

The correlation between students' habit in watching English movies and their speaking ability

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ABSTRACT

The objectives of the study were to find out the i) correlation between students' habit in watching English movies and speaking ability and to find out ii) what aspect of speaking has the highest correlation with students' habit in watching English movies.

This research was quantitative. The population of the research was the second-year students of SMAN 3 Prabumulih. XI Science 1 was chosen as the sample of the research. A set of habit questionnaires from Verplanken was used to measure students' habit in watching English movies and a speaking test was used to measure students' speaking ability. Pearson correlation was applied in this research. The result indicated that there was a correlation between students' habit in watching English movies and their speaking ability since the significant value was 0.890 resided between 0.800 - 0.1000, which means the strength was very high correlation. It was also found that pronunciation was the aspect of speaking that has the highest correlation with the students' habit because, it was found that during the speaking test, the students showed various behaviors, such as pronouncing slang words and imitating the sentence from the movie that they have already watched. The student's behaviors were influenced by the students' habit in watching English movies itself. The more they have watched English movies the more it can influence their performance in speaking.

Keywords: *correlation, habit, English movie, speaking, aspects of speaking.*

I. INTRODUCTION

Students must be able to compete in the current global era, where competition is developing tightly. Students must be able to communicate in English, which is one of the skills required. English learning is critical to students' intellectual, social, and emotional development. It is necessary for success because it is used as a lingua franca in many situations, including higher education. Lingua franca is an intermediate language or a social language used in areas where different languages are spoken (Hammer, 2001). In many countries, including Indonesia, English plays an important role in human life. The Indonesian government- mandated English as a subject in elementary, junior high, and senior high schools, as well as kindergarten.

Students must master four skills in order to learn English: listening, speaking, reading, and writing. Out of the four communication skills, speaking is the most important. The ability to communicate is an important part of the language learning curriculum.

Many second-language or foreign-language learners prioritize mastery of English speaking skills. Speaking is a two-way interaction between a speaker and a listener.

Speaking is a communication process in which a message is transmitted from a speaker to a listener, and the listener must interpret the message, which contains information. Speaking is fundamentally an instrumental act in which speakers talk to have some effect on the listeners in order to change their state of knowledge, to provide information, (Clark, as cited in Abu thesis 2006:7).

Many foreign language students prioritize mastery of English speaking skills. As a result, learners frequently assess their language learning success as well as the effectiveness of their English course based on how much they believe they have improved in their spoken language proficiency. Teachers and textbooks use a variety of approaches, ranging from direct approaches that focus on specific aspects of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that foster oral interaction through group work, task work, and other methods (Richards, 1990).

Every individual human has its advantages some have innate abilities there are those who don't. But the ability is not only obtained from born but can also be trained through courses, formal education informal and individual training. Some exposure to the definition above, it can be concluded that ability is the ability or potential to master an expertise that is inherited from birth or is a result practice or practice and used to work on something manifested through his actions. Every individual has level different abilities in carrying out an action. This ability influences the potential that exists in the individual. Ability greatly affects the progress of learning, can be interpreted that students who have a level of ability the high will be more successful than students who have low ability.

Ability in learning is affected by some factors. However, External factor includes social factor; family, school, society, and non-social factor. Approach to learning includes strategy and method in learning. Finally, students' ability in speaking as a measurement of successful in teaching and learning process needs to know. To measure that, there are some indicators of speaking that have to achieve by the students in learning.

A habit is a common action that people perform. People's behavior that has been done repeatedly is also referred to as a habit. Sujatmiko (2014) defines habit as "repeated action in the same form that is consciously performed and has clear goals." People usually do something because they enjoy it or because they do it frequently. In psychology, a habit is a more or less fixed way of thinking, willing, or feeling that has been acquired through previous repetition of mental experience (Andrews, 1903).

To support students in teaching and learning process, the teachers need to prove that the media that is appropriate for students such as visual or audio-visual media. According to Broughton (2003: 83), "visual stimuli, such as maps, images, illustrations, cartoons, and even slides and film, can be used to practice the speaking language."

Film, movie, or moving pictures are created by either recording photography images with cameras or creating images using animation techniques or visual effects. Film or movie are cultural artifacts created by specific culture with reflect those cultures and in turn affecting them. It is regarded as a significant form of art, a significant source of entertainment, and a powerful means of educating or indoctrinating citizens. Teaching English today is more difficult than ever. To assist students in mastering language skills and increasing language proficiency, teachers must provide high-

quality teaching materials that are both encouraging and interesting. Exposure to "actual language" in authentic circumstances and in the culture context in which the foreign language is spoken is offered by the movie. According to the explanation, the lecturer/teacher should prefer to use the movie as a supplement to their teaching activity.

As earlier research designed to split the use of free time demonstrated, movie theaters and home cinema in general play a big role in the lives of modern cultures, particularly among the younger generations (Sagvari, 2009). The growing tendencies of watching movie in our own home can be followed in various studies concerning computer activities as well (Racz, 2010).

The research result done by Yaseen and Shakir (2015: 34). They found out that watching movies could enhance students' motivation in learning listening as well as learning speaking skill. In addition, movies could develop the atmosphere for enhancing motivation as well. Besides that, the findings of the study are consistent with the results of the previous studies by Stempleski, (1992), Haghverdi & Abdpur (2013:27-38), who concluded that film could affect the learners' motivation to learn. On the other hand, films could help them comprehend to listen to exchanges, and they could see the visual supports of the expression that use in the real-life.

Moreover, one intriguing finding found out when using movies as audio-visual media in learning speaking could motivate and stimulate the learners in learning. Thus, the researcher is interested to know is there any "Correlation between Student Habit in Watching English Movies and Their Speaking Ability". This research will focus to find out the significant correlation between students' habit in watching English movies and their speaking ability and also to find out the aspect that correlates the most on students' habit in watching English movies and their speaking ability.

II. METHODS

The design utilized in this research is correlational. The aim of this research is to explore the students' habit in watching English movie and their speaking ability. The research was carried out in SMA N 3 Prabumulih. The students were investigated in order to know their habit of watching English movie and the relation to their speaking ability. There were two instruments used in this study; the first instrument is a questionnaire to know their score of habit and the second instrument is an oral speaking test to measure the students' speaking ability. Knowing students' speaking ability score, the researcher used a short descriptive the students have to choose their own favorite movie then describe it. The assessment criteria of speaking ability covered the pronunciation, grammar, fluency, vocabulary and comprehension. And to measured it the researcher using scoring rubric and the form is (the total score = $\frac{\text{Score obtain}}{\text{maximal score}} \times 100$).

The populations were the second-year students of SMAN 3 Prabumulih majority Science. The total students for the population were 155 students. In determining the sample, this research used purposive sampling. Purposive sampling is used with the aim that the individual or selected case can represent a case that can answer the research problem (Setiyadi, 2018). The researcher selected XI IPA 1 as the subject of the research which consists of 30 students and the average age students is 16 years old.

The data were analyzed statistically; the statistical method used in this study is Pearson Product Moment correlation. The data analyzed with the help of computer program of IBM SPSS 26.00 for windows.

III. RESULTS AND DISCUSSIONS

RESULTS

After collecting the data the results show on the table below:

Table 1. The Data of Two Variables

No.	Participants	Students' Habit Score	Students' Speaking Score
1.	ARS	77	87
2.	AWR	74	72
3.	AN	75	77
4.	APZ	82	84
5.	AZNP	68	76
6.	DA	76	71
7.	DL	83	87
8.	DN	70	67
9.	FR	77	83
10.	GAA	57	51
11.	GCAZ	86	89
12.	HS	73	69
13.	IFB	76	76
14.	JPM	80	79
15.	LAWN	72	69
16.	MDAF	84	85
17.	MIB	79	75
18.	MJR	82	79
19.	MRE	72	69
20.	MAA	89	89
21.	MBMP	90	95
22.	MSPH	82	76
23.	NLS	86	87
24.	NS	77	71
25.	NMS	76	68
26.	NADP	83	81
27.	NPR	71	67
28.	RYC	69	57
29.	RAN	80	79
30.	YA	84	85

Table 2. Percentage Frequency of Students' Habit in Watching English Movies

Level	Class Boundaries	Frequency	Percentage
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Very high	84 – 100	4	13 %
High	68 – 84	24	80 %
Medium	52 – 68	2	7 %
Low	36 – 52	-	-
Very low	20 -36	-	-

The first data was taken by distributing the questionnaire. The result has shown the mean of students' level of habit (X) was 77.6. The table below showed there were five frequency levels of students' habit in watching English movies; medium (52-68), high (68-84) and very high (84-100). For the medium level, there were 2 students in percentage 7% and for the high level, there were 24 students in percentage 80%, the last for very high level there were 4 students in percentage 13%. The highest number comes in high level.

Tabel 3. Percentage Frequency of Speaking Test

Level	Class Boundaries	Frequency	Percentage
Very high	84 – 100	8	28 %
High	68 – 84	17	56 %
Medium	52 – 68	4	13 %
Low	36 – 52	1	3%
Very low	20 -36	-	-

From the result, the researcher got the mean score and standard deviation. From all participants (N=30), the result showed the mean score of speaking test (Y) was 76,6. The data showed that there were 5 students in the low level with percentage of 16% and in the high level there were 17 students with percentage of 56%, the last for very high level there were 8 students with percentage of 28%. The highest number came in high level.

After getting the result of students' habit in speaking class, the writer compared the result with students' scores in speaking tests. To analyze the data, the researcher used SPSS program. The two score of students' test habit and speaking performance would show whether the correlation for two subjects were accepted or rejected.

Table 4. Analysis Result of Pearson Product Moment

Correlations			
		HABIT	SPEAKING
HABIT	Pearson Correlation	1	.890**

	Sig. (2-tailed)		.000
	N	30	30
SPEAKING	Pearson Correlation	.890**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

The table above showed that the correlation coefficient equaled $r = 0.890$, which indicated there was a positive correlation between two variables. The researcher could use the r number (0.890) to know the strength of correlation between two variables. The number of 0.890 resided between 0.800 - 0.1000, which means that the strength was very high correlation.

But to answer the research problem, the writer had to measure whether the hypothesis was rejected or not. The writer has 2 hypotheses in this research, those are:

1. H0: There is no significant correlation between students' habit in watching English movies and their speaking ability.

H1: There is a significant correlation between students' habit in watching English movies and their speaking ability.

To know the answer for the last hypothesis, the researcher used SPSS hypothesis testing based on the N.Sig (number of significance). From the result of correlation above (table 4.7), we got $r = 0.890$ and $N.Sig = 0.000$. Before the writer concluded the answer, these are the theories of hypothesis based on SPSS calculation:

1. H0 accepted if $N.Sig > 0.05$ ($\alpha = 5\%$)
2. H1 accepted if $N.Sig < 0.05$ ($\alpha = 5\%$)

The result of the data showed that the significance was 0.000 (Level of Significance 0.01 and 2 Tailed) which clarified that H0 was rejected. The hypothesis testing concluded that $N.Sig < 5\%$, where H1 was accepted. It told that both students' habit in watching English movies and their performance in speaking class were correlated. "There is a significant correlation between students' habit in watching English movies and their speaking ability", answered the research problem.

Table 5. The Result of Students' Speaking Aspects and Students' Habit in Watching English Movies

Correlations		PRONUNCIATION	
HABIT		HABIT	
	Pearson Correlation	1	.845**
	Sig. (2-tailed)		.000
	N	30	30
PRONUNCIATION	Pearson Correlation	.845**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations			
		HABIT	GRAMMAR
HABIT	Pearson Correlation	1	.626**
	Sig. (2-tailed)		.000
	N	30	30
GRAMMAR	Pearson Correlation	.626**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations			
		HABIT	VOCABULARY
HABIT	Pearson Correlation	1	.737**
	Sig. (2-tailed)		.000
	N	30	30
VOCABULARY	Pearson Correlation	.737**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations			
		HABIT	FLUENCY
HABIT	Pearson Correlation	1	.742**
	Sig. (2-tailed)		.000
	N	30	30
FLUENCY	Pearson Correlation	.742**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations			
		HABIT	COMPREHENSIBILITY
HABIT	Pearson Correlation	1	.717**
	Sig. (2-tailed)		.000
	N	30	30
COMPREHENSIBILITY	Pearson Correlation	.717**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

From Table 5, it can be assumed that from five speaking aspects which are pronunciation, grammar, vocabulary, fluency, and comprehensibility. Pronunciation

was the aspect that has the highest correlation with the students' speaking ability by having the number of significant 0.845.

DISCUSSIONS

In this discussion, the writer intended to present derived result from the analysis of the findings. The analysis has been accomplished to answer the research problems. From the analysis, the researcher got the result as follow;

1. The number of participants used in this study was 30.
2. Most students (56%) were in a high level of speaking test.
3. The highest number of students (80%) were in a high level of habit.
4. The result of calculating the correlation between students' anxiety and their speaking test was $r=.890$. Based on Arikunto's interpretation the strength of the correlation is a very high correlation.
5. From SPSS calculation the writer got $N.Sig=.000$, where significance <0.05 .
6. The accepted hypothesis was the alternative hypothesis (H_1).
7. The answer to the second research question was pronunciation.

The students' scores from the questionnaires and speaking tests were compared to determine the correlation between them. The coefficient correlation showed that the significant level of $p=0.000$, $p<0.01$. Based on the result, it showed that students' ability in speaking English affected by students' habit in watching English movies. It was found that the coefficient correlation was 0.890 which is categorized as a very high correlation. In brief, the increase of students' habit in watching English movies was followed by the increase of students' speaking skills. It also means that the students' habit of watching movies has contribution to their speaking skill.

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To answer the first research question, the researcher formulated whether there is any correlation between students' habit in watching English movies and their speaking ability of second-year students' in SMAN 3 Prabumulih.

To answer the second research question the researcher investigated what aspect of speaking has the highest correlation with students' habit. Based on table 4.8, in speaking, there are some criteria: pronunciation, grammar, vocabulary, fluency, and comprehension. As the result, pronunciation has the highest correlation with students' habit in watching English movies. We know pronunciation become an important thing in communication. Pronunciation is the production of a sound system that doesn't interfere with communication either from the speakers' or the listeners'

viewpoint (Paulston, 1976). Both of pronunciation and speaking is the skill that must be mastered. Between pronunciation and speaking, there is a correlation. By using pronunciation in speaking, it will be created good communication.

Improving speaking skills takes a lot of classroom practice, there are two main elements for the students to get their improving speaking skills, that is motivation to speak and skill. For motivation, the teacher has to give motivation to the students to dare to speak English. Sometimes it is necessary to think beyond the box, adding creative elements wherever possible depending of course, on the skills of the students and how open they are to creative thinking. Improving the speaking skills of the students may be difficult, but the added benefit is building confidence in students for speaking skills and strategies. The most important skill to study English is speaking, because it is commonly used in our daily life. Teaching speaking must use techniques to increase speaking ability.

IV. CONCLUSIONS AND SUGGESTIONS

CONCLUSIONS

According to the data analysis and discussion, it can be concluded that there was a significant correlation between students' habit in watching English movies and students' speaking ability. It was strong correlation. The correlation was proved by the mean score of students in watching English movie with 77,6 average and the students mean in speaking test was 76,6. From the data analysis alternative hypothesis H1 was accepted and hypothesis H0 was rejected. It was because the result of r calculation was higher than r-table ($0.361 < 0.845$). It means there was a significant correlation between students' habit in watching English movies and their speaking ability.

SUGGESTION

As the writer has explained before, after measuring the correlation between two variables, we have gotten the result of this research. Studying the result, the researcher wants to give some suggestion to readers, especially, for future research. First, for the teacher they can give students task which makes them notice the conversation in English movies, for example asks the students to find information and expressions from the movie. Secondly, teacher can give students some practices like small group discussion so that they are able and brave to speak English in the class. And for the future researcher, It is suggested that the researcher can investigate the use of English movies in online learning to teach others skills such as listening, reading, and writing to find out its effectiveness to teach those skills. Besides, the findings might be applicable to the teacher. Then, for the future researcher, who are interested in conducting same researcher have to explore knowledge in order to give more benefit on the research result.

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