is simultaneously the one that receives the least attention in foreign language training. But that statement contradicts everything that is happening in the real world right now. Teaching listening skills has received more attention recently than it did in the past. As a result of the growing recognition of the significance of listening skills in the acquisition of second languages, listening is increasingly being tested on university entrance tests, exit exams, and other exams (Choi, 2008). Some students will answer "hearing" when asked to sum up listening in one word, yet hearing is actually a physical process. Roth (2012) delves more into the distinctions between listening and hearing. He contends that listening is a more conscious attempt to evaluate the sounds and requires mental focus, whereas hearing is only the ear's capacity to perceive noises in the surroundings. So listening is more than just hearing what is said. Although there are many different noises in their surroundings, people do not pay attention to them all. Listening involves following and understanding the sound. It's listening with a purpose.

Listening techniques are methods or exercises that specifically aid in the comprehension and retention of auditory information (Bao, 2017). The way a listener processes information determines the classification of listening methods. Richards (2008) uses the words "bottom-up" and "top-down" processing to refer to two different processes that are involved in understanding spoken language. The method of deciphering a message based on the information that is received is known as bottom-up processing. Prior to determining meaning, understanding is evaluated at several levels of organization, including sounds, words, phrases, sentences, and texts. On the other hand, using past information to interpret a message as top-down processing. While top-down processing moves from language to meaning, bottom-up processing moves from meaning to language. Through the use of sounds, words, and phrases, listeners decode messages using a bottom-up approach. Using past information to infer the speaker's intentions is known as the top-down technique.

English is becoming a universal language spoken by people from a wide range of countries and cultural backgrounds (Fang, 2017). Due to the significant influence that culture has on communication, educators should offer lessons and activities that illustrate the ways in which various dialects, address styles, traditions, taboos, and other cultural elements affect how different groups engage with one another. According to Truong and Tran (2014), movies are a great tool for supporting intercultural learning as well as English practice. Many movies offer excellent examples of cross-cultural communication and are helpful teaching resources. Here are some more justifications for teachers to show movies in the classroom and to urge their pupils to watch them in English.

It takes work and time to become a better listener. A person will rapidly become disinterested if he is listening to an English talk or news report and cannot understand the content. It is best to start by practicing listening to short talks instead of long ones. One of them is in the entertainment industry, which includes video games, theater, and movies. She asserts that if the content is genuinely engaging that is, intriguing, thrilling, amusing, or tragic learners will be motivated to put in the effort to understand without any extra work. This is comparable to how stories work. Modern devices like CDs, tape recorders, radios, televisions, and other media can be used to improve listening comprehension and are crucial for language learning. They can help students develop their skills in a number of ways, both with in and outside of the classroom. By using authentic materials, students can get a sense of the accents and vocabulary used by local and learn how they pronounce terms. Additionally, it can help with understanding slang. A significant amount of the language is used in casual conversations. The greatest method to become familiar with different voice types, speech patterns, and dialects is to watch movies. Watching movies can help students improve their language and listening abilities. Even if the movie is in English, students can use English subtitling to support and expedite the learning of vocabulary and colloquial expressions. Additionally, basic and intermediate EFL students can benefit greatly from the use of English subtitling when watching movies. In a similar vein, Danan (2004) claims that by allowing students to see and hear new concepts, the English subtitle option helps them grow their vocabulary. If educators believe that a movie is a text without written words, then prior knowledge of their pupils is essential to understanding the content of the movie.

Methodology

In this study, the researcher employed the correlational research method. The researcher chose this technique because of the researcher's curiosity about the strength of the relationship between two variables based on a correlational coefficient. A measure that shows the strength and direction of a relationship between two or more variables is called a correlational coefficient. A correlational study, according to Wallen (2012), is a kind of research study that looks into relationships between a number of items. The population of this research is the students of English study program at Baturaja University with 24 students consisting of semester 2, 22 students of semester 4, 15 students of semester 6. So, the total population is 61 students. Table 1 below displays the population data for students. It is noteworthy that the pupils' names are denoted by their initials in order to ensure their privacy. In this research, researcher used a purposive sampling technique. According to Cohen dkk. (2018) in purposive sampling, researchers choose their own cases to be included in the sample based on their assessment of the typical or possession of certain characteristics that are sought. Purposive sampling is also a technique used to fulfill certain purposes and objectives in a study (Pujileksono, 2015). Purposive sampling technique is a type of non-random sampling, 26 students as the sample of this research. In order to do the research, the writer gathered the data before analyzing it. The English 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. They are questionnaire and test. According to Creswell (2012), a questionnaire is a survey form that study participants fill out and then submit back to the researchers. The participants selected their responses from a list of questions and provided basic demographic or personal data. A questionnaire was utilized to evaluate the English movie-watching habits of PBI second semester students. According to Cohen dkk (2018: 215) questionnaire is an instrument in which respondents provide written responses to question or mark item that indicate their response. So questionnaire is

data collection technique that is carried out by giving a set of questions or statements to respondents to answer. 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. The development to the English movie-watching habits questionnaire followed Kraftl (2016) explain of the habit theory's indicators. Heenumerated five key factors that affect the formation of habits (see table 3 below). His theory was developed and constrained by English films that people grew accustomed to watching. Every habit indication was utilized to create three questionnaire items. Test is a series of questions or exercises that are used to measure the skills of knowledge, intelligence, ability of the individual or group. There are several kinds of test instruments in data collection, include: personality tests, achievement tests, intelligence tests, and test attitude. In this study, the achievement test is used to measure students listening skills. 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.

Findings

The frequency and percentage based on the answers to each item in the questionnaire were displayed by the researcher as the data presentation of the English movie-watching questionnaire. This may be seen in the tables below: Based on the table recapitulation students answer each item in appendices 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 result of Listening Test. 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 4.37

Table 1. Distribution of Students' Listening Test Score

No	Category	Frequency
1	Score 80 - 100	22
2	Score $70 \leq 80$	1
3	Score $60 \leq 70$	1
4	Score $50 \leq 60$	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 2. Distribution Frequency and Presentation Score of the Students' Listening

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.

Table 3
The calculation of Pearson Product Moment correlation using SPSS29.0 Program

		QUESTIONNAIRE	LISTENING
QUESTIONNAIRE	Pearson Correlation	1	.801**
	Sig.(2-tailed)		,001
	N	26	26
LISTENING	Pearson Correlation	.801**	1
	Sig.(2-tailed)	,001	
	N	26	26

The table showed the result of calculation using SPSS 29 program. From the table above, it meant that H_a was accepted. Based on the table 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 4. Coefficient Correlation Interpretation

rvalue	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(nocorrelation)

From the table of the interpretation coefficient correlation above, it can be seen that the r value (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.

Discussion

From the description of the data, the result findings have proved that there is correlation between students’ habit in watching English movies and listening skill with the correlation coefficient between two variables based on SPSS 29 was 0.801. It means that the result of the present study there is very strong correlation between students’ habit in watching English movies and listening skill. A very strong correlation means that changes in one variable (habit of watching English movies) are strongly related to changes in another variable (students’ listening ability). The results of the correlation showing a very strong relationship between the habit of watching English movies and students’ listening skills provide a clear picture that this movie watching activity can be an effective strategy in teaching English. 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. 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. The finding of this research related to the theories and previous study. Based on some theories, 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. 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. Meanwhile, the findings of this research related to previous study. According to Siska (2022) that there is a low correlation to the frequency of watching movies in English and English listening skill.

Conclusion

Based on the calculating using SPSS 29 program, the total calculation of variable X (students’ habit in watching English movies) and variable Y (listening skill) was very high correlation. The result of r_{xy} was 0.481. Based on the correlation index number, the value of r value (0.481) is in medium category (between 0.400 and 0.599). 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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