Correlational between Habit of Watching Movie and Speaking Mastery

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Abstract	This research is intended to investigate the correlation between students' habit of watching movie and their speaking mastery. This research used quantitative research with the correlational research type. The sample of this research was 33 students from the fifth semester of English department UIN Syekh Ali Hasan Ahmad Addary Padangsimpuan. The data was collected using questionnaire and test and analyzed by using product moment test. The finding of this research showed that there was a correlation between habit of watching movie and speaking in average category with the calculation $r_{count} > r_{table}$ (0.566 > 0.339). Therefore the test of t-test showed that alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. It can be conclude that there was a significant correlation between habit of watching movie and speaking mastery at the fifth semester of English department UIN Syahada Padangsidimpuan
	Keywords: Habit of Watching Movie; Speaking; Correlational Quantitative Method; Internal Factors

Abstrak	Penelitian ini bertujuan untuk menyelidiki hubungan antara kebiasaan menonton film siswa dan penguasaan berbicara mereka. Penelitian ini menggunakan penelitian kuantitatif dengan jenis penelitian korelasional. Sampel penelitian ini adalah 33 mahasiswa semester lima jurusan Bahasa Inggris UIN Syekh Ali Hasan Ahmad Ad-dary Padangsidimpuan. Pengumpulan data dilakukan dengan menggunakan angket dan tes, kemudian dianalisis dengan menggunakan tes product moment. Hasil penelitian menunjukkan bahwa terdapat hubungan antara kebiasaan menonton film dan penguasaan berbicara pada kategori sedang dengan perhitungan $r_{hitung} > r_{tabel}$ (0.566 > 0.339). Oleh karena itu uji T juga menunjukkan hipotesis alternative (Ha) diterima dan hipotesis nol (H0) ditolak. Dapat disimpulkan bahwa terdapat hubungan yang signifikan antara kebiasaan menonton film dan penguasaan berbicara pada semester lima jurusan Bahasa Inggris UIN Syekh Ali Hasan Ahmad Ad-dary Padangsidimpuan.
	Kata Kunci: Kebiasaan Menonton Film; Berbicara; Metode Kuantitatif Korelasional; Faktor Internal;

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INTRODUCTION

Providing English material in school can be some struggle for teacher and institution. The materials given in school are appropriated to the students' level. The materials given are limited for students' need in the classroom and could be lack of variation and authenticity of what students really needs. This situation can make the growth opportunity to conduct beyond classroom learning. Some teacher agree that students be able to combine their out-of classroom learning when they learn in school to reach the effectiveness of the learning (Benson & Reinders, 2011). In the case of beyond classroom learning or out of classroom learning, it deals with the lesson students take or activity students do outside of the classroom learning or when they were at home.

Teaching English language moreover in the state of English as the foreign language could be more attracting and struggling instead of teaching English in English-speaking country (Maxom, 2009). The curriculum provides contents that appropriate in the state condition whether it belongs to foreign language learners need. The content based approach integrated with students listening, speaking, reading and writing skill on topics related to students (Renandya & Widodo, 2016). Yet the providing course and lesson need to be developed through the communicate with the native speakers of english in english speaking countries (Tomlinson, 2016). And this will open the entrance to media to facilitate the authentic sources.

Where speaking is the main crutial ability to be mastered in language learning moreover in English as the foreign language, the authentic source become an important consideration. When non-native speakers motivated and practiced routinely play native–speaking it is more closed to sounding like native (McKinney, 2019). The more action to do in practicing native speaking and accent even the audience will notice that the speaker is not native but the speaking is acceptable.

Speaking in general is the process or action of delivering messages, informations or ideas in spoken language. Speaking also defined as the activity that includes sound to contribute, it deals with the message deliver to other people by mouth. In the field of education speaking is the skill. Speaking is the productive skill which is the product is the speech or conversation that conducting meaning.

There are some factors related to mastering speaking that can be classified into internal factors and external factors. According to Bire et al, there are several factors related to speaking mastery in learning, such as: psychological, poor vocabulary-

related, peer-related, pronunciation- related, grammar- related, personality, method used by teachers, surrounding environment, motivation and cross-cultural factor (Bire, et.al 2014). Moreover, Richard in Renandya and Hu states that, pupils who regularly watch english-language films on TV or the internet have better speaking and listening skills than those who do not.(Renandya & Hu, 2018, p. 37–50) This added by Matondang and Ashari says: The higher students' habit in watching English movie, the more they will get better speaking achievement. (Matondang and Ashari 2019, p.15-20). Those statements lead to the conception that habit of watching movie is onr of the related-factor to speaking.

Speaking is the process or action of delivering messages, information or ideas in spoken language. According to Bailey "speaking is an interactive process of constructing meaning that involves producing and receiving and processing information"(Bailey, 2016, p. p.52). Bailey also stated that "Speaking is a productive skill."(Bailey, 2016) As a productive skill it is possible to recall the words that you are spoiling revise them, and speak them out again. (Nunan, 2015) it can be concluded that speaking is the interactive process of delivering and constructing meaning through spoken language.

There are 7 types of speaking as follows, 1) Reproductive, in reproductive speaking learners produce conversation or speaking according to the language form provided by the teacher or from the other aural models. 2) Creative, in creative speaking learners be freely to build their own speaking and meanings.(Nunan, 2015) 3) Imitative, learners are able to imitate a word or phrase or even a sentence.(Brown & Abeywickrama, 2019) 4) Intensive, It is the productions of short develop of oral language.(Bygate, 2010) 5) Responsive, the activity include interaction and comprehension but at the limited level such as; short conversations, greetings, small talk, requests and comments.(Brown & Abeywickrama, 2019, p. p.157-158) 6) Interactive : Includes multiple exchanges in conversation and multiple participants.(Sokheng, 2016) and 7) Extensive or monologue, is the oral production includes speeches, oral presentation and story-telling.(Brown & Abeywickrama, 2019) The type of speaking applied in this research was the extensive or monologue speaking, where the students asked to retell their favorite movie.

According to Byrne "habits are behaviours that have developed through repetition over time."(Byrne, 2016) Verplanken describes that "Habits are ways our neural networks 'remember' recurring contexts."(Verplanken, 2018, p. p.2) From the

process of the repetition and the 'remembering' contexts, the behaviour produced called as the habitual behaviour. The process determined habitual behaviour from the behaviour. Andrews states that "habit is the way consciousness runs its course when familiar processes are experienced."(Andrews, 2014, p. p.122) Then it is all conclude in the perception from Rebar says that "Habit is the process that determines behaviour, and habitual behaviour is the output of that process."(Rebar et al., 2018, p. p.31)

This perception of habit is in common way, which in this research is more specific into habit of watching movie. Then it come to the defenition of watching movie. Watching movie consist of the two words they are, watching and movie. Watching describe as "look at somebody/something carefully for a period of time."(Victoria Bull, ed., Oxford Dictionary, 4th Editio (Oxford: Oxford University Press). Barsam stated that movie is the simple word from motion pictures.(Barsam & Monahan, 2010) Then describe by Webster in Rohmatullah that movie is a recording of moving images that tells a story and that people watch on a screen or television.(Rohmatulloh, 2019, p.8) Watching movie as a habit can be a good method to get the behavioral in sounding like natives in order the speaking lesson and mastery. It can be conclude that habit of watching movie is the custom of look at motion pictures repeatedly.

There are 4 indicators used to gain habit of watching movie for the students or viewers they are: 1) frequency of repetition in a stable context, frequency of repetition, "number of times daily or weekly behavior is carried out." 2) automaticity: automaticity deals with the unintentional and uncontrollable or unconsciously finding ourselves doing or having done something, 3) reward: perhaps just feeling good about yourself, and 4) Identity, carry out that particular behaviour defined as "typically me".(Hollingworth & Barker, 2019.) The number of hours spent the behavior occurs on watching movie considered as the key characteristic of habit of watching movie. Those aspects are concluded in the questionnaire

Habit of watching movie is the habitual behaviour of watching movie action. Wacthing movie as an action practiced continuously until it becomes a patterned behavior, and it usually performed without confirmed unconscious because practice has become familiar and easy. Habit can cause by environment, life style, etc. Habit is something that is conducted repeated and continuously until it became a routine of behaviour.

The role habit of watching movie in speaking mastery is as the way to optimize their sepaking leraning. Watching movie become the source of the authentic media for the learners. The authentic media can lead the students to enrich more vocabulaary and sound like the native way, moreover make the watching movie action as the habitual behaviour. 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. Media can stimulate the students to learn and using media as motivator by the students to attract their interest in learning English. This media can help them comprehend the materials especially in spoken language.

METHOD

This research used correlational quantitative method. The population were 61 students at the fifth semester of English department UIN Syekh Ali Hasan Ahmad Ad-dary Padangsidimpuan. The sample was 33 students from all the population took by using purposive sampling. Purposive sampling technique is where the researcher takes the sample based on certain considerations made by the researcher, based on known characteristics or characteristics of the population in previous study.(Malik, 2018) The researcher chose the sample technique based on the consideration that not all the population has habit of watching movie. The researcher analyzed the students' habit of watching movie through 7 up to 10 questions to fulfill the criteria (this action done in pre research). The data of this research were collected through questionnaire for habit of watching movie and test for speaking, completion form and analyzed by using pearson product moment test to test the correlation and t-test to test the hypothesis.

RESULT AND DISCUSSION

In this research, the variable (X) is habit of watching movie and variable (Y) is speaking mastery. The result or score from both of them below:

Table 1 Result Score

No	Statistic	Variable X	Variable Y
1	High Score	104	72
2	Low Score	43	40
3	Range	61	32
4	Interval	9	5
5	Mean Score	74.5	57.15
6	Median Score	78	56
7	Mode	87	56
8	Standard Deviation	14.73	7.23

Based on the data above, habit of watching movie categorized into "good" based on the mean score and speaking categorized into "enough" based on the mean score.

To show the brief of the data distribution of this study, the researcher presents the following diagram:
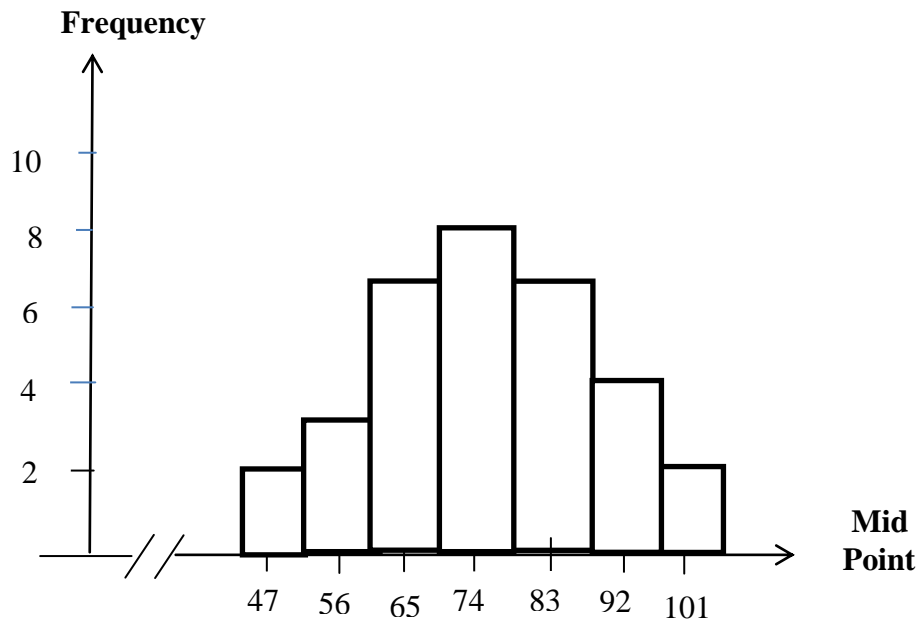
a. Habit of watching movie data

Figure 1 *Description of data habit of watching movie*

Based on figure above, the mid-point shows the middle value of each interval class and the height and low of the histogram's bar shows the frequency in that interval class. Where the first class with mid-point 47 was the class that contain data between 43-51 with the frequency 2 students, the second class with mid-point 56 was the class that contain data between 52-60 with the frequency 3 students, the third class with mid-point 65 was the class with interval between 61-69 with the frequency 7 students, the fourth class with mid-point 74 was the class with interval between 70-78 with the frequency 8 students, the fifth class with mid-point 83 was the class with interval between 79-87 with the frequency 7 students, the sixth class with mid-point 92 was the class with interval between 88-96 with the frequency 4 students, the seventh class with mid-point 101 was the class with interval between 97-105 with the frequency 2 students.

From the data above, the highest peak is at the mean score of 74 with a frequency of 8, which means that most students get score with an average of 74.
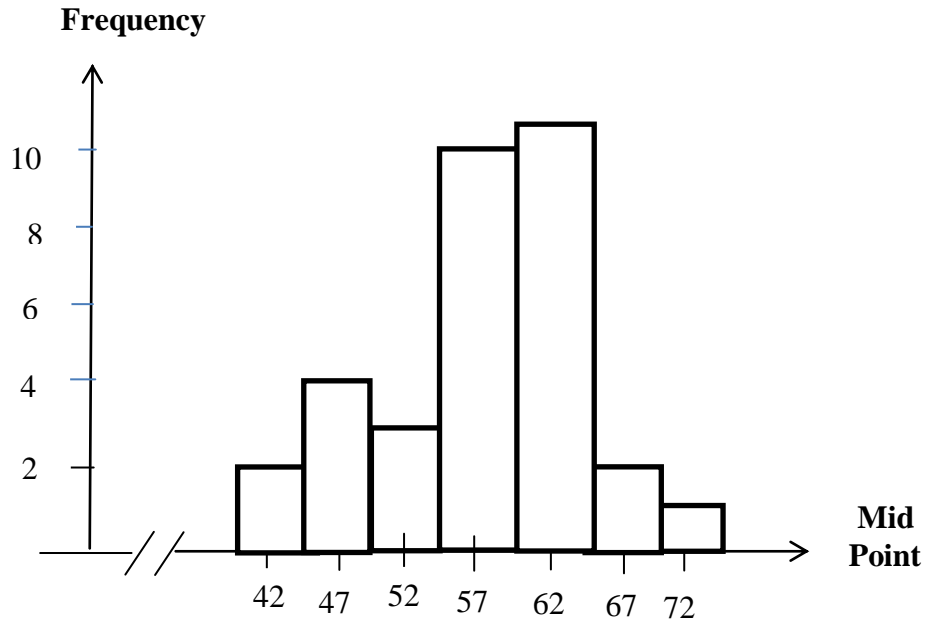
b. Speaking data

Frequency

Figure 2 *Description of data speaking mastery*

Based on figure above, the mid-point shows the middle value of each interval class and the height and low of the histogram's bar shows the frequency in that interval class. Where the first class with mid-point 42 was the class that contain data between 40-44 with the frequency 2 students, the second class with mid-point 47 was the class that contain data between 45-49 with the frequency 4 students, the third class with mid-point 52 was the class with interval between 50-54 with the frequency 3 students, the fourth class with mid-point 57 was the class with interval between 55-59 with the frequency 10 students, the fifth class with mid-point 62 was the class with interval between 60-64 with the frequency 11 students, the sixth class with mid-point 67 was the class with interval between 65-69 with the frequency 2 students, the seventh class with mid-point 72 was the class with interval between 70-74 with the frequency 1 students. From the data above, the highest peak is at the mean score of 62 with a frequency of 11, which means that most students get score with an average of 62.

c. **Hypothesis testing**

Table 2 T-Test

Correlations		X	Y
X	Pearson Correlation	1	.566**
	Sig. (2-tailed)		.001
	N	33	33
Y	Pearson Correlation	.566**	1
	Sig. (2-tailed)	.001	
	N	33	33
**. Correlation is significant at the 0.01 level (2-tailed).			

The results of calculations using SPSS v.26 obtained a correlation coefficients rxy = 0.566. The result showed that r count > r table (0.566 > 0.399). The result showed that there was a correlation between habits of watching movie and speaking mastery of the fifth grade students in English department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan was in average category. It has been written in the table of coefficient correlation interpretation below:

Table 3 Interval Table

Coefficient Interval	Relation Degree
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Average
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

The result in the table of XY interpretation is "average" category. It means when the students have high habit of watching movie, it will affect to their speaking mastery, that make them will also have increasing in speaking or interaction.

Table 4 Paired Sample Test

Paired Samples Test									
		Paired Differences							Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	x - y	18.455	12.202	2.124	14.128	22.781	8.688	32	.000

Then, the researcher calculated that tcount was 8.688, dk was (33-2) = 31, and level significant was 5% (0.05). So, $t_{count} > t_{table}$ (8.688 > 2.037). it meant that there was a significant correlation between two variables and hypothesis was "accepted".

After doing the research, the researcher discussed the result and compared it with the result from other research: First, the research done by Sartika. She discussed about how the correlation between students' watching English movie habit and their pronunciation. The result was that the students' habit of watching movie can be categorized into medium level at score 57.35, and the students' pronunciation can be categorized into good level at score 72.1. The result also shown that the sig. value is 0.002, it can be stated that 0.002<0.005. It means that null hypothesis is rejected. So, there is a significant correlation between students' habit of watching English movie and their pronunciation.(Sartika, 2020)

The second is by Mentari the result showed that coefficient correlation level $r_{count} > r_{table}$ (0.985> 0.01). It showed that alternative hypothesis (h_a) was accepted which means there is a correlation between the students habit of watching English movies with their vocabulary mastery.(Mentari, 2018) The last Ni'mah did the research about the influence of frequency of students' watching English movies on their speaking ability. The result showed that the value of (sig.) was lower that probability (*a*) 0.05 or 0.03<0.05. It means that there is significant influence of the frequency of students' watching English movies on their speaking ability. The students' speaking ability was 11.76% influenced by the frequency of the students' watching English movies.(Ni'mah, 2019)

Based on the explanation above it was proved that this research get the same result with Sartika finding in her research, where habit of watching movie has a significant correlation to students' pronunciation. The researcher took the consideration toward pronunciation is the part of the speaking and among five indicators in this study students get higher score in pronunciation. It is clear that habit of watching movie is a factor realted to the speaking mastery and it most acceptable in pronunciation aspect.

CONCLUSION

Based on the result of this research, the conclusion of this research stated that habit of watching movie has correlation to speaking mastery at the fifth semester of English department UIN Syekh Ali Hasan Ahmad Ad-dary Padangsidimpuan. The

statement proved by the result that showed in product moment test and t-test that r_{count} and t_{count} was higher than r_{tabe} and t_{table}. The result of this research showed that there is the correlation between good habit of watching movie category and enough speaking mastery category in average level. The number of product moment result (0.566) categorized into average level of correlation relation degree.

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