

THE RELATIONSHIP BETWEEN STUDENTS' HABIT IN WATCHING ENGLISH MOVIE AND THEIR SPEAKING ACHIEVEMENT OF ELEVENTH GRADE STUDENTS AT MA AL-MA'ARIF SINGOSARI MALANG

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Abstract

There were many researchers reviewing about correlation between student's habit in watching movie with their speaking skill but only few studies reviewing about student's habit in watching English movie with their speaking achievement. This study tries to find the correlation between these two variables. The objective of this study was to know the correlation between students habit in watching English movie with their speaking achievement. The sample of this study is 36 students. The instruments used to collect the data were habit questionnaire and short speaking descriptive text which describe some pictures. The findings of this study showed that there is no correlation of the students' habit in watching English movie and their speaking achievement, because students' speaking achievement are mostly predictor by the vocabulary mastery, the frequency of practice and the supported environment. As the result of calculation, it was found that the r value is 0.189 and the level of significant ($p = 0.271$). It indicates that 0.271 is higher than .05.

Key words: *watching English movie, habit, speaking achievement..*

INTRODUCTION

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking

Speaking is fundamentally in instrumental act speakers' talk to have some effect on the listeners in order to change their state of knowledge, to provide information, and to do thing for them, (Clark, as cited in Abu thesis 2006:7).

Lawrie (1991:1) states that the success of speaking is measured in terms of someone's ability to carry out conversation in the target language.

As Van Duzer (2010) said that students speaking skill and their speech habit have an impact on the success of any exchange. Students, as the speaker have to be able to anticipate and then produce the expected patterns of specific discourse situation. They must also manage other elements such as rephrasing, providing feed back, turn-taking, or redirecting. Other things which are included into indicators of good speaking skill: a) producing sounds, stress patterns , rhythmic structures, and intonations of the language. b) using grammar and structure accurately. c) selecting vocabulary which is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs. d) applying strategies to enhance comprehensibility, such as emphasizing keywords and rephrasing. e) using gestures or body language. f) paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar and structure to maximize listener comprehension and involvement.

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. Broughton (2003: 83) stated that " Visual stimuli-maps, photographs, pictures, cartoons, even slides and film-are another useful source of oral language practice".

Movie theaters and home cinema in general play a large part in the life of modern societies, especially among the younger generations, as in the previous studies that aimed to divide the use of free time showed (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 virtues of using film to learn about speaking and content are extolled widely in the literature, according to Sherman (2003) and Aken (2003). Moreover, Burt (1999) gives opinion that "allows learners to see facial expressions and body language at the same time as they hear the stress, intonation, and rhythm of the language.

Sofiyati (2002), conducted a descriptive research. She investigated whether there is any significant correlation between watching movies and English achievement? Than the result of discussion there was conclude that there is no correlation between students' interest in watching English movies and their achievement. Based on the result of the computation of the students' score on interest in watching English movie, it shows that the mean is 53.39, and the calculation student's English achievement is 6.06, it means that the students' interest in watching English movie and English achievement is moderate.

A good film is a film that can meet the needs of students in relation to what has been learned. Omar Hamalik argues that “adhere to basic principle of 4-R is: “the right film is the right place at the right time used in the right way”.

Ayu (2006) conducted descriptive studies she found that there is low correlation between student interest in watching English film and their English achievement.

METHOD

Design

This study was employed to explore the students' habit in watching English movie and their speaking achievement at MA Al-MA'arif Singosari Malang. This study used correlation design and two classes as the sample. The students were investigated in order to know their habit in watching English movie and its relation to their speaking achievement. There were two instruments used in this study; the first instrument was a questionnaire to know their score of habit and the second instrument was an oral speaking test to measure the students' speaking achievement. Knowing students' speaking achievement score, the researcher used a short descriptive the students have to choose a picture that related with a character from movie then describe it. The assessment criteria of speaking achievement covered the accuracy, fluency, vocabulary and comprehension. And to measured it the researcher using scoring rubric and the form is (the total score = $\frac{\text{Score obtain}}{\text{maximal score}} \times 100$).

Participants

The population and sample of this study are the students of eleventh grade students at MA Al-MA'arif Singosari Malang. The researcher took the students from the eleventh A class and eleventh B class of the school. In order to determine the sample, the researcher used the random sampling technique that 18 students from A class and 18 from B class. There was only two classes which given the treatment.

Instruments

Two different instruments used to conduct this study. First, the questionnaire was used to measure the students' habit in watching English movie. The questionnaire was adapted from Munir (2011) which translates into Indonesian version. The questionnaire has four points Liker- Scale ranging from STS (strongly disagree), TS (disagree), S (agree), and SS (strongly agree). The form of questionnaire is multiple choices consisting of 25 items, it conclude interest in watching English movie, perception of advantages of watching English movie, and frequency in watching English movie. Why the researcher took this questionnaire from Munir (2011) because the researcher had already checked the validity and reliability of the adjusted version of the questionnaire. Here are the sample items of the questionnaire:

1. *I often watch English movie.*
2. *I often watch English movies with my own wishes.*
3. *I often watch English movies on a laptop or TV.*
4. *I always provide time to watch English movies in my spare time.*

Oral speaking test was employed as the next instrument for this study which used to measure the students' speaking achievement. The researcher provides some pictures about some characters in line with the topic that related to movie. The aspects which assessed by the researcher are fluency, accuracy, vocabulary and comprehension. To assess it researcher using scoring rubric. In order to score objectively, the scoring process used two raters to make sure the reliability of the score.

Procedures of data collection

In collecting the data, the researcher took 36 students of eleventh grade at MA Al-MA'arif Singosari Malang as the sample of the research, and the researcher took the sample randomly 18 students from A class and 18 from B class. The researcher distributed the habit questionnaire which translated by Munir (2011) in Indonesian version to understand easily by the students. Before the students answered the questionnaire, the researcher explained the rule of answering it to anticipate the probable problems that students may do.

The second instrument employed on this step. The researcher asked the students to speak about the short descriptive, before that the researcher had already provided some pictures which related about some characters on movie, students came in front of the class one by one and they free to choose what kinds of picture that they want to describe. The time given was 2 minutes for each students and the researcher recorded the student's performance. Then the following questions were given to students:

- 1). Do you like watching movie?
- 2). What kind of movie do you like to watch?
- 3). Please tell the movie you like the most!

The students were expected to answer "yes" and supposed to tell their experiences.

After all students finished their performances and the required data were collected, the researcher transcript their speeches to measure the score and to find the correlation. Two raters including the researcher scored the students' speaking performances, so the reliability can be achieved. The students were test once by the raters in the same time and place.

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 20.00 for windows.

FINDINGS

After data collection and computation are done, hypothesis testing is explained in this chapter. This study investigates the correlation of the students' habit in watching English movie and their speaking achievement. On the data analysis, the researcher used IBM Statistical Package for Social Science (SPSS) version 20.00 software in which compatible toward personal computer for data analysis. In order to accomplish it, the data is analyzed through Pearson Product Moment Correlation by using the IBM SPSS version 20 software.

The data of this research were obtained by using habit questionnaire which translated by Munir (2011) in Indonesian version for the students to get better understanding. The questionnaire statements range from 1 (strongly disagree), 2 (disagree), 3 (agree) and 4 (strongly agree). In addition, speaking scoring rubric is used to obtain the data towards 36 subjects as the sample taking from one class out of five classes. Reduction factor of the sample happened because two students were absent during the data collection process.

The researcher asked the students' to describe about picture. Before that, the researcher gave an instruction about the time would give to tell the story and the questions would give to them. The time given was 2 minutes for each student. Then the researcher recorded the students while they were performing their speaking. After the students finished their performances then the researcher collected the data. After the students finished their performances then the researcher collected the data. The speaking test is scored by two raters to make it reliable. The speaking score is the combination of 2 scores to find the final result.

Pearson's correlation was conducted to find the answer of the research question. The correlation between students' habit in watching English movie as a whole factor and students' speaking achievement was calculated.

The result of IBM SPSS 20 analysis shows the mean score of students' habit is 70.67 and the mean score of speaking achievement is 57.44. Table 4.1 shows that the r value is .189 and the level of significant ($p= 0.271$). It indicates that 0.271 is higher than .05. It noticed that habit as the predictor does not have significant relationship with speaking achievement in oral performance. As a result, it can be concluded that there is no significant correlation between student's habit in watching English movie and their speaking achievement.

Based on the description above it means that the alternative hypothesis (H_1) is rejected and the null hypothesis (H_0) is accepted.

DISCUSSION

As stated earlier, the present research is aimed to investigate if there is any significant relationship between students' habit in watching English movie with their speaking achievement. Habit is the tendency for something done frequently to become automatic. The habitual learning is how the students in senior high school tried to build their activity to watching English movie continuously as learning strategies become their particular habit. The measurement of this correlation indicates that the higher students' habit in watching English movie, the more they will get better speaking achievement. Speaking is one of the four language skills in English; this skill is not an easy because the verbal ability to converse in target language (English) requires intensive practice. So, when the practice learning is done frequently until becomes a habit; for example watching English movie in daily routine, it becomes not only common joyful activity but also gives much essential learning of knowledge. As explained previously, habit is an action practiced continuously until it becomes a patterned behavior, and it is usually performed without conformed unconsciously because practice has become familiar and easy. We have to know that our brain needs exercise just like a muscle. If we use it often and in the right ways, we will become a more skilled thinker and increase our ability in speaking. As a result, daily routine or habit also influences speaking ability. Take for example, a student who likes practice use English day. It improves his/her speaking skill automatically by enriching their ability make good sentence and repeat words, pronunciation, in their mind. So, the more we watch English movie in the more knowledge we get and it makes our speaking achievement improves.

Krashen (1981) believed that speaking second language seems to be difficult, challenging, and stressful for the learners, especially for adults that have to speak other language than their mother tongue and it may make lot of mistakes and face problems. Therefore it inspired the researcher to conduct the study about the correlation between students' habit in watching English movie and students'

speaking achievement. A number of studies have revealed that movies can become an integral part of the curriculum due to their significant effect on the development of the basic language skills: reading, listening, speaking, and writing (Baratta 2013; & Rokni & Ataee, 2014; Yaseen & Shakir, have been conducted to investigate the impact of using movies in EFL classrooms indicate their powerful role in the teaching and the learning process. She further argues that movies offer a variety of methods and resources for teaching and the target language, helping students to improve their speaking skills.

Using audio-visual media in teaching speaking is an interesting media because they make the learners more interested in learning using language inside and outside the classroom. This media can help them comprehend the materials especially in spoken language. Based on the result of using audio-visual media in the teaching speaking skill development, there are some researchers who assert that audio-visual media can affect students' achievement in learning speaking such as Daniel (2013), he finds out that using audio-visual help the students in verbalization. However, the most of teachers in our school do not use these materials which have great educative value. There are not the ordinary materials rather these are teaching materials. Audio-visual aids give direct sensory experience to the students in speaking. Then, Ismaili (2013) finds out that using movie in the classroom not only enhancing speaking but also listening, it can increase learning interest and motivation and also improve listening comprehension and speaking ability. The learners can learn from the context and it can let them understand the character of the actors. However, Harmer (2007: 308) states that using film to teach speaking can allow the learners to see the language in use and how people in the world communicate.

Moreover, one interesting finding found out when using movies as audio-visual media in learning speaking could motivate and stimulate the learners in learning. It was in line with 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. Then, The assessment of this study used two liker scale questionnaires to collect the data. The questionnaire was to assess the students habit in watching English movie and the second was to assess their activities during the speaking classroom activities. The findings showed that habit in watching English movie affected the learners' activeness in the speaking class. The result of this study shows that there is no significant positive relationship between students' habit in watching English movie with their speaking achievement of Eleventh grade student as MA Al-MA'arif Singosari Malang. The result of this study may be influenced by the students who do not have known well about habitual in watching English movie.

In other respect, speaking can be explained as the most stressful thing for almost all foreign language learners and they are usually notified to experience stress and tension (Young, 1991). This case means that people with more practice in their daily life or habit may easily solve their problem and improve language performance and relaxing class atmosphere which enables students to get relaxed is needed to increase speaking skill of the students. Meanwhile, the subjects of this study do not have training that explained to have crucial role in improving someone's' habit in watching English movie. They could not find any positive significant relationship between these variables.

CONCLUSION

This study is aimed to know whether or not there is correlation between two variables being observed. The variables are student's habit in watching English movie and students' speaking achievement. The result and discussion are obtained after the researcher analyzing the data from both variables. Therefore, it can be inference that there is no correlation of student's habit in watching English movie and students speaking achievement. It means that habit is not good predictor for students' speaking achievement because students' speaking achievement are mostly predictor by the vocabulary mastery, the frequency of practice and the supported environment. Despite that, it cannot be decided that

habit is not a better predictor since there are some limitations of the research which may affect the final result.

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APPENDIX 1

Table 4.1 The analysis result through Pearson Product Moment

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
HABIT	36	60.00	83.00	70.6667	5.31306
SPEAKING	36	25.00	87.00	57.4444	13.92725
Valid N (listwise)	36				

Correlations

		HABIT	SPEAKING
HABIT	Pearson Correlation	1	.189
	Sig. (2-tailed)		.271
	N	36	36
SPEAKING	Pearson Correlation	.189	1
	Sig. (2-tailed)	.271	
	N	36	36

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