

# **THE CORRELATION BETWEEN STUDENTS' HABIT IN WATCHING ENGLISH MOVIE AND LEARNING STYLE TOWARD LISTENING COMPREHENSION**



**BY  
ALUN FITRIA NINGSIH**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA**

**1440H/ 2019 M**

**THE CORRELATION BETWEEN STUDENTS' HABIT IN  
WATCHING ENGLISH MOVIE AND LEARNING STYLE  
TOWARD LISTENING COMPREHENSION**

**THESIS**

Presented to  
Stated Islamic Institute of Palangka Raya  
in Partial Fulfillment of the Requirements  
for the degree of *Sarjana* in English Language Education



BY  
**ALUN FITRIA NINGSIH**  
SRN. 1201120787

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
FACULTY OF TEACHER TRAINING AND EDUCATION  
DEPARTMENT OF LANGUAGE EDUCATION  
STUDY PROGRAM OF ENGLISH EDUCATION**

**1440 H/ 2019 M**

**APPROVAL OF THE THESIS**

Title : **THE CORRELATION BETWEEN STUDENTS' HABIT IN WATCHING ENGLISH MOVIE AND LEARNING STYLE TOWARD LISTENING COMPREHENSION**

Name : Alun Fitria Ningsih

SRN : 1201120787

Faculty : Education and Teacher Training

Department : Language Education

Study Program : English Education

Level : S-1

Palangka Raya, May 2019

Approved by:

Advisor I



Luqman Baehaqi, S.S., M.Pd  
ORN. 19800823 201101 1005

Advisor II



Hesty Widiastuty, M.Pd  
ORN. 19870928 201503 2003

The Vice Dean I of Academic



Dr. Hj. Rodhatul Jennah, M.Pd  
ORN. 19671003 199303 2 001

Chair of  
Language Education Department



Santi Erliana, M. Pd.  
ORN. 198012052006042003

**OFFICIAL NOTE**

Palangka Raya, May 2019

Case Examinaton of  
Alun Fitria Ningsih

To The Dean of Faculty of Education  
and Teacher Training of State Islamic  
Institute of Palangka Raya

In-

Palangka Raya

*Assalamu'alaikum Wr. Wb*

By reading and analyzing of this thesis, we think the thesis in the name of

Name : Alun Fitria Ningsih  
SRN : 1201120787  
Title : The Correlation Between Students' Habit in  
Watching English Movie and Learning Style  
Toward Listening Comprehension

Can be examined in partial fulfillment of the requirements of the Degree  
of *Sarjana Pendidikan* in the Study Program of English Education of the  
Language Education of the Faculty of Education and Teacher Training of the  
State Islamic Institute of Palangka Raya.

Thank you for the attention.

*Wassalamu'alaikum Wr. Wb*

Advisor I



**Luqman Bachaqi, S.S., M.Pd**  
ORN. 19800823 201101 1005

Advisor II



**Hesty Widiastuty, M.Pd**  
ORN. 19870928 201503 2003

### LEGALIZATION OF THESIS EXAMINING COMMITTEE

This thesis entitled **The Correlation Between Students' Habit In Watching English Movie And Learning Style Toward Listening Comprehension** in the name of Alun Litria Ningsih, and her Students Registration Number is 1201120787. It has been examined in the board of examiners the Study Program of English Education the Department of Language Education the Faculty of Teacher Training and Education (FTIK) of the State Islamic Institute of Palangka Raya on:


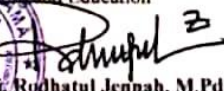
Day : Wednesday  
Date : June 12<sup>th</sup>, 2019

Palangka Raya, June 17<sup>th</sup>, 2019

#### The Board of Examiners:

1. Dr. Imam Qalyubi, M.Hum  
(Chairman/Examiner) 
2. Hj. Apni Ranti, M.Hum  
(Main Examiner) 
3. Luqman Bachaqi, S.S.M.Pd  
(Examiner) 
4. Hesty Widiastuty, M.Pd  
(Secretary/Member) 

Approved by :

  
Dean of Faculty of Teacher Training and Education  
  
Dr. Hj. Rodhatul Jennah, M.Pd  
QRN: 196710031993032001

## MOTTO AND DEDICATION

إِنَّكَ لَا تَهْدِي مَنْ أَحْبَبْتَ وَلَكِنَّ اللَّهَ يَهْدِي مَنْ يَشَاءُ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

“Sesungguhnya kamu tidak akan dapat memberi petunjuk kepada orang yang kamu kasihi, tetapi Allah memberi petunjuk kepada orang yang dikehendaki-Nya, dan Allah lebih mengetahui orang-orang yang mau menerima petunjuk”.

(QS. Al-Qhoshos :56)

This Thesis is dedicated to:

First of all, thanks to Allah that give me a chance to finish this study. Second, My beloved Father Mr. Sugiyanto and My beloved Mother Mrs. Purwani for their support and prayer. Third, My beloved sisters Endah purbayanti and Anisa Damayanti . The last, all of my friends. Thankyou so much for all your support.


### DECLARATION OF AUTHENTICATION

Name : Alun Fitria Ningsih  
SRN : 1201120787  
Faculty : Teacher Training and Education  
Department : Language Education  
Study Program : English Education

Declaire that thesis entitled "The Correlation Between Students' Habit In Watching English Movie And Learning Style Toward Listening Comprehension", is truly my own writing. If one day this thesis proved to be a duplicate or plagiarism, I am ready to be given academic sanction, the cancellation of the degree of this thesis.

Palangka Raya, May 2019

My own declaration

  
Alun Fitria Ningsih  
SRN.1201120787

## ABSTRACT

Ningsih, Alun Fitria. 2019. *The correlation between students' habit in watching english movie and learning style toward listening comprehension* Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor : (I) Luqman Baehaqi, S.S, M.Pd, (II) Hesty Widiastuty, M. Pd.

**Keywords:** correlation, habit in watching english movie, learning style, listening comprehension.

The principal purpose of this study was to find out; (1)The correlation between students' habit in watching english movie ( $X_1$ ) and listening comprehension (Y), (2) The correlation between learning style( $X_2$ ) and listening comprehension (Y), and The correlation between students' habit in watching english movie and learning style toward listening comprehension. It was carried out to the fourth semester students of IAIN Palangka Raya.

In this study, it was used quantitative method with correlation study to answer the problem of the study. Population of this study was consisted of fourth semester students at IAIN Palangkaraya in academic year 2018/2019 with total were 57 students. The sample used was total population. Test and questionnaire were used to collecte the data. After got the data, researcher was corrected and analyzed the result of the test.

The data were analyzed using Pearson Product Moment Corellation. The result of study showed that significance level between variable  $X_1$ ,  $X_2$  dan Y was higher than alpha ( $0.410 \geq 0.05$ ). it can be concluded that there was no possitive correlation between students' habit in watching english movie and learning style toward listening comprehension. Null hypothesis ( $H_0$ ) was accepted and alternative hypothesis ( $H_a$ ) was rejected.



## ABSTRAK

Ningsih, Alun Fitria. 2019. *Korelasi antara kebiasaan siswa dalam menonton film berbahasa inggris dan gaya belajar terhadap pemahaman mendengarkan. di IAIN Palangkaraya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing : (I) Luqman Baehaqi, S.S, M.Pd, (II) Hesty Widiastuty, M. Pd.

**Kata kunci:** korelasi, kebiasaan dalam menonton film berbahasa inggris, gaya belajar, pemahaman mendengarkan.

Tujuan dari penelitian ini untuk menemukan; (1) hubungan antara kebiasaan siswa dalam menonton film berbahasa inggris ( $X_1$ ) dan pemahaman mendengarkan (Y), (2) hubungan antara gaya belajar ( $X_2$ ) dan pemahaman mendengarkan (Y), dan korelasi antara kebiasaan siswa dalam menonton film berbahasa inggris dan gaya belajar terhadap pemahaman mendengarkan. Penelitian ini dilaksanakan pada mahasiswa semester empat di IAIN Palangkaraya.

Pada penelitian ini, peneliti menggunakan metode penelitian kuantitatif dengan studi korelasi untuk menjawab permasalahan penelitian tersebut. Populasi penelitian ini terdiri dari mahasiswa semester empat di IAIN Palangkaraya tahun ajaran 2018/2019 dengan jumlah sebanyak 57 siswa. Penentuan sampel dengan menggunakan total populasi. Tes dan angket digunakan untuk mengumpulkan data. Kemudian peneliti mengoreksi dan menganalisa hasil tes tersebut.

Data dianalisis menggunakan Pearson Product Moment Correlation. Hasil penelitian menunjukkan bahwa nilai signifikansi antara variabel  $X_1$ ,  $X_2$  dan Y adalah lebih dari nilai alpha yaitu ( $0.410 \geq 0.05$ ). dapat disimpulkan bahwa tidak ada hubungan positif antara kebiasaan menonton film bahasa inggris dan gaya belajar terhadap pemahaman mendengarkan siswa. Nol hipotesis ( $H_0$ ) diterima dan alternatif hipotesis ( $H_a$ ) ditolak.

## ACKNOWLEDGMENTS

First of all, the writer wishes to express her particular thanks to Allah SWT. In this right chance, the researcher would like to give greatest thanks to:

1. Dr. Khairil Anwar M.Pd as a Rector of State Islamic Institute of Palangka Raya for his direction and permission of conducting this thesis.
2. Dr. Hj. Rodhatul Jennah, M. Pd as the Dean of the Faculty of Tarbiyah and Teacher Training the State Islamic Institute of Palangka Raya (IAIN), for his direction and encouragement.
3. Dr. Hj. Rodhatul Jennah, M. Pd, as the Vice Dean I of Faculty of Teacher Training Education of the State Islamic Institute of Palangka Raya, for her agreement so that the writer can complete the requirements of writing this thesis.
4. Santi Erliana, M.Pd, as the Chair of Department of Language Education, for her agreement so that the writer can complete the requirements of writing this thesis.
5. M. Zaini Miftah, M.Pd, as the chief of English Education Study Program, for his permission so that the writer can complete the requirements of writing this thesis.
6. Luqman Baehaqi, S.S.,M.Pd, as the first advisor, for his advice, suggestions, motivation, and encouragement in conducting research and compiling this thesis.
7. Hesty Widiastuty, M.Pd, as the second advisor for her advice, suggestions, motivation, and encouragement in conducting and compiling this thesis.
8. Last, all of my friends who always share, support, and help in conducting research and also the fourth semester students.

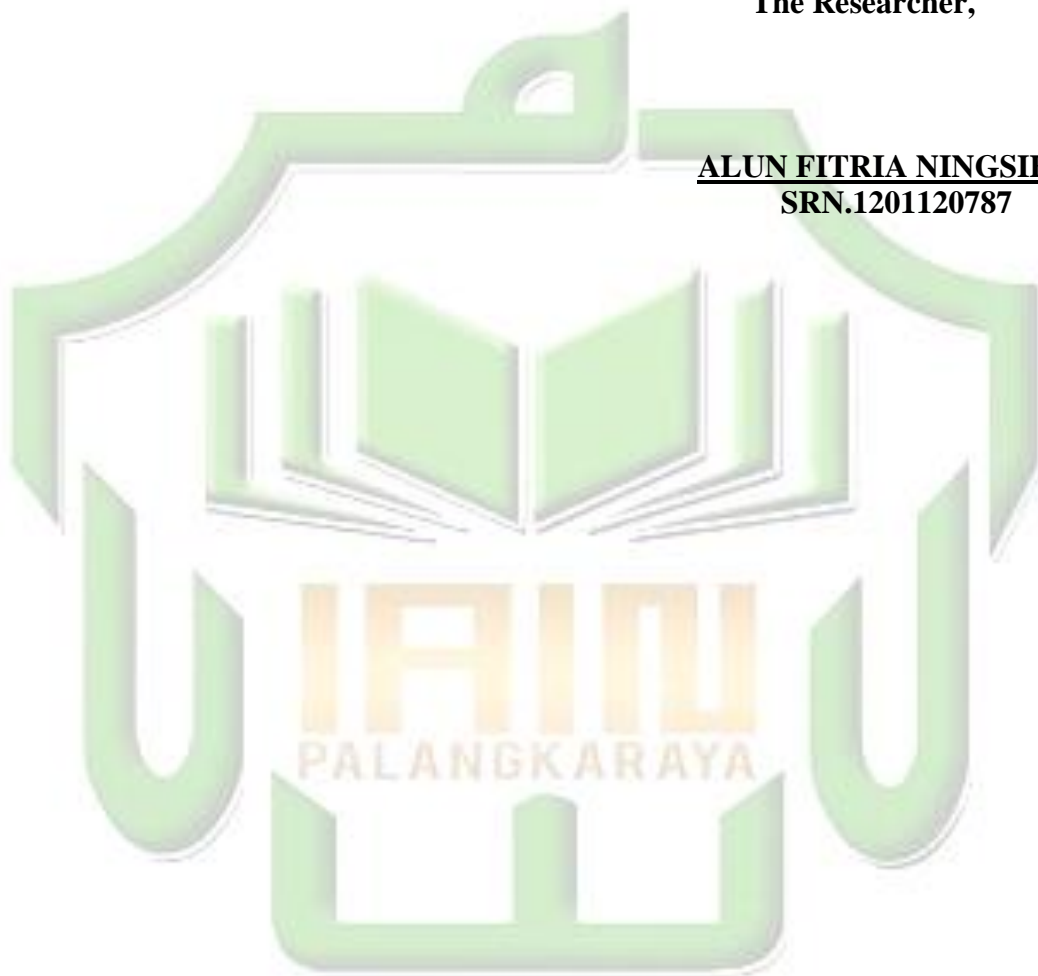
Greatest thanks are also addressed to My parents who always pray, support, suggestions, and their affections sincerely to the researcher's effort in accomplishing this study.

The writer realizes that the study is still far from the perfectness, therefore some constructive critical and suggestions are welcomed. Finally, may Allah always blesses us.

**Palangka Raya, May 2019**

**The Researcher,**

**ALUN FITRIA NINGSIH**  
**SRN.1201120787**



## TABLE OF CONTENT

COVER .....	i
COVER (Second Page) .....	ii
ADVISOR APPROVAL .....	iii
OFFICIAL NOTE .....	iv
THESIS APPROVAL .....	v
MOTTO AND DEDICATION .....	vi
DECLARATION OF AUTHORSHIP .....	vii
ABSTRACT .....	viii
ABSTRAK (Indonesian) .....	ix
ACKNOWLEDGMENTS .....	x
TABLE OF CONTENTS .....	xii
LIST OF TABLES .....	xv
LIST OF FIGURES .....	xvi
LIST OF APPENDICES .....	xvii
LIST OF ABBREVIATION .....	xviii
CHAPTER I INTRODUCTION	
A. Background of the study .....	1
B. Problem of the study .....	4
C. Objective of the study .....	4
D. Hypothesis of the study .....	5
E. Scope and limitation of the study .....	5
F. Significance of the study .....	6
G. Variable of the study .....	6
H. Definition of key terms .....	7
I. Farmework of discussion .....	8

## CHAPTER II REVIEW RELATED LITERATURE

A. Previous Study.....	9
B. Review on habit in watching english movie .....	12
1. Description of movie.....	12
2. Students' habit in watching english movie related to the listening comprehension.....	14
a. Definition and factor of habit .....	14
b. Habit in watching english movie .....	16
C. Review on learning style .....	17
1. The description of learning style .....	17
2. Characteristic of learning style.....	18
3. Type of learning style.....	20
D. Review on listening comprehension.....	22
1. Description of listening .....	22
2. The process of listening.....	24
3. Type of listening .....	27
4. Strategies in listening .....	34
5. Problem in listening .....	37
6. Micro skill of listening .....	41
7. Macroskill of listening .....	44
8. Listening comprehension .....	45
9. General principle in teaching listening.....	47

## CHAPTER III RESEARCH METHOD

A. Place and time of the study.....	49
B. Method And Design of The Study .....	49
C. Population and Sample of the study .....	50
1. Population.....	50
D. The Instrument of the study.....	51
1. Questionnaire.....	51
2. Test .....	54
E. Research instrument reliability and Validity.....	58
1. Reliability .....	58
2. Validity .....	61
F. Data Collection procedure.....	62
G. Data Analysis Procedure .....	63

## CHAPTER IV FINDING AND DISCUSSION

A. Description of Data .....	65
------------------------------	----

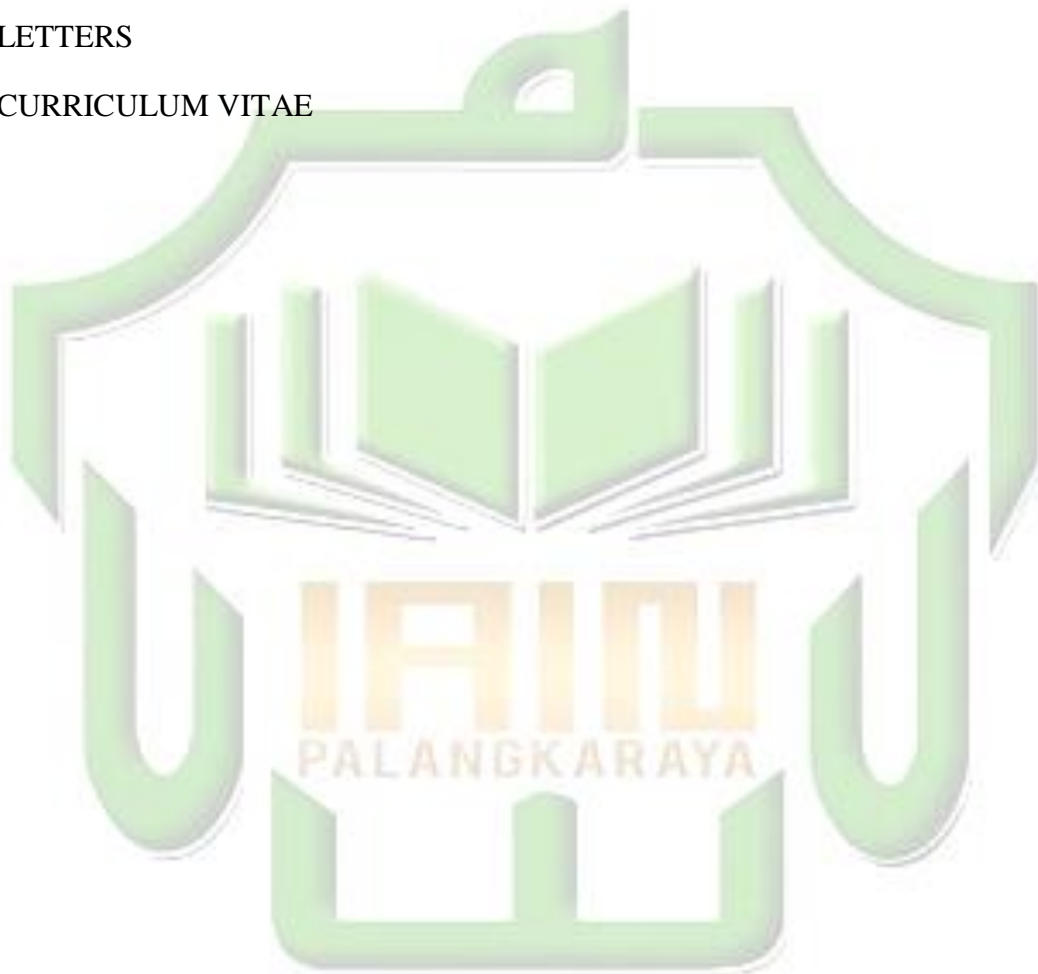
B. Result of Analysis .....	69
C. Discussion .....	74
CHAPTER V CLOSING	
A. Conclusion.....	76
B. Suggestion .....	76

REFERENCES

APPENDICES

LETTERS

CURRICULUM VITAE



## LIST OF TABLES

Table 3.1 The Number of Fourth Semester Students .....	50
Table 3.2 The Likert Scale .....	53
Table 3.3 The Clue of Learning Style Questionnaire .....	53
Table 3.4 The Clue of Habit in Watching English Movie Questionnaire .....	54
Table 3.5 Listening Test.....	56
Table 3.6 Listening Assessment.....	57
Table 3.7 Band Score .....	57
Table 3.8 Criteria of Reliability .....	64
Table 3.9 Coefficient Correlation Interpretation.....	37
Table 4.1 Score of students' habit in watching english movie questionnaire ..	82
Table 4.2 The result of students' learning style questionnaire.....	84
Table 4.3 The result of students' listening test of IELTS .....	86
Table 4.4 The distribution f the students' listening test of IELTS score.....	68

## LIST OF FIGURES

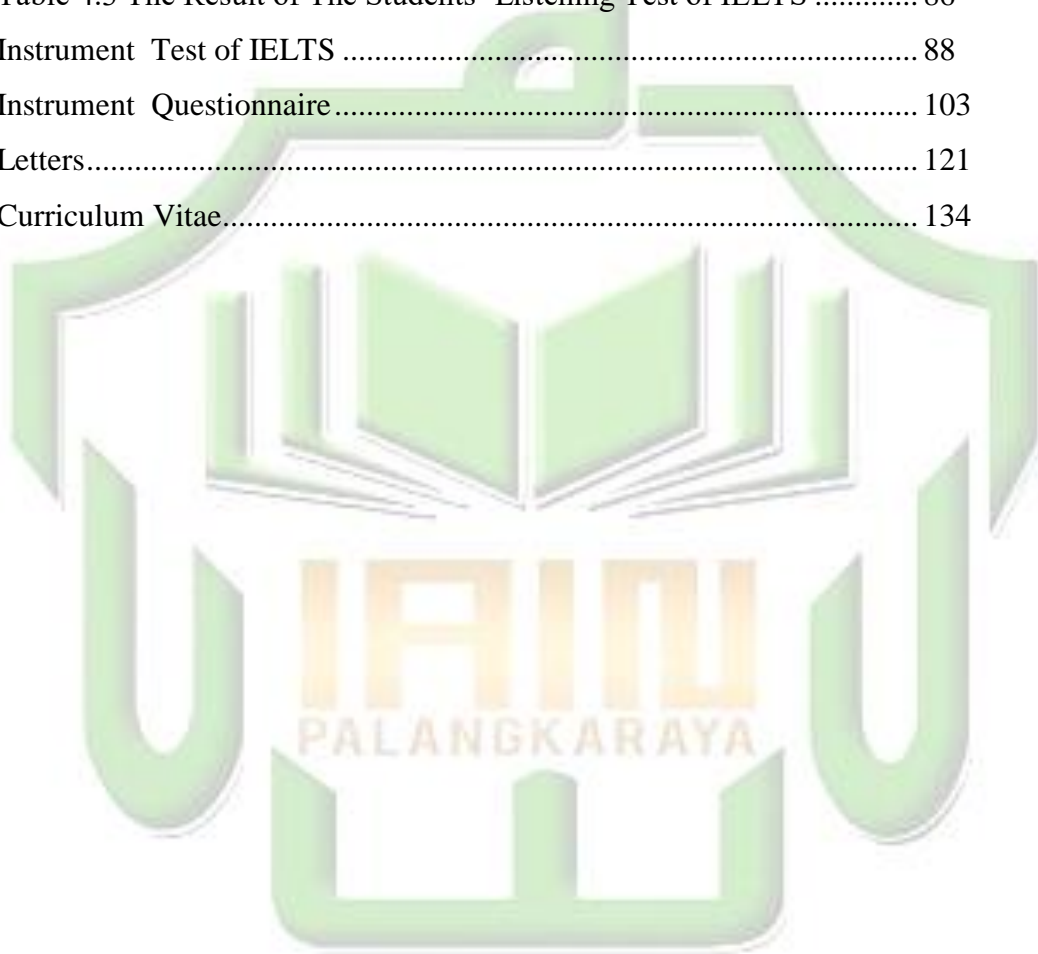
- Chart 4.1 Students' habit in watching english movie questionnaire score ..... 65
- Chart 4.2 The rasio of the students total of each students' learning style..... 66
- Chart 4.3 The frequency distribution of students' listening test score..... 67





## LIST OF APPENDICES

1. Name of Respondents .....	81
2. Table 4.1 Students' Habit in Watching English Movie Questionnaire Score .....	82
3. Table 4.2 The Result of The Students' Learning Style Questionnaire .....	84
4. Table 4.3 The Result of The Students' Listening Test of IELTS .....	86
5. Instrument Test of IELTS .....	88
6. Instrument Questionnaire .....	103
7. Letters.....	121
8. Curriculum Vitae.....	134



## LIST OF ABBREVIATIONS

Df	: Degree of freedom
SD	: Standart Deviation
Ha	: Alternative Hypothesis
H <sub>0</sub>	: Null Hypothesis
SPSS	: Statistical Package for the Social Sciences
IAIN	: Institut Agama Islam Negeri



# CHAPTER I

## INTRODUCTION

### A. Background of the study

Research on listening comprehension have been highlited by number of researchers. They agreed that listening should be the primary skill in learning new language. Listening comprehension has been elevated to a status of critical importance in language learning, in both learning a first language and learning a second language (Brown: 2002; Mustikanthi: 2014; Warta and Athar: 2014). Henry (2015: 27) claims that listening is a process, it is not only hearing of sound but also identifying, understanding and interpreting spoken languages. This enables student understand how the use of grammar and become aware of language and how the language is used (Gilakjani and Ahmadi, 2011: 1).

Listening is also an important part in determining the success of students in academic settings. They need good listening comprehension skill to help them in teaching and learning process. Afriani (2017: 112) sates that for succes in academic setting, both instructors and students should acknowledge the importance of listening comprehension. For students of english language department, having good listening comprehension is a must, because listening become one of subject that should be mastered. In the Department of English Education State Islamic Institute College of Palangka Raya, all English skills are taught in four distinct courses. Listening skill itself is taught in three levels. They are intensive listening, critical listening, and extensive listening. Having good

listening skill help the students understand about the material and get so much new information, and of course they can communicate with native speakers well.

For many students, listening is difficult skill to improve because they are difficult to comprehend spoken language which is spoken by native speaker. Speech level of native speaker makes students difficult to understand the topic which is spoken. Then, many forms of redundancy, stress, rhythm, and intonation are not commonly heard, lack of knowledge about vocabulary and sentences structure. It makes students difficult to understand (Brown, 2002: 252).

Referring to the difficulty of students in comprehending spoken language, movie becomes one of the suitable tools to help students train listening comprehension, because movie is used in authentic settings and in the cultural context which the foreign language is spoken (Ismaili, 2013: 121). Then, Johnson (1956: 414) noted that movie gives benefits for students such as understanding spoken language, increasing pronunciation, acquiring new vocabularies, developing students' self-expression ability, and the unconsciously adapt to the language grammatical forms and sentence patterns in context.

Beside movie, learning style is also one thing that students have to know because it will help them to comprehend listening easily. Learning styles will affect the way they learn all subjects, including languages. (Boneva and Mihova, 2012: 7). Thus, when they know their learning style, they will find their own learning strategies based on it.

The researcher did an informal interview with several students at fourth semesters of english study program of institute islamic college of Palangkaraya, there are some phenomena found. First, they revealed that listening is viewed as difficult subject. Quite a lot of students often have trouble in understanding what native speaker says. They are difficult in comprehending native language which is spoken. Whereas, listening is one of subject that must be mastered. Second, they do not know their own learning style .whereas, to make it easier to train their listening skills they must have suitable strategies and it can be chosen based on their own learning style. Third, they like watching english movie, but they still have difficulty in comprehending spoken language. Meanwhile according to the theory, movie can provide benefits in improving listening skill.

Some researchers have previously explored those related variables. The first one study related to learning style are study from Jowkar (2012) found that there was correlation between types of learning styles and listening comprehension. But the study from Farida (2014) and Afriani (2017) found that there was no significant correlation between learning style and listening achievement. Learning style is not a dominant factor affects listening achievement. Then, studies related to the english movie are study from Hasanudin(2013) , the study showed that there was significant correlation between watching english film and students' listening skill. But study from Handayani (2016) and Dhamarullah (2015) found that there was no correlation between watching movie and listening ability.

Referring to the phenomena found and previous related studies above , therefore the purpose of this study is to find out whether there is a correlation if the three variables between habit watching english movie and learning style and listening comprehension are combined.

Thus, the title of this thesis was **The Correlation between Students' Habit in Watching English Movie and Learning Style Toward Listening Comprehension.**

### **B. Problem of the study**

The problems of the study are :

1. Is there any correlation between students' habit in watching english movie and listening comprehension of students at English Study Program of IAIN Palangka Raya ?
2. Is there any correlation between learning style and listening comprehension of students at English Study Program of IAIN Palangka Raya?
3. Is there any correlation between students' habit in watching english movie and students' learning style towards listening comprehension of students at English Study Program of IAIN Palangka Raya ?

### **C. Objectives of the study**

To find out the correlation between :

1. Students' habit in watching English movie and listening comprehension of students at English Study Program of IAIN Palangka Raya.

2. Learning style and listening comprehension of students at English Study Program of IAIN Palangka Raya.
3. Students' habit in watching english movie and learning style towards listening comprehension of students at English Study Program of IAIN Palangka Raya.

#### **D. Hypothesis of the study**

There were two hypotheses on this study ; the writer should purpose alternative hypothesis ( $h_a$ ) and Null hypothesis ( $h_o$ ) as follow :

1. Alternative hypothesis ( $h_{a_1}$ ) : there is correlation between students' habit in watching english movie and listening comprehension. Null hypothesis ( $h_{o_1}$ ): there is no correlation between students' habit in watching english movie and listening comprehension .
2. Alternative hypothesis ( $h_{a_2}$ ) : there is correlation between learning style and listening comprehension. Null hypothesis ( $h_{o_2}$ ): there is no correlation between learning style and listening comprehension.
3. Alternative hypothesis ( $h_{a_3}$ ) : there is correlation between students' habit in watching english movie and learning style towards listening comprehension. Null hypothesis ( $h_{o_3}$ ): there is no correlation between students' habit in watching english movie and learning style towards listening comprehension .

#### **E. Scope and limitation**

This study is restricted to focus on the correlation between students' habit in watching English movie and students' learning style toward listening comprehension. The subjects of the study are the fourth semester students in

critical listening class at English study program of IAIN Palangka Raya in academic year 2018/2019.

#### **F. Significance of the study**

This study is expected give some significances in English teaching learning process. There are two kinds of significance of this study, theoretical and practical significance:

1. Theoretically, the result of the study can solve the students' problem in listening comprehension.
2. Practically, the result of this study was expected to give contribution to :

- a. English Lecturer

This study was expected to be used by lecturer as a references to improve the media used in teaching learning process on listening comprehension subject.

- b. Students

The students got information of the use of english movie and learning style where it can be a problem solving for students in improving listening comprehension.

- c. Other researchers

This study also gave contribution as the material for other researcher and the library as reference for doing the next research.

#### **G. Variable of The Study**

In this study involves three variables which all of them are continuous variables. The continuous variables in this study are students' habit in watching



english movie is code as X1, students' learning style is code as X2, and students' listening comprehension is code as Y.

## H. Definiton of Key Terms

Some key terms are defined:

1. **Correlation** is used to measure the relationship between two or more variables. It is indicated by correlation coefficient represented with numbers from 0 to 1 showing the degree of the relationship, and the direction of the correlation, indicated with (-) showing negative correlation and (+) showing positive correlation (Latief, 2014: 111). The relationships to investigate in the study are between English movie and students' learning style toward listening comprehension.
2. **English Movie** is motion pictures that use English language in their narrative.
3. **Learning Style** is a term used to describe the students' way in receiving information, requiring a lesson and it is their way in understanding a lesson. It is possible for every lerners have a dominant learning style or their preference style.
4. **Listening Comprehension** is totally understanding the meaning of spoken language that listener has heard , comprehending the meaning of individual words (Ahmadi: 2016; Gilakjani and sabouri: 2016).
5. **IAIN Palangka Raya** is one of Islamic college in Palangka Raya city. It is located at jalan G.obos at Islamic center of Palangka Raya.

## I. **Framework of Discussion**

The framework of this study as follow:

Chapter I: This chapter consisted of background of the study, statement of the problem, objective of the study, hypothesis, variables of the study, significance of the study, limitation of the study, assumption, definition of key terms, framework of discussion.

Chapter II: This chapter consisted of previous study, description of movie, types of movie, watching english movie related to the listening comprehension, decription of learning style, characteristic of learning style, type of learning style. description of listening, proess of listening, types of listening, strategies of listening, problem in listening comprehension, importance of listening, micro and macro in listening, listening comprehension, general principle of listening comprehension.

Chapter III: This chapter consisted of place and time of the study, method and design of the study, population and sample of the study, the Instrument of the study, data collection procedure, data analysis procedure.

Chapter IV: This chapter consisted of description of the data, result of data analysis, and discussion.

Chapter V: This chapter consisted of conclusion and suggestion.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the researcher explained about previous related study , description of movie, habit in watching english movie related to the listening comprehension, decription of learning style, chracteristic of learning style, type of learning style, description of listening, process of listening, types of listening, strategies of listening, problems in listening comprehension, micro and macro in listening, listening comprehension, general principle of listening comprehension.

#### A. Previous Study

Related to the previous study, first , the title was the relationship between learning style and listening comprehension achievement of twelfth grade students of SMA Pusri Palembang. It was the study from Eska Putri Afriani. The population was the twelfth grade students of SMA Pusri Palembang in the academic year of 2016/2017. The study showed that there was no significant relationship and learning style was not a dominant factor affects listening achievement.

Second, the title was the correlation between the frequency of watching english program on television and listening comprehension at the second year students of Islamic senior high school. It is the study from Ahmad Ijazi. The population was MAN Rengat in academic year of 2011/2012. The study showed that there was significant correlation.

Third, the title was the relationship between frequency of watching english film and students' listening skill. It was the study from Hasanudin.

The population of study was SMAN 1 Mayong Jepara in the academic year of 2012/2013. The result of the study showed that there was significant correlation.

Forth, the title of the study was the correlation between habit in watching english movie, vocabulary mastery and listening skill. It was the study from Yulinda Septianing. The population of the study was the second semester students of English Education Department of Sebelas Maret University in academic year of 2012/2013. The study showed that there was a possitive correlation.

Fifth, the title of the study was the relationship between students' learning style and their achievement in listening skil. It is the study from Dede Nurul Faridah. The population of study was the first grade of SMAN 01 Pamijahan Bogor. The result of the study showed that there was no significant correlation.

Sixth, the title of study was the correlation between students' habit in watching movie and listening skill. It was the study from Usman Abdullah. The population of study was the fifth semester students of English Education Department of UIN Alauddin Makassar in academic year 2016/2017. The result of the study showed that there was a moderate significant correlation between the two variables.

Seventh, the title of the study was the correlation between movie watching activity and listening skill. It was study from Ahmad Dhamarullah. The population of study was the fifth semester students at the Department of

English Education of State Islamic University of Jakarta in academic year 2015/2016. The study showed that there was no correlation between those two variables.

The last study, the title was hobbies of listening english song and watching movies and the correlation to students' academic listening ability. It was study from Yosi Handayani. The population of study was the students of Business Management Department of Politeknik Negeri Batam. The result of the study showed that both of the habit of listening english song and watching english movie have negative correlation toward the students'academic listening ability. Motivation and learning style of the students are two most common factors which contribute to the negative correlation.

In addition, The differences between the previous studies and this study was located at the variables. Each previous study had two variables which was to find out the correlation between movie and listening or learning style and listening comprehension. Meanwhile, this study has three variables which discuss the correlation between habit in watching English movie , learning style and the correlation to the students' listening comprehension. Then, the similarities between this study and previous studies is located at the research design. The studies used correlation research design and have the same discussion which included listening comprehension, movie and learning style area.

## **B. Review on Habit in Watching English Movie**

### **1. Movie**

#### **a. Description of Movie**

In writer's point of view, movie is entertainment where we listen while seeing the storyline of the story in movie as well as movie can be a tool to learn many things including learning culture and language. Some people assume that films make them enjoy and watch it in spare time for fun while some people watch it to learn language, culture, expression, etc.

According to Barsam and Monahan (2010: 2), a movie is a story, captured in a set of celluloid strips/films, which are shown on a screen with certain speed to give the impression of moving. lately a lot of movie makers have been shooting their movies digitally, but the main characteristic of movies remains the same, a movie or a film is a motion picture. Movies have been a big part of human life . Barsam and Monahan even stated that movie as the most popular art form. Movies have become a big part of human's life and culture.

Movies are a form of art and it has a par with other artistic form. Boggs and Petrie (2008: 3) state that :

Like painting and photograpy, film exploits the subtle interplay of light and shadow. Like sculpture, film manipulates three-dimensionl space. But, like phantonime, film focuses on moving images , and as in dance, the moving images in film have rhythm.

The complex rhythms of film resemble those of music and poetry, and like poetry in particular, film communicates through imagery, metaphor, and symbol. Like the drama, film communicates visually and verbally. Visually, through action and gesture; verbally, through dialogue. Finally, like the novel, film expand or compress time and space, traveling back and forth freely within their wide borders.

In spite of those similarities, movies also have particular qualities:

The continuous interplay of sight, sound, and motion allows film to transcend the static imitations of painting and sculpture-in the complexity of its sensual appeal as well as in its ability to communicate simultaneously on several levels. Film even surpasses drama in its unique capacity for revealing various points of view, portraying action, manipulating time, and conveying a boundless sense of space. Unlike the stage play, film can provide a continuous, unbroken flow which blurs and minimizes transitions without compromising the story's unity. Unlike the novel and the poem, film communicates directly, not through abstract symbols like words on a page but through concrete images and sounds.

What's more, film can treat an almost infinite array of subjects (Boggs and Petrie, 2008: 3).

In addition, movie is not only for entertainment, but also used for pedagogic purpose. It can be used in English class, sociology academic,

biology, chemist, history, law and adolescent development (Bluestoon:2000, Moskovich: 2012).

In conclusion, movie is entertainment that can be a tool to learn many things include language, culture, etc. It depends on the purpose of each person. They may use it for pedagogic purpose or only for fun in spare time..

## **2. Students' Habit in Watching English Movie Related to The Listening Comprehension**

In the previous studies, there were many researchers that discussed the relationship of movie and listening comprehension. Movie can be a tool in learning the language include listening comprehension area. In this section will discuss about the definition of habit and watching english movie related to the listening comprehension.

### **a. Definition and Factor of Habit**

According to Neal et.al (2015: 3), Habit is behaviour that is triggered unconsciously by familiar cues in a person's context (physical setting, other actions in sequence, time of day). According Abdullah and Rahman (2017: 99) Habit define as a routine of behaviour which is repeated regularly and tends to occur subconsciously. Wood and Runger (2015: 11) Habit can be defined as behaviour tradsition where people tend to repeat the same behaviours in recurring context. Habit is behaviour that has been repeated until it has become more or less automatic, enacted without



purposeful thinking , largely without any sense of awarness (Nilsen et.al, 2012: 1)

According to Verplanken cited by Pratama (2016), there are some factors that affect someone's habit. They are frequency, repetition and behaviour. First, frequency; measures the number of times something occurs in a specific amount of time. Frequency is the number of times something happens within a particular period or the fact of something happening often or a large number of times. For example, if someone visits the grocery store twice a week, her shopping frequency is two visit per week. Second, repetition; the action of repeating something that has already been said or written. Repetition is the act of doing or saying something over and over again. Third, behaviour; an individual phenomena that is characterized by observable, measurable movement of some part of the body through space and time. Behaviour is dynamic and occurs in real and the result in measurable time in at least one aspect of the environment.

Based on the definition above, the writer concluded that habit is routine behaviour which is repeated subconsciously and continuously until it becomes automatic without determined thinking. In this study, the habit is intended the students' habit in watching english movie in their daily activity. Then, something can be said as a habit if someone does something in a strong repetition in a long time. the action taken is a matter of interest and produces a pleasure.

### **b. Habit in Watching English Movie**

Habit in watching english movie is an activity in watching the english movie that is done repeatedly over a long period of time and the activity of watching the movie is a pleasure.

A review of several studies reveals that movie can improve listening comprehension. An experiment conducted by Ismaili(2013: 121) showed that the use of movie can develop students listening and communication skill. Then, the study from Hasanudin (2013)and Septianing(2013) that habit in watching the English movie increase the listening comprehension and vocabularies. The best way to train listening comprehension is by listening to foreign language which is spoken by foreigner. Thus, learners can understand the accents of foreign language. In EFL area , English movie is one of proper media for learners to rehears in hearing spoken foreign language. Furthermore, movies serve not only audio but also visual. Movies is used in authentic setting which enables students visualize the events, character, naration, story and words in the context . as well as, movies are an enjoyable source of entertainment and language acquisition. Johnson (1956: 414) noted that movie gives benefits for students such as understanding spoken language, increasing pronunciation, acquiring new vocabularies, developing students' self expression ability, and the unconsciously adapt to the language grammatical forms and sntence patterns in context.

In conclusion, when learners have habit in watching english movie, it will familiarize them in hearing spoken foreign language and it affects to learners in understanding spoken foreign language, pronunciation, vocabulary and grammatical form and it may affect their listening comprehension.

### **C. Review on Learning Style**

In this section will discuss about the description of learning style, characteristic and types of learning style. It would be explained as follow:

#### **1. The Description of Learning Style**

Learning style relates to the way in which different individuals learn. Every students absolutely has their own learning style. It can be similar or different on each student. Here is the deffinition of learning style according to expert.

Kolb (1984: 8) defines learning style as :

“A result of hereditary equipment past experience, and the demands of the present environment combining to produce individual orientations that give differential emphasis to the four basic learning modes pastuloted in experiential learning theory”.

Another definition, Hunt ( 1981: 647) defines learning style as :

Learning style describes students in terms of those educational conditions under which they are most likely to learn and essentially describes the amount of structure individuals require.

In addition, the term learning style refers to the concept that individuals differ in regard to what mode of instruction or study is most effective for them (Pashler, 2009: 105). Learners' different learning styles will affect the way they learn all subjects, including languages. Some learners like listening and talking, others prefer to analyse text, study with the help of visual support. Most learners, however, have a mixed learning style (Boneva and mihova, 2012: 7).

From the definition above, it can be concluded that students' learning style is a term used to describe the students' way in receiving information, requiring a lesson and it is their way in understanding a lesson. It is possible for every learners have a dominant learning style or their preference style.

## **2. Characteristic of Learning Style**

There are some characteristic affecting to learners' learning style. Some of the factors are environmental, emotional, sociological, physical, psychological. According to Boneva and mihova (2012: 7) Learning style is

not a single concept, but consists of related elements, that we call characteristics of learning style. They are :

- a. **Environmental** these include light sound, temperature and design. While some people like to study in silence, others prefer quite background music, some might prefer to sit on a straight back chair, while others might prefer to sit on the floor or lie on a sofa. Some people like to work in bright light whereas others prefer low or natural lighting.
- b. **Emotional** these include motivation, persistence, responsibility and organisational skill. dyslexics often find it difficult to be persistent in their learning. They have difficulty organising their time and completing tasks on time. They often know what they need to do but have trouble defining the steps they need to take in order to complete a task.
- c. **Sociological** some students prefer to study by themselves while others achieve better results when they learn with a friend or colleague. Some students require a lot more guidance than others.
- d. **Physical** these include the time of the day when one's learning is likely to be more effective, some individuals prefer to move around while learning to have and to have frequent "breaks", while others can sit and work for a long time without breaks.
- e. **Psychological** these include personal characteristics such as abilities, motivation, temperament, and thinking. in this characteristic, learners

start from the whole and then look at the details, think analytically and need to know the details in order to be able to assemble the big picture.

In conclusion, environmental, emotional, physical, psychological affects someone's learning style characteristic.

### **3. Type of Learning Style**

There are three types of learning style. They are visual learners, auditory learners and kinaesthetic learners. Boneva and Mihova (2012:10) divide the type of learning style into three parts, as follow:

#### **a. Visual Learners**

Student with visual learning style tend to think in pictures. So while reading they usually create a mental picture of what is described in the text. They don't pay much attention to the dialogue, and may miss the meaning of some phrases if they contain words that are difficult to visualise. That is why it is very important for a visual learner to have the educational material presented using maps, diagram, picture, etc. Students with visual learning style like to learn by seeing and observing things. It includes seeing and observing book, picture, diagrams, graphics, chart, etc.

It can be concluded that they have difficulty in understanding verbal instructions. They are better in remembering what they see than what they hear. They usually forgot to convey verbal message and also feel hard to choose words when they want to reveal something. Furthermore,

Visual learners prefer to read instruction than to listen to verbal instruction.

Visual students are neat and disciplinary. They have neat hand writing and they usually prepare the things used in learning process well.

#### **b. Auditory Learners**

Students learn best by hearing information, they may have difficulties understanding a text if they read it, but if they listen to it they will be able to capture more of the detail.

It can be concluded that students with auditory learning style prefer to learn by hearing/listening. They are easy to understand and comprehend lesson or information by listening to the lectures, discussions, or recording. Therefore, they will feel disturbed when there is noise around them.

This type of students also have problem with written direction. They are hard to read small characters and easily tired to read. They are also usually wrong to read so that they can not understand the written direction well.

Moreover, they like to enjoy the music. They can easily remember the lyric and imitate tone, rhythm, and sound of voice.

Furthermore, this type of students likes oral reports. They like to speak, discuss, and explain things. They are usually master of conversation.

### c. **Kinaesthetic Learners**

Kinaesthetic learners learn best through touch, movement, imitation, and other physical activities. They remember best by writing or physically manipulating the information. They don't usually like to read instructions, and it is difficult for them to sit still for a long time .

It can be concluded that these students always have orientation to physic and movement. They like to do a new things. they really enjoy doing activity. They cannot stand still for a long time. They always do anything in class. In explaining information or talking, they usually gesticulate.

Mostly, the students with kinesthetic learnig style does not like to read. in answering question, they prefer to just answer than to read the instruction before.

They also give response to physical attention and touch people to get their attention. Because of that, to get people's attention they usually touch and stand near the people whom they talk to. Moreover, these students are also sensitive to the people's expression.

## **D. Review on Listening Comprehension**

### **1. Description of Listening**

In writer's opinion, listening skill is our understanding in listening. Listening is not just listen, but also as a recipient of a message delivered by another person through spoken language. Listening is capturing,



understanding or living the message, idea contained in the language delivered.

Listening is the first language mode that children acquire. It provides a foundation for all aspects of language and cognitive development, and it plays a life-long role in the processes of learning and communication essential to productive participation in life (Hyslop, 1988:1). Howatt and Dakin cited by Mohammad (2012) claim that Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, grammar and vocabulary, and comprehension meaning. An able listener is capable of doing these four things simultaneously.

Thomlison (1984:5) viewed listening from an active and interactive perspective. Active listening is an opposed to comprehensive listening, involves not only the ability to hear what is said, understand meaning and recall facts, but also includes listening beyond the words to the affective or feeling component of the proffered message to gain an emphatic understanding of communication partner, empathy involves both the cognitive and affective abilities of the listener.

Ronald and Roskelly (1985:1) have expressed a similar view that Listening is an active process requiring the same skills of prediction, hypothesizing, checking, revising, and generalization that reading and writing demand. Nunan cited by Gilakjani and Ahmadi (2011) claims that listening involves an active process of deciphering and constructing meaning

from both verbal and non verbal message. Purdy cited by Gilakjani and Ahmadi (2011) define listening as the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed verbal and non verbal, needs, concerns, and information offered by other human beings. Rost cited by Gilakjani and Ahmadi (2011) define listening as a process of receiving what the speaker actually says, constructing and representing meaning, negotiating meaning with the speaker and responding, and creating meaning through involvement, imagination and empathy.

In conclusion, listening is a process of receiving information and get the meaning verbal or nonverbal from speaker and it is important to be mastered.

## **2. The Process of Listening**

In listening ability, there are some processes or levels which is passed by listener. They are hearing, understanding, remembering, evaluating, responding where each of those processes have their own level.

According to Tyagi (2013: 2) the listening process involves the following steps :

### **a. Hearing**

It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear

(perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening.

**b. Understanding**

This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause and sights like blue uniform that are symbolic meanings as well; the meaning attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and context assumed by the sender.

**c. Remembering**

Remembering is important listening process because it means that an individual has not only received and interpreted a message but also added it to the mind's storage bank. Listening our attention is selective, so too our memory what is remembered may be quite different from what was originally seen or heard.

**d. Evaluating**

Only active listeners participate at this stage in listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message;

the effective listener makes sure that he or she doesn't begin this activity too soon; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message- as a result, the listening process ceases.

**e. Responding**

This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

In conclusion, the process of listening includes hearing, understanding, remembering, evaluating, responding. Where on each process has its own level. Hearing process is the situation where someone takes attention to listen what is heard. After hearing, the next step is understanding. It is the situation where someone understands what is the meaning and context assumed by the sender. Then, remembering is the situation where someone adds to what has been heard and understood to the mind's storage bank. The next step is evaluating. In this step, someone takes what has been heard and saved at mind's storage bank then try to evaluate what is heard. The last step is responding where someone has received a full message conveyed and gives some feedback to the sender.

**3. Types of Listening**

In the writer's opinion, type of listening is a way that someone has in listening. Basically, everyone has their own type in listening. Some listen to the parts they want to listen to. Some may understand the unspoken meaning of what is spoken by someone.

Therefore, in listening ability there are some types that become benchmarks on listener way in receiving information which is heard. There are nineteen listening types. They are active listening, appreciative listening, biased listening, attentive listening, casual listening, comprehension listening, critical listening, deep listening, discriminative listening, empathetic listening, evaluative listening, inactive listening, judgmental listening, partial listening, reflective listening, relationship listening, sympathetic listening, therapeutic listening, total listening. It would be explained as follow (Yagi, 2013: 4) :

**a. Active Listening**

Listening in a way that demonstrates interest and encourages continued speaking. For example, people may think about what they will say next as opposed to listening.

**b. Appreciative Listening**

Looking for way to accept and appreciate the other person through what they say. Seeking opportunity to prise. For example, someone notice to another one who is talking about difficult situation or problem they are experiencing.

**c. Attentive Listening**

Listening obviously and carefully, showing attention. For example, someone is complaining about their problem, then the attentive listening response would be “you looked unhappy because of your problem”.

**d. Biased Listening**

Listening through the filter of personal bias. For example, the person hears only what they want to listen. Such as , the person who is listening to the news on tv program but he just focus on the certain information that he want to know.

**e. Casual Listening**

Listening without obviously showing attention may vary a lot. For example, listening to the radio while we are doing other household work, chatting with a friend without any purpose or aim in casual talk, listening to TV news or other programmers without paying much attention to what we are listening to.

**f. Comprehension Listening**

Listening to understand. Seeking meaning. For example, when you hear a story read aloud, good listening comprehension skills enable you to understand the story, remember it, discuss it, and even retell it in your own words.

**g. Critical Listening**

Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says. For example, if there is an upcoming election and you need to decide who to vote for, you probably use some form of critical listening when you watch a televised debate. You listen and evaluate.

**h. Deep Listening**

Seeking to understand the person, their personality and their real and unspoken meanings and motivators. For example, when you listen to your favorite music, you will hear and know beyond the words of lyric and the music. You will know the essence of what the words in the lyric, music and feelings are pointing to. Your mind and heart are joined in union, you are listening wholeheartedly.

**i. Discriminative Listening**

Listening for something specific but nothing else. For example, hearing a baby crying.

**j. Empathetic Listening**

Seeking to understand what the other person is feeling. Demonstrating this empathy. For example, someone talks about something bad they have done. You won't judge or interrupt them. You will have understanding and keep listening until they have done and ready for your response that hopefully will be a good one.

**k. Evaluative Listening**

Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says. For example, when other person is trying to persuade you, perhaps to change your behaviour and to change your beliefs, then you make judgments about that.

**l. Inactive Listening**

Pretending to listen but actually spending more time thinking. It is the situation where someone showed no empathy, and does not say anything that would show that someone was interested or cared to hear what is heard. For example, you just bought a new car. A week later it stops running and has to be repaired. You would be aggravated and say something like “ I just bought the car, I spent every dime I had on a car that already needs repairs” then your friend gives response like “that sucks!”

**m. Judgmental Listening**

Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says. For example, someone says something and you immediately start evaluating what they have said and incidentally, the speaker themselves: “that’s cool”. “That’s dubious”. “That makes no sense to me”. They must be mad/bad/stupid/awesome”. And so on.

**n. Partial Listening**

Listening most of the time but also spending some time day dreaming or thinking of a response. For example, we consequently dip inside our own heads for a short while as we figure out what they really mean or



formulate a question for them, before coming back into the room and starting to listen again.

**o. Reflective Listening**

Listening, then reflecting back to the other person what they have said. For example, your friend tells you a problem and you give some advice and share your own similar problem. It means that you fully understand their problem.

**p. Relationship Listening**

Listening in order to support and develop a relationship with the other person. For example, helping a friend talk through a problem, and is critical as a base for building strong interpersonal relationships. Being the person that is there for a friend when they need to “get things off their chest” is what can make your friendship even stronger.

**q. Sympathetic Listening**

Listening with concern for the well-being of the other person. For example, a person who connects to another because of a shared passion for environmentalism. Such as, a person who feels badly for a friend who lost her job.

**r. Therapeutic Listening**

Seeking to understand what the other person is feeling. Demonstrating this empathy. For example, someone can hear just fine, but understanding what she hears is where she has immense difficulty. This is due to a disconnect between her ear and brain. She has been

diagnosed with auditory processing disorder. Her doctor recommends therapeutic listening as a treatment.

**s. Total Listening**

Paying very close attention in active listening to what is said and the deeper meaning found through how it is said. For example, someone seeking to understand the person, their personality, their real, unspoken meanings and motivators.

Brown (2000: 255) added there are six types of listening classroom:

**a. Reactive**

Sometimes you want a learner simply to listen the surface of an utterance for the sole purpose of repeating it back to you. While this kind of listening performance requires little meaningful processing, it nevertheless may be a legitimate, even though a minor, aspect of an interactive, communicative classroom.

**b. Intensive**

Techniques whose only purpose is to focus on component (phonemes, word, intonation, discourse markers, etc.) of discourse may be considered to be intensive as opposed to extensive in their requirement that students single out certain elements of spoken language.

**c. Responsive**

A significant proportion of classroom listening activity consist of short stretches of teacher language designed to elicit immediate

responses. The students' task in such listening is to process the teacher talks immediately and to fashion an appropriate reply.

**d. Selective**

In longer stretches of discourse such as monologues of a couple of minutes or considerably longer, the task of the student is not to process everything that was said, but rather to scan the material selectively information.

**e. Extensive**

Extensive performance could range from listening to lengthy lectures, to listening to a conversation and deriving a comprehensive message or purpose. Extensive listening may require the student to invoke other interactive skills for full comprehension.

**f. Interactive**

There is listening performance that can include all five of types as learners actively participate in discussions, debates, conversations, role plays, and other pair and group work.

In conclusion, based on the theory above , there were nineteen types someone has in the way they listen to and respond to their interlocutor. There were those who position themselves with their interlocutor, there were also those who are just hearing and do not give a meaningful response. Beside the type of listening, there were also a types of listening classroom, according to the theory above there were five types of listening

classroom. This was different from the type of listening before, this type of listening classroom refers to how and what is learned in each listening class.

#### **4. Strategies in Listening**

Basically, listening is not only hearing but also fully understanding what we are listening about, knowing the meaning and purpose of what we are listening to. To understand what we are listening to we must use strategy. There are some strategies that can be used to comprehend what is heard by listener. The use of strategies in listening ability make listeners easier in comprehending what they hear. The strategies in listening would be explained by some experts below.

According to Tyagi (2013: 3) listening strategies are techniques or activities that supply immediately to the comprehension and remind of listening input. Listening strategy can be divided by how the listener processes the input. As follow:

##### **a. Top-Down Strategy**

Top- down strategies are listener based. The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Topdown strategies include :

- 1) Listening for The Major Idea
- 2) Predicting

3) Drawing Inferences

4) Summarizing

**b. Bottom-Up Strategies**

Bottom-Up Strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include:

- 1) Listening for specific details
- 2) Recognizing cognates
- 3) Recognizing word-order patterns

Sharma (2011: 15) added some strategies for listening, as follow :

**a. Pre Listening : Plan for The Listening Task**

- 1) One should decide the purpose in advance what one wants to listen.
- 2) One should decide if more background information is needed
- 3) One should determine to attend to the overall meaning or focus on the words and phrase

**b. Whilst and After Listening : Monitor Comprehension**

- 1) One should confirm predictions and check for inaccurate guesses
- 2) One should decide what is important to understand and what is not important to understand
- 3) One should view again to ensure comprehension.
- 4) One should ask for help if needed.

**c. Post Listening : Evaluate Comprehension and Strategy Use**

- 1) One should assess comprehension in particular area

- 2) One should evaluate overall progress in listening and in particular types of listening tasks
- 3) One should come to a decision if the strategies used were suitable for the purpose .
- 4) One should modify strategies if necessary.

**d. Using Genuine Materials and Situations**

Genuine materials and situations prepare students for the types of listening they will need to do when using the language outside the classroom. Genuine materials divided into two parts, as follow :

**1) One Way Communication**

a) Materials:

- (2) Radio and television programs
- (3) Public address announcements
- (4) Speeches and lectures
- (5) Telephone customer service recordings

b) Procedure:

- (1) It helps students to identify the listening goal
- (2) It obtains specific information : to decide whether to continue listening; to understand most or all of the message.
- (3) It helps students outline predictable sequences in which information may be presented.
- (4) It helps students identify key words/phrases to listen for.

## 2) Two Way Communication

In authentic two way communication; the listener focuses on the speaker's meaning rather than the speaker's language. The focus shifts to language to language only when meaning is not clear.

In conclusion, according to tyagi there were two strategies used in listening , those are top down strategy and bottom up strategy. Top down strategy included listening for the major idea, predicting, drawing inferences and summarizing. Bottom up strategy includes listening for specific details, recognizing cognates and recognizing word-order patterns. Meanwhile, Sharma divided the strategies into four points. Those are pre listening; plan for the listening task, whilst listening; monitor comprehension, post listening; comprehension and strategy use and using genuine material and situations includes one way communication and two way communication.

## 5. Problem in Listening

In listening ability, there are some problems which is faced by listener. Foreign language is definitely different with the first language acquired. So that listener is difficult to comprehend foreign language which is spoken. Miscomprehending is caused by the speed level of speaker, intonation, and structure of sentence which is not understood and familiarly heard by listener.

In this case, Brown (2000: 252) divides some problems that make listening difficult. They are :

**a. Clustering**

In written language we are conditioned to attend to the sentence as the basic unit of organization . In spoken language, due to memory limitations and our predisposition for chunking or clustering, we break down speech into smaller groups of words. Clauses are common constituents, but phrases within clauses are even more easily retained for comprehension. In teaching listening comprehension, you need to help students to pick out manageable clusters of words; sometime second language learners will try to retain overly long constituents (a whole sentence or even several sentences).

**b. Redundancy**

Spoken language , unlike most written language , has a good deal of redundancy. The next time you are in a conversation , notice the rephrasings, repetitions, elaborations, and little insertions of “I mean” and “you know”. Such redundancy helps the hearer to process meaning by offering more time and extra information. Learners can train themselves to profit from such redundancy by first becoming aware that not every new sentence or phrase will necessarily contain new information and by looking for the signals of redundancy.

**c. Reduced Forms**



While spoken language does indeed contain a good deal of redundancy, it also has many reduced forms. Reduction can be phonological (“Djicyet?” for “did you eat it ?” ), morphological (contractions like “I’ll”), syntactic (elliptical forms like “ when will you be back?” “tomorrow, maybe”), or pragmatic (phone rings in a house, child answers and yells to another room in the house “Mom! Phone!”). These reduction pose significant difficulties, especially for classroom learners who may have initially been exposed to the full forms of the English language.

**d. Performance Variables**

In a spoken language , except for planned discourse ( speeches, lectures, etc.), hesitations , false starts, pauses , and corrections are common. Native listeners are conditioned from very young ages to weed out such performance variables, whereas they can easily interfere with comprehension in second language learner .

**e. Colloquial Language**

Learners who have been exposed to standard written English and / or “text-book” language sometimes find it surprising and difficult to deal with colloquial language, idioms, slang, reduced forms, and shared cultural knowledge are all manifested at some point in conversations. Colloquialism appear in both monologues and dialogues.

**f. Rate of Delivery**

Virtually, every language learner initially thinks that native speakers speak too fast . Actually, as Jack Richards points out , the number and length of pauses used by speaker is more crucial to comprehension than sheer speed . Learners will nevertheless eventually need to be able to comprehend language delivered at varying rates of speed and, times delivered with few pauses. Unlike reading, where a person can stop and go back to reread , in listening the hearer may not always have opportunity to stop the speaker . Instead, the stream of speech will continue to flow.

#### **g. Stress, Rhythm, and Intonation**

The prosodic features of English language are very important for comprehension. Because English is a stress-timed language , English speech can be a terror for some learners as mouthfuls of syllables come spilling out between stress points. The sentence “the president is interested in eliminating the embargo ,” with four stressed syllables out of eighteen , theoretically takes about the same amount of time to utter as “dead men wear plaid .” also, intonation patterns are very significant not just for interpreting straightforward elements such as questions, statements, emphasis but — for understanding more messages like sarcasm, endearment, insult, solicitation, praise, etc.

#### **h. Interaction**

Unless a language learner's objective is exclusively to master some specialized skill like monitoring radio broadcasts or attending lectures, interactions will play a large role in listening comprehension. Conversation is especially subject to all the rules of interaction: negotiation, clarification, attending signal, turn-taking, and topic nomination, maintenance, and termination. So, to learn to listen is also to learn to respond and to continue a chain of listening and responding. Classroom techniques that include listening components must at some point include instruction in the two-way nature of listening. Students need to understand that good listeners (in conversation) are good responders. They know how to negotiate meaning (to give feedback, to ask for clarification, to maintain a topic) so that the process of comprehending can be complete rather than being aborted by insufficient interaction.

In conclusion, the problem of a person's difficulties in listening comprehension is various. The cause is clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation, and interaction.

## **6. Microskills of Listening Comprehension**

In writer's point of view, there are two terms used in receiving messages. Those are interactively and non-interactively. What is called interactively is where listener does face-to-face directly and can do reciprocity to the message giver, in other words the recipient of the

message can ask for an explanation to the message giver if the message he receives is not clear. Meanwhile, non-interactively is where listener does not do face-to-face directly with the message giver and cannot reciprocate. In this case the recipient of the message cannot ask for an explanation from the giver if he does not understand the message conveyed. for example listening to the radio, watching TV, etc. Therefore, the listener must have some microskills in listening comprehension. They are storing or remembering elements of the language that are heard using short-term memory, trying to distinguish sounds that distinguish meaning in the target language, aware of the forms of pressure and tone , sound color, intonation, and the reduction of word forms, differentiating and understanding the meaning of words that are heard, recognizing special word forms, detecting key words that identify topics and ideas, guessing meaning from the context, getting to know the class word classes (gramatical word classes).

Therefore, according to Brown(2002: 256), some microskills of listening comprehension. They are :

- a. Retain chunks of language of different lengths in short –term memory.
- b. Discriminate among the distinctive sounds of english.
- c. Recognize english stress patterns, words in stressed and unstressed positions, rhythmic structure,intonational contours, and their role in signaling information.
- d. Recognize reduced forms of words.

- e. Distinguish word boundaries, recognize a core of words and interpret word order patterns and their significance,
- f. Process speech at different rates of delivery.
- g. Process speech containing pauses, errors, corrections, and other performance variables.
- h. Recognize grammatical words classes(noun, verbs, etc.), systems (e.g., tenses, agreement, pluralization), patterns, rules, and elliptical forms.
- i. Detect sentence constituents and distinguish between major and minor constituents.
- j. Recognize that a particular meaning may be expressed in different grammatical forms.
- k. Recognize cohesive devices in spoken discourse.
- l. Recognize the communicative functions of utterances, according to situations, participant, goals.
- m. Infer situations, participants, goals using real-world knowledge.
- n. From event, ideas , etc., described predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea , supporting idea, new information, given information, generalization, and exemplification.
- o. Distinguish between literal and implied meanings.
- p. Use facial, kinesic, body language, and other nonverbal clues to decipher meanings.

- q. Develop and use a battery of listening strategies , such as detecting key words, guessing the mening of work from context, appeal for help, and signaling comprehension or lack thereof.

In conclusion, there are eleven microskills in listening comprehension that should be known by the listener. When listener know and understand those microskills, they will have good listening skills.

## 7. Macroskills of Listening Comprehension

Listening is not just hearing but also fully understanding what is conveyed. In order to understand what is conveyed, of course there are some things that must be considered in listening activities. Such as we must know the situation, the language in communication, then the meaning of the word literally and implied, be able to use facials, kinetic body language, and other nonverbal cues to describe meaning and guess the meaning of words from the context. Some of these skills called as macroskills.

Therefore, Brown(2007:308) devides macroskills in six item they are :

- a. Recognize cohesive devices in spoken discourse.
- b. Recognize the communicative functions of utterances, according to situation, participants, goals.
- c. Infer situations, articipants, goals using real-world knowledge (pragmatic competence).
- d. From events, ideas, etc. Dscribe, predict outcomes, infer links and connections between events, deduce causes and effects, and detect

such relation such as main idea, supporting idea, new information given information, generalization, and exemplification.

- e. Distinguish between literal and implied meanings.
- f. Use facial, kinetic body language, and other nonverbal cues to decipher meanings. Develop and use a battery of listening strategies, such as detecting key words, guessing the meanin of words from context, appealing for help, and signaling comprehension or lack thereof.

In conclusion, those macroskills become the foundation in listening comprehension. Those abilities make us easy in comprehending language, and the context which other people talk about to us.

## **8. Listening Comprehension**

Listening comprehension is listening specifically and centered on the object being listened to. Listening comprehension can be defined as an activity that includes listening to language sounds, identifying, observing, and reacting to the meaning contained in what is listened to. It is also a process of listening to oral symbols with attention, understanding, appreciation, and interpretation to obtain information, capture content, and understand the meaning of communication conveyed by the speaker through spoken language.

Related to the listening comprehension, Brown(2000: 249) claims that listening comprehension is psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain.

Gilakjani and Ahmadi (2011: 3) listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, form meaning from passages, and associate what they hear with existing knowledge. Listening comprehension is an active process which the listener constructs meaning through using cues from contextual information and from existing knowledge, understanding the meaning of spoken language that listener has heard, comprehending the meaning of individual words (Ahmadi: 2016; Gilakjani and Sabouri: 2016). Chastain cited in Arta and Wathar (2014) states that listening comprehension can be divided into three components, first is the ability to distinguish all sound in the language and discriminate between them and similar sounds in the native language. Second is auditory memory. The third is comprehension of content of message. It is the capability of holding the sound of language that has heard in mind and understanding the message which is received.

In conclusion, the ability in listening comprehension is important in communication. Without listening comprehension ability, communication will not run smoothly.

## **9. General Principle In Teaching Listening Comprehension**

In teaching listening comprehension, it must have clear objectives in accordance with the existing curriculum. Then, the teaching must also be planned, have its own strategies, strategies for how to listen and what is



heard. Beside that, giving feedback to students it is also important in teaching listening comprehension. This makes them more motivated.

Therefore, there are some general principle in teaching listening comprehension. According Paulston & Bruder (1976: 129) these are a general set of principles for teaching listening comprehension :

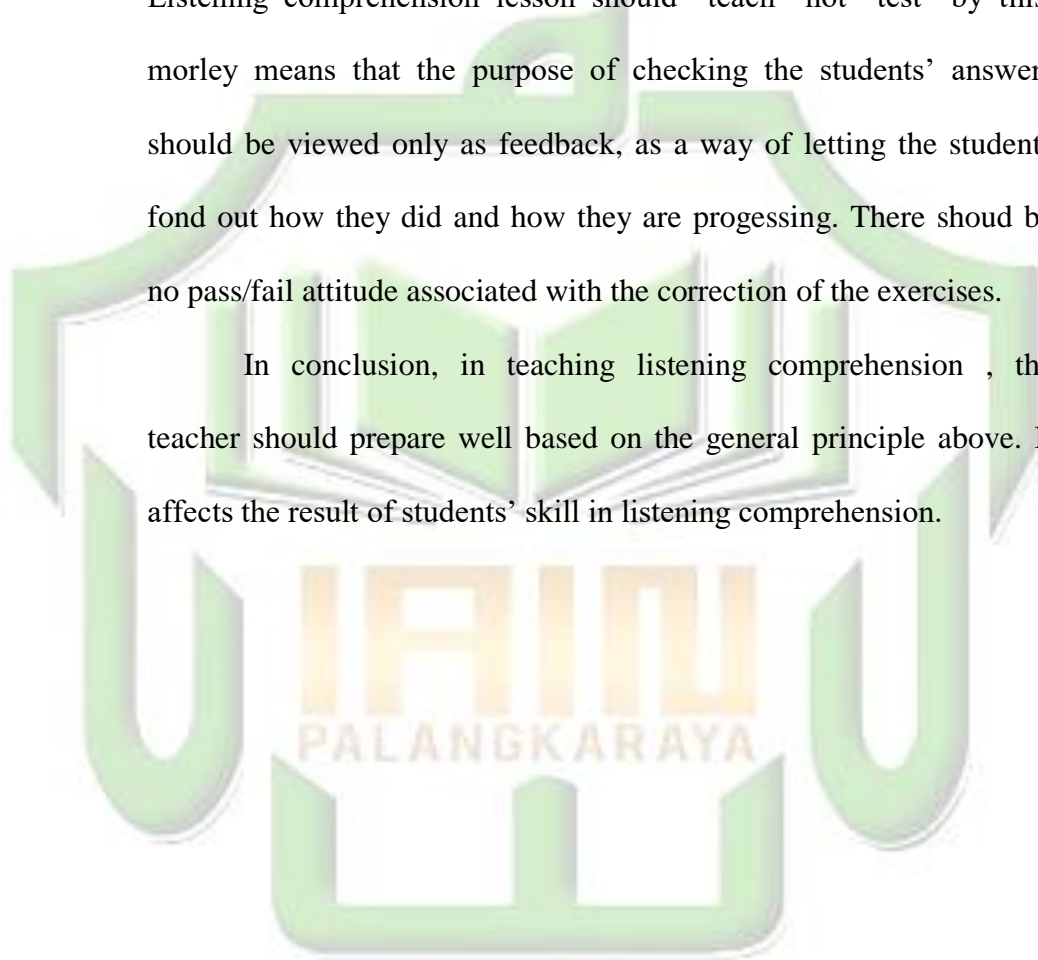
- a. Listening comprehension lesson must have definite goals, carefully stated. These goals should fit into the overall curriculum, and both teacher and students should be clearly cogniznt of what they are.
- b. Listening comprehension lesson could be constructed with careful step by step planing . The listening asks progress from simple to more complex as the student know exactly what the task is and is given directions as to ‘what to listen, when to listen, and how to listen.’”
- c. LC lesson structure should demand active over student participation. She states that the most overt student participation involves his written response to the LC material,” and that immediate feedback on performance helps keep interest and motivation at high levels.
- d. LC lessons should provide a communicative urgency for remembering in order to develop concentration. This urgency, which along with concentration is a key factor in remembering, should come not from the teacher, but from the lesson itself. This is done by giving the students the writing assignment before they listen to the material. (it serves the same function as the ‘before” question in the reading class).

e. Listening comprehension lesson should stress conscious memory work.

One of the goals of listening is to strengthen the students' immediate recall in order to increase their memory spans. In Morley's terms "listening is receiving, receiving requires thinking, and thinking requires memory; there is no way to separate listening, thinking, remembering".

Listening comprehension lesson should "teach" not "test" by this, Morley means that the purpose of checking the students' answers should be viewed only as feedback, as a way of letting the students find out how they did and how they are progressing. There should be no pass/fail attitude associated with the correction of the exercises.

In conclusion, in teaching listening comprehension, the teacher should prepare well based on the general principle above. It affects the result of students' skill in listening comprehension.



## **CHAPTER III**

### **RESEARCH METODOLOGY**

#### **A. Place and time of the study**

The research was conducted at the fourth semester students in critical listening class of English Education Department, faculty of Tarbiyah and Teachers' training, State Islamic Institute of Palangka Raya in academic year 2018/2019.

#### **B. Method and Design of The Study**

The method used in this research was quantitative method. This method emphasized objectivity by using numbers, statistics, structure, and control. Ary (1972 : 648) states quantitative research is inquiry employing operational definition to generate numeric data to answer predetermined hypotheses or question.

The research design used was correlational design, which is usually used in assessing relationship between two or more variables. Mujis (2004:1) stated that correlational is design which as 49 e relationships among two or more variables in a single group. In this research, the design was used to know the relationship between three variables. They are students' habit in watching english movie, students learning style and students' listening comprehension.

#### **C. Population and Sample of The Study**

##### **1. Population**

Population was defined as all members of any well-defined class of people, events or object (Ary et.al, 1972: 138).The population of the research

was the fourth semester students at the department of english education in the academic year of 2018/2019. The number of population was shown in the table 3.1 below:

**Table 3.1 . The Number of Fourth Semester Students**

<b>Class</b>	<b>Male</b>	<b>Female</b>
<b>A</b>	<b>6</b>	<b>16</b>
<b>B</b>	<b>5</b>	<b>18</b>
<b>C</b>	<b>4</b>	<b>16</b>
<b>Total</b>	<b>15</b>	<b>50</b>
	<b>65 students</b>	

From the table above, the number of population should be 65 students. But, when the writer did the research in class, there were 8 respondent who did not attend in the class. So, the respondents used in this study was 57. It means that the number of respondent was less than 100 respondents. Thus, the researcher used total population in doing the research. There were 57 respondents used in this study. Arikunto (2000: 125) stated if the population is less than 150 subjects and the writer used questionnaire in collecting the data, so all of population was taken as a subject in a research.

## D. The Instrument of The Study

The instruments used in this study were questionnaire and test which would be explained as follow:

### 1. The Questionnaire

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose to gather information from respondent. Kothari (1990: 100) stated that questionnaire is sent to the persons concerned with a request to answer the questions and return the questionnaire. A questionnaire consists of number of questions printed or typed in a definite order on a form or set of forms. The questionnaire is mailed to respondents who are expected to read and understand the questions and answer the questions on their own.

In doing the research, there were some types of questionnaire which used. They were opened questionnaire and closed questionnaire. Riduan (2010: 26) defines opened questionnaire is questionnaire in essay form where the respondent can give the response based on their thought. Meanwhile, closed questionnaire is questionnaire given in structured form. So that, the respondent is inquired to choose one of response which is available by giving *tanda silang* (x) or *tanda checklist* (✓).

The purpose of questionnaire in this study was used to collect the data of respondents' habit in watching English movie and to find out in which type of learning styles the students were. It meant there were two questionnaires which used in this study. First questionnaire was used to

collect the data respondents' habit in watching english movie. Second questionnaire was used to find out in which type of learning styles the students were. The type of questionnaires which is used in this study was closed questionnaire. where the respondents were inquired to choose the response by giving *tanda checklist* (✓) on question items that have been prepared by the writer. Azwar (1998: 103) states:

“Sedapat mungkin pertanyaan-pertanyaan disajikan dalam format kuesioner tertutup atau format pilihan pada pertanyaan yang sudah disediakan sehingga lebih memudahkan pekerjaan responden dalam memberikan respon”.

In this study, the researcher adapted the questionnaires from Imam Ahmad Dhamarullah (2015) and dede nurul Farida (2014). In this study Questionnaire which was used consisted of some parts. First was introductory. In this part was explained the purpose of questionnaire. second was content, it included general identity of respondents and main questions. The items number of questionnaires is shown in table 3.3 and 3.4. Then, scale will be used in questionnaires is likert scale. Riduan (2010: 12-13) defines likert scale is scale which is used to measure attitude, behaviour, opinion, and perception about event or social symptoms. The likert scale could be seen in table 3.2 below :

**Table 3.2 Likert Scale**

Positive Statement			Negative Statement		
Sangat Setuju	SS	5	Sangat Setuju	SS	1
Setuju	S	4	Setuju	S	2
Netral	N	3	Netral	N	3
Tidak Setuju	TS	2	Tidak Setuju	TS	4
Sangat Tidak Setuju	STS	1	Sangat Tidak Setuju	STS	5

**Table 3.3  
The Clue of Learning Style Questionnaire**

Research Variabel	Sub Variable	Descriptor	No Items		
			+	-	
Learning Style	Visual learning style	a. Learning by seeing and observing things.	2,4	1,3	
		b. Hard to receive verbal instruction	5, 7	6	
		c. Having good handwriting, Neat and disciplinary	8,9	-	
	Auditory learning style	a. Good in oral activity	10, 11, 12	-	
		b. Learning by hearing and listening	14, 15	13	
		c. Having sensivity through music	17	16	
		d. Weak in understanding written direction	18	-	
		e. Easily distracted by noises	19, 20	-	
	Kinesthetic learning style	a. Having sensitivity through expression and gesture and like to touch people when talking.	22	21	
		b. Reading is not priority.	23	-	
		c. Physical-oriented and always moving and like try a new things.	24, 28	25, 26, 27	
	<b>Total</b>			<b>19</b>	<b>9</b>
	<b>Total Items</b>			<b>28</b>	

**Table 3.4**  
**The Clue of Habit in Watching English Movie Questionnaire**

Research Variable	Sub Variable	Descriptor	No Items	
			(+)	(-)
Habit in Watching English Movie	Frequency	a. The times of the respondents watch the movie	1,2,3	-
		b. The number of movie the respondent watch.	4	-
	Repetition	a. Respondent's consistency in repeating the frequency.	5,6	-
		a. The respondent's behaviour in watching english movie	7,8,9,10,11,12,13,14,15	-
		<b>Total</b>		<b>15</b>
	<b>Total Items</b>		<b>15</b>	

## 2. Test

The test used in this study was to find the score of listening comprehension.

According to Arikunto (2002: 127) :

Tes adalah serentetan pertanyaan atau latihan serta alat lain yang digunakan untuk mengukur keterampilan, pengetahuan, intelegensi, kemampuan atau bakat yang dimiliki oleh individu atau kelompok.

Nurkencana (1986: 25) also states:

Tes adalah suatu cara untuk mengadakan penilaian yang berbentuk suatu tugas atau serangkaian tugas yang harus dikerjakan oleh anak/sekelompok anak sehingga menghasilkan suatu nilai tentang tingkah laku/prestasi anak tersebut yang dapat dibandingkan dengan



nilai yang dicapai oleh anak-anak lain atau dengan nilai standar yang ditetapkan.

In conclusion, test is a set of questions, exercise, a set of task which is done by student or a group of students that used to measure the skill, knowledge, intelligence, ability or talent, achievement that can be compared to the standard value.

The test used in this study was listening test of IELTS (International English Language Test System). Bozorgian (2012: 659) IELTS provides a profile of a candidate's ability to use english language. Candidates receive scores on a band from 1(non user) to 9(expert user). An IELTS listening test has four components, such as daily conversation, public speech, academic discussion and academic lecture. Gebre and Tadese(2015: 16) the IELTS listening comprehension test is a range of english accents and dialects appeared in the recordings that reflected the international usage.

In this study, the listening test consisted of forty items test; ten questions for each section. Section one was conversation between two students discussing about university clubs. Section two was monologue of accommodation officer telling students about different halls of residence. Section three was conversation between two students discussing a business studies project they have to do. Section four was monologue of a media studies tutor giving a lecture about news sources.

The form of question on each number would be explained in the table 3.5 below :

**Table 3.5 Listening Test**

<b>Section 1 Consist of Questions Number 1-10</b>	
Questions 1-4	Completing Table
Questions 5-10	Completing Notes
<b>Section 2 Consist of Questions Number 11-20</b>	
Questions 11-15	Matching Words In The Box
Questions 16-20	Labeling The Map.
<b>Section 3 Consist of Questions Number 21-30</b>	
Questions 21-24	Completing Sentences
Questions 25-27	Multiple Choice
Questions 28-30	Multiple Choice
<b>Section 4 Consist of Questions Number 31-40</b>	
Questions 31-35	Matching Words In The Box.
Questions 36-40	Completing Summary

In doing the task students heard each listening text once only. The time in doing the task was 30 minutes. The test included time to read questions and to write the answers.

In calculating the students' listening test score was based on listening assessment that can be seen in table 3.8 below (Bazin and Boyd, 2008: 109) :

**Table 3.6 Listening assessment**

<b>Listening Test</b>	<b>Score</b>

Section 1	/10
Section 2	/10
Section 3	/10
Section 4	/10
<b>Listening Total</b>	<b>/40</b>

After calculated the scores, the researcher matched the score with the IELTS band score to determine the level of ability of student. The band score could be seen in the table 3.9 below (Bazin and Boyd, 2008: 10) :

**Table 3.7 Band Score**

Band score	Score/40	Range	Description
9	39-40	Expert user	Has fully operational command of the language: appropriate, accurate and fluent with complete understanding
8	35-38	Very good user	Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstanding may occur in unfamiliar situations. Handles complex detailed argumentation well
7	30-34	Good user	Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
6	23-29	Competent user	Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
5	16-22	Modest user	Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
4	11-15	Limited user	Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
3	6-10	Extremely limited user	Conveys and understands only general meaning in very familiar situations frequent breakdowns in communication occur.

2	2-5	Intermittent user	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
1	1	Non user	Essentially has no ability to use the language beyond possibly a few isolated words.

## E. Research instrument reliability and Validity

### 1. Reliability

According to Heaton (1987: 155) the good instrument in a study is not only the instrument valid but also reliable to measure what suppose to be measured. Reliability is a necessary characteristic of any good test for be valid at all, a test must first be reliable as a measuring instrument. The writer will examine the reliability of the item by using formula:

- a. The reliability of the test the writer using formula:

$$r_{11} = \left( \frac{N}{N-1} \right) \left( 1 - \frac{m(N-m)}{Nx^2} \right)$$

Where:

N = the member of items in the text

M = the mean score on the test for all the tests

X = the standard deviation of all tests' score

- b. The steps in determining the reliability of the test are:

- 1) Making tabulating of testes' scores.
- 2) Measure the mean of the testes' scores with the formula :

$$M = \frac{\sum Y}{N}$$

- 3) Measure the total variants with the formula :

$$Vt = \sum y^2 - \frac{(\sum Y)^2}{N}$$

Where:

$Vt$  : the total variants

$\sum Y$ : the total of score

$\sum Y^2$ : the square of score total

$N$  : the number of testes

4) Calculate the instrument reliability using KR-21

5) The last is comparing the value of  $\Gamma_{11}$  and  $\Gamma_{table}$

$\Gamma_{11} > \Gamma_{table}$  = Reliable

$\Gamma_{11} < \Gamma_{table}$  = Not Reliable

c. The reliability of questionnaire are the write using formula:

i. Measuring the mean of the respondents scores with the formula:

$$M = \frac{\sum X}{N} \times 100$$

ii. Measuring the total variants with the formula:

$$S^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

Where:

$S^2$  = the total variants

$\sum X$  = the total of score

$\sum X^2$  = the square of score total

$N$  = the number of testers

- iii. Calculating the instruments of questionnaire by using Cronbach

Alpha:

$$r_{11} = \frac{k}{k-1} \left[ 1 - \frac{\sum \delta^2 b}{\sum \delta^2 t} \right]$$

Where:

$r_{11}$  = Reliability of instrument

$k$  = the number of items

$\sum \delta^2_b$  = the total of items

$\sum \delta^2_t$  = the variants of score total

- iv. Knowing the level of reliability of instrument, the value of  $\Gamma_{11}$  will be interpreted based on the qualification of reliability as follows:

$\Gamma_{11} > \Gamma_{table}$  = Reliable

$\Gamma_{11} < \Gamma_{table}$  = Not Reliable

To interpret the reliability of instrument, the writer uses the criteria of reliability as follow:

**Table 3.8****Criteria of reliability**

<b>Reliability</b>	<b>Interpretation</b>
0.800-1.000	Very high reliability
0.600-0.799	high reliability
0.400-0.599	Fair reliability
0.200-0.399	Poor reliability
0.000-0.199	Very poor reliability

**b. Validity****a. Content Validity**

According to Heaton (1974: 10) a good test should possess validity: that is it should measure what it is intended to measure and nothing else. If a test does this, it is said to be valid. All of the test items must relate to what students learn.

**b. Construct Validity**

According to Heaton (1987: 154) construct validity assumes the existence of certain learning theories and constructs underlying the acquisition of abilities and skills. If a test has construct, it is capable of measuring certain specific characteristics in accordance with a theory of language.

To measure the validity of the instrument, the writer used product moment formula by Pearson as follows (Riduan, 2007: 110):

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

Where:

R<sub>xy</sub>: the coefficient of correlation

$\sum X$ : total value of score X

$\sum Y$ : total vale of score Y

$\sum XY$ : multiplication result between score X and score Y

N: number of students

After gathering the results  $r_{11}$ , the writer will interprete the result by using coefficient correlation interpretation table below :

**Table 3.9**

**Coefficient Correlation Interpretation**

0.800-1.000	Very high validity
0.600-0.799	High validity
0.400-0.599	Fair validity
0.200-o.399	Poor validity
0.000-0.199	Very poor validity

**F. Data Collection Procedure**

In this study, the writer used some procedures to collect the data, the procedures consisted of some steps as follow:

1. The writer observed to know the number of class and the number of students of fourth semester students as population.



2. The writer gave listening test from IELTS (International English Language Test System)
3. The writer gave the questionnaire of the habit watching english movie and the questionnaire of learning style.
4. The writer analyzed the result of the data by using SPSS 22.

### G. Data Analysis Procedure

To analyze the data obtained, the writer used SPSS 22 with the regression linear, and also manual calculating.

1. Tabulated the data into the distribution of frequency of score table, then found out the mean of students' score and standard deviation of variable  $X_1$ ,  $X_2$  and  $Y$ . Did the normality test, to know the normality of the data. In this study, the writer used one-sample kolmogorovsmirnov test to test the normality. If the index significance is more than 0.05, then the data distribution is normal. Did the homogeneity test to know whether the data have the same variant or not. If the index significance is more than 0.05, then the data distribution is homogen.
2. To find out the correlation coefficient all of them, the writer will use the formula as below:
  - a. product moment formula

$$R_{X_1, X_2, Y} = \frac{\sqrt{r^2_{X_1, Y} + r^2_{X_2, Y} - 2(r_{X_1, Y})(r_{X_2, Y})(r_{X_1, X_2})}}{1 - r^2_{X_1, X_2}}$$

Where :

$R_{X_1, X_2, Y}$  = correlation between  $X_1$  and  $X_2$  with  $Y$

$R_{X1.Y}$  = product moment correlation between X1 and Y

$R_{X2.Y}$  = product moment correlation between X2 and Y

$R_{X1X2}$  = product moment correlation between X1 and X2

- b. To know the significant of multiple correlation X1, X2 and Y the writer will use formula :

$$f_{value} = \frac{R^2}{\frac{k}{n-k-1}}$$

Where:

R= score of multiple correlation

k= total of independent variable

n= total of sample

$f$ =comparison between  $f_{value}$  and  $f_{table}$

- c. To know the score of  $f_{value}$ , the writer will use  $f_{table}$  with formula:

$$f_{table} = f_{(1-\alpha)\{(db=k), (db=n-k-1)\}}$$

Standard of significant is  $\alpha 0,01$  or  $\alpha=0,05$

## CHAPTER IV

### RESULT OF THE STUDY

In this chapter the researcher presented the data which had been collected from the research in the field of the study which consists of description of the data, result of data analysis, and discussion.

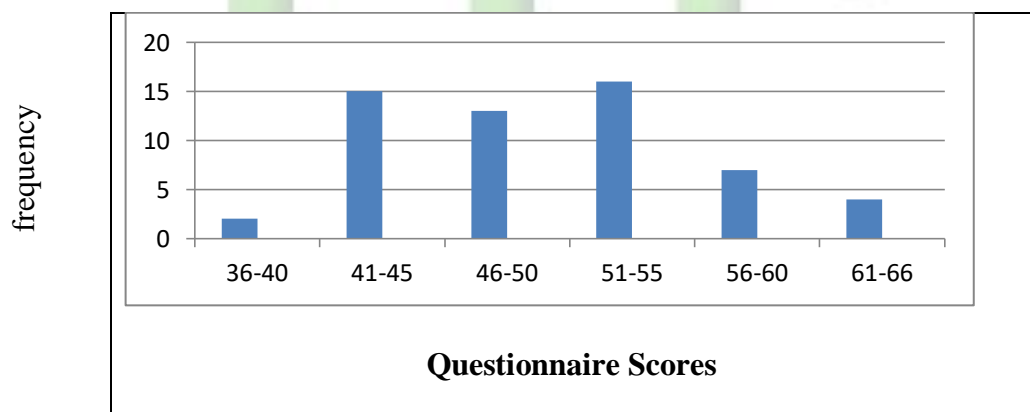
#### A. The Description Of The Data

There were three variables in this research, which are students' habit in watching English movie (X1), students' learning style (X2) and Listening comprehension(Y). The data of variable X1 and X2 were obtained from questionnaire and the data of variable Y were obtained from listening test of IELTS.

##### 1. The Result of students' habit in watching english movie questionnaire

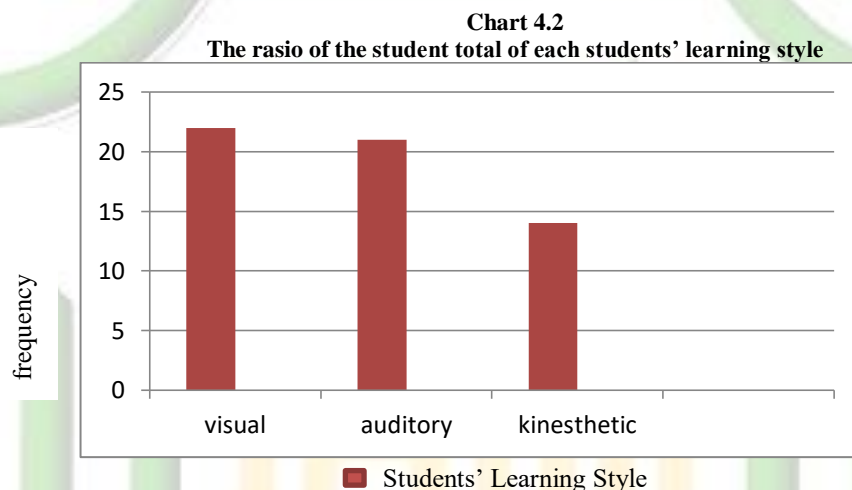
The questionnaire contained 15 statements with scaled responses that were used in determining the questionnaire score. The table 4.1 showed the total score was 2855 points. The mean score was 50,09 and the highest and lowest scores were 66 and 36. It can be seen in the chart below :

**Chart.4.1 The grouped distribution of questionairre scores**



## 2. The result of students' learning style questionnaire

The questionnaire contained 28 statements with scaled responses that are used in determining the questionnaire score. In order to determine the students' learning style, the writer counted mean score for each type of learning style. The highest students' mean score determined what type they were (the process of the students' learning style mean score calculation could be seen in table 4.2 in appendix). The ratio of the student total of each learning style could be seen in chart 4.2



From the chart above, it can be seen that the most dominant students' learning style was visual (22 students), followed by auditory (21 students), and the last was kinesthetic (14 students).

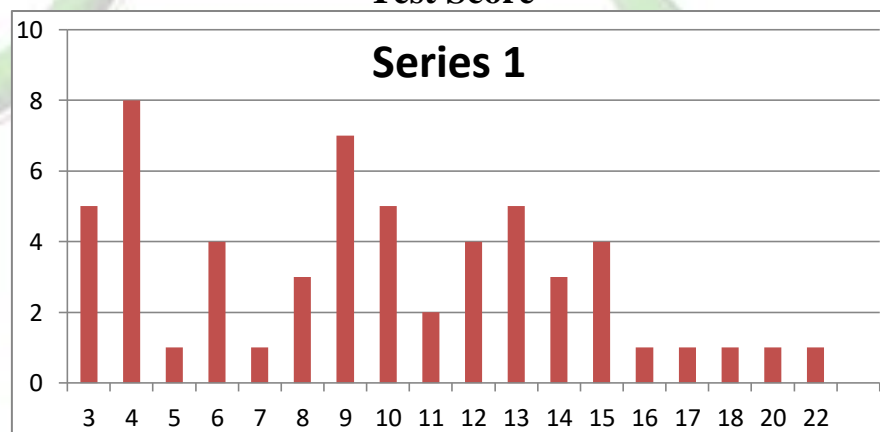
## 3. The result of students' listening test of IELTS

The listening test of IELTS had been conducted in fourth semester students at IAIN Palangkaraya in academic year 2018/2019 with the number of participants was 57 students. The total score of students' listening test was 550. From the table 4.3, it could be seen that the highest

and lowest score was 22 and 3, the mean score was 9,65 and standar standard deviation was 4,72 (the list students' listening test score could be seen in table 4.3 in appendix).

The persentation of frequency distribution of the students' listening test score were presented in chart 4.3.

**Chart 4.3**  
**The Frequency Distribution of Students' Listening Test Score**



From the chart 4.2, it could be seen that the students who got 3,10 and 13 was five students for each score, the students who got 4 was eight students, the students who got 5,7,16,1,18,20,22 was only one student for each score, the students who got 6,12,15 was four students for each score, the students who got 8 and 14 was three students for each score, students who got 9 was seven students and the last, the students who got 11 was two students.

The score was calculated based on International English Language Test system. Then, after describing the frequency distribution of the

students' listening test score, the writer categorized the score into table 4.4.

**Table 4.4**  
**The Distribution of The Students' Listening Test of IELTS Score**

<b>Band Score</b>	<b>Score/40</b>	<b>Value</b>	<b>F</b>	<b>percent</b>	<b>Valid percent</b>	<b>Comulative percent</b>
9	39-40	Expert User	-	-		
8	35-38	Very Good User	-	-		
7	30-34	Good User	-	-		
6	23-29	Competent User	-	-		
5	16-22	Modest User	5	8,8%	8,8%	8,8%
4	11-15	Limited User	18	31,5%	31,5%	40,3
3	6-10	Extremely Limited User	20	35,1%	35,1%	75,4
2	2-5	Intermittent User	14	24,6%	24,6%	100%
1	1	Non User	-	-		
Total			57			

Based on the table 4.4, there were nine categories of the students' listening skill test score. The result showed that students who got band score 5 as

modest user were five students (8.8%), students who got band score 4 as limited user were eighteen students (31.5%), students who got band score 3 as extremely limited user were twenty students (35.1%) and students who got band score 2 as intermittent user were fourteen students (24.6%). It can be concluded that students with band score 3 as extremely limited user in listening were more dominant. Moreover, there were no students who got band score 1 as non user in listening test.

## B. Result of Data Analysis

### 1. Normality Test

In this study, the researcher used One Sample Kolmogorov-Smirnov Test to test normality.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual	X1	X2	Y
N		57	57	57	57
Normal Parameters <sup>a,b</sup>	Mean	,0000000	50,0877	92,4561	9,6491
	Std. Deviation	4,64162946	6,37036	6,38657	4,71885
Most Extreme Differences	Absolute	,074	,096	,091	,112
	Positive	,074	,096	,071	,112
	Negative	-,054	-,045	-,091	-,079
Test Statistic		,074	,096	,091	,112
Asymp. Sig. (2-tailed)		,200 <sup>c,d</sup>	,200 <sup>c,d</sup>	,200 <sup>c,d</sup>	,070 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

Based on the calculation used SPSS program, the asymptotic significance normality of students' habit in watching english movie was 0.200 and students' learning style was 0.200 and listening comprehension was 0.070. Then the normality all of them was consulted with the table of kolmogorov-smirnov with the level significance 5% ( $\alpha= 0.05$ ). Because asymptotic significance of students' habit in watching english movie questionnaire=  $0.200 \geq \alpha=0.05$ , and asymptotic significance of students' learning style=  $0.200 \geq \alpha= 0.05$ , also asymptotic significance of listening comprehension test=  $0.070 \geq \alpha= 0.05$ , it could be concluded that the data was normal distribution.





## 2. Homogeneity

In this study, the researcher used Levene Test Statistic to test the homogeneity of variance.

**Test of Homogeneity of Variances**

	Levene Statistic	df1	df2	Sig.
X1	1,783	10	39	,097
X2	2,062	10	39	,052

Based on the calculating used SPSS 22 statistic program, the data showed the significant of the levene test statistic was higher than  $\alpha = 0.05$ , it meant that the score was homogeneity.

## 3. Testing Hypothesis

The researcher used regression linearity analysis in SPSS to test the hypothesis with significance level  $\alpha = 0.05$ . the hypothesis in this study aimed to the test of correlation between students' habit in watching english movie ( $X_1$ ), learning style ( $X_2$ ) and listening comprehension( $Y$ ).

### **a. Correlation between students' habit in watching english movie and listening comprehension**

The first hypothesis in this study was there any correlation between students' habit in watching english movie and listening comprehension. In calculating the data, the researcher used SPSS 22 statistic program.

		X1	Y
X1	Pearson Correlation	1	,117
	Sig. (2-tailed)		,384
	N	57	57
Y	Pearson Correlation	,117	1
	Sig. (2-tailed)	,384	
	N	57	57

Based on SPSS 22 statistic program calculation, the result showed that there was no correlation between students' habit in watching english movie and listening comprehension, with significant level was higher than alpha ( $\alpha$ ) ( $0.384 \geq 0.05$ ). Then, the pearson correlation was 0,117. Based on the degree of relationship if the pearson correlation on 0,00-0,20, it means that there is no correlation .



### b. Correlation Between Learning Style and Listening Comprehension

The second hypothesis in this study was there any correlation between learning style and listening comprehension. In calculating the data, the researcher used SPSS 22 statistic program.

		X2	Y
X2	Pearson Correlation	1	,156
	Sig. (2-tailed)		,247
	N	57	57
Y	Pearson Correlation	,156	1
	Sig. (2-tailed)	,247	
	N	57	57

Based on SPSS 22 statistic program calculation, the result showed that there was no correlation between students' learning style and listening comprehension, with pearson correlation was 0.156 and the significant level was higher than alpha ( $\alpha$ ) ( $0.247 \geq 0.05$ ).

### c. Correlation between students' habit in watching english movie and learning style toward listening comprehension

The last aim of this study was to know is there any correlations between students' habit in watching english movie and learning style toward listening comprehension. The researcher used SPSS 22 statistic program in calculating the data.

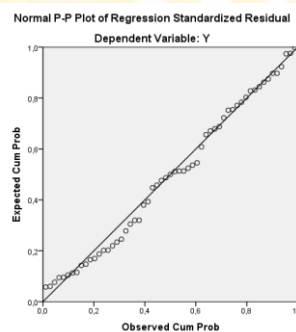
ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	40,478	2	20,239	,906	,410 <sup>b</sup>
	Residual	1206,505	54	22,343		
	Total	1246,982	56			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Based on SPSS 22 statistic program calculation, the result showed that degree of freedom regression= 2, and degree of freedom residual= 54 ( $F_{table}=3.16$ ) and  $F_{value}$  was 0.906. it showed  $F_{value}$  was lower than  $F_{table}$  ( $0.906 \leq 3.16$ ). So, there was no correlation between students habit in watching english movie and learning style toward listening comprehension, with  $F_{value}$  was 0.906 and the significant level was higher than alpha ( $\alpha$ ) ( $0.410 \geq 0.05$ ).



### C. Discussion

Even though the reviewed literature has shown that movies could be beneficial for language acquisition and the building of language competence and skills, the findings of the research showed that the significant level was

higher than alpha ( $\alpha$ ) ( $0.384 \geq 0.05$ ), it meant that  $H_{01}$  was accepted and  $H_{a2}$  was rejected. It meant that there was no relationship between students' habit in watching English movie and listening comprehension.

The finding contradicts and refuses the theory that learning style is influential through achievement (Boneva and Mihova, 2012:7). The result showed that there was no correlation between learning style and listening comprehension, with Pearson correlation was 0.156 and the significant level was higher than alpha ( $\alpha$ ) ( $0.247 \geq 0.05$ ).

The finding showed that  $H_{03}$  was accepted and  $H_{a3}$  was rejected. It meant that there was no relationship between students' habit in watching English movie and learning style toward listening comprehension, with  $F_{\text{value}}$  was lower than  $F_{\text{table}}$  ( $0.906 \leq 3.16$ ) and the significant level was higher than alpha ( $\alpha$ ) ( $0.410 \geq 0.05$ ).

## CHAPTER V

### CLOSING

In this chapter consists of conclusion and suggestion of the study. the researcher explained about the conclusion of the study and some suggestion in order for the better future research.

#### A. Conclusion

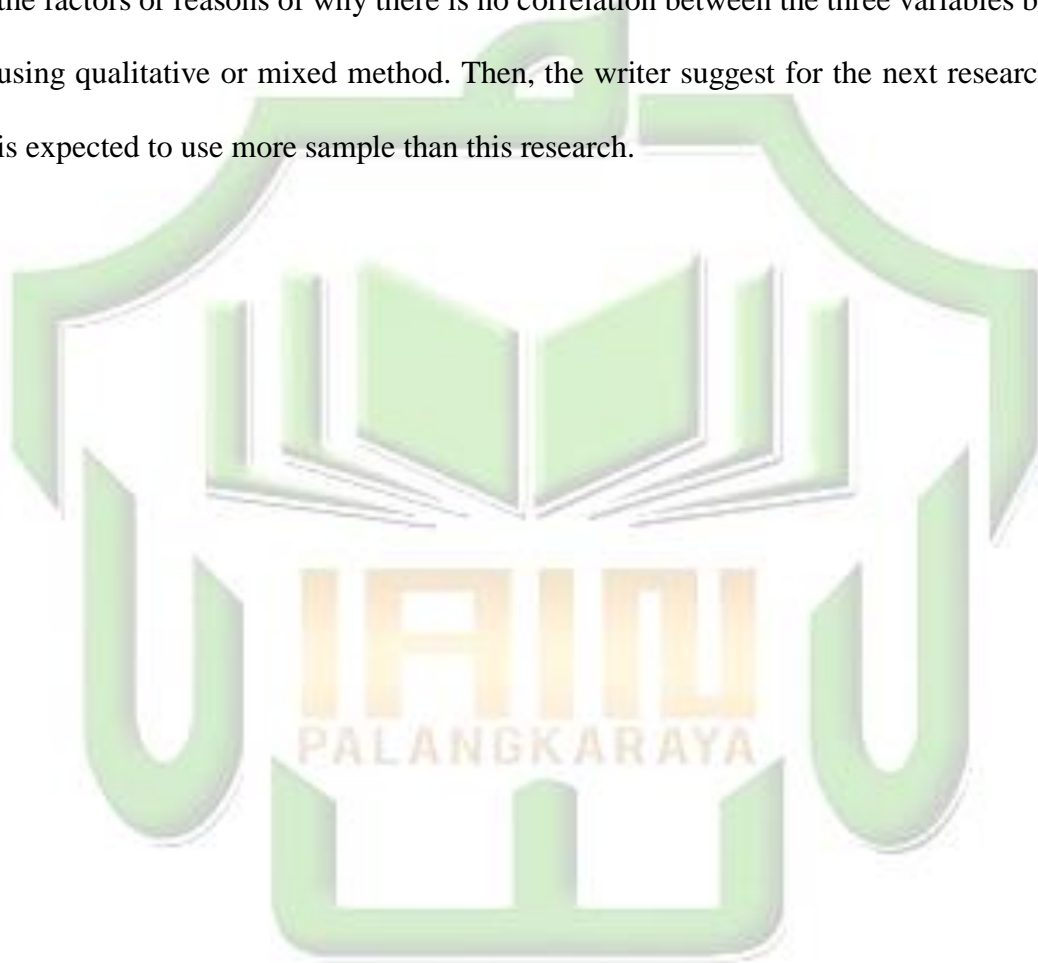
Based on the statistical analysis was found that there was no positive correlation between three variables. The finding showed that the null hypothesis( $H_0$ ) was accepted and the alternative hypothesis ( $H_a$ ) was rejected. It could be seen from the result of the data obtained. For the first hypothesis the result showed the significant level was higher than alpha ( $\alpha$ ) ( $0.384 \geq 0.05$ ). Then, The result of second hypothesis showed that the significant level was higher than alpha ( $\alpha$ ) ( $0.247 \geq 0.05$ ). The last, the result of third hypothesis showed the significant was higher than alpha ( $\alpha$ ) ( $0.410 \geq 0.05$ ). It can be concluded that the null hypothesis( $H_0$ ) was accepted and the alternative hypothesis ( $H_a$ ) was rejected for all of three hypotheses.

#### B. Suggestion

For students, having a habit in watching english movie and considering the characteristic of their own learning style can be advantageous for them. If the students can reinforce those characteristics , it can be helpful for them. In this case, the students should not only watch the movie, but also have a purose and give attention to the language used in the movie. the students should determine their own strategies in learning listening comprehension. In this way, the lecturer

also need to be able to encourage the students to reinforce them and have to motivate the students to practice listening a lot.

For other researcher, they should do the research which are the closest with this research. This research is only to find whether there is correlation between the three variables or not. so that, for the next research is expected to find the factors or reasons of why there is no correlation between the three variables by using qualitative or mixed method. Then, the writer suggest for the next research is expected to use more sample than this research.



## REFERENCES

- Abdulah, U. & Rahman, I.F. 2017. *The Correlation Between Students' Habit In Watching Movie And Listening Skill*.
- Ary, D, et.al, 1976. *Introduction to research in education*. Canada : nelson education.
- Asemota, H.E. 2015. Nature, Important And Practice Of Listening Skill. *British Journal Education*. 3(7)
- Barsham,R.& Monahan, D.2004. *Looking At Movies: An Introduction To Film* (3rd Edition). London : Norton And Company.
- Boyenga, J.1999. *Fundamentals Of Oral Communicatin*. Indian Hills Comuity College,(5):1-2
- Brown, D.H. 2000, *Teaching By Principle: An Interactive Approach To Language Pedagogy* (2nd edition). California:Longman.
- Brown, D.H. 2000. *Principles Of Language Learning and Teaching* (4th Edition). San Fransisco ; Longman.
- Crede, M. & Kumeel, N.R. 20018. *Study Habits, Skills And Attitudes*.University Of Minnesota. 3(6).
- Dhamarullah, I.A. 2015. *The Relationship Between Movie-Watching Activity And Listening Skill*. Jakarta : Syarif Hidayatullah University.
- Faridah, D.N. 2014. *The Relatinship Between Students'learning Style And Their Achievement In Istening Skill*. Jakarta : Syarif Hidayatullah University.
- Farrokhi, F. & Hamidabad, A.M.2012. *Ethinking Covenience Sampling: Defining Quality Cirteria*. Finland: Academy Publisher Manufactured. 2(4).
- Gilakjani, A.P.& Ahmadi.M.R. 2011.A Study Fators Affecting Efl Learners' English Listening Comprehension And The Strategies For Improvement. *Journal Of Language Teaching And Research*. 2(5)
- Gilakjani. P. A, & Ahmadi. M.R., 2011. English Listening Comprehehnsion And The Strategies For Improvement, *Journal Of Language Teaching And Research*, Vol 2



- Gilakjani, A.P.& Sabouri, N.B. 2016. Learners' Listening Comprehension Difficulties In English Language Learning . *English Language Teaching. Canadian Center Of Science And Education*. 9(6).
- Hoven, D. 1999. A Model For Listening And Viewing Comprehension Multimedia Environments. *Language Learning Technology*. Australia :University Of Queensland . 3(1) : 73-91
- Hyslop. N.B & Bruce. T, 1988. *Are We Teaching It, And If So, How?*. Blomington, 3.
- Islam, M.N,2012. An Analysis On How To Improve Teritary Efl Students' Listening Skill Of English. *Journal Of Studies In Education*.2(2).
- Ismaili, M. 2013. The Effectiveness Of Using Movies In Te Efl Classroom. *Academic Journal Of Interdisciplinary Studies*. Sapienza University Of Rome : Mcser Cemas 2(4)
- Kabooha,H.R 2016using Movie In Efl Classrooms. *English Language Teaching. Canadian Center Of Science And Education*.9(3)
- Katharine, R. & Roskelly, 1985. Listening Is An Act Of Composing. *Paper Presented At The 36th Conference On College Composition And Communication*.
- Kothari, C.R . 1990. *Research Metodology: Methods And Techniques* (2nd Edition.).N New Delhi: New Age International Limies Publisher.
- Mathers, N Et.Al ,2009. Surveys And Questionnaires. *National Institute For Health Research* : East Midlands.
- Mohammad Khani, K. Et.Al. 2013.The Effect Of Using Sudio Files On Improving *Listening Comprehension International Journa Of Learning and Development*.3(1).
- Moskovich, M. & Sharf, S.2012. Using Films As Atool For Active Learning In Teaching Siciology. *The Journal Of Effective Teaching*.Zefat College. 12 (1)
- Neilsen, Et.Al. 2012. Creatures Of Abit: Accounting For The Role Of Habit In Implementation Research On Clinical Behaviour Change. *Implementation Science*.
- Pashler, Et.Al.2009. *Learning Styles*. Los Angeles: University Of California.9(3)

- Paulston C.B And Bruder M.N, 1976. *Teaching English As Second Language Technique And Procedures*. Cambridge; Massachusetts.
- Rost, M. 2011. *Teaching An Researching Listening* (2nd Edition). New York: Longman.
- Sharma, N. 2011. *Strategies For Developing Listening Skills*. India: Institute Of Technology Ghaziabadup.
- Singh, Y.K .2006 . *Fundamental Of Research Metodology and Statistic*. New Delhi: New Age International Limies Publisher.
- Sinscalco, M.T & Auriat, N. 2005. *Questionnaire Design. Quantitative Research Method In Educational Planning*. UNESCO
- Thomlison, T.D, 1984. *Relational Listening: Theoretical And Practical Consideration. International Listening Association.*
- Tyagi, B. 2013. Listening: An Important Skill And It's Vrious Aspects. *An International Journal In English.*
- Warta, J.I & Athar.L.I. 2014. *The Impact Of Animation Movie Towards Students' Listening Skill*. Faculty Of Language And Art Education: Ikip Mataram
- Wood, W. & Neal, D.T. 2007. A New Look At Habits And The Habit Goal Interface. *American Psychoogical Assosciation*. Duke University. 114(4).
- Wood, W.& Rtinger, D. 2015. *Physicology Of Habit*. Los Angeles: University Of Southern California.