The Correlation of Watching English Movies Habit and Listening Skill

Mohamad Hendri Y Pakaya
IAIN Sultan Amai Gorontalo, Gorontalo, Indonesia
ndrikpakaya8@gmail.com

Yuwin Rustam Saleh
IAIN Sultan Amai Gorontalo, Gorontalo, Indonesia
yuwinsaleh@iaingorontalo.ac.id

Hasan Ayuba
IAIN Sultan Amai Gorontalo, Gorontalo, Indonesia
hasanayuba@iaingorontalo.ac.id

Abstract

English movies are one of the most effective and enjoyable ways to develop listening skills. However, some students still find it difficult to understanding listening in teaching English. This research aims to determine whether there is a correlation between students' habit in watching English movies and listening skill. The research method used quantitative correlational approaching involving 30 sixth semester students at English Education Department of IAIN Sultan Amai Gorontalo. The data collection was done using a questionnaire about watching habit to English movies and a listening test. The data analysis was performed using Pearson Product Moment Formula. The result showed that there is a strong positive correlation between habit in watching English movies and listening skill of English Education Department sixth semester students (r = 0.667). This indicates that the more intense the students' habit in watching English movies, the better their listening skill.

Keywords: watching habit, English movies, students' listening

Introduction

Among the most significant languages in the world is English as a universal tongue. And those who study it gain from it. One gets the chance to communicate with individuals all arounds the world if they can speak English. English is the first foreign language to be included among the disciplines that must be taught in schools in Indonesia(Apulisa et al., 2021). English has 4 aspects of basic skills. They listening, speaking, writing, and reading. Listening is a crucial activity in class, because listening provides simulation for students to be able to participate learning adjective. The first skill in learning a language is listening. When acquiring a

language, like infants. Infants start to pick up their parents' language, then they start to imitate everything they say, and eventually they can read and write. English movies are arguably the most effective and enjoyable ways to develop listening skills. Movies are more beneficial for those learning a second or foreign language since they not only provide amusement but also serve as more effective teaching instruments for introducing English in a relaxed setting(Rao, 2019). Students may acquire fluent, idiomatic English while simultaneously understanding the contrasts between American and British pronunciation by viewing movies. Students' listening abilities will improve if they watch English movies regularly because they will grow more used to English as they watch more English movies. This occurs as result of their attempts to attentively listen and comprehend the dialogue when viewing English movies(Chen, 2015). Observations and interviews with students from the English Education Department at IAIN Sultan Amai Gorontalo reveal that many struggle with listening comprehension. This struggle is evident even among those who have passed advanced listening courses, highlighting a significant gap in the effectiveness of current teaching methods.

Furthermore, the difficulty in mastering listening skills not only hampers students' overall language proficiency but also limits their academic and professional opportunities, given the critical role English in accessing information and job markets globally. Prior research suggests that movies provide a relaxed and engaging medium for language learning, allowing students to hear native pronunciation, idioms, and slang in context, thereby fostering a deeper understanding of the language. However, the extent to which this exposure translates to improved listening skills, particularly at advanced levels of study, remains underexplored. This research aims to fill this gap by investigating the correlation between students' habit in watching English movies and their listening skill, focusing on advanced level students in the English Education Department at IAIN Sultan Amai Gorontalo. The phenomenon that can be known is that English Language Education students at IAIN Sultan Amai Gorontalo tend to have problems with listening skills. Lack of understanding in listening, often find it difficult when doing listening problems, even in listening classes some students find it difficult to understand listening practice questions. In addition, some students have quite good listening skills, because those who have a habit of often watching English movies that make them hear a lot of pronounce from native speakers so that they can pronounce and are conversant with vocabulary in listening questions.

Recent studies have underscored the significant role of multimedia resources, particularly movies, in enhancing listening skills among language

learners. A prominent study by Puji ana explored the correlation between the frequency of watching Western movies and the listening skills of senior high school students at MAN 3 Kediri. This quantitative research discovered a strong positive correlation, suggesting that students who frequently watched English movies demonstrated better listening comprehension. The study emphasized that movies provide authentic language input, which helps learners become familiar with native pronunciation, idiomatic expressions, and cultural contexts(Puji Ana, 2022). Similarly, (Dhamarullah, 2015) conducted a study on fifth-semester students at the State Islamic University of Jakarta to investigate the connection between movie-watching activities and listening skills. Using a quantitative correlational design, this research revealed a low but positive correlation, suggesting that while watching movies can aid in improving listening skills, it may not be the sole determinant. This study highlighted that additional factor, such as classroom instruction and individual practice, also play crucial roles(Dhamarullah, 2015). Furthermore, (Rachmi & Sari, 2022) focused on the correlation between watching English movies and listening skills among XI-grade students at SMA Muhammadiyah 1 Sampit. Her research concluded that there is a significant relationship between the two variables, reinforcing the idea that exposure to English-language movies can be an effective tool in language acquisition. Their study stressed the benefits of using movies as a supplementary educational resource to create a more engaging and context-rich learning environment. These studies collectively suggest that regular engagement with English movies can significantly enhance listening skills by providing learners with a natural and enjoyable way to practice language comprehension, thus supporting the integration of multimedia resources into language learning curricula.

Despite the promising findings, recent studies investigating the correlation between watching English movies and listening skills have several notable limitations. Puji Ana's research, which demonstrated a significant correlation, was limited to senior high school students, raising concerns about the results' generalizabity to higher education levels. Students in universities or advanced language programs may have different learning dynamics, prior exposure to English, and cognitive strategies, which could influence the effectiveness of using movies as a learning tool. Additionally, the study did not account for the types of movies watched or the specific linguistic features they presented, which could vary significantly and impact the outcomes. Dhamarullah's study found a low correlation, which suggests that while movie-watching can be beneficial, it may not be sufficient on its own to substantially improve listening skills. The study's mixed-method sampling approach introduced variability in the participants' backgrounds and

previous language learning experiences, potentially affecting the results. Furthermore, the study did not explore other complementary language learning activities that could enhance the effectiveness of movie-watching. Rahmi's research, focusing on XI-grade students, left a gap in understanding the impact on more proficient learners. Advanced-level students may have different needs and face unique challenges that were not addressed in the study. Additionally, none of these studies thoroughly examined the duration and frequency of movie-watching required to achieve significant improvements in listening skills, nor did they consider the role of guided instruction in conjunction with movie-watching. These limitations highlight the need for more comprehensive research that includes diverse learner profiles, considers various types of multimedia content, and integrates other language learning activities. Addressing these gaps will provide a more nuanced understanding of the role of multimedia in language acquisition and offer more targeted strategies for enhancing listening skills across different educational contexts.

While recent studies have explored the positive impact of watching English movies on listening skills, a significant gap remains in understanding its effectiveness among advanced-level learners in higher education settings, such as students in the English Education Department at IAIN Sultan Amai Gorontalo. Studies by (Puji Ana, 2022), (Dhamarullah, 2015), and (Rachmi & Sari, 2022) have largely focused on high school students or undergraduates at early stages of their education. These studies support the idea that frequent exposure to English movies enhances listening comprehension by familiarizing learners with native pronunciation, idiomatic expressions, and cultural nuances. However, they do not adequately address whether these benefits extend to students who have already reached an advanced level of language proficiency. The theoretical explanation suggests that advanced learners might require different or more intensive methods to further refine their listening skills, as their learning needs and challenges differ significantly from those of beginner or intermediate learners. Furthermore, existing research often lacks a detailed examination of how factors such as the type of movies, frequency of exposure, and supplementary instructional methods interact to influence listening skills. For instance, it is unclear whether certain genres or formats of movies are more beneficial than others, or how guided classroom activities could enhance the learning experience. This gap highlights the necessity for targeted research that specifically investigates advanced learners, incorporating a more nuanced understanding of their unique challenges and the potential role of movies in overcoming these. Addressing this gap could lead to more effective

teaching strategies that cater to the needs of advanced-level students in higher education, ensuring that they can achieve the higher level of listening proficiency necessary for academic and professional success. By closing this gap, subsequent research may offer more thorough and useful insights, ultimately advancing our knowledge of efficient language learning techniques for advanced students.

Methodology

The approach used in this research is a quantitative method using a correlation design. According to the title of the research, the word correlation shows that this research uses a correlation design. From the characteristic, it is concluded that the research is classified as correlational quantitative research. Correlational design is research to determine the correlation and level of correlation between multiple variables, without making an effort to change them so there is no manipulation of variables(Ibrahim et al., 2018). The subject of this research is students majoring in English Language Education Department of IAIN Sultan Amai Gorontalo and will take 30 student samples in sixth semester. The population consists of 30 students as a sample object here using the Random sampling method. Because, the selection of samples in this research was carried out randomly so that every person in the population had the same opportunity to be selected(Garalka & Darmanah, 2019). In this research, the researcher uses two methods in collecting the data, they are questionnaire and listening test.

According to (Sugiyono, 2013), questionnaire is a data collection technique carried out by giving a set of questions or written questions to students to answer. The questionnaire is adapted from Wendy Wood and David T. Neal, they developed the Self-Report Habit Index (SHRI) which measures habits through several dimensions, including frequency, automaticity and identity(Wood & Neal, 2007). The researcher uses a questionnaire to collect the data and measure the students' habit in watching English Movies. The form of questionnaire is likert scale and it consist of 10 statements with the alternative answer were always, often, seldom, never). Scoring of technique of the questionnaire option is already coded. Option Always has 4 points, often has 3 points, seldom 2 points, and never has 1 point. Listening test.

The other instrument is listening test, with the total number of the listening question is 15 with 4 options in each question: A, B C and D. The listening test is taken from the book entitled Longman COMPLETE COURSE for The Toefl Test (Philips, 2001). The listening test part is used in this test is part C. The data was collected on 27th May 2024. In collecting the data, the researcher sent the

questionnaire in form of document and listening test in form MP3 to the students through WhatsApp. The researcher gave them 10 minute to fill the questionnaire form and 25 minutes to answer the listening test in the answer sheet. The procedures are the researcher subsequently contacts students via WhatsApp to provide comprehensive instructions, encompassing: (1) the scheduled examination time, (2) maximum duration for audio listening, (3) question and answer formats, (4) answer submission deadline, and (5) strict regulations stipulating that the audio may only be played once. The students are required to confirm their readiness, including ensuring they are situated in a conducive environment with stable internet connectivity and optimally functioning audio devices.

At the designated time, the researcher transmits the audio file via WhatsApp, followed immediately by questions upon completion of the audio duration. The students are allotted 25 minutes to submit their responses, either in the form of text messages or separate documents through WhatsApp. The researcher actively monitors this process, ensuring adherence to the established rules. Upon expiration of the deadline, the researcher collates all responses, conducts evaluations, and calculates scores. The data obtained in this research from the results of the listening assessment and questionnaires were analyzed using the Pearson Product Moment with statistical analysis techniques using SPSS for Windows then calculated the coefficient correlation and the results were shown with hypotheses whether accepted or rejected. According to (Sugiyono, 2013) the product moment correlation coefficient is a correlation technique used to find relationships and prove the hypothesis of the relationship between two variables if the data from two variables or these are the same.

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Findings

Descriptive Analysis

Table 1. descriptive analysis

	Sum	Max	Min	Range	Mean	Med	Mode	Std.dev	Var
Habit	953	39	21	18	31.77	33.00	30	4.531	20.530
Listening Test	1671	74	46	28	55.70	53.00	46	9.102	82.838

According to the table above, it is be evident that the overall rating of watching English movies habit questionnaires is 953, with the Highest score is 39, while the lowest score is 21, and the range is 18, the mean is 31.77, the media is 33, the mode is 30. The researcher also found standard deviation and variance score which are the standard deviation score is 4.531, and the variance score is 20.530.

The data on the students' listening test also can be seen on the table above. In listening test there were 30 students as respondent with the total score is 1671, 74 was the highest score, 46 was the lowest score, the mean was 55.70, the median was 53, and the mode is 46. Considering the data in listening test, the researchers try to find the standard deviation and variation score. The result from the computation, the standard deviation is 9.102, and the variance score is 82.838.

Inferential Analysis

Table 2. Test of Normality

Asymp.Sig. (2-tailed)	.130

Following the result of normality above, a normality test showed the value of probability = 0.130 > significance level = 0.05. It means that variable data normality. It can be concluded that the pairs of all data are both habit in watching English Movies and students' listening skill coming from distributed samples normal.

After knowing the data distribution is normal, the next step is to conduct the test of hypothesis in order to find whether or not if there is a positive and significant correlation between students' habit in watching English movies and listening skill.

The researchers used 5% level of significance in this research. This Implies that there is 95% level of confident and 5% level of fault besides the truth of conclusion. By employing total of respondent (N) = 30 with the degree of freedom

5%, the researchers find the r table is 0.361. the researchers used the correlation analysis which is Pearson Product Moment Formula to calculate them.

1. Manual computation using the formula

$$r_{xy} = \frac{N\sum XY - (\sum x)(\sum Y)}{\sqrt{\left(N\sum x^2 - (\sum x)^2\right)\left(N\sum Y^2 - (\sum Y)^2\right)}}$$

$$r_{xy} = \frac{30(53,180) - (953)(1,671)}{\sqrt{\left(30\sum 1,906 - (\sum 953)^2\right)\left(30\sum 3,342 - (\sum 1,671)^2\right)}}$$

$$r_{xy} = \frac{2,937}{\sqrt{(19,407,549.16)}}$$

$$r_{xy} = \frac{2,937}{4,405.4}$$

$$r_{xy} = 0,667$$

2. SPSS computation

Tabel 3. Correlation Result with SPSS

Correlations		habit	listening
habit	Pearson Correlation	1	.082
	Sig. (2-tailed)		.667
	N	30	30
Listening test	Pearson Correlation	.082	1
	Sig. (2-tailed)	.667	
	N	30	30

As indicated by the manual calculation and SPSS calculation above, it was found that the r value was 0,667 and it was higher than r table 0.361. Therefore, H1 is accepted because r0 > r-table it was mean there is significant correlation between habit in watching English movies and students' listening skill. It can be concluded that the r value (0.667) was at the level "Strong" correlation. It means that the correlation of watching English movies and students' listening skill of the sample class was in strong correlation.

Discussion

The results of this research indicate a significant positive correlation between students' habits of watching English movies and their listening skills. Specifically, the correlation coefficient (r) was found to be 0.667, which falls within the "strong" category, indicating a substantial positive relationship between these two variables.

These findings align with previous studies and theoretical frameworks. According to (Webb & Rodgers, 2009) watching English movies can enhance listening skills and enrich vocabulary, as students are exposed to authentic language use in various contexts. (Krashen, 2013) Input Hypothesis also supports these findings, suggesting that learners acquire language more effectively when they are exposed to comprehensible input that is slightly above their current proficiency level. In this case, English movies provide such input, helping students improve their listening comprehension.

Additional research corroborates these results. For instance, (Puji Ana, 2022) found a correlation between the frequency of watching Western movies and listening skills among high school students. Similarly, studies by (Dhamarullah, 2015) and (Putri et al., 2023), suggested that movie-watching activities could positively impact listening skills, although the strength of the correlation varied. These studies emphasize the role of movies in providing a practical and engaging means of language exposure, thereby improving listening abilities.

From a pedagogical perspective, incorporating English movies into the curriculum can be highly beneficial. Teachers can use movies not only as a tool for enhancing listening skills but also as a means to engage students and make learning more enjoyable. Activities such as group discussions, writing movie reviews, and focused listening exercises can further enhance the learning experience, making it more dynamic and effective.

Conclusion

On the basis of the data analysis, in other words there is a significant positive correlation between students' habits of watching English movies and their listening skills among sixth-semester students of the English Education Department at IAIN Sultan Amai Gorontalo. The correlation coefficient of 0.667 indicates a strong relationship, suggesting that students who frequently watch English movies tend to have better listening skills.

This study's findings highlight the potential benefits of incorporating English movies into language learning curricula to enhance listening comprehension. The

practical implications suggest that teachers should encourage students to watch English movies and integrate related activities into their instructional strategies to provide a more engaging and effective learning environment.

However, it is important to acknowledge the limitations of this research. The study's correlational design does not allow for causal inferences, and the limited generalizability of the rather tiny sample size of the findings. Additionally, the reliance on self-reported data introduces potential biases. Future research should aim to use larger, more diverse samples and objective measurement methods to validate these findings further.

With reference to the research findings, several recommendations are proposed to enhance English language learning, particularly in listening skills development. Educators are advised to incorporate English-language films into the curriculum, while students are encouraged to utilize such media as learning resources. Future researchers are suggested to further explore the implementation of films in teaching methodologies, employing larger and more diverse samples. These recommendations aim to leverage the positive correlation observed between film viewing and listening skill improvement, with the ultimate goal of optimizing English language teaching and learning practices. The integration of these suggestions may contribute to a more effective and engaging language acquisition process.

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