

# Students' Habit in Watching English Movies and Its Correlation with their English Listening Skills

Femalinda Anindita Rachmi<sup>1</sup>, Mariska Intan Sari<sup>2</sup>

English Language Education Department, Language Education Faculty, Universitas Muhammadiyah Yogyakarta, Yogyakarta, Indonesia, 55515

Email: [femalinda.a.fpb18@mail.umy.ac.id](mailto:femalinda.a.fpb18@mail.umy.ac.id)<sup>1</sup>, [mariska.intan@umy.ac.id](mailto:mariska.intan@umy.ac.id)<sup>2</sup>

## ABSTRACT

Improving listening skills can be done from various learning media; one of them is movies. Movies provide audio and visual, making students convey the meaning of the language while watching. One of the most difficult skills to master is listening. In order to have better skills in listening, students need learning media to improve their listening skills. This study aimed to examine the students' habit in watching English Movies at an English Language Education Department (ELED) of a Private Islamic University in Yogyakarta, the students' listening skill at the ELED of a Private Islamic University in Yogyakarta, and the correlation between the students' habit in watching English movies and their listening skills. This research was conducted at an ELED of a Private Islamic University in Yogyakarta. Quantitative approach with correlational design was employed in this study. The

study included 185 ELED Batch 2018 students and used a convenience sample technique. A questionnaire and the listening TOEFL test score were used to collect the data. The Pearson Product Moment Correlation test was used to compute and analyze the scores from both data, and SPSS v.26 was used to perform the correlation. Moreover, the result revealed that probability value was 0.389 which means that the probability value is higher than 0.05 ( $0.389 > 0.05$ ) and it implied that alternative hypothesis was rejected. It means that there was no significant correlation between the two variables, the students' habit in watching English movies and their listening skills. It can be inferred that if the students have a good habit in watching English movies, it does not mean that their listening skills are also good.

**Keywords:** Students' habit, English Movies, Listening Skills, Correlational Design

## INTRODUCTION

The typical problem listeners face with listening skills is that they cannot keep up with fast-talking speakers. Gilakjani and Sabouri (2016) stated that the inability to control how quickly the speakers' talk is the biggest problem in listening comprehension. There are many learning media to improve listening skills. One of them is a movie. A movie is a medium that provides audio and visuals, making students convey the meaning of the language while watching. The use of films or movies would lead to a positive vibe, impact the learning process, especially language learning, and make the learning more joyful

(Thammineni, 2016). One of the most difficult skills for an English as a Foreign Language (EFL) learner is listening. Bozorgian and Pillay (2013) noted that listening is a fundamental skill for learning a first language and is essential for learning English as a Foreign Language.

There are a lot of issues in listening skills, and many factors influence them. This research will only concentrate on finding whether there is a correlation between students' habit in watching English movies and their listening skills in the English Language Education Department (ELED) of a private Islamic University at Yogyakarta. The object of this study is limited to only the students at the ELED of private Islamic University in Yogyakarta Batch 2018.

## LITERATURE REVIEW

The researcher reviews the relevant literature in this chapter, such as explaining habits, learning English through watching English movies, students' habits in watching English movies. Chapter two also explains students' listening skills and the correlation between students' habits in watching English movies and their listening skills.

Based on psychology, habituation is a type of non-associative learning in which the probability of a behavioral response decreases with time when a stimulus is repeated. Larsen-Freeman and Anderson (2013) claimed that language learning is a habit-forming process. The stronger the habit and the greater the learning, the more often anything is repeated. According to Stacy and Cain (2015), one of the excellent habits of students in learning is they always want to take notes on the lessons delivered by the

(1) Habit

teacher so that essential points are not forgotten. It will help students in their exams. Another example of a good habit is from Gates (2017) who mentions that diagrams can also be used to communicate between students and teachers. It concludes that habit is a condition of behavior that is replicated daily and unconsciously. Habitual learning is the learning that using repetition as the way of their learning. The stronger the habit, the more you will learn. Students use the activity that can help them improve their learning and do it continuously.

#### (2) Students' Habit in Watching English Movies

Many researchers have explored the correlation between movies and listening skills in academic studies. A movie as a learning medium becomes a tool for learning listening skills. This section will be discussed students' habits in watching English movies. According to Verplanken (as cited by Pratama (2016), someone's habit is influenced by several factors. Frequency, repetition, and behavior are the three factors to consider. First, frequency; counts how many times something happens in a certain amount of time. For example, if someone eats three times a day, his eat frequency is 21 times in a week. Second, repetition; act doing something continuously or repeatedly. Third, behavior; a unique phenomenon characterized by a bodily component's visible and measurable movement over space and time. According to the description above, a habit is a subconscious and continuous pattern of behavior that is repeated until it becomes automatic without conscious thought. In this research, the habit means the students' routine in watching English movies in their daily. Then, if someone does something repeatedly over a long period, it can be described as a habit. The action is unconsciously and enjoyable.

#### (3) Learning English through Watching English Movies

Learning English, especially listening, can be from many media, one of which is watching English movies. Based on Varga (2013), research question about which skills can be developed using the feature of movies, the findings show that a single movie will help students learn all four skills: speaking, writing, listening, and reading. The use of movies in EFL classrooms has a positive impact on students' responsive and practical skills. Having a habit in watching English movie, give students lot of benefit. As claimed by Thammineni (2016) there are five advantages of watching movies, namely listening skills, speaking skills, pronunciation, and vocabulary.

#### (4) Students' Listening Skills

According to Gilakjani and Sabouri (2016), listening includes receiving what the speaker says, producing it, and presenting what it means. It can be answering and negotiating the meaning with the speaker and creating

meaning through creativity, empathy, and involvement. Moreover, Dehaki (2017) says that listening comprehension is the psychomotor mechanism that absorbs sound waves in the ear and transmits nerve impulses to the brain. Listening skills can be measured or known by using a test. In this research, the researcher uses listening TOEFL test scores to know the students' level.

#### (5) Correlation between Students' Habit in Watching English Movies and Their Listening Skills

A movie is one great learning medium to learning English. Furthermore, previous research results show various results regarding the correlation between habits in watching English movies and students' listening skills. Studies from Ningsih (2019), Abdullah and Rahman (2017), and Rohmatulloh (2018) shows a positive correlation between students' habits in watching English movies and their listening skills. However, studies from Dhamarullah (2015), Sudrajat et al. (2020), Dewi (2018) found that there is no correlation between students' habits in watching English movies and their listening skills. At an ELED in a private Islamic university in Yogyakarta, the researcher found that many students often watch English movies at least once a week through an informal interview. Therefore, the researcher is interested in finding out whether there is any correlation between students' habit in watching English movie and their listening skills at this ELED of a private Islamic University in Yogyakarta

### METHOD

The section explains the research methodology used to conduct the research. Firstly, the researcher discusses the research design and then followed by the research setting. Then, the research participants are presented. After that, the researcher describes the data gathering or collection technique. Finally, this chapter elaborates on the data collection method and data analysis.

#### (1) Research Design

Quantitative Research Methodology was implemented as the method to conduct the research. The research used a correlational design technique to find the correlation between students' habit of watching English movies and their listening skills. The researcher employed a correlation design and utilized the explanatory correlational design type to determine the correlation between two variables. According to Creswell (2002), the correlational design allowed the researcher to describe the score and the association among the variables.

#### (2) Research Setting

The setting place of this research was in the English Language Education Department (ELED) of a private Islamic University in Yogyakarta. The researcher elected

the ELED of private Islamic University due to several reasons. The first reason was that many students of the ELED watch English movies. Second, the ELED students got courses on listening skills not only once. Then, they have been taking the TOEFL test several times. Third, almost every student was classified as a native digital user, so they would be familiar with technology and devices. Fourth, the students of ELED used learning media such as videos, YouTube, short movies, etc., in learning English. Furthermore, this research was conducted during the odd semester.

(3) Population and Sample

The population of the research was all the ELED of UMY students Batch 2018. In terms of sample, the researcher employed a convenience sampling technique for conducting this research. The total number of ELED's students is 216. Based on table 8.1 from Bartlett et al. (as cited by Cohen et al. (2011) about sample size for random samples, the researcher used a confidence level of 95% and confidence interval of 3%. The researcher shared the link of the questionnaire in the group and let the respondents fill it. The total population were 216, the respondents that had filled out the questionnaire were 185.

(4) Research Instruments

In this research, the researcher used two research instruments to measure the data. The first instrument was the questionnaire to collect the data of students' habits in watching English movies. The second one was a test to gather the data of students listening skills.

(5) Data Collection Method

In the data collection process, the researcher distributed questionnaires to respondents. The questionnaire was adopted from Dhamarullah (2015). The questionnaire contains three sections, namely frequency, the use of subtitle, and the last was input and comprehension. The questionnaire consisted of 20 items in the Indonesian language. The students' listening skills were represented by the TOEFL test score that was conducted by the institution.

(6) Data analysis

This study evaluated the questionnaire after the researcher disseminated it over the WhatsApp application, and the researcher utilized Google Forms to manage the questionnaire. In addition, SPSS version 26.0 windows were used to analyze the data. For the result, descriptive and inferential statistics were used to analyze the data in this research. The 1st and 2nd research questions used a descriptive statistic, meanwhile the 3rd research question used inferential. The correlation coefficient of the variables was calculated using Pearson's product-moment method. SPSS Program v.26 used to perform the correlation.

**RESULT AND DISCUSSION**

This section consists of findings and discussion of this research. The first finding answers the research question about students' habit in watching English movie. The second findings elaborate about students' listening skills. The last findings, which is the third research question, discusses the correlation between students' habit in watching English movies and their listening skills. Moreover, the explanation of the findings is also explained in this chapter.

(1) Students' habit in watching English movies at an ELED of a Private Islamic University in Yogyakarta

The data were collected by using online questionnaires with google form. The results were based on 20 questionnaire items answered by 185 ELED students from batch 2018 on their seventh semesters. In finding out the descriptive statistic of students' habits in watching English movies, the researcher used SPSS Program v.26.

**Table 1. Descriptive Statistics of The Students' Habit**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
students_habit	185	2.20	5.00	3.9419	.53178
Valid N (listwise)	185				

The result above showed the descriptive statistic from 20 items questionnaires. The minimum score was 2.20 and the maximum score was 5.00. The mean of students' habit in watching English movies was 3.941. Moreover, the standard deviation was 0.531. Therefore, the outcome indicated that students' habit in watching English movies was categorized as "Usually", which means that the students at an ELED of a Private Islamic University in Yogyakarta are usually watching the English movies.

(2) Students' listening skills at an ELED of a Private Islamic University in Yogyakarta

The second research question is about the students' listening skills. The researcher used TOEFL test score to represent the students' listening skills. The descriptive statistical analysis was employed to find out the level of 185 students' listening skills. The result could be seen in the table below.

**Table 2. Descriptive Statistics of The Students' TOEFL Score**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Toefl_score	185	30.00	62.00	44.0541	5.26652
Valid N (listwise)	185				

From the table above, the lowest of the TOEFL score was 30 and the highest score was 62. The mean score was 44.054 and the standard deviation was 5.266. In addition, the TOEFL score was categorized as “Moderate” based on table classification listening score by Mangaraja (2020). Therefore, the students' listening skills at an ELED of a Private Islamic University in Yogyakarta is in moderate level.

- (3) The correlation between students' habit in watching English movies and their listening skills at an ELED of a Private Islamic University in Yogyakarta

The third research question is about the correlation between students' habit and their listening skills. However, the researcher tested the normality of the data using SPSS a one-sample Kolmogorov-Smirnov test before assessing the correlation between two variables.

Normality test. The normality test was used to check whether the data variables distributions were normal or not. When the significance value is more than 0.05 ( $> 0.05$ ), the data distribution is categorized as normal. When the significance value is less than 0.05 (0.05), the data does not have a normal distribution. According to the result of the normality test, the data was found normal. The result shown in the table below

**Table 3. The Normality Test**

One-Sample Kolmogorov-Smirnov Test				
		questionnaire	toefl_score	
N		185	185	
Normal Parameters <sup>a,b</sup>	Mean	3.9419	44.0541	
	Std. Deviation	0.53178	5.26652	
Most Extreme Differences	Absolute	0.057	0.106	
	Positive	0.041	0.060	
	Negative	-0.057	-0.106	
Test Statistic		0.057	0.106	
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>	.000 <sup>c</sup>	
a. Test distribution is Normal.				
b. Calculated from data.				
c. Lilliefors Significance Correction.				
d. This is a lower bound of the true significance.				

From the table above, the significant value of this research data was 0.200. Meaning that the significant value of 0.200 was higher than 0.05 ( $0.200 > 0.05$ ). It can be concluded that the results of this study's data were normal. The significant value of TOEFL score was 0.00 because there is no data

distribution and only consisted of students' TOEFL score.

Hypothesis test. The test was to answer the third research question, which is the correlation between two variables. The purpose was to verify the research's hypothesis. The data was measured by SPSS Program version 26 and Pearson Product Moment Correlation (r) was used to determine the relationship between two variables. The correlation result was presented on the table below.

**Table 4. The Hypothesis Test**

Correlations			
		questionnaire	toefl_score
questionnaire	Pearson Correlation	1	0.064
	Sig. (2-tailed)		0.389
	N	185	185
toefl_score	Pearson Correlation	0.064	1
	Sig. (2-tailed)	0.389	
	N	185	185

Furthermore, the result from total sample (N) 185 the Pearson correlation value (r-value) was 0.064, and the significant value (p-value) was 0.389. The significant value (value) was used to analyze the hypothesis testing. According to Cohen et al. (2011) if the  $\rho < 0.05$ , the coefficient statistics are found to be statistically correlated. Then, the result showed that the significant value (p-value) was 0.389 which means higher than 0.05 ( $0.389 > 0.05$ ). Therefore, it indicates that the alternative hypothesis was rejected, and null hypothesis was accepted. Meaning that there was no significant correlation between students' habit in watching English movies and their listening skills.

## CONCLUSION AND RECOMMENDATION

- (1) There are many learning media to improve listening skills. One of them is a movie. A movie is a medium that provides audio and visuals. Besides, it makes students convey the meaning of the language while watching. The researcher employs three research questions. The first research question is "How is the students' habit in watching English movies at an ELED of a Private Islamic University in Yogyakarta?". The second research question is "How is the students' listening skills at an ELED of a Private Islamic University in Yogyakarta?". The last research question is "Is there any correlation between students' habit in watching English movies and their listening skills at an ELED of a Private Islamic University in Yogyakarta?".

This research used quantitative methodology and elaborated correlational design. The aim of this research was to find out the students' habit in watching English movie and their listening skills at an ELED of a private Islamic university in Yogyakarta. First, the researcher looked for the students' habit in watching

English movies by spreading questionnaire, then measured the students' listening skills using their TOEFL test score. Furthermore, the researcher found out whether there is correlation or not between students' habit in watching English movies and their listening skills.

The researcher analyzed the data using SPSS Program. The total number of the participant was 185 students. The result of students' habits showed that the mean score was 3.94. Based on classification table, it could be concluded that students' habit was in usually level. Meanwhile, the students' listening skills was measured using their listening TOEFL test score and the significant value was 44.05. it can be referred that the students' listening skills was on moderate level. By using Pearson correlation, the result between two variables was 0.064. Then, the outcome included in moderate correlation. Moreover, the result revealed that probability value was 0.389 which means that the probability value is  $>0.05$  ( $0.389 > 0.05$ ). It could be understood as there was no correlation between the two variables, the students' habit in watching English movie and their listening skills.

- (2) This study made several recommendations for students, lecturers, and other researcher. For students, students who need to enhance their listening skills can watch English movies that contains a lot of conversation instead of action movies. For lecturers, lecturers should apply English movies in their class with no subtitles and choose English movies that provide a lot of conversation to enhance students' listening skills. For another researcher, the researcher suggests doing wide range studies that are the most relevant to this study. The purpose of this study is to determine whether there is a correlation between the three variables or not. Therefore, the future researcher is highly suggested to use qualitative or mixed methods to discover the elements or explanations for the lack of correlation between the variables. Therefore, the researcher suggests that the next study should have a larger sample size than current one.

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