

**THE CORRELATION BETWEEN STUDENTS' HABIT  
IN WATCHING ENGLISH MOVIE AND LISTENING ACHIEVEMENT  
(BY FOURTH SEMESTER STUDENTS OF *UNIVERSITAS MUHAMMADIYAH PALEMBANG*)**

**THESIS**

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**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
*UNIVERSITAS MUHAMMADIYAH PALEMBANG*  
2019**

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PALEMBANG*)**

**THESIS**

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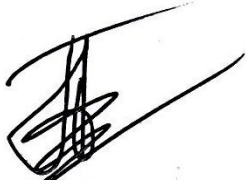
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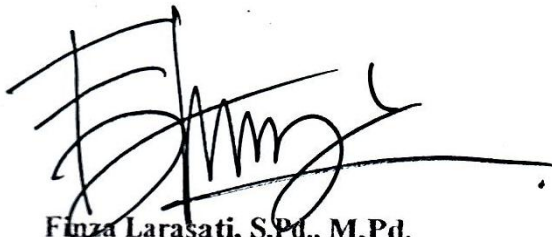
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## ABSTRACT

Yunensi 2019. *The correlation between students' habit in watching English movie and listening achievement (by fourth semester students of universitas muhammadiyah palembang)*. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, *Universitas Muhammadiyah Palembang*.  
Advisors: (I) Dr. Tri Rositasari, M.Pd. and (II) Finza Larasati, S.Pd., M.Pd.

**KeyWords:** Watching English Movie, Habit, Listening Achievement.

The objective of this study was to find out the correlation between students' habit in watching English movie (X) and listening achievement (Y) by fourth semester students of *Universitas Muhammadiyah Palembang*. There were 47 students taken as the sample of this study who were determined by using purposive sampling technique. The collected data was analyzed by using Pearson Product Moment Correlation and the instruments used were students' listening scores and questionnaire of students' habit in watching English movie. Subsequently, the research finding indicated that there was low correlation between students' habit in watching English movie and listening achievement. It proved by the *r obtain* (0.212) which lower than *r table* (0.2845). It considered that alternative hypothesis ( $H_a$ ) in this research was rejected and the null hypothesis ( $H_o$ ) which stated that there was no correlation between students' habit in watching English movie and their listening achievement accepted. In conclusion, there was low correlation between students' habit in watching English movie and their listening achievement.

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The researcher realizes that the thesis is really far being perfect, therefore ant comments, suggestion, criticism, and constructive criticts are very much welcome. The last, she hopes that thesis will be useful for the people who read it.

Palembang, 24 August 2019

The Researcher

Yns

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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents (1) background of the study, (2) problem of the study, (3) limitation of the problem, (4) formulation of the problem, (5) objective of the study, (6) significance of the study and (7) hypotheses of the study

#### **1.1 Background of the Study**

Listening is the first language skill that acquired by a human being.

According to Renukadevi (2014), listening has an important place in learning as it is one of the four major skills in language acquisition. Even though the other skills such as reading, speaking and writing are essential to develop language proficiency, listening contributes primarily for language expertise. Listening awakens awareness of the language as it is a receptive skill that first develops in a human being. Learning to listen to the target language improves language ability. The sound, rhythm, intonation, and stress of the language can only be perfectly adapted through listening (p. 59)

Mendelsohn (2006) explains that much of what is traditionally misnamed teaching listening should in fact be called testing listening. The distinction that is being made is that when you teach, by definition, you teach the learner of anything how to do something, whether it is planning a piece of wood, driving a car, developing a roll of film, or learning to listen. On the other hand, when you test a

learner, you do not show them how to do it but rather, simply have them do it, and you evaluate how well they did it. (p. 75).

Based on explanations above, the researcher concluded that to speak well, first we must listen well. Starting from we were babies, we gain our language by listening habitually to our family. When we learn to listen, we should be able to give more attention to every topic that given to us. We cannot understand, especially when the native speaker speaks too fast. Moreover, students are limited vocabulary, and the lack of using English in their environment and society is becoming their problems for increasing their listening achievement as well. It means listening achievement is a thing that student has successfully identifying and understanding what others are saying with their own works and ability.

Wilson (2008) mentions the different sources of listening based on teaching listening. They are: teacher talk, student talk, guest speakers, textbook recordings, songs, television, video, DVD and radio. In this research, the researcher only focuses on video, especially for movie. Nowadays, movie has become very familiar for students. Most of students have watched at least one title of movie. Some of them also make it as their hobby, spending a lot of time in front of TV, computer or laptop or even go to the cinema. Besides as just a hobby, watching movie also can become as a media for them to learn (p.41).

According to Barsam and Monahan (2010), most of us a movie is a popular entertainment, a product produced and marketed by a large commercial studio.

Regardless of the subject matter, this movie is pretty to look at every image is well polished by an army of skilled artists and technicians. The finished product, which is about two hours long, screens initially in movie theaters, is eventually released to DVD, and ultimately winds up on television. This common expectation is certainly understandable; most movies that reach most English-speaking audiences have followed a good part of this model for three-quarters of a century (p. 3).

Based on explanations above, the researcher concluded that watching movie is one way to learn English as education specially listening. As refreshing from the busy daily life, people always watching movie, not only as a hobby but also can improve students' listening ability.

Department of English Education, S1 level, belongs to the Faculty of Teacher Training and Education. In English Education Department, students are trained to be good teacher of English. As well as, in English Education Department of *Universitas Muhammadiyah Palembang*, the institution develops the best curriculum and facilities the teaching and learning process in order to build good, intelligent and smart teachers. To have such criteria, needs hard work. Good teacher should master all aspects of their subject. In this case, teacher of English should understand English very well. It includes the grammar, vocabularies, pronunciation, and the language skills; listening, speaking, writing and reading in the target language itself. When they took attentive listening, when they were in the third semester so by doing this research, the researcher expect that can give the students new experience in doing listening. The researcher intends to conduct a research on how watching English

movie involves in teaching and learning listening. Hopefully it will give a challenging and motivating experience in their listening comprehension. Based on the interview conducted by the researcher to the fourth semester students often have trouble in understanding what the speaker says in the tape which leads in their achieving or average score in the test. Furthermore, the students' lack of listening skill also makes it hard for them to follow the learning process.

Based on explanations above, the researcher concluded that habit in watching English movie has an important role in the students' listening. Thus it is important to find out the ways that will be useful to help the students improving their listening achievement. Learning process is not always in the class, learning process can be done everywhere. Students' watching English movie habit is a possible way to enrich their listening ability. The researcher was interested to conduct the research entitled "the correlation between students' habit in watching English movie and listening achievement by the fourth semester students of *Universitas Muhammadiyah Palembang*"

## **1.2 Problem of the Study**

Based on the interview conducted by the researcher to the fourth semester students, there were some problems in learning listening. The problems were:

1. Students hard to focus and pay attention to the topic because of distraction while listening. This has become a hard challenge for an intermediate and average learner.

2. Students felt difficult in listening to the native voice, especially when they speak too fast because they cannot always have a chance to repeat the words.
3. Students had limited vocabulary because the speaker may use the words that student does not know, so sometimes they got stuck and missed the next part of the speech.

### **1.2.1 Limitation of the Problem**

Based on the problem identification, the researcher limited the study on the correlation between students' habit in watching English movie and listening achievement by the fourth semester students of *Universitas Muhammadiyah Palembang*. The relationship between students' habit in watching English movie is the independent variable (x), and listening achievement is dependent variable (y).

### **1.2.2 Formulation of the Problem**

The researcher formulated the problem as follow:

Was there any the correlation between students' habit in watching English movie and listening achievement by fourth semester students of English Education Study Program of *Universitas Muhammadiyah Palembang*?

### **1.3 Objective of the Study**

The objective of the study was:

To find out the correlation between students' habit in watching English movie and listening achievement by fourth semester students of English Education Study Program of *Universitas Muhammadiyah Palembang*.



#### **1.4 Significance of the Study**

1. For the students, this study can motivate students and also support them to increase their listening achievement through watching English movies.
2. For the researcher, it will give the researcher description about the correlation between watching English movie habit and listening achievement.
3. For the teachers, if the result of the study showed that there was a significant relationship between watching English movie habit and students' listening achievement, so it can become a guide for teachers using English movies as their media of teaching besides the speaker and handbook.
4. For the next researcher, it will give broader place for an upcoming researcher who would like to do a research on the same topic in the wider scope with more samples, which can be used as a reference.

#### **1.5 Hypothesis of the Study**

Sugiyono (2016) mentions that the criteria of testing the hypothesis in measuring correlation are as follows:

1.  $H_a$ : It means that there was a correlation between students' habit watching English movie and the students' listening achievement.
2.  $H_o$ : It means that there was no a correlation between students' habit watching English movie and the students' listening achievement (p.112).

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