THE CORRELATION BETWEEN STUDENTS' HABIT IN WATCHING ENGLISH MOVIES AND THEIR SPEAKING ABILITY

(Undergraduate Script)

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ABSTRACT

THE CORRELATION BETWEEN STUDENTS' HABIT IN WATCHING ENGLISH MOVIES AND THEIR SPEAKING ABILITY

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The objectives of the study were to find out the correlation between students' habit in watching English movies and speaking ability and to find out what aspect of speaking has the highest correlation with students' habit in watching English movies. This research was quantitative. The population of the research was the second-year students of SMAN 3 Prabumulih. XI Science 1 was chosen as the sample of the research. A set of habit questionnaires from Verplanken was used to measure students' habit in watching English movies and a speaking test was used to measure students' speaking ability. Pearson correlation was applied in this research. The result indicated that there was a correlation between students' habit in watching English movies and their speaking ability since the significant value was 0.890 resided between 0.800 - 0.1000, which means the strength was very high correlation. It was also found that pronunciation was the aspect of speaking that has the highest correlation with the students' habit because, it was found that during the speaking test, the students showed various behaviors, such as pronouncing slang words and imitating the sentence from the movie that they have already watched. The student's behaviors were influenced by the students' habit in watching English movies itself. The more they have watched English movies the more it can influence their performance in speaking. Thus, it was suggested that English teachers should give students many practices so that they are able and brave to speak English inside and outside the class.

Keywords: *correlation, habit, English movie, speaking, aspects of speaking.*

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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

The writer's name is Safera Virana. She was born in Prabumulih on June 13th 2000. She is the first and the only child of Syahrial and Susliana.

She started her education since the early age by attending TK Aisyiyah 6 in 2006. Then, she continued her study to elementary school at SDN 6 Prabumulih in 2007 and graduated in 2012. In the same year, she pursued her education at SMPN 5 Prabumulih. Graduated in 2015, she went to SMAN 3 Prabumulih to continue her school and graduated in 2018. During her study there, she was assigned to be class representative assembly for two years. She was also involved in several organization such as English club and music club.

Having an intense enthusiasm in English, she followed SNMPTN program and choose English Education at University of Lampung, she was very glad to be part of English Department students in 2018. Besides doing her regular activity as an undergraduate, she was active in 2 organization; English Society (ESo Unila) by taking story telling as her branch and she also joined Paduan Suara Mahasiswa (PSM Unila)

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MOTTO

"Don't measure your progress using someone else's ruler"

DEDICATION

By the name of Allah Subhanahu Wa Ta'Ala who bless my life and give me strength, this script is proudly dedicated to all inspiring teachers and students who survive to improve education in Indonesia, my dearest family who provides endless support, my alma mater, all of my beloved friends, and you.

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Finally, the writer hopes that this work will be beneficial for the reader as a reference and other researchers who want to conduct similar research.

Bandar Lampung, 08 September 2022

Author,

Safera Virana

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I.   INTRODUCTION

This chapter is concerned with the background of problem, research questions, objectives, uses, scope and limitation, and definition of terms in this research.

1.1 Background of Research

Students must be able to compete in the current global era, where competition is developing tightly. They must be able to communicate in English, which is one of the skills required. English learning is critical to students' intellectual, social, and emotional development. It is necessary for success because it is used as a lingua franca in many situations, including higher education. Lingua franca is an intermediate language or a social language used in areas where different languages are spoken (Hammer, 2001). In many countries, including Indonesia, English plays an important role in human life. The Indonesian government mandates English as a subject in elementary, junior high, and senior high schools, as well as kindergarten.

Students must master four skills in order to learn English: listening, speaking, reading, and writing. Out of the four communication skills, speaking is the most important. The ability to communicate is an important part of the language learning curriculum. Speaking ability is also an important criterion for evaluation (Anderson & Bachman, 2009). Anyone who wants to improve their speaking ability must be self-aware and self-motivated, exhibit positive behavior patterns, and make efforts to avoid communication errors, Turk (2003). From the beginning of language learning, one's ability to speak in English is critical to improve one's English proficiency. Speaking is a crucial language skill. As a means of communication, this skill can be developed and improved (Morozova, 2013). Speaking ability is critical for students to communicate effectively through spoken language. Students who are unable to communicate in a foreign language may find it difficult to express themselves even in simple conversations. One of the

primary goals of a language learning program is to improve spoken and written language skills.

Language learning means using language in both spoken and written communication, as well as the ability to express feelings, thoughts, and experiences in a variety of contexts (Burn & Joyce, 2001). Producing, receiving, and digesting information are all part of the interactive process of building meaning when speaking, (Brown,1994; Burns & Joyce, 1997). The context, which includes the participants, their collective experiences, the physical environment, and the purposes for speaking, determines its form and meaning. According to Penny (2009:120), speaking appears to be the most important. Many second-language or foreign-language learners prioritize mastery of English speaking skills.

Speaking is a two-way interaction between a speaker and a listener. Speaking is a communication process in which a message is transmitted from a speaker to a listener, and the listener must interpret the message, which contains information. Speaking is fundamentally an instrumental act in which speakers talk to have some effect on the listeners in order to change their state of knowledge and to provide information (Clark, as cited in Abu thesis 2006:7).

Many foreign language students prioritize mastery of speaking skills. As a result, learners frequently assess their language learning success as well as the effectiveness of their English course based on how much they believe they have improved in their spoken language proficiency. Teachers and textbooks use a variety of approaches, ranging from direct approaches that focus on specific aspects of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that foster oral interaction through group work, task work, and other methods (Richards, 1990).

Affective factors can be one of the most significant barriers to speak English fluently (Brown 2007). Because of the language ego, which informs people that "you are what you speak," students are afraid of the listener's judgment. We can

often tell whether someone is educated or uneducated by the way she or he speaks and the content of what she or he says.

Learning process has a standard and purpose. Students' ability is the most important target in learning. According to Chaplin (2005: 419) in the dictionary complete Psychology, ability (ability, skill, agility, talent) is power (power of strength) for doing an act. Individuals in carrying out activities or an action requires power or power in the form of ability, dexterity skills, or talent. Furthermore Robbins (2008: 57) suggests that ability can be innate skill which results practice.

Every individual has his own advantages which some may have innate abilities while others do not. However, the ability is not only obtained from born but can also be trained through courses, formal education informal and individual training. Based on the definition above, it can be concluded that ability is a skill or potential to master an expertise that is inherited from birth or is a result practice or which is used to work on something manifested through actions. Every individual has different level of ability in carrying out an action. This ability influences the potential that exists in the individual. Ability greatly affects the progress of learning, can be interpreted that students who have a level of ability the high will be more successful than students who have low ability.

Ability in learning is affected by some factors. However, external factor includes social factor; family, school, society, and non-social factor. Approach to learning includes strategy and method in learning. Finally, students' ability in speaking becomes a measurement of successful in teaching and learning process needs to know. To measure that, there are some indicators of speaking that have to achieve by the students in learning.

According to Lawrie (1991:1), the success of speaking is measured by someone's ability to carry on a conversation in the target language. According to Van Duzer (2010), students' speaking ability and habits have an impact on the success of any interaction. Students need to be able to anticipate and produce the expected patterns of a specific discourse scenario as the speaker. Other responsibilities

include rephrasing, providing feedback, taking turns, and redirecting. Other factors that contribute to good speaking ability include:

a. Producing language sounds, stress patterns, rhythmic structures, and intonations.
b. Correcting use of grammar and structure.
c. Choosing vocabulary that is clear and acceptable for the listener, the issue being discussed, and the context in which the speech act takes place.
d. Utilizing comprehensibility-enhancing strategies such as keyword emphasis and rephrasing.
e. Using gestures or body language.
f. Adjusting speech components such as vocabulary, rate of speech, and complexity of grammar and structure to maximize listener comprehension and involvement.

A habit is a common action that people perform. People's behavior that has been done repeatedly is also referred to as a habit. Sujatmiko (2014) defines habit as a repeated action in the same form that is consciously performed and has clear goals. People usually do something because they enjoy it or because they do it frequently. In psychology, a habit is a more or less fixed way of thinking, willing, or feeling that has been acquired through previous repetition of mental experience (Andrews, 1903).

To support students in teaching and learning process, the teachers need to prove that the media that is appropriate for students such as visual or audio-visual media. According to Broughton (2003: 83), visual stimuli, such as maps, images, illustrations, cartoons, and even slides and film, can be used to practice the speaking language.

Film, movie, or moving pictures are created by either recording photography images with cameras or creating images using animation techniques or visual effects. Film or movie are cultural artifacts created by specific culture with reflect those cultures and in turn affecting them. It is regarded as a significant form of art, a significant source of entertainment, and a powerful means of educating or

indoctrinating citizens. Teaching English today is more difficult than ever. To assist students in mastering language skills and increasing language proficiency, teachers must provide high-quality teaching materials that are both encouraging and interesting. Exposure to "actual language" in authentic circumstances and in the culture context in which the foreign language is spoken is offered by the movie. Motion picture is a pleasant source of excitement and dialect securing (Merta, 2013). According to the explanation, the lecturer/teacher should prefer to use the movie as a supplement to their teaching activity.

As earlier research designed to split the use of free time demonstrated, movie theaters, and home cinema in general play a big role in the life of modern cultures, particularly among the younger generations (Sagvari, 2009). The growing tendencies of watching movie in our own home can be followed in various studies concerning computer activities as well (Racz, 2010). The virtues of using film to learn about speaking and content are extolled widely in the literature, according to Sherman (2003) and Aken (2003). Moreover, Burt (1999) gives opinion that movie allows learners to see facial expressions and body language at the same time as they hear the stress, intonation, and rhythm of the language.

The research result done by Yaseen and Shakir (2015: 34) found out that watching movies could enhance students' motivation in learning listening as well as learning speaking skill. In addition, movies could develop the atmosphere for enhancing motivation as well. Besides that, the findings of the study are consistent with the results of the previous studies by Stempleski, (1992), Haghverdi & Abdpur (2013:27-38), who concluded that film could affect the learners' motivation to learn. On the other hand, films could help them comprehend to listen to exchanges, and they could see the visual supports of the expression that use in the real-life.

Moreover, one intriguing finding found out that using movies as audio-visual media in learning speaking could motivate and stimulate the learners in learning. Thus, the researcher is interested to know whether there is any correlation between student' habit in watching English movies and their speaking ability.

1.2 Research Questions

Regarding to the background above, the research questions are formulated as follows:

1. Is there any significant correlation between students' habit in watching English movies and their speaking ability?
2. Which aspect that correlates the most on students' habit in watching English movies and their speaking ability?

1.3 Objectives of the Research

Based on the research questions, the objectives of this research are as follows:

1. To find out the significant correlation between students' habit in watching English movies and their speaking ability.
2. To find out the aspect that correlates the most on students' habit in watching English movies and their speaking ability.

1.4 The Uses of the Research

The research might be beneficial for some purposes both theoretically and practically. The uses of this research are as follows:

1. Theoretically, it can support the previous studies that prove the correlation between student's habit in watching English movie and their speaking ability.
2. Practically,
   a. For Students

   By the end of the research, students are expected to be better in selecting proper methods to increase their speaking ability.

   b. For Teachers

   By doing this research, the researcher hopes the output of the study will be useful to give a contribution to develop English teaching. Thus, the students will get better achievement in increasing their speaking.

   c. For School

   The school can support the implementation of the effective method in students' learning process, especially for speaking.

d. For Readers

The research will give information and knowledge about the influence of the habit of watching English movies to the students' speaking ability.

e. For the other researchers

By doing this research, may the other researchers get the reference to do a new research in the future.

1.5 Scope and Limitation of the Research

This research uses quantitative approach in examining the data. This research focuses on students' watching habits of English movies, as many of them have an impact on students' ability to communicate in English. This research is limited to the correlation between students' habit in watching English movies and their speaking ability. Meanwhile, this study is limited for the second-grade students at SMA N 3 Prabumulih.

1.6 Definition of Terms

To avoid misunderstanding of the readers, definitions of terms are provided as follows:

1. **Correlation**

Correlation is useful in a wide variety of studies. The most useful applications of correlation are assessing relationships, assessing consistency, and prediction (Ary et al, 2010, p. 351).

2. **Habit**

Classic studies of habit learning distinguished this form of learning as a product of a procedural learning brain system that is differentiable from declarative learning brain systems for encoding facts and episodes (Graybiel, 2008).

3. **Movie**

According to Hornby, movie is a story, recorded as a set of moving pictures to be shown on television or at the cinema (Hornby, 1995:34).

4. Speaking

English is an international language that has four common skills to learn they are listening, speaking, reading, and writing. For the student in a language class, speaking is an important skill for English language learning. From oral speaking, the teacher can measure the level of their understanding.

II.   LITERATURE REVIEW

This chapter reviews the theories that support the research. It consists of the definition of speaking, aspects of speaking, definition of habit, types of speaking, definition of English movie, and habit of watching English movie, review of previous research, theoretical assumption, and hypothesis.

2.1 The Concept of Speaking

Speaking is one of the language skills used for communication in everyday life. Speaking is defined by Fulcher (2003, p. 23) as "the verbal use of language to communicate with others." Speaking is a useful oral skill that is usually performed by two or more people. According to Chaney (2002), speaking is a process of interaction between two or more people that involves developing and sharing ideas through the use of verbal and nonverbal symbols in a variety of contexts.

Nunan (1991: 41) also argued that speaking is the same as oral interaction, both of which are common forms of providing information, expressing our thoughts, and expressing our ideas. "To most people, mastering the art of speaking is the single most significant component of learning a second foreign language, and success is judged in terms of the capacity to carry on a conversation in the language," Nunan (1991: 39) added.

One of the four language skills is speaking (reading, writing, listening and speaking). It is the means by which students communicate with others in order to achieve specific goals or to express their opinions, intentions, hopes, and points of view. In addition, people who understand a language are referred to as 'speakers' of that language. Furthermore, speaking is the most commonly used language skill in almost any situation. According to Rivers (1981), speaking is used twice as much as reading and writing in our communication.

Speaking and writing are both considered "productive skills," as opposed to the "receptive skills" of reading and listening. Speaking is also closely related to listening as two interconnected modes of communication. Every speaker is also a listener, and every listener has the potential to be a speaker (Oprandy, 1994 p. 153

& El Menoufy, 1997, p. 9). There are two types of speeches: monologues and dialogues. The former is concerned with giving an interrupted oral presentation, while the latter is concerned with interacting with other speakers (Nunan, 1989, p. 27).

Actually, it was assumed that the speaker's ability to use motor-perceptive skills, which are concerned with correctly using the language's sounds and structures, and interactional skills, which involve using the previous skills for the purposes of communication, was required by the interactional nature of spoken language. This means that EFL students should learn how native speakers use language in structured interpersonal exchanges in which many factors interact (Bygate, 1987 & Brown, 2001). Furthermore, pupils must comprehend when, why, and how to produce language in order to speak (sociolinguistic competence) (Cohen, 1996 and Harmer, 2001, p. 269-270). To succeed in a given speech act, a good speaker thus synthesizes this array of skills and knowledge. Florez (1999) emphasizes the following skills as being fundamental to speaking:

a. Using grammar structures accurately;
b. Evaluating target audience characteristics such as shared knowledge, status and power relations, or differences in perspectives;
c. Choosing terminology that is both understandable and acceptable for the listener, the issue being discussed, and the context in which the speech act takes place;
d. Using comprehensibility strategies such as highlighting key phrases, rephrasing, and assessing for audience comprehension;
e. Paying attention to interaction success and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement.

A thorough examination of all previously mentioned speaking skills demonstrates that speaking is a highly complex mental activity that differs from other activities in that it necessitates a much greater effort on the part of the central nervous system (Bygate, 1998, p. 23). It consists of sub processes and distinct areas of planning. The speaker must first recall words and phrases from memory and

arranges them in a syntactically and propositionally appropriate sequence (Harmer, 2001, p. 269-270). Speaking occurs in the context of limited processing capacities due to working memory limitations, and as a result, a need for routinization or automation in each area of production arises. This means that the speaker should process the information he/she hears as soon as he/she hears it. Furthermore, speaking necessitates some sort of monitoring during and after speech production, as well as managing communication under a variety of external pressures (Bygate, 1998, p. 23 & Basturkmen, 2002, p. 28).

Given the current notion of speaking as a difficult skill and complicated cognitive process, it is vital to think about the qualities of effective training that can help SL/FL students acquire these skills and processes. Oprandy (1994) and Nunan (1999) propose that effective instruction should be distinguished by the following characteristics:

a. The whole should be more important than the parts. This means that both synthetic and analytical procedures for teaching speaking should focus on the whole rather than the parts.

b. Active reflection on one's own processes and strategies, as well as those of others, should be enabled by instruction.

c. There should be plenty of opportunities to interact in order to broaden one's repertoire of experiences with the target language's various ideational, interpersonal, and textual functions for which speech is used.

d. Learners should be able to practice both linguistic and communicative skills.

Despite the importance of developing speaking skills among ESL/EFL learners, instruction of these skills has received the least attention, and many English teachers continue to spend the majority of class time on reading and writing practice, almost completely ignoring speaking skills (El Menoufy, 1997, p. 12 and Miller, 2001, p. 25).

In sum, speaking is an ability to communicate orally to other people with the aim to express their ideas and feelings. Furthermore, speaking is the most commonly used language skill in almost any situation.

2.2 The Purpose of Speaking

Tarigan (1990: 16) stated that speaking serves three important purposes:

   a. To inform

   The speaker informs the listener of everything they want or need, as well as ideas they want to share.

   b. To entertain

   Speakers can express their feelings through speaking, and listeners can entertain them through this mutual communication.

   c. To persuade

   Everyone uses speaking to persuade others to participate in a particular activity.

We can conclude from the statement above that speaking is a productive skill for developing students' speaking, which is used in the lives of human language that has functions to inform, entertain, and persuade the listeners.

2.2.1 The Aspect of Speaking

Speaking is a complex skill that necessitates the use of several different abilities at the same time, many of which develop at different rates. Syakur in Mora (2010: 3) say that there are at least five components of speaking skills, namely: comprehension, fluency, grammar, vocabulary, and pronunciation.

   a. Pronunciation

   Pronunciation is the process by which people to produce clearer language when they speak. It is concerned with the phonological process that refers to the component of a grammar made up of the elements and principles that

determine how sounds vary and pattern in a language. When a teacher teaches English, she/he needs to be sure that her/his students can understand what they are speaking. They must able to say when they want to say. It means that their pronunciation should be adequate for the purpose.

Vowels, consonants, stress, and intonation patterns are all segmental features of phonetics. The speaker must correctly pronounce English words.

b. Comprehension

Speaking requires a high level of comprehension. This assesses the understanding of conversation. Comprehension is the study of how well students understand a language. Hornby (1995: 235) states that comprehension is the power of understanding an exercised aimed at improving or testing ones understanding of a language in written or spoken.

In conclusion, comprehension can be defined as the ability to understand spoken English. Many language learners want to improve their speaking comprehension.

c. Fluency

Wolfe-Quinter in Koizumi (2005: 46) defines that fluency is how fast and how much a learner speaks without frequent pause because of functionless repetitions, self-corrections, and false starts in coping with the real time processing. Fluency defined as the quality of being capable to speak without hesitation.

d. Grammar

Grammar and speaking have a close relationship. In addition to the sound system, learners must be taught by using a structure system of language. Learners must be given insight into word order, inflection and derivation as well as other meaningful features of the English language. It will help students to speak fluently.

e. Vocabulary

Hornby (1974:979) defines vocabulary is range of words known or used by a person in a trade, profession, etc. It will be easier for students to express their ideas if they have a large vocabulary.

In sum, everybody who wants to speak English well must first learn how to speak English. Speaking differs greatly from the other skills. In speaking, students need to know about comprehension, fluency, pronunciation, grammar and vocabulary.

2.3 Types of Speaking Performances

Speaking is a productive skill that can be directly and empirically observed; however, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. Brown (2004, p. 140) describes six categories of speaking skill area. Those six categories are as follows:

a. Imitative

This category includes the ability to practice intonation and to concentrate on specific elements of language form. That is simply mimicking a word, phrase, or sentence. The key point here is to concentrate on pronunciation. Drilling is used by the teacher during the teaching and learning process. The reason is by using drilling, the students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the student's speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading the instructions, etc.

c. Responsive

Interaction and test comprehension are included in responsive performance, but at a somewhat limited level of very short conversation, standard greeting and small talk, simple requests and comments. This is a type of quick response to a teacher's or a student's inquiry or comment, in which the teacher or student gives instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. Interpersonal speaking performance can take the form of an interview, a role play, a discussion, a conversation, or a game.

f. Extensive (monologue)

Students are given extended monologues in the form of oral reports, summaries, storytelling, and short speeches by the teacher.

Based on the theory above, it can be concluded that there are some points that should be considered in evaluating speaking. The students must be familiar with pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

2.4 Habit

There are some definitions of habit according to some sources as follows: According to (Runger, 2016) the terms habit and automaticity are sometimes used interchangeably. More accurately, habit has a specific set of features associated with automaticity. A habit, from the standpoint of psychology, is a more or less

fixed way of thinking, willing, or feeling acquired through previous repetition of a mental experience, (Andrews, 1993) Habit, however, are not synonymous with automaticity. Two definitions of habit automaticity they are activation by recurring context cues and intensitivity to short-term changes in goals. Habit also be performed quickly, efficiently, in a rigid manner, with limited thought, and in a unit of chunked responses.

Habits are automatic routines of behavior that are repeated regularly, without thinking. They are learned, not instinctive, human behavior that occurs automatically, without the explicit contemporaneous intention of the person. The person may not be paying attention to or be conscious or aware of the behavior. When the behavior is brought to the persons' attention, they may be able to control it. (Duhigg, 2012) stated that classical definition of Habits: the choices that all of us deliberately make at some point, then stop thinking about but continue doing, often every day.

From the definition above, we can concluded that habit is an activity that is done repeatedly and continuously in a way unconsciously. In this research, the habit is action as the students' habit in watching English movie in day everyday living. A habit can be done anytime and anywhere.

2.4.1 The Factors of Habit

Based on the (Qureshi, 2012) there are some factors that affect someone's habit:

1. Frequency
2. Repetition
3. Automation

Based on the definition above, we can conclude that people can grow their habit through conducted something that indicates strong repetition or if the result of the activity is pleasure, it conducted such an addiction to repeat again.

2.4.2 The Characteristic of Habit

According to (Qureshi, 2012) some of the key characteristics of habituation are:

1. Duration: If the habit stimulus is not presented for a long enough period before a sudden reintroduction, the response will once again reappear at full-strength, a phenomenon known as spontaneous recovery. So if the noisy neighbor's loud banging (for example) were to stop and start, you're less likely to become habituated to it

2. Frequency: The more frequently a stimulus is presented, the faster habit is occurs. For example if you wear the same parfume every day, you are likely to stop noticing it earlier each time.

3. Intensity: Very intense stimuli tend to result in slower habituation. In some cases, such as deafening noises like a car alarm or a siren, habit will never occur (a car alarm wouldn't be very affective as an alert if people stopped noticing it after a few minutes).

4. Changing: Changing the intensity or duration of the stimulation may result in a recurrence of the original response. So if the banging noisy grew louder over time, or stop, or you had be more likely to notice it again.

In summary, there are four the characteristic of habit: duration, frequency, intensity, and changing. Every human has different habit.

2.5 English Movie

A film, also known as a movie or motion picture, is a collection of either still or moving images. It is created by photographing images with cameras or by creating images with animation techniques or visual effects.

(Monahan, 2010) states that analyzing movie the first thing is to understand the elements of movie. They are story, character, theme, setting, and style. A good story is a basis for most successful film. A good story has a very clear beginning, middle, and end. The best way to organize the telling of the story is through proper balance of suspense and action.

A character is a person that created by movies' creator or sometimes event an animal who takes part in action of story. Character can be classified into two. They are main character and supporting character. The main character is the character that has many scenes on the story. Whereas the supporting character is character that supports and helps the main character on the story.

Theme is main concept and idea that underlies the story. Theme is revealed through the value of the character when confronting obstacles and resolving conflict in pursuit their goal. It can be considered as the foundation and purpose of the story because without the purpose of the story will be trivial.

The setting refers to all of the information about the place, time, and situation of the movie. The setting can be classified to be two kinds. There are physical setting and social setting. The physical setting that can be understood by using sense, such as time and place. The social setting is setting that describes about the situation, lifestyle, culture, language of the society. The last element of the movie is refers to genre of the movie.

The statement above can be concluded that movie is a form of entertainment that composed by some elements. Movies have five elements which students have to know and understand when watching a movie or reading story, because they are parts of the movies. If students do not know about it, they will not understand the substance of that movie. Film is a story, recorded as a set of moving pictures to be shows on television or at the cinema (Hornby, 1995:34).

a. Advantages and Disadvantages of Movie

Watching movie is kind of entertainment. But when watching movie students have to know that they also can learn English. It can develop their listening comprehension by frequently watching English movie. Their comprehension will be develop and then they can comprehend the movie that they heard frequently than can get the information easily. According to (Sudarwan, 1995) movie has particular value, such as completing basis experience, provoking new inspiration, attracting attention, showing treatment of real object, explaining.

There are many advantages that can be obtained in the use of films as a media to deliver lessons to students, they are:

1. Movie can describe process.
2. Movie can arouse impression of room and time.
3. The pictures are three dimensions.
4. The sound can arouse reality of pictures in form of nature expression.
5. Movies can expert's voice while watching his/her appearance.
6. Color movie can add reality of object, which is practiced.
7. Movie can show scientific theory and animation.

Regarding to the explanation above, a good film is a film one that can meet the needs of students in relation to what has been learned. According to, Oemar Hamalik adhering to basic principles of 4-R is: "the right film is the right place at the right time used in the right way".

2.6 Movies as a Teaching Resources

Movie can be powerful tool for teaching, literature shows that teaching movie has been adopted in variety of subject. Promoting a visualization of concept and theory can increasing students experiences. The effectiveness of teaching with movie has been reported in (Kirsh, 1998) found that film assignment appears to improve students' understanding of course material. So to improve students understanding about material the teacher can apply to watching English movie. (Schermer, 1988) visual media in education had significant effect on attitude change and retention.

In sum, literature has shown that movies are an excellent tool for developing a variety of positive characteristic and behaviors. It is a positive characteristic and behaviors can be enhanced in students through a systematic movie based teaching course, that is positive characteristic and can increase participants in the teaching with movie course.

2.7 Habit of Watching English Movie

According to (Hollingworth, 2017) in Gultom, the students who habit of watching English movie:

1. Students have a strong frequency in watching English movie.
2. Students often to repeat to watch English movie.
3. Students have a strength automation in watching English movie.

Regarding to the explanation above, we can conclude that some Indonesian students probably like to use their habit in watching English movie to improve their listening. If they apply their habit to learning something it will be good. So, in order to achieve the maximum level of ability to do something can be done by get custom to the activity or make the activity become a habit it can be effective strategy to learn something and fun.

2.8 Theoritical Assumption

The frame of theories elaborated above, it can be concluded that speaking is an ability to communicate orally to other people with the aim to express their ideas and feelings. Based on the theory above, there are some points that should be considered in assessing speaking. The students must be familiar with pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

Based on theory above, habit is an activity that is done repeatedly and continuously in a way unconsciously. In this research, the habit is action as the students' habit in watching English movie in day everyday living. A habit can be done anytime and anywhere. Movie is a form of entertainment that composed by some elements. Movies have five elements which students have to know and understand when watching a movie or reading story, because they are parts of the movies. If students do not know about it, they will not understand the substance of that movie.

In sum, literature is shown that movies are an excellent tool for developing a variety of positive characteristic and behaviors. It is a positive characteristic and behaviors can be enhanced in students through a systematic movie based teaching course, which is positive characteristic and can increase participants in the teaching with movie course.

2.9 Hypotesis

Arikunto (2013) stated that, the hypothesis is temporary answer to the problem that still remains to be proven because it still has to be verified its truth. Alleged answer proficiency level is the truth that is temporary, which will be proven by the data collected through research. Correlation based on the direction of the relationship, can be divided into positive correlation, negative correlation, and nil correlation. Positive correlation; if there is unidirectional relationship. It means that, if the value of X rises, the value of Y goes up. Negative correlation; if there is a relationship in the opposite direction. It means that, if the value of X raises, the value of Y down. Nill correlation; if the direction sometimes unidirectional, but sometimes the opposite direction.

Based on the theory above, the hypothesis can be formulated as follows:

H0: There is no significant correlation between students' habit in watching English movies and their speaking ability.

H1: There is a significant correlation between students's habit in watching English movies and their speaking ability.

III.   METHODOLOGY

This chapter presents the writer research method and design. In this method the major components include, research design, variable, population and sample, research instrument, research procedure, try out of the instrument and data analysis.

3.1 Research Design

The design utilized in this research is correlational. According to Anderson that correlation research is "one way of describing in quantitative terms the degree to which the variables are related" Anderson (1998). A correlation, according to Creswell (2012), is a statistical test that determines the tendency or pattern for two (or more) variables or two sets of data to vary consistently. Besides Creswell (2008) said that correlational research is a quantitative method with statistical inferences to describe and measure the degree of magnitude or relationship between two variables and sets of scores.

The aim of this research is to explore the students' habit in watching English movie and their speaking ability. The research was carried out in SMA N 3 Prabumulih. The students will be investigated in order to know their habit of watching English movie and the relation to their speaking ability. There were two instruments used in this study; the first instrument is a questionnaire to know their score of habit and the second instrument is an oral speaking test to measure the students' speaking ability. Knowing students' speaking ability score, the researcher used a short descriptive the students have to choose their own favorite movie then describe it. The assessment criteria of speaking ability covered the pronunciation, grammar, fluency, vocabulary and comprehension. And to measured it the researcher using scoring rubric and the form is (the total score =. Score obtain/ maximal score x 100).

3.2 Variables

The data of this research is students' habit in watching English Movie and English- speaking ability. Habit is one of the language attitudes symbolized as 'X'

variable; it is score by using questionnaire. Thus, the result is habit data. While, English-speaking ability is one of skills in language which will be test by monologue speaking test and the result is students' English-speaking ability scores symbolized as 'Y'. The design could be illustrated as follows:

$$X \longrightarrow Y$$
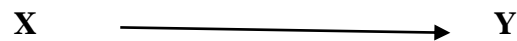
The formula could be further illustrated as follows:

X refers to the habit.

Y refers to speaking ability.

3.3 Population and Sample

The population is that the group of interest to the researcher, the group to which she or he would really like the results of the study to be generalizable (Gay, 1992). A crucial characteristic of inferential statistics is that the process of going from the part to the entire. The tiny group that is observed is named a sample and therefore the larger group about which generalization is formed is named a population. A population is defined as all members of any well-defined class of individuals, events, or objects. Indeed, the population is all subject during a study that is going observed. In this research, the populations were the second-year students of SMAN 3 Prabumulih majority Science. The total students for the population were 155 students. In determining the sample, this research used purposive sampling. Purposive sampling is used with the aim that the individual or selected case can represent a case that can answer the research problem (Setiyadi, 2018). The researcher selected XI IPA 1 as the subject of the research which consists of 30 students and the average age students is 16 years old. Based on the early observation (internship) at SMAN 3 Prabumulih, XI IPA 1 was the most heterogeneous class among all the second-year students, because some of them were active to speak English but the others were reluctant in speak English.

3.4 Instruments of the Research

Two different instruments were used to conduct this research. First, the questionnaire is use to measure the students' habit in watching English movie.

The survey is adjusted from Verplanken (2010) which interprets into Indonesian adaptation. The questionnaire has five points Liker- Scale ranging from Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. The form of questionnaire is multiple choices consisting of 30 items, it conclude interest in watching English movie, perception of advantages of watching English movie, and frequency in watching English movie. Here are the sample items of the questionnaire:

1. *I watch English movie routines every day.*
2. *I always watch English movies at home.*
3. *I watch English movies when I'm bored.*
4. *I have always watched English movies since primary school.*

Oral speaking test has been employed as the next instrument for this study which used to measure the students' speaking ability. Knowing students' speaking ability score, the researcher used a short descriptive the students have to choose their favorite movies then describe it. The assessment criteria of speaking ability covered the pronunciation, grammar, vocabulary, fluency, and comprehensibility. To assess it researcher using scoring rubric. In order to score objectively, the scoring process used three raters to make sure the reliability of the score.

3.4.1 Students' Habit Questionnaire

According to Best, J.W., Khan, J.V (2013:193). Questionnaire is a written instrument consisting of questions to be answered or statements to be responded by respondents. It is used to collect information about fact or opinion/attitude. Every question in the questionnaire obtained students in watching English movie. Arikunto (2010) stated that "likert scale is a statement which followed by table which show the scale, for example begins from strongly agrees to strongly disagree". The indicator scoring on a Likert scale questionnaire items are as follows: Strongly agree (5), Agree (4), Neutral (3), Disagree (2), and strongly disagree (1).

3.4.1.1 Validity of Questionnaire

The test is valid if it measures what is intended to measure accurately. There are three types of validity which are content validity, construct validity, and face validity. Face validity is a surface validity or appearance validity. The test has face validity if it looks as if it measures what it is supposed to measure. Construct validity concerns whether the test is in line with the theory which is being measured. To measure construct validity from the instrument which consists of one aspect or construct, it could be measured by the peer's assessment (Setiyadi, 2018). Meanwhile, content validity is intended to know whether the instruments could represent the material that will be measured. Setiyadi (2018) says that content validity refers to every item in the test that must be appropriate and represent the material that will be measured. The test has content validity if the test constitutes a stratified sample of language skills, structures, etc. The validity of the questionnaire should also be analyzed. First, face validity which is focus on the appearance of the instrument. The arranged questionnaire was translated into Bahasa Indonesia was administered using online form. This attempt is made in order to facilitate the students to understand and answer the questions easily. Second, content validity which is concerned to the representation of the test to the items being tested. In this study, the researcher adapted from Verplanken (2010) questionnaire. The questionnaire used to find out the habit of the students. Third, construct validity of the questionnaire was achieved by looking at the relationship among indicators. In this research, each of the items was arranged to measure the students' habit in watching English movie based on the theory proposed by Verplanken (2010).

3.4.1.2 Reliability of Questionnaire

Reliability refers to the consistency of the instruments. According to Setiyadi (2018), reliability is a consistency of measurements or how far that measurement can be measured in similar subjects in a different time but showed the same result.

After all students finished their questionnaires and the required data were collected, the researcher measure the score and to find the correlation. Two raters including the researcher scored the students' speaking performances, so the reliability can be achieved.

The data were analyzed statistically; the statistical method used in this study is Pearson Product Moment correlation. The data analyzed with the help of computer program of IBM **SPSS 26.00 for windows**.

3.4.2 Speaking Test

The test may be a sequence of questions or exercises, which is employed to live the skill, knowledge, intelligence, and skill of a private or group (Arikunto, 1997). This speaking test was given to urge the score of students within the foreign language class, especially, English. For the speaking test the writer giving a speaking test to students. Then, to take students' result in speaking test, the researcher made a cooperation with the teacher in English class. The researcher collected the data of students' score from teacher. From some data that have been gotten, the writer starts to sum and made them in numeric data to process more, searched the correlation between two variables, students' habit and their speaking test score.

3.4.2.1 Validity of the Speaking Test

To support the interpretation of the data and to draw correct conclusions, the researcher used content validity which was synchronized on the syllabus of *Curriculum 2013* that use in the school of the research's population and sample. The topic is about a movie. Also, the researcher used construct validity, and in this test, the researcher measured the students' speaking ability based on the aspects of speaking which was adapted from (Harris D. , 1974). They were vocabulary, pronunciation, fluency, grammar, and comprehension.

Here is the oral rating sheet:

1. Pronunciation

Students would get a score of 5 if she/ he had few traces of foreign accent, score 4 if she/ he was always conscious of a definite accent, score 3 if her/his pronunciation problems necessitated concentrated listening and occasionally lead to misunderstanding, score 2 if she/he was very hard to understand because of pronunciation problem and most frequently was asked to repeat, and score 1 if her/his pronunciation problems was so severe as to make speech virtually unintelligible.

2. Grammar

There were five categories in grammar. Students would get a score of 5 if she/ he made few (if any) noticeable errors of grammar or word order, a score of 4 if she/ he occasionally made grammatically or word order errors which did not, however, obscure meaning, score 3 if she/he made frequent errors of grammar and word order which obscure meaning, score 2 if she/he faced difficulty in grammar and word orders made comprehension and she/he must often rephrase the sentence and /or restricts her/him basic pattern, and score 1 if she/he were errors in grammar and word which is unintelligible.

3. Vocabulary

There were five categories in vocabulary. Students would get a score of 5 if her/his vocabulary and idioms were virtually that of a native speaker, score 4 if she/ he sometimes used inappropriate terms and /or must rephrase ideas because of lexical inadequacies score 3 if she/he frequently used the wrong words: conversation somewhat limited because of inadequate vocabulary and occasionally lead to misunderstanding, score 2 if she/he misused of words and very limited vocabulary make comprehension quite difficult, and score 1 if she/he had vocabulary limitation so extreme as to make conversation virtually impossible.

4. Fluency

There are five categories of fluency. Students would get a score 5 if her/his speech as fluent and effortless as that of a native speaker, a score 4 if her/his speed of speech seemed to be slightly affected by language problems, score 3 if her/his speed and fluency were rather strongly affected by language problems, score 2 if she/he were usually hesitant, often forced into silence by language problems, and score 1 if her/his speech as so halting and fragmentary as to make conversation virtually impossible.

5. Comprehensibility

There were five categories of comprehensibility. Students will get a score 5 if she/he appeared to understand everything without difficulty, score 4 if she/he understood nearly everything at normal speed although occasional repetition by being necessary, score 3 if she/he understood most of what was said at lower than normal speed with repetitions, score 2 if she/he had great difficulty following what is said and she/he could comprehend only "social conversation" spoken with frequent repetition, and score 1 if she/he could not be said to understand even simple conversation of English.

Here is the equation for making students' oral tests. Each score multiplied by four, so the highest score is 100. For example, the score of students' pronunciations was four. The researcher multiplied it by four so the score of students' pronunciations is 16.

Here is the identification of the scores:

1. If a student gets 5, so 5 X 4 = 20
2. If a student gets 4, so 4 X 4 = 16
3. If a student gets 3, so 3 X 4 = 12
4. If a student gets 2, so 2 X 4 = 8
5. If a student gets 1, so 1 X 4 = 4

For example, Student A gets 3 in grammar, 3 in vocabulary, 2 in fluency, 3 in comprehension, and 2 in pronunciation.

Grammar 3 X 4 = 12

Vocabulary 3 X 4 = 12

Fluency 2 X 4 = 8

Comprehension 3 X 4 = 12

Pronunciation 2 X 4 = 8

Total = 52

It means he/she gets 52 for the speaking test.

3.4.2.2 Reliability of the Speaking Test

The researcher used inter-rater reliability. It means there were two raters to judge students' speaking performances. The first rater was the researcher herself and the second and third-rater was the English teacher of the sample. Two of them discussed the speaking criteria to obtain a reliable result of the test. The scores from raters were divided by two.

The criteria of the score have been explained above in the subchapter of the instrument. The researcher used the Oral Rating Sheet by Harris. For the score of the speaking test, the researcher also used inter-rater to evaluate the validity of the score. There were three inter-raters. The reliability of the inter-rater was measured by using the Statistical Package of Social Science (SPSS) for the windows version. The reliability of the speaking test was measured by Intraclass Correlation Coefficient (ICC) since there were three raters in this research, the researcher and the English teachers. If the rater was two, we can use Kappa tools. The result of inter-rater reliability measured using ICC was .798 it means the speaking test was a good agreement.

3.5 Data Collecting Techniques

In collecting the data, the researcher take 30 students of eleventh grade at SMA N 3 Prabumulih as the sample of the research, and the researcher take the sample 30 students from XI.IPA 1 class. To collect data from the sample on this research, the writer used two techniques as follows:

1. **Questionnaire**

   In order to get data on the student's habit in watching English movies, the writer used a set of questionnaires. The researcher distributes the habit questionnaire by Verplanken (2010) in Indonesian version to understand easily by the students. Before the students answer the questionnaire, the researcher explains the rules of answering it to anticipate the probable problems that students may do.

2. **Speaking Test**

   To collect the data of the students' ability in speaking, the writer used an oral test to know the students' ability in speaking English. The researcher ask the students to speak about the short descriptive, before that the researcher have already provided some movies title and students are free to choose which movies that they want to describe and record it, The time will be give is 2-3 minutes for each students.

After all students finished their performances and the required data were collected, the researcher transcript their speeches to measure the score and to find the correlation. Two raters including the researcher scored the students' speaking performances, so the reliability can be achieved. The students were test once by the raters in the same time and place.

The data will be analyze statistically; the statistical method used in this study is Pearson Product Moment correlation. The data analyzed with the help of computer program of IBM SPSS 20.00 for windows.

3.6 Research Procedures

In conducting this research, the researcher used the steps as follows:

1. **Determining the Problem of the Research Problems**

   The problem of the research was intended to find out whether there was any correlation between students' habit in watching English movie and their speaking ability.

2. **Determining the Population and Sample**

   The population of this research was the second-year students in SMAN 3 Prabumulih. The researcher will use purposive sampling to choose the sample.

3. **Determining the Research Instruments**

   The instruments of this research were a questionnaire and a speaking test. A set of the questionnaire consisted of 30 items of closed-question that was used to measure student's habit in watching English movie and their speaking ability. It is adapted and modified from Verplanken (2010).

4. **Administering the Speaking Test**

   The researcher distributed the habit questionnaire by Verplanken (2010) in Indonesian version to understand easily by the students. Before the students answer the questionnaire, the researcher explained the rule of answering it to anticipate the probable problems that students may do. The topic told about a movie character. The students were asked to perform their speaking recorded by using a smartphone. In the speaking test, the researcher conducted a speaking test to get the score of students' speaking ability. The raters assessed their performance based on five components of speaking, such as pronunciation, grammar, vocabulary, fluency, and comprehension.

   In examining the students' performance, inter-rater reliability was used to achieve the reliability of the speaking test. This research has three raters for

the speaking test, the first rater was the researcher and the second and third-rater was the English teacher of that class.

5. **Administering the Questionnaire**

The questionnaire was given to the students of the second-year students in SMAN 3 Prabumulih. The numbers of the questionnaire were 20 items. Each item has 5 alternatives answer, those were; strongly agree, agree, neutral, disagree, and strongly disagree.

6. **Analyzing the Result of The Test**

Pearson Product Moment Correlation will be use to find out the correlation between students' habit in watching English movie and their speaking ability and to see whether students' habit in watching English movie significantly influences their speaking ability. Besides, Pearson Product Moment will also used to know the aspects of speaking correlating the most to the students' in speaking English. First of all, the students' performances will be recorded when they performed their speaking. The data are analyzed by directing to the rating scale, namely oral proficiency scoring categories (Brown, 2004).

Then, the researcher correlated the score of students' speaking tests and the score of the questionnaire. The data will be analyze by using SPSS and the hypothesis will be analyzed at the significant level of students' speaking ability. After that, the researcher correlated the score of each aspect of habit and the score of students' speaking tests. The last, the researcher also correlated the score of each aspect of speaking and the score of students' habits. It will analyzed by using SPSS and the hypothesis was analyzed at the significant level of students' speaking ability.

3.7 Data Analysis

This research was a quantitative design; the researcher divided these variables into two variables. They were the dependent variable and independent variable. The researcher used a speaking test and questionnaire in collecting the data to find out

the correlation between students' habit in watching English movie and their speaking ability. The researcher classified habit of students as an independent variable. For the speaking performance test, the researcher classified as a dependent variable because the speaking ability will be influenced by the students' habit in watching English movies.

The researcher correlated the result of students' habit in watching English movies with the result of students' English-speaking ability in order to determine whether there was any correlation between students' habit and their speaking ability or not by using Person Product Moment Correlation. The researcher used Pearson Product Moment to find out which aspects of speaking that gave a significant impact on the students' in speaking English.

After get the questionnaire data from the students, the researcher needs to analyzed the data and correlate the questionnaire and students" test score. There are 30 questionnaired, every number gave scores into four likert scales:

Score of questionnaire in likert scale

Optional for the questionnaire	Value
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

3.8 Hypothesis Testing

The hypothesis of this research is:

1. H0: There is no significant correlation between student's habit in watching English movie and their speaking ability.
   H1: There is a significant correlation between student's habit in watching English movie and their speaking ability.

The hypothesis testing is use to prove whether the proposed hypothesis in this research was accepted or not. The hypotheses will be tested by using a Pearson Product Moment of Statistical Package for Social Science (SPSS)

V.   CONCLUSION AND SUGGESTION

This chapter divided into two parts, conclusion and suggestion. The conclusion will clarify about the result of students' habit in watching English movies, students' speaking ability and the correlation between students' habit in watching English movies and their speaking ability of second year students in SMAN 3 Prabumulih. The suggestion will contain the writer's view and suggestion for the future researcher in order to give positive feedback to the students.

5.1 Conclusion

According to the data analysis and discussion, it can be concluded that there was a significant correlation between students' habit in watching English movies and students' speaking ability. It was strong correlation. The correlation was proved by the mean score of students in watching English movie with 77,6 average and the students mean in speaking test was 76,6. From the data analysis alternative hypothesis H1 was accepted and hypothesis H0 was rejected. It was because the result of r calculation was higher than r-table (0.361<0.845). It means there was a significant correlation between students' habit in watching English movies and their speaking ability.

5.2 Suggestion

As the writer has explained before, after measuring the correlation between two variables, we have gotten the result of this research. Studying the result, the researcher wants to give some suggestion to readers, especially, for future research:

1. For the Teacher

First, the teacher can give students task which makes them notice the conversation in English movies, for example asks the students to find information and expressions from the movie. Secondly, teacher can give students some practices like small group discussion so that they are able and brave to speak English in the class.

2. For the Future Researcher

It is suggested that the instructions of the speaking test should also be checked by an expert in speaking before being used to conduct the test. Also, the researcher can investigate the use of English movies in online learning to teach others skills such as listening, reading, and writing to find out its effectiveness to teach those skills. Besides, the findings might be applicable to the teacher. Then, for the future researcher, who are interested in conducting same researcher have to explore knowledge in order to give more benefit on the research result.

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