

The Correlation between Students' Habit on Watching English Movie and Their Listening Skill at the Tenth Grade of SMK Prima Bakti Citra Raya Kabupaten Tangerang in Academic Year 2019/2020

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ABSTRACT

The goal of this study is to determine the relationship between students' habit of watching English movies (X) and their listening competence (Y) in the tenth grade at SMK Prima Bakti Kab. Tangerang in the academic year 2019/2020. This study's sample size was obtained by employing a random sampling procedure on 30 students. The data was analyzed using Pearson Product Moment Correlation, with the instruments being students' listening scores and a questionnaire on their habit of watching English films. As a result, the findings of the study revealed that there is a very weak link between students' habit of watching English movies and their listening ability. In conclusion, in the academic year 2019/2020, there is a very low link between students' habit of watching English movies and their listening skills at SMK Prima Bakti Kab. Tangerang. However, additional investigation revealed that this conclusion was influenced by a number of internal dangers. The purpose of this study is to see if there is a link between students' habit of watching English movies (X) and their listening ability (Y) in the tenth grade at SMK Prima Bakti Kab. Tangerang in the 2019/2020 academic year. The sample size for this study was determined by using a random sampling approach on 30 students. The data was evaluated using the Pearson Product Moment Correlation.

Keyword: Listening skill, Watching English movie

INTRODUCTION

Listening is a multi-step process that includes hearing, recognizing, comprehending, and interpreting spoken language. Language experts believed that a child naturally acquires a language his or her mother tongue by listening to the people in his or her language environment, illustrating the importance of listening by presenting a circumstance involving a small child with no language competency. That growth in this early stage continues to play a vital impact in subsequent stages, listening skill.

Listening to the news on television and radio provides people with new information. People actually spent half of their time listening. Many language professionals and scholars have paid increased attention to listening in recent decades, owing to its relevance, particularly

in communication. It can be observed in the plethora of publications devoted to the subject of listening ability.

Listening is frequently referred to as a passive skill. This is incorrect; listening implies active participation on the part of the listener. "Listening is an active process requiring participation on the side of the listener," according to Rost. 1 As a result, listening does not imply simply sitting silently while someone else speaks.

It indicates that in order to understand what is being said, the listeners must interact with it. To put it another way, they don't only listen and record; they also analyze and interpret what they hear. As a result, listening entails more than just hearing or perceiving aural information. It is the process of converting sound into meaning.

According to Morrow and Johnson, listening is defined as “The ability to perceive how a given statement relates to what has already been stated and its purpose in communication” is defined as “listening.”² “Listening is the practice of paying attention to and trying to make sense of something we hear,” says Underwood.³ According to the definition above, listening is an action that demands effort and concentration in order to grasp the meaning of what we hear. The ability to understand the relationship between the sentence being uttered and its role in communication is defined as listening. To listen properly in spoken English, pupils must be able to figure out who is speaking and when they are speaking in specific ways on specific times, as well as simply understand the word. To put it another way, students must comprehend the speaker's intent when they apply certain in a specific scenario in order to listen well.

How to teach it to ESL (English as a Second Language) and EFL (English as a Foreign Language) students, in particular. This talent is primarily taught through practice in the classroom. Pre-listening, listening, and post-listening are the three parts of a typical lesson. The teacher and students frequently discuss the new vocabulary or the passage's theme during the pre-listening activity. Students are given an audio of a conversation or monologue and asked to locate the main idea or some details from it in a (while) listening assignment. Once they've finished, students should double-check their answers. The teacher can then repeat the audio and invite the pupils to analyse it in the post-listening exercise.

The listener typically receives little information or does not understand what the speaker is saying in a listening comprehension activity. According to Krashen⁴, this occurs as a result of the listener's attempt to comprehend all of the words he hears. Most adults, he claims, expect to learn a new language by memorizing the meaning of every word they hear. Listeners may have a lapse of attention for a variety of reasons, according to Rose:

they may have lost interest in the topic or activity; they cannot keep up with what is going on; they have lost track of listening goals; or they are overthinking.

In actuality, whether language skills are learned or acquired has always been a point of contention. Language acquisition differs from language learning, according to one of the world's leading experts on the subject, with the former being more significant than the latter. Language acquisition is a subconscious process in which a person is unaware that they are learning a language, and it leads in subconscious proficiency in the same way as learning a first language does. It means that learners aren't always aware of the language's exact rules, such as grammar.

One of the most critical skills in any communication engagement is the ability to listen. This exercise, however, is difficult since some people's ability to interpret a kind of information differs from that of another. It also happens in school when students are learning to listen. In actuality, learning Listening does not receive a sufficient amount of attention in terms of both quality and quantity. To overcome the problem, it was suggested that a language laboratory be used. Some schools, however, do not have a listening laboratory.

Listening is a taxing process, not just because of the process's intricacy, but also because of the characteristics of the listener, the speaker, the communication's content, and any visual aids that accompany the message.

Listening is a crucial skill that must be taught in junior high and senior high school when learning English. High school students are supposed to acquire an informational level that allows them to access knowledge while speaking. Listening is a useful talent to develop when it comes to speaking and writing. This is owing to the fact that information is acquired. Listening is a vital part of learning a foreign language. Therefore, teachers must teach Listening well so that students are able to transform the information properly and correctly in oral and written form.

On the other hand, Listening started ignored its effectiveness compared with other skills there are Reading, Writing, and Speaking. The worse thing, many of the cases mentioned that the teaching of Listening is becoming obsolete. This is due to the teachers to focus more on strengthening the ability of others such as reading and writing.

The above is compounded by the teaching methods are not appropriate. So far, most teachers just test the skills of Listening not teaching listening. Teachers provide some questions and then let out material. After that, the teacher did not explain more information detail. This is what meant by testing students. However, that fact is happening. Therefore, the idea laboratory of language use to reactivate the ability of the student listening skills.

In fact, not all schools in Indonesia has a language laboratory. Likewise, junior high school, especially in rural locations in Indonesia, for example, SMK Prima Bakti Citra Raya. It is known that the implementation of UAN in these schools, especially in the Listening test using only one loudspeaker. There are still many schools in a small town which is also not equipped with a language laboratory as SMK Prima Bakti Citra Raya, and other areas in Indonesia.

In teaching Listening, unavailability of language laboratories in schools became an obstacle to improve student English. Students do not have the opportunity to listen to the conversation of native speakers as often as possible. This resulted in difficult students to practice pronunciation, intonation or proper grammatical structures in English directly from native speakers. The unavailability of a language laboratory can inhibit the transformation process in view of the sound signal can help students transformation of information in written form or orally. The worse thing, teaching Listening will increasingly be abandoned because of the lack of media or facilities that support.

The process of understanding the

information may be obtained through audio and visual devices. People use visual aids such as the sense of sight for information in writing through reading ability. While the audio as the sense of hearing aid can be used to filter information through listening activities. As evidence the students has understood the message or information is through the ability to speak or write. The ability of the person to talk and write so-called productive ability. Meanwhile, listening and reading called reception capability. This confirms that reading and listening act as input language acquisition.

Thus, the most important thing in direct communication is the process of transforming information in the form of conversation. In addition in life, listening activities more widely used than another activities. We can see that listening becomes an important part in an interactional communication. Listening combines perception with linguistic knowledge. In addition, more effort is needed to filter, concentrate, understand, remember, and eventually transform back information. This means listening is not easy as it looks in general. Similarly happened in the teaching Listening in school.

In educational side, what are the aspects that causing difficulties in Listening especially for students? Stated that there are at least five things that relate to this difficulty. The first thing Listening difficulty is that students can't control the speed of speech of a speaker. Moreover, if the students have to speak with native speakers, students difficult to ask him to speak more slowly. This will look different when compared with the Reading activities students can read back the information written in a discourse. The second thing is that students can't repeat just a verbal information such as news on television or radio. Whereas, in Reading students can repeat read as often. The third thing is the limitation Vocabulary students. This can cause the students left behind to listen to further information being too focused on the meaning of an English word that is new.

Horn by point out," Watching is to look at

somebody, something for time, paying attention to happens.”⁷The writer get meaning from this definition that watching is a thing that needs attention and several time.

Another aspect which causes difficulty in concentration Listening is easily distracted. Commotion inside or outside the classroom may cause distraction. In addition, the topics that are not interesting can make students bored and tend to didn't listen to the material. The last thing is the learning habits of students who are conditioned Listening. That is, students Listening accustomed to listening to the material that is when the teacher read slowly, repeat and pronounce a word with not only useful as inputs but also as a developer the ability to speak.

Listening is a complex operation that caution. Habituation like this makes students are not ready when having to deal directly with native speakers or when listening to the authentic material. Thus, students do not have enough preparation to face, especially UAN listening materials that use authentic material that the material presented by a native speaker.

The problems that arise in the teaching listening can be overcome with the activation of a language laboratory. However, the fact that not all schools are equipped with a language laboratory. In fact, there are many schools in the interior are not yet available electricity. This means that the language lab is not the ultimate solution for overcoming the difficulties of listening study. Schools- schools can't listen to the special place given circumstance conducive to support the teaching and learning process. Therefore, teachers tend to ignore the lessons listening. Listening are taught only occasionally as a filler free time when all the material has been given. Implementation is also not in accordance with the rules of the teaching of Listening. As a result, the difficult on students' listening skill increased significantly

METHOD

The research was conducted in SMK Prima Bakti Kab. Tangerang in academic year 2019/2020. This research used in form of descriptive - correlation method in form quantitative research. The writer was used this method because the writer wants to determine the correlation between two variables: students' habit watching on English movies and students' listening skill. In this method was measure students' habit on watching English movies by distributing 12 item questions consist of regarding with students habit on watching English movies.

After the writer got the score of students' habit on watching English movies, he took the students' listening score. The listening score was taken from the test. It was taken using a recorder. Listening test based on the school syllabus that is being used by SMK Prima Bakti Citra Raya.

The main purpose of the research is to find whether there is correlation or not between the variables. This technique of watching English movies (X) and students' listening skill (Y). The population of the tenth grade is 183 students. There are 6 classes of the tenth grade. Each class has 30 students. The writer took 30 sample in class from the population. The writer has reason if samples taken beyond the normal limits, the better.

According to Riduwan “Angket adalah daftar pertanyaan yang diberikan kepada orang lain bersedia memberikan respon (responden) sesuai dengan permintaan pengguna”.⁸ Questionnaire was addressed to students by asking a list of question to obtain data on students' interest in watching English movies. The research used checklist questionnaire based on Riduwan stated,

*“Checklist adalah suatu daftar yang berisi subject dan aspek-aspek yang akan diamati dan aspek-aspek tersebut telah dicantumkan dalam daftar cek sehingga pengamat hanya memberikan cek (□) pada tiap-tiap aspek”.*⁹ Whereas for the test, Riduwan said that “ Tes adalah serangkaian pertanyaan aiau latihan yang digunakan untuk mengukur keterampilan pengetahuan, inteligensi kemampuan atau bakat yang dimiliki oleh individu atau kelompok”.

10 Listening test is intended for the students to obtain data about listening skill. The analysis of data was done by giving

students' habit on watching English movie.

FINDING AND DISCUSSION

The result of the analysis in this research used SPSS 22 version. The result of the analyzing data can be seen in table 1.

Table 1. Descriptive Statistic of Watching English Movie Questionnaire

	N	Min	Max	Mean	Std. Deviation
Reading Habit	30	80	125	103.67	12.666
Valid N (list wise)	30				

The questionnaire contains 28 questions/statements. The findings showed the standard deviation is 12.666. The mean score is 103,67, the highest score is 125, and the lowest score is 80.

Table 2. Descriptive Statistic of Listening Test

	N	Min	Max	Mean	Std. Deviation
Writing Test	30	60	90	72.67	7.272
Valid N (list wise)	30				

The highest score was 90 and the lowest score was 60 with mean score was 72,67.

The test of the analysis assumption

1) Test of Normality

To analyze the data above, firstly the researcher used SPSS 22 to the test normality of the instruments in this research in order to know whether the students' watching English movies and students' listening skill came from the distributed normal population with the significant 5%.

Table 3. Test of Normality

Statistic	Shapiro-Wilk		Sig.
		df	
X	.952	30	.191
Y	.930	30	.050

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the table above, the researcher used Shapiro-Wilk because the respondents in this research were under 50. It can be seen that students' watching English movie and listening skill were normally distributed because the values of significance are 0.191. They are bigger than the value of 5%.

2) Test of Linearity

Linearity is used to know whether the data is linear or not. To test linearity the researcher used ANOVA test. In analyzing the ANOVA calculation which the criteria is if the value of $F_{count} \leq F_{table}$ the data can be concluded that the data is linear. See table 4.

From the table 4, it can be seen that students' reading habit and their writing test has linear regression because the value of F_{count} was found 1.634 and it is lower than F_{table} which is 4.20.

The test of research hypotheses

The researcher used the Pearson Product Moment Correlation in calculation the correlation between students' habit watching on English movie (X variable) and students' listening skill (Y variable).

Since the data distribution was normal and linear, for the next step, the researcher used the formula of Product Moment Correlation to know the correlation coefficient.

Tabel 4. Test of Linierity

			Sum of Squares	df	Mean Square	F	Sig.
Reading	Between	(Combined)	390.933	13	30.072	1.540	.205
Habit	Groups	Linearity	31.914	1	31.914	1.634	.219
Writing		Deviation					
Ability		from	359.019	12	29.918	1.532	.210
		Linearity					
Within Groups			312.533	16	19.533		
Total			703.467	29			

Table 5. Correlation Table

		Students' Habit on Wathing English Movie	Listening skill
Reading	Pearson	1	.139
Habit	Correlation		
	Sig. (2- tailed)		.464
	N	30	30
Writing	Pearson	.139	1
Ability	Correlation		
	Sig. (2- tailed)	.464	
N		30	30

From the 30 respondents, the index value of correlation was 0.139. The result of that calculation (SPSS calculation) is good. According to the table of correlation interpretations this number is classified into the low class of 0.00– 0.199, which means that there is a very low correlation between two variables.

To know the extent of the contribution from the X variable (independent variable) to the Y variable (dependent variable), the

researcher uses the formula of percentage correlation as follow:

$$\begin{aligned}
 KD &= r^2 \times 100\% \\
 &= 0,139 \times 100\% \\
 &= 1,93\%
 \end{aligned}$$

According to the calculations above, the contribution of the X variable is 1,93 percent. So, in addition to KD values, there is another component that can influence the variable Y. For example, there are other elements that can influence writing skill in addition to reading habits.

DISCUSSION

The purpose of the data analysis in this study was intended to measure the correlation between the students' habit on watching English movies and listening skill of tenth grade of SMK Prima Bakti Kab. Tangerang in Academic Year 2019/2020. The data analysis above showed that the score of coefficient correlation (r_{xy}) of 0.139 which is very low.

To look the level correlation of

the hypothesis, the researcher uses the table of the classification of correlation. It can be seen on the table below:

Tabel 6. Correlation Classification

No	The "r" Score	Interpretation
1	0.80–1.00	Very high
2	0.60–0.799	High
3	0.40–0.599	Moderate
4	0.20–0.399	Low
5	0.00–0.199	Very low

The numbers in the table above range from 0,00 to 0,199, this situation can be read as having a very low association between students' habit of watching English movies and their listening ability. It is contrasting the previous study's finding that there's no link between students' habit of watching English movies and their listening ability.

CONCLUSION

According to the findings of the preceding chapter, there is a very low association between students' habit of

watching English movies (X) and their listening ability (Y) in the tenth grade at SMK Prima Bakti Kab. Tangerang in Academic Year 2019/2020.

The correlation index value was found to be 0.139 among the 30 respondents. The calculation yielded a very low result. This number falls into the low class of 0.00–0.199, indicating that there is a very low correlation between two variables, according to the table of correlation interpretations.

The result of hypothesis test between students' habit on watching English movies and listening skill of the narrative text in the tenth grade at SMK Prima Bakti Kab. Tangerang showed a positive correlation. There was very low correlation between students' habit on watching English movie and listening skill at SMK Prima Bakti Kab. Tangerang with $r_{\text{coef}}=0,139$.

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