

**THE CORRELATION BETWEEN HABIT OF WATCHING
MOVIE AND SPEAKING MASTERY AT THE FIFTH
SEMESTER OF ENGLISH DEPARTMENT
UIN SYAHADA PADANGSIDIMPUAN**



Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary
Padangsidimpuan as the partial fulfilment of the Requirement for the
Graduate Degree of Education (S.Pd) in English*

Written By:

INGRID NAULI RAMADHANI HUTAGAOL

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ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

**STATE ISLAMIC UNIVERSITY OF
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PADANGSIDIMPUAN**

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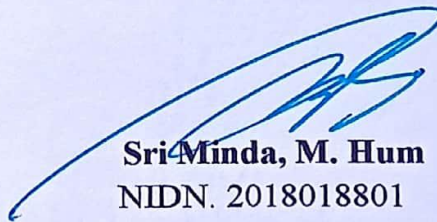
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ABSTRACT

Name : Ingrid Nauli Ramadhani Hutagaol
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Title of Thesis : **The Correlation between Habit of Watching Movie and Speaking Mastery at the Fifth Semester of English Department UIN Syahada Padangsidimpuam**

This research is intended to investigate the correlation between students' habit of watching movie and their speaking mastery at the fifth semester of English department UIN Syekh Ali Hasan Ahmad Addary Padangsimpuan. There were problems of the students in this research such as, student lack of confidence and struggling in fluency. Students tend to often get lose the idea or the upcoming word to say while doing speaking english activity. The purpose of this research is to know how the correlation between habit of watching movie and speaking mastery of the students at the fifth semester of English department UIN Syekh Ali Hasan Ahmad Addary Padangsimpuan and to know how the influence goes. This research used quantitative research with the correlational research type. The population of this research was 33 students from the fifth semester of English department UIN Syekh Ali Hasan Ahmad Addary Padangsimpuan. This research chose purposive sampling as the sampling technique. Instrument of collecting data were questionnaire for students' habit of watching movie and test for speaking mastery. From the result of the analysing data, this research found mean score of habit of watching movie was 74.5 and the mean score of speaking mastery that was 57.15. Besides, related to the result of data analysis, it was found that there was a significant correlation between students' habit of watching movie and students' speaking mastery with the t_{count} was (8.688) higher than significance value t_{table} (8.688 > 2.037). It means habit of watching movie had correlation to speaking mastery at the fifth semester of English department UIN Syekh Ali Hasan Ahmad Addary Padangsimpuan in average category.

Keyword: *Speaking, Habit of watching movie, Correlation*

ABSTRAK

Nama : Ingrid Nauli Ramadhani Hutagaol
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Judul Tesis : Hubungan antara Kebiasaan Menonton Film dan Penguasaan Berbicara Semester V Jurusan Bahasa Inggris UIN Syahada Padangsidimpuam

Penelitian ini bertujuan untuk menyelidiki hubungan antara kebiasaan menonton film siswa dan penguasaan berbicara mereka di semester lima jurusan bahasa Inggris UIN Syekh Ali Hasan Ahmad Addary Padangsimpuan. Ada permasalahan siswa dalam penelitian ini seperti, siswa kurang percaya diri dan kesulitan dalam kefasihan. Siswa cenderung sering kehilangan ide atau kata yang akan diucapkan saat melakukan aktivitas berbicara bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana hubungan antara kebiasaan menonton film dan penguasaan berbicara mahasiswa semester lima jurusan Bahasa Inggris UIN Syekh Ali Hasan Ahmad Addary Padangsimpuan dan untuk mengetahui bagaimana pengaruhnya. Penelitian ini menggunakan penelitian kuantitatif dengan jenis penelitian korelasional. Populasi penelitian ini adalah mahasiswa semester lima jurusan Bahasa Inggris UIN Syekh Ali Hasan Ahmad Addary Padangsimpuan yang berjumlah 33 orang. Penelitian ini memilih purposive sampling sebagai teknik pengambilan sampel. Instrumen pengumpulan data adalah angket kebiasaan siswa menonton film dan tes penguasaan berbicara. Dari hasil analisis data, penelitian ini menemukan skor rata-rata kebiasaan menonton film adalah 74,5 dan skor rata-rata penguasaan berbicara adalah 57,15. Selain itu, terkait dengan hasil analisis data, ditemukan bahwa terdapat korelasi yang signifikan antara kebiasaan menonton film siswa dan penguasaan berbicara siswa dengan nilai t_{hitung} adalah (8.688) lebih tinggi dari nilai signifikansi t_{tabel} (8.688 > 2.037). Artinya kebiasaan menonton film mempunyai korelasi terhadap penguasaan berbicara pada semester lima jurusan Bahasa Inggris UIN Syekh Ali Hasan Ahmad Addary Padangsimpuan dalam kategori sedang.

Kata Kunci: Berbicara, Kebiasaan Menonton Film, Korelasi

خلاصة

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الموضوع	: العلاقة بين عادة مشاهدة الأفلام وإتقان التحدث لدى الطلاب الفصل الدراسي الخامس في قسم اللغة الإنجليزية بجامعة شيخ علي حسن أحمد الداري بادانج سيدمبون الإسلامية الحكومية

يهدف هذا البحث إلى معرفة العلاقة بين عادة مشاهدة الأفلام وإتقان للتحدث لدى الطلاب الفصل الدراسي الخامس في قسم اللغة الإنجليزية بجامعة شيخ علي حسن أحمد الداري بادانج سيدمبون الإسلامية الحكومية. وكانت هناك مشاكل لدى الطلاب في هذا البحث، مثل افتقار الطلاب إلى الثقة بالنفس وصعوبات في الطلاقة. يميل الطلاب في كثير من الأحيان إلى فقدان الأفكار أو الكلمات التي يقولونها عند القيام بأنشطة التحدث باللغة الإنجليزية. الغرض من هذا البحث هو معرفة العلاقة بين عادة مشاهدة الأفلام وإتقان التحدث لدى طلاب الفصل الدراسي الخامس في قسم تدریس اللغة الإنجليزية بجامعة شيخ علي حسن أحمد الداري بادانج سيدمبون الإسلامية الحكومية ومعرفة مدى تأثيرها. استخدم هذا البحث البحث الكمي مع نوع البحث الارتباطي. كان مجتمع لهذا البحث ٣٣ طالبًا من الفصل الدراسي الخامس لقسم تدریس اللغة الإنجليزية جامعة شيخ علي حسن أحمد الداري بادانج سيدمبون الإسلامية الحكومية. اختار هذا البحث أخذ العينات المصادفة كأسلوب أخذ العينات. وكانت أدوات جمع البيانات عبارة عن استبيان حول عادة مشاهدة الأفلام لدى الطلاب واختبار إتقان التحدث. ومن نتائج تحليل البيانات وجد هذا البحث أن متوسط درجات عادة مشاهدة الأفلام بلغ ٧٤,٥ ومتوسط درجات إتقان التحدث ٥٧,١٥. وبصرف النظر عن ذلك، فيما يتعلق بنتائج تحليل البيانات، وجد أن هناك علاقة ذات دلالة إحصائية بين عادة الطلاب في مشاهدة الأفلام وإتقانها للتحدث حيث كانت قيمة العد التائية (٨,٦٨٨) أعلى من قيمة الأهمية الجدولية (٨,٦٨٨ < ٢,٠٥٧). وهذا يدل على أن عادة مشاهدة الأفلام لها علاقة بإتقان التحدث في الفصل الدراسي الخامس من قسم تدریس اللغة الإنجليزية بجامعة شيخ علي حسن أحمد الداري بادانج سيدمبون الإسلامية الحكومية في الفئة المتوسطة.

الكلمة الرئيسية: التحدث، عادة مشاهدة الأفلام، العلاقة

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Padangsidempuan,

2023

The Writer

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CHAPTER I

INTRODUCTION

A. Background of the problem

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

In the university the material of the speaking class is cooperated with the needs of the students and the curriculum to reach the purpose of learning. Speaking skill educated to make person be able to express their idea, feelings, opinions even to persuade or influence other. In university level the material of the speaking is higher than in the high school level. One of the material given is the public speaking.

Public speaking as it is known as the activity of speaking, the speech in front of the people or the public has the important essentials. The essentials of the public speaking in the university level even more to the world outside is that the public speaking can be the skill to face the global education more over in English language. Everyone can speak in order to sounding the letters or express their ideas to other people but for the public speaking is not that simple. Public speaking needs the confident of the speaker to express their speech proficiently.

There are many efforts in order to improve the speaking ability and reach the speaking learning purposes of the university students. Government provide the university with the access of learning media and improving the curriculum. The institution provides the environment of speaking English in campus through boarding for a couple of semester in the first year of education. The lecture provides the various learning strategies in teaching speaking.

Otherwise, the condition of speaking in the field is not what it is expected. Students' ability and proficiency in speaking English is low, besides students have lack of vocabulary. As it inform by a lecture of speaking class in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan said that the students face the difficulties in speaking due to the response or expressing their idea toward what English speaking is. Most of the students feel that speaking English is difficult.¹ According to the interview with several students at the fifth semester UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, they commonly face the difficulties in speaking with several aspects such as lack of vocabulary, lack of confidence, difficult in find someone to practice beyond classroom activity, struggling in similar sound and fluency, and often lose the idea or the upcoming word to say while doing speaking activity. The other struggle is the mother tongue still affecting their pronunciation.²

¹ 'Speaking Lecture at UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan' (Private Interview) 24 November 2022.

² "Students of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan" (Private interview) 1 December 2022.

A number of different factors have been linked to speaking challenging circumstances. Several speaking mastery factors, including psychological, peer-related, pronunciation related, grammar-related, personality-related, teacher-related, poor vocabulary-related, method used by the teacher, the surrounding environment, motivation, and cross-cultural factors are identified as factors that hinder students' ability to learn to speak.³ According to Richard in Renandya and Hu, pupils who regularly watch English- language films on TV or the internet have better speaking and listening skills than those who do not.⁴ This added by Matondang and Ashari said that pupils who regularly watch English-language films on a regular schedule will have higher quality speaking achievement.⁵

Thus, there are several related-factors of speaking including habit of watching movie.

Habit of watching movie is the habitual behaviour of watching movie action. Watching movie as an activity that is repeatedly practiced until it develops into a regular behaviour. Since repetition has made the behaviour effortless and familiar, it is typically carried out without conscious awareness. Environment, way of life, etc, can all contribute to habit. A habit is an action that is carried out repeatedly until it becomes a regular pattern of behaviour.

³ Josua Bire, Erni Selfina, and Tans Feliks, "Factors Affecting Poor Speaking Skills of The English Department Students," *Perspektif Ilmu Pendidikan* 28 (2014).

⁴ Willy A. Renandya and Guangwei Hu, "L2 Listening in China: An Examination of Current Practice," in *International Perspective on Teaching the Four Skills in ELT*, ed. Anne Burns and Joseph Siegel (Switzerland: Palgrave Macmillan, 2018), 37–50, https://doi.org/10.1007/978-3-319-63444-9_14.

⁵ Billy Ramadhan Matondang and Ali Ashari, "The Correlation between Watching English Movies and Students' English Speaking Skill," *Universitas Islam Malang*, 2019, p.15-20.

The role habit of watching movie in speaking mastery is as the way to optimize their speaking learning. Watching movie become the source of the authentic media for the learners. The authentic media can lead the students to enrich more vocabulary and sound like the native way, moreover make the watching movie action as the habitual behaviour. Using audio-visual media in teaching speaking is an interesting media, because they make the learners more interested in learning using language inside and outside the classroom. Media can stimulate the students to learn and using media as motivator by the students to attract their interest in learning English. This media can help them comprehend the materials especially in spoken language.

Based on the explanation above, it is interested to do a research about speaking entitled “The Correlation between Habit of Watching movie and Speaking Mastery in the Fifth Semester of English Department UIN Syahada Padangsidempuan”.

B. Identification of the problem

Based on the background of the problem above, speaking is the process or action of delivering messages, information or ideas in spoken language. Speaking is productive skill that provides the action of expressing information, idea or feeling in spoken language. Speaking is the way to reach the communication goals. English speaking skill of someone can be measure through acquisition of speaking.

Factors of speaking mastery based on the background above, such as: psychological, peer-related, pronunciation related, grammar-related,

personality-related, teacher-related, poor vocabulary-related, method used by the teacher, the surrounding environment, motivation, and cross-cultural factors and habit of watching movie. From the several factors the researcher only focuses in habit of watching movie.

C. Limitation of the problem

Factors related of speaking mastery in learning speaking such as: the matters around the speaking itself ;accuracy and fluency; phonology; media, grammar mastery, environmental factor, facility of the students, society, psychological factor, poor vocabulary-related factor, peer-related factor, pronunciation- related factor, personality factor, intelligence, students' motivation, interest, motivation factor, cross-cultural factor and habit of watching movie.

In this research, it did not discuss all the factors that influence speaking. The researcher focuses only on one factor that is habit of watching movie. Where habit of watching movie is the habitual behaviour of watching movie action. Watching movie as an action practiced continuously until it becomes a patterned behavior, and it usually performed without confirmed unconscious because practice has become familiar and easy.

The reason in this research chose habit of watching movie based on several reasons. It found in the environment that the students who like watching movie as the hobby or refreshing activity become more fluent and confident in speaking English language. Additionally several findings of some expert and previous researcher the habitual behaviour can affect the

process of study and affecting speaking skill. The other reason is when the authentic media provided not enough, watching English movie become a gate to get the authentic resource. Therefore, it is crucial that the researcher look at the relationship between students' proficiency in speaking English and their habit of watching English-language movie.

D. Formulation of the problem

The problem can be stated as follows in the context of the above background:

1. In what extend is the students' habit of watching movie to the fifth semester in English department of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan?
2. In what extend is the students' speaking mastery to the fifth semester in English department of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan?
3. Is there any significant correlation between habit of watching movie and speaking mastery to the fifth semester in English department of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan?

E. Purposes of the problem

Based on how the problem was conceptualised above, the researcher came up with the following research goal:

1. To describe the students' habit of watching movie to the fifth semester of English department of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

2. To describe the students' speaking mastery to the fifth semester of English department of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.
3. To examine the significant correlation between habit of watching movie and speaking mastery to the fifth semester in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

F. Significances of the research

It is anticipated that the findings of this study will aid in the teaching and learning of English. The following are the significance:

1. The Leader of the department, as a resource to help English department lecturers when teaching English, particularly when it comes to speaking.
2. Lectures, as a resource of insight and references for instructing students in learning English, particularly in speaking.
3. Researchers, as a source of understanding for further studies on this topic.

G. Outline of the research

This research's methodical division was made into five chapters. Every chapter had numerous subchapters, each having the following specifics:

The first chapter includes an introduction, the problem's background, its identification, the research's objective, its implications, and an overview.

Second chapter covered of the theoretical description which is divided into subchapters as follows; description of habit, description of speaking mastery and description of watching movie. This chapter also consists of review and related findings, conceptual framework and hypothesis.

Third chapter covered of research methodology which is divided into sub chapters as follows; place and time of the research, method of the research, population and sample, definition of operational variables, instruments of the research, validity and reliability instrument, technique of data collecting and technique of data analysing.

Fourth chapter covered of data description, hypothesis testing, discussion and the result of the research.

Fifth chapter included of conclusion and suggestion about the result of the research.

CHAPTER II

LITERATURE REVIEW AND HYPOTHESIS

1. Theoretical description

1. Habit of watching movie

b. Definition of Habit of watching movie

According to Byrne “habits are behaviours that have developed through repetition over time.”⁶ Verplanken describes that “Habits are ways our neural networks ‘remember’ recurring contexts.”⁷ From the process of the repetition and the ‘remembering’ contexts, the behaviour produced called as the habitual behaviour. The process determined habitual behaviour from the behaviour. Andrews states that “habit is the way consciousness runs its course when familiar processes are experienced.”⁸ Then it is all conclude in the perception from Rebar says that “Habit is the process that determines behaviour, and habitual behaviour is the output of that process.”⁹ The behavioural actions that become automatically will not affected brain to controlling that action

⁶ Hugh G. Byrne, *The Here-and-Now Habit: How Mindfulness Can Help You Break Unhealthy Habits Once and for All* (Oakland: New Harbinger Publications, 2016), p.7, <http://lccn.loc.gov/2015049024>.

⁷ Bas Verplanken, *The Psychology of Habit: Theory, Mechanisms, Change, and Contexts*, ed. Bas Verplanken (Bath: Springer Nature Switzerland AG, 2018), p.2, <https://doi.org/https://doi.org/10.1007/978-3-319-97529-0>.

⁸ B. R. Andrews, “Habit,” *The American Journal of Psychology* 129, no. 3 (2014): p.122, <https://doi.org/10.5406/amerjpsyc.129.3.0337>.

⁹ Amanda L. Rebar et al., “The Measurement of Habit,” in *The Psychology of Habit: Theory, Mechanisms, Change, and Contexts*, ed. Bas Verplanken (Bath: Springer International Publishing, 2018), p.31, <https://doi.org/10.1007/978-3-319-97529-0>.

anymore but still having a little consciousness.¹⁰ The consciousness indicates the plasticity of a brain in forming a habit. The plasticity matter of brain in habit lead to the understanding that habit can change or replaced. This perception of habit can imagine or describe like brain as a plasticity matter that weak enough to influence and strong enough not to change at all.

Watching movie consist of the two words they are, watching and movie. Watching describe as “look at somebody/something carefully for a period of time.”¹¹ Barsam stated that movie is the simple word from motion pictures.¹² Then describe by Webster in Rohmatullah that movie is a compilation of moving pictures that viewers view on a TV or screen to tell a story.¹³ So, it can be concluded that watching movie is looking at motion picture carefully for a period of time.

Watching a movie is an action that is repeatedly practiced until it develops into a habitual behaviour. Since experience has made the behaviour effortless and familiar, it is typically done without conscious thought. Watching movie as a habit can be a good method to get the behavioural in sounding like natives in order the speaking lesson and

¹⁰ Martin S Hagger, “Habit and Physical Activity: Theoretical Advances, Practical Implications, and Agenda for Future Research,” *Psychology of Sport and Exercise* 42 (2019), <https://doi.org/10.1016/j.psychsport.2018.12.007>.

¹¹ Victoria Bull, ed., *Oxford Dictionary*, 4th Editio (Oxford: Oxford University Press).

¹² Richard Barsam and Dave Monahan, *Looking at Movies: An Introduction to Film*, Third Edit (New York: W. W. Norton & Company, Inc., 2010), p.3.

¹³ M. Arif Rohmatulloh, “The Correlation Between Watching English Movie Habit And Listening Achievement of The Eleventh Grade Students of MA NU RAUM Wedung In The Academic Year 2018/2019” (Sultan Agung Islamic University, 2019), p.8, <http://repository.unissula.ac.id/12409/>.

mastery. It can be conclude that habit of watching movie is the custom of look at motion pictures repeatedly.

Commonly, habit devided into two kinds, good habit and bad habit. According to Chen et al, habit classified into 3 types; motor habits, intellectual / cognitive habit, and habits of character.¹⁴ Habit is not the same for everybody and habit also is not a destiny which is means that habit can change and construct. Clear stated that habit have path in our daily activity and it belongs to us how to manage use it as a tool for improvement.¹⁵ The criteria of habit depending on the reward or the product produce of the process.

c. Purpose of Habit of Watching Movie

Purpose of habit of watching movie is aim or function or the role of habit of watching movie. Watching movie for the general purposes could be to entertain, to learn, to be the educational purpose or sources and to be the source or the topic to talk with friends. Monahan and Barsam stated 3 purposes that people use movie to escape from daily obligations, entertainment, and pleasure.¹⁶

Purpose of watching movie in the term of educational field can be seen from the language, social-politics, culture and other aspects.

¹⁴ Wenli Chen et al., “IDC Theory : Habit and the Habit Loop,” *Research and Practice in Technology Enhanced Learning* 15, no. 10 (2020): p.3, <https://doi.org/10.1186/s41039-020-00127-7>.

¹⁵ James Clear, *Atomic Habits Tiny Changes, Remarkable Results: An Easy & Proven Way to Build Good Habits & Break Bad Ones* (New York: Penguin Random House LLC, 2018).

¹⁶ Barsam and Monahan, *Looking at Movies: An Introduction to Film*, p.2.

According to Seferoglu mentions there are 4 purposes of watching movie: to improve their linguistic skills (speaking, listening, pronunciation, fluency, vocabulary), awareness about cultural and cross-cultural issues, understanding and appreciations of life and arts, and critical and creative thinking.¹⁷

Additionally, watching movies in the term of education especially for language or foreign language education is used or function as the media. Watching movies as audio visual media in learning become the motivation or stimulation for the learners.¹⁸ Watching movie become the source of the authentic media for the learners. The authentic media can lead the students to enrich more vocabulary and sound like the native way, moreover make the watching movie action as the habitual behaviour.

As stated above, there are 8 habits of watching movies purposes. Habit of watching movie they are: 1) Refreshing, 2) Entertainment, 3) Pleasure, 4) Linguistic skill improvement, 5) Awareness of cultural/ cross-cultural issues, 6) Appreciation life and arts, 7) Critical and creative thinking improvement, 8) The authentic media for language resources. In order to increase the speaking mastery the purposes of

¹⁷ Gölge Seferoğlu, "Using Feature Films in Language Classes," *Educational Studies* 34 (2008): p.5, <https://doi.org/10.1080/03055690701785202>.

¹⁸ Matondang and Ashari, "The Correlation between Watching English Movies and Students' English Speaking Skill," p.9-10.

habit of watching movie are to improve the linguistic skill and to improve the critical and creative thinking.

d. Factors of Habit of Watching Movie

Andrews says that “the fact is universally admitted that repetition or practice is the great factor in acquiring a habit.”¹⁹ A psychologist would anticipate precisely this. A nerve excitation’s first passage might only leave a faint trace, but repeated exposure to the same stimuli would damage the pathway more deeply. Moreover Hagger stated that 3 possible factors that contribute to the development of habitual behaviour are self-regulation abilities, perceived behavioural complexity, and the strength of the purpose.²⁰ Conditions that promote the formation of habits, like context stability and shifts in the participants’ perceptions of automaticity, are assumed rather than explicitly measured.

Some factors that might be considered as the factor why habit of watching movie becoming the choice for achieving speaking learning goals. According to Richard, there are 6 factors people make watching movies as the habitual behaviour: Accessibility donates a wide range of learning scenarios, Intensity of exposure refers to how long students watch, Motivational: activity that students enjoy and

¹⁹ Andrews, “Habit,” p.124.

²⁰ Hagger, “Habit and Physical Activity: Theoretical Advances, Practical Implications, and Agenda for Future Research.”

increase their interest in learning, Flexibility: flexible to choose different ways to watch , Multimodal: refers to delivering information in multiple formats, and Notice gaps gives students the chance to see how English is actually spoken and used in order to identify knowledge gaps.²¹ These factors are the causes the habit of waatching movie to grow as a cue or triggered.

So, there are 9 factors acquiring and growing the as follows: 1) Practice or repetition, 2) Intention, 3) Complexity, 4) Self-regulation, 5) Accessibility, 6) Intensity, 7) Motivational, 8) Flexibility, 9) Multimodal, and 10) Notice gaps. Based on the explanation above, that the factors of habit of watching movies play a certain responsibility in building students' motivation and acquisition in increasing their habit of watching movie. Also all these factors play an important role in habit of watching movie.

e. Advantages and Disadvantages of Watching Movie

Watching movie as the habitual behaviour can be seen from the advantages side. Several advantages of watching movie activity to improve or reach the speaking learning goal can be the consideration to grow the habit of watching movie in order of educational purpose.

Danim in Sartika mentioned the advantages that can be obtained from watching movie activity to speaking mastery. They are:

²¹ Jack C. Richards, "The Changing Face of Language Learning: Learning beyond the Classroom," *RELC Journal* 46, no. 1 (2015): p.14-15, <https://doi.org/10.1177/0033688214561621>.

- A. Movie can describe process.
- B. Movie can arouse the impression of room and time.
- C. The pictures are three dimensions.
- D. The sound can arouse the reality of pictures in the form of nature expression.
- E. Movie can expert's voice while watching his/her appearance.
- F. Color movie can add reality of the object, which is practiced
- G. Movie can show scientific theory and animation.²²

“Movie is almost always based on certain expectations.”²³

Consider on how movie is conducted, shows the actions inside related to the cultural life of what it is truly happened in the daily activity according to it is genre. Based on this theory makes movie is suitable as a bridge to connecting one and another side of the world.

Teaching English using film or movie with purely and originally English language can be a good method to exchange culture right in time from the natively sources and learning.²⁴ In addition Nurrahmah stated that watching video or movie with English subtitle probably can be one of the richest ways to provides authentic source because it is a combination from 3 media that are aural, visual and textual.²⁵ Besides using movie in language learning either inside or beyond the classroom can affected in individual understanding and conducting the fun

²² Sartika, “The Correlation Between Students’ Watching English Movie Habit and Their Pronunciation at The First Grade of Madrasah Aliyah Hasanah Pekanbaru” (State Islamic University of Sultan Syarif Kasim Riau, 2020).

²³ Barsam and Monahan, *Looking at Movies: An Introduction to Film*, p.5.

²⁴ Wardah Hanafiah, “Peningkatan Keterampilan Berbicara Bahasa Inggris Melalui Media Film,” *Jurnal Santiaji Pendidikan (JSP)* 16, no. 2 (2019): p.149-158, <https://doi.org/10.36733/jsp.v1i1.463>.

²⁵ Siti Nurrahmah, “Pengaruh Media Film Barat Dengan Subtitle Bahasa Inggris Terhadap Penguasaan Kosakata Siswa,” in *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara II*, 2017, P.2, <https://doi.org/ISSN 2716-0157>.

language learning. The class with variation of media and sources avoid the monotonous of the learning condition.

In addition to its benefits, watching movies has drawbacks. Some movie provide some bad scenes such as, fighting scenes, adult scenes, smoking scenes and kind of.²⁶ The different culture and laws of each nation can be allowed the violence inside the movies.²⁷ So it needs the wise thinking to choose the movie to be watched. Another disadvantages is that watching movies can be addicted, moreover the fiction movie that provide fantasy and fictional world that make viewer imagine and avoid their purpose.²⁸ In order of there are many advantages and disadvantages if watching movies, it depends on how we manage anything about it. Focusing on the purposes you made can be the best way you can.

To conclude, there are 7 advantages for habit of watching movies as follows; 1) describing process, 2) evoke a sense of space and time, 3) three dimensions picture and sound, 4) colourful, 5) show scientific theory and animation, 6) connecting the world and culture, and 7) Show the authentic source. There are also the disadvantages of watching movie: 1) Provide bad scenes and bad words, 2) addicted and

²⁶ Armilia Sari and Bastian Sugandi, "Teaching English through English Movie: Advantages and Disadvantages," n.d., p.13.

²⁷ Jay Kunch., "Essay on Advantages and Disadvantages of Watching Movies," Edgearticles, 2018, <https://edgearticles.com/2018/07/03/advantages-and-disadvantages-of-watching-movies/>.

²⁸ Sari and Sugandi, "Teaching English through English Movie: Advantages and Disadvantages," p.13.

3) Time consuming. Habit of watching movies enriches the students' language knowledge, cultural enrichment, and authentic media.

f. Characteristics of Habit of Watching Movie

Definition characteristic of habits from Hagger states that “They tend to relate to specific actions triggered by specific cues or contextual contingencies”²⁹ Habit occurs in the process, thought and activity that are repeating enough to be automatically in action.

Based on Verplanken there are three pillars of habit, repetition, automaticity, and context cued.³⁰ This statement develop by Hollingworth and Barker that three essential components of a habit are automaticity, repeat frequency, and a consistent environment. However, in addition to these, there are other important factors to look into, such as the presence of rewards and whether or not an individual views their regular or habitual behaviour as an integral part of who they are. So, for the complete key features they are: automaticity, frequency of repetition, stable context, reward and identity. That will explain below:

1. Automaticity, automaticity deals with the unintentional and uncontrollable or unconsciously finding ourselves doing or having done something.³¹ There are four different characteristics of automatic behaviour in habit: efficiency (simultaneously can perform another task while doing a task), non-intentionality (a

²⁹ Hagger, “Habit and Physical Activity: Theoretical Advances, Practical Implications, and Agenda for Future Research.”

³⁰ Verplanken, *The Psychology of Habit: Theory, Mechanisms, Change, and Contexts*.

³¹ Crawford Hollingworth and Liz Barker, *Habits The Holy Grail of Marketing: How to Make, Break and Measure Them* (Oxford: Marketing Society, 2019), p.25.

deliberately articulated or developed strategy to carry out a particular task in the near future), unawareness (in reaction to alterations, although that move is occur without consciousness), and uncontrollability (independent of executive control process).³²

2. Frequency of repetition, number of times a conduct is displayed on a daily or weekly basis.³³
3. Stable context, the contexts act as the signal or trigger to start the behaviour, which can aid in the formation of a habit or serve as an indication of one, making it worthwhile to document.³⁴ There are five main sorts of context: place (where we are), time (what time of day or year it is), people (who we are with and what they are doing around us), our state of emotion (how we are feeling, what mood we are in), and action that came right before it (what we have just been doing).³⁵
4. Reward, a treat after working hard is an example of a tangible reward. A tangible reward could also be approaching or surpassing a goal), or more subconscious - perhaps just feeling good about yourself.³⁶

³² Hans Marien, Ruud Custers, and Henk Aarts, "Understanding the Formation of Human Habits: An Analysis of Mechanisms of Habitual Behaviour," in *The Psychology of Habit: Theory, Mechanisms, Change, and Contexts*, ed. Bas Verplanken (Bath: Springer Nature Switzerland AG, 2018), p.52, <https://doi.org/https://doi.org/10.1007/978-3-319-97529-0>.

³³ Hollingworth and Barker, *Habits The Holy Grail of Marketing: How to Make, Break and Measure Them*, p.25.

³⁴ Hollingworth and Barker, p.26.

³⁵ Hollingworth and Barker, p.16.

³⁶ Hollingworth and Barker, p.26.

5. Identity, carry out that particular behaviour defined as “typically me”.³⁷

Above all the indicators that define habit, there are some consideration towards them all to avoid the misleading and ambiguity. Examples, relying on context cued or reward since the only sign of habit could be deceptive since they are frequently extremely complicated and may overlap, making it challenging to quantify and identify.

From the explanation above, there are 4 indicators used to gain habit of watching movie for the students or viewers they are: 1) frequency of repetition in a stable context, 2) automaticity, 3) reward, and 4) identity. The number of hours spent the behaviour occurs on watching movie considered as the key characteristic of habit of watching movie. Those aspects are conclude in the questionnaire.

2. Speaking Mastery

a. Definition of Speaking

Speaking is the act of communicating thoughts, messages, or information through spoken language. Bailey stated that speaking is an interactive process of meaning construction that comprises information production, reception, and processing.³⁸ Bailey also stated that “Speaking is a productive skill.”³⁹ As a productive skill it is possible to recall the words that you are spoiling revise them, and speak them out

³⁷ Hollingworth and Barker, p.27.

³⁸ Kathleen M. Bailey, *Practical English Language Teaching: Speaking*, ed. David Nunan (McGraw-Hill Companies Inc., 2016), p.52.

³⁹ Bailey, p.2.

again.⁴⁰ While doing the speaking you are going to produce sound that comes out from your speaking organs.

Meaning of speaking according to the syllabus is the ability or the mastery to express or communicate ideas and thoughts in the spoken word and the ability to comprehend, use, express, transform and engage in the science of communication.⁴¹

Based on the explanations above it can be conclude that definition of speaking in this research is the interactive process of delivering and constructing meaning through spoken language.

b. Purposes of Speaking

In general we know that speaking is used to communicate with other. The other purpose of speaking comes from any contexts such as: to inform, to persuade, and to entertain. To inform it refers to the purpose of gain or giving information, share knowledge, and exchange the idea. To persuade means by speakers' intent, the speaker attempts to persuade the audience or listener. Then to entertain these purpose either can be compelling or instructive but the purpose is highly about the entertain aspect. The overarching objective of crafting and presenting a speech is referred to as the general purpose.⁴²

⁴⁰ David Nunan, *Teaching English to Speakers Others Language an Introduction* (New York: Routledge, 2015).

⁴¹ Syllabus Speaking 2 English Department IAIN Padangsidimpuan,” (IAIN Padangsidimpuan: 2017).

⁴² Jason S. Wrench et al., *Stand Up, Speak Out: The Practice and Ethics of Public Speaking* (Flat World Knowledge, University of Minnesota Libraries Publishing, 2011), PDF at saylor.org.

The other statement from Kingen in Torkey stated that the purpose of speaking combines into two aspects, transactional and interpersonal purposes that are categorized as follows:

1. Personal - expressing personal feelings, opinions, beliefs and ideas.
2. Descriptive- describing someone or something, real or imagined.
3. Narrative-creating and telling stories or chronologically sequenced events.
4. Instructive-giving instructions or providing directions designed to produce an outcome.
5. Questioning-asking questions to obtain information.
6. Comparative-comparing two or more objects, people, ideas, or opinions to make judgments about them.
7. Imaginative-expressing mental images of people, places, events, and objects.
8. Predictive-predicting possible future events.
9. Interpretative-exploring meanings, creating hypothetical deductions, and considering inferences.
10. Persuasive-changing others' opinions, attitudes, or points of view, or influencing the behaviour of others in some way.
11. Explanatory-explaining, clarifying, and supporting ideas and opinions.
12. Informative-sharing information with others.⁴³

The other resource stated that speaking is meant to promote the development of speaking abilities, the dissemination of ideas, the provision of information, and authentic communication.⁴⁴

The goals of speaking in this research are: as learning to use, to express, to modify, to involve themselves, to design, and to demonstrate

⁴³ Shaima Abd EL Fattah Torkey, "The Effectiveness of a Task- Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students" (Ain Shams University, 2006), p.37-38.

⁴⁴ Sari Louma, *Assessing Speaking*, ed. J. Charles Alderson and Lyle F. Bachman (Cambridge: Cambridge University Press, 2009), p.9.

the topic in communication.⁴⁵ The students should be proficient in the aforementioned goals.

c. Types of Speaking

Speaking mastery is leading to be an effective speaker. The goal of mastering the speaking ability is to gain the effectiveness of or speaking. According to Nunan they are two types of speaking:

- A. Reproductive speaking, in reproductive speaking learners produce conversation or speaking according to the language form provided by the teacher or from the other aural models.
- B. Creative speaking, in creative speaking learners be freely to build their own speaking and meanings.⁴⁶

In the other hand Brown stated that there are several basic types of speaking. They are;

- a. Imitative, learners are able to imitate a word or phrase or even a sentence.⁴⁷
- b. Intensive, It is the productions of short develop of oral language.⁴⁸

⁴⁵ Syllabus Speaking 2 English Department IAIN Padangsidimpuan,(IAIN Padangsidimpuan: 2017).

⁴⁶ Nunan, *Teaching English to Speakers Others Language an Introduction*.

⁴⁷ H. Douglas Brown and Priyanvada Abeywickrama, *Language Assessment: Principles and Classroom Practices*, 3rd Editio (Pearson Education ESL, 2019), <https://id.scribd.com/document/492582793/H-Douglas-Brown-Priyanvada-abeywickrama-Language-Assesment-Principles-and-Classroom-Practices-3rd-Edition-Pearson-Education-ESL-2019>.

⁴⁸ Martin Bygate, *Language Teaching: Speaking*, ed. C N Candlin and H G Widdowson (Oxford: Oxford University Press, 2010).

- c. Responsive, the activity involves limited levels of contact and comprehension, like polite greetings, requests, small talk, and comments.⁴⁹
- d. Interactive, involves several individuals and conversational exchanges.⁵⁰
- e. Extensive or monologue, is oral presentations and narratives are all included in oral output, whether it be extensive or monologue.⁵¹

In conclude based on those explanation that there are 7 types of speaking as follows, 1) Reproductive, 2) Creative, 3) Imitative, 4) Intensive, 5) Responsive, 6) Interactive, and 7) Extensive or monologue. The types of speaking applied in this research is the extensive or monologue speaking.

d. Components of speaking

Since speaking involves the simultaneous application of several distinct skills that frequently develop at different speeds, it is a difficult skill. In general, analysis of the speech proses recognized four or five components, they are: Pronunciation, Grammar, Vocabulary, Fluency and Comprehension.⁵² The further explanation is explained as follow:

⁴⁹ Brown and Abeywickrama, *Language Assessment: Principles and Classroom Practices*, p.157-158.

⁵⁰ Kheang Sokheng, "Assessing Speaking" (Build Bright University, 2016).

⁵¹ Brown and Abeywickrama, *Language Assessment: Principles and Classroom Practices*, p.157-158.

⁵² Brown and Abeywickrama, *Language Assessment: Principles and Classroom Practices*.

1. Pronunciation: the term “pronunciation” describes how a language, a specific phrase, or sound is uttered.⁵³ The way that words are said is known as pronunciation.
2. Grammar, refers to the “the rules and systematic relationship that are used to organise language and its meaning”.⁵⁴ In general grammar is the set of rules used to produce words and sentences.
3. Vocabulary, consider as the amount of words that a person knows or uses. Nunan stated that vocabulary is “the words that a person can both recognize and use”.⁵⁵
4. Fluency, is “the extent to which the learner can speak at an acceptable speed with few false starts and hesitations.”⁵⁶ How well a learner communicates the language rather than the mistakes they make is called as fluency. So, the capacity to speak a language accurately and with ease is known as fluency.
5. Comprehension, is the “ability to understand something”⁵⁷ in speaking comprehension is the capacity to understand speaker’s intention and meaning.

In order to communicate in effectively ways, not only communicate in common issues. Siregar stated that a good composition in speaking covers some components of speaking skill such as: the

⁵³ Bull, *Oxford Dictionary*.

⁵⁴ Rhonda Oliver, Yvonne Haig, and Judith Rochecouste, *Speaking and Listening Resource Book* (Western Australia: First Steps, 2013), <https://www.pdfdrive.com/speaking-and-listening-speaking-and-listening-e33450339.html> .

⁵⁵ Nunan, *Teaching English to Speakers Others Language an Introduction*, p.111.

⁵⁶ Nunan, p.55.

⁵⁷ Bull, *Oxford Dictionary*.

speakers can speak completely and fluently, mastering grammatical structures and extensive vocabulary, and able to understand of the conversation without any difficulties and able to respond it appropriately.⁵⁸ Bohlke provides the componential skills on what it means to have competence in speaking another language. The components skills are:

1. Phonological skills. In this skill learners are deal with the phonemes. Learners need to be able to mixture the phonemes of languages they are learning.
2. Speech functions. Learners get the specific communication in function of social or transactional exchange.
3. Interactional skills. This is according to the ability to manage the conversation.
4. Extended discourse skills. Learners can lead by the structure they build so other can easily follow the conversation or the communication.⁵⁹

According to the explanation above there are 9 components of speaking, as follows, 1) Pronunciation, 2) Grammar, 3) Vocabulary, 4) Fluency, 5) Comprehension, 6) Phonological skills, 7) Speech functions, 8) Interactional skill, and 9) Discourse skill.

⁵⁸ Sri Rahmadhani Siregar, "Interactive Drama Technique to Improve Students' Speaking Skill," *English Education Journal* 05, no. 2 (2017): p.70, <https://doi.org/https://doi.org/10.24952/ee.v5i2.1181>.

⁵⁹ David Bohlke, "Fluency-Oriented Second Language Teaching," in *Teaching English as a Second or Foreign Language*, ed. Marianne Celce Murcia, Donna M. Brinton, and Marguerite Ann Snow, 4th editio (Boston: Heinle ELT, 2014), <https://bookandpdf.com/Teaching-English-as-a-Second-or-Foreign-Language,-4th-edition-1111351694.html>.

Those competences are the conditions to achieve success in mastering speaking skill.

e. Principles of speaking

Tuhovski stated that communication or speaking should be natural. What makes someone lose the natural ability because unfortunately our life experiences often get in the way, problem and relationship matter make sense for losing it.⁶⁰ Bailey stated that to achieve the goals of the speaking speaker should consider about being communicatively competent.⁶¹ Communicative competence considered as the ability of the speaker to interact with other speaker, to make meaning and to perform their linguistic knowledge.

Speaking fluently requires understanding how spoken language can be used for a variety of objectives in order to acquire communicative competence. Two contexts considered should be aware of: 1) Situational context: the purpose, audience and scenario influence the decisions and choices that people make, and 2) Socio-cultural context: participants in a communication are impacted by socio-cultural views, values, and presumptions.⁶² It is important for speakers to know that others will interpret and assess what they say and how they express it.

⁶⁰ Ian Tuhovsky, *21 Days of Effective Communication* (Positive Psychology Coaching Series, 2018), p.7.

⁶¹ Bailey, *Practical English Language Teaching: Speaking*, p.3.

⁶² Oliver, Haig, and Rochecouste, *Speaking and Listening Resource Book*, p.101.

There are certain speaking rules that the speaker needs to follow moreover for the public speaking. Hojanto describe some principles in doing good public speaking: both the communicator and the speaker need to be mindful of their vocal and linguistic public speaking techniques, the message must be clear and acceptable, the speaker do the audience analysis before, and notice the feedback from audiences by their gestures.⁶³

Based on the quotations above, there are at least 3 principles of speaking and public speaking : 1) Speaking should be natural, 2) Communicatively competence, 3) Aware of the situational and socio-cultural contexts, 4) Clear and acceptable message, 5) notice the feedback. Those principles can be a reference for the speakers or lectures in teaching or lead the students to achieve the public speaking and speaking learning goals.

f. Materials of teaching speaking

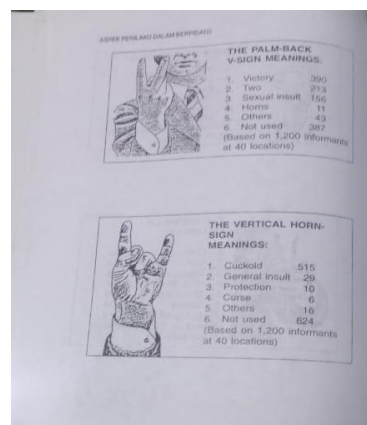
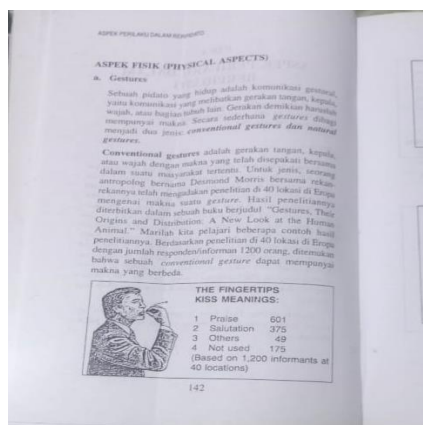
Speaking materials are those used in schools or universities to teach speaking. Students must complete certain stages of the university programme throughout the course of a semester. In the fifth semester, learners will have the materials under the subject named speaking 2 and Public Speaking.

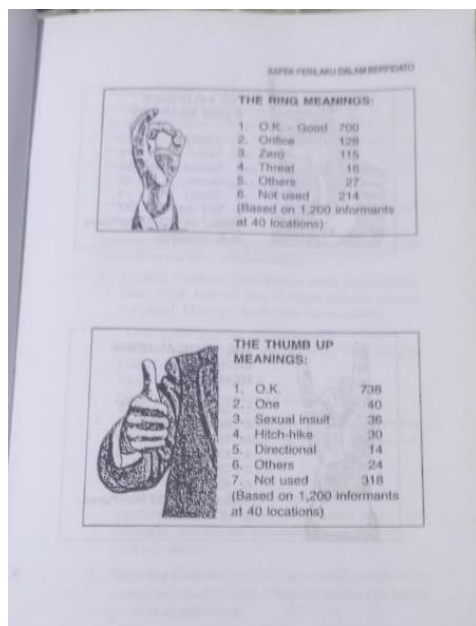
The materials of speaking is about

⁶³ Ongky Hojanto, *Public Speaking Mastery* (Jakarta: Gramedia Pustaka Utama, 2013), p.34.

- 1) Going to the party,
- 2) Watching movies,
- 3) Football supporters,
- 4) Applying for the library,
- 5) A business lunch,
- 6) Dining out,
- 7) Life-style,
- 8) Occupations,
- 9) Meeting an attorney,
- 10) Artist,
- 11) In the beach,
- 12) Sports,
- 13) Vehicles,
- 14) Electronics,
- 15) Food,
- 16) Meals,
- 17) Appearances,
- 18) Famous pictures.⁶⁴

Several materials deal with the “public speaking” such as, english language strategy in speech, and physical aspects including gestures.





Source: Public Speaking Textbook

The materials and subject for the fifth semester belongs to the intensive, interactive and extensive or monologue types of speaking.

2. Review of related finding

Some associated findings from this study are, as follows:

The first, Hikmah stated that in her result of her data analysis concludes that there was the correlation between watching English movie and the students' speaking ability. Her research's findings indicate that there is a very slight association between the two variables. Where in her result clearly stated that the r_{count} is lower than r_{table} or $0.005 < 0.388$. Based on the interpretation of the number correlation which ranges from 0.00-0.20, it may be determined that there was a very weak link. The condition is considering

that the students' had a less or low interest in watching movie, so that they also had just enough speaking achievement.⁶⁵

The second study, conducted by Sartika, examined the relationship between students' habits of watching English movies and their pronunciation. In her final investigation, she discovered that there is a significant correlation between the two variables. Based on the results of the statistical analysis, the students' pronunciation can be classified as "good" at score 72.1 and their habit of watching English movie as "medium" at score 57.35.⁶⁶

The last Ni'mah conducted study on how students' speaking abilities were influenced by how frequently they watched English-language movies. The outcome demonstrated that (sig.) had a smaller value than probability (α) 0.05 or $0.03 < 0.05$. It indicates that pupils' speaking abilities are significantly impacted by how often they watch English-language movie. The frequency of English movie watching by the students had an 11.76% influence on their speaking abilities.⁶⁷

Related to those researches and statement, it concludes that there is the relationship between both variables habit of watching English movies and students' speaking mastery. This research examines the correlation between habit of watching movie and speaking mastery. The differences between this

⁶⁵ Nur Hikmah, "The Relationship Between Watching English Movie and Students' Speaking Ability in Second Grade of SMA Negeri 13 Gowa," *Google Scholar* (Universitas Muhammadiyah Makassar, 2020), https://digilibadmin.unismuh.ac.id/upload/11587-Full_Text.pdf.

⁶⁶ Sartika, "The Correlation Between Students' Watching English Movie Habit and Their Pronunciation at The First Grade of Madrasah Aliyah Hasanah Pekanbaru."

⁶⁷ Siti Niswatun Ni'mah, "The Influence of Frequency of Students' Watching English Movies on Their Speaking Ability" (State Islamic University of Walisongo Semarang, 2019).

research and the other research such as the method taken and the data analyze interpretation. From the first researcher above, the researcher took speaking ability as the variabel meanwhile this research took speaking and mastery word according to it's purpose of the learning. To the second researcher, the research is only take pronunciation while this research is more complicated. To the last researcher, the research took frequency of watching movie instead habit of watching movie used in this research seemed more complex. Beside, the place and time of this research differentiate to other previous research.

3. Framework of Thinking

Habit of watching movie is the custom of look at motion pictures repeatedly. Watching movie is an action that is repeatedly practiced until it develops into a habitual behaviour. Because practice makes perfect, it is typically carried out without conscious awareness. Habit of watching English movie is belongs to good habit that help students to get the higher knowledge.

Speaking is the productive skill of delivering or constructing meaning through spoken language. The useful ability that fosters interpersonal communication is speaking. Students' success in speaking activities demonstrates their grasp of the English language.

It has been suggested that watching English-language movie regularly contributes to the development of speaking skills when learning foreign language, particularly when it comes to speaking. Students who belong to the high category of English movie watchers can demonstrate their

comprehension in English conversation. Habit of watching English movie can relate to students' achievement in speaking activity.

It is reasonable to suppose that a practice of watching correlates with proficiency in speaking. The researcher therefore wants to discover how much of a relationship is between the two variables, given that the influence of habit on speaking has been examined in various studies. Research on movie-watching habits and speaking mastery is what the researcher hopes to do. The goal of the study is to determine whether watching movies regularly correlates with mastery of the spoken word.

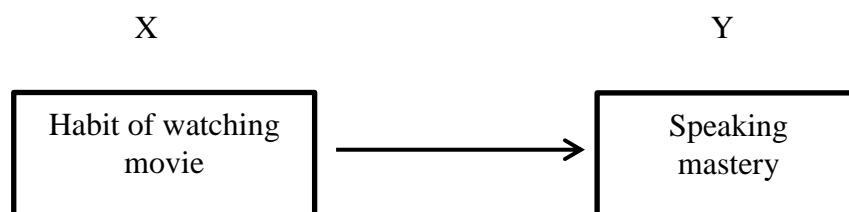


Figure II. 1. Correlation between habit of watching movie and speaking mastery.

4. Hypothesis

Hypothesis is the provisional result of the research. The hypotheses of this research are:

1. There is a significant correlation between students' habit of watching movie and students' speaking mastery at the fifth semester of English department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.
2. There is no significant correlation between students' habit of watching movie and students' speaking mastery at the fifth semester of English department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and time of the research

The research was conducted at State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan Padangsidempuan. It is located in H.T Rizal nurdin Street, Sihitang, Padangsidempuan. The time of this research was from April until October 2023.

B. Research method

The type of this research was quantitative research. Gay said that “quantitative research approaches are applied to describe current condition, investigate relations, and study cause-effect phenomena”⁶⁸ The kind use in this research is correlational research. When a researcher wishes to determine the relationship or strength of the correlation between two or more variables, they employ correlational research.⁶⁹ Statistical analysis was used to collect and assess the data for the correlational investigation. In this study, the descriptive approach was employed when appropriate.

Descriptive method describes an existing condition or the relationship between variables.⁷⁰ A study method used to describe actual occurrences, such

⁶⁸ L. R. Gay, Geoffrey E. Mills, and Peter Airasian, *Educational Research: Competencies for Analysis and Applications*, 10th Editi (Pearson Education, Inc., 2012), p.9.

⁶⁹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, ed. Christina Robb, Matthew Buchholtz, and Karen Mason, 4th editio (Boston: Pearson Education, Inc., 2012), p.358.

⁷⁰ Gay, Mills, and Airasian, *Educational Research: Competencies for Analysis and Applications*, p.204.

as fictional or natural phenomena, is called the descriptive method.⁷¹ Descriptive method, then, is used to explain the relationship between two variables. The rationale provided above leads one to the conclusion that the goal of this study is to determine whether a person's habit of watching movie correlates with their speaking mastery.

C. Population and sample

1. Population

The population in this research are the fifth semester students of English Department (academic year 2022-2023) in Teacher Training Faculty Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan. There were two classes in the fifth semester in English Department, namely TBI 1 and TBI 2. There are between 29 and 32 students in each class. There are therefore 61 students enrolled in total.

Table III. 1 Description of data speaking mastery

Class	Total Students
TBI 1	29
TBI 2	32
TOTAL	61

2. Sample

To choose the respondents from the population, the researcher employed the purposive sampling technique. Used the purposive sampling technique, the researcher selected the sample based on predetermined criteria, such as known traits or characteristics of the population from a

⁷¹ Sulaiman Saat and Sitti Mania, *Pengantar Metodologi Penelitian*, ed. Muzakkir, edisi revi (Gowa: Pusaka Almaida, 2020).

prior study.⁷² The researcher used purposive sampling technique because of the consideration that not all of the population have habit of watching movie or not all of them are considered to fulfil the criteria. To examine the students who fulfil the criteria of habit of watching movie the researcher provided the students by the 7-10 question about their habit of watching movie qualification and selected the students that appropriate enough to become the sample based on the consideration. So, the researcher took 33 students as the samples. Where, 11 students from TBI 1 and 22 students from TBI 2.

D. Definition of operational variables

According to the research title, there are two variables in this study, and they are defined as follows:

1. Habit of watching movie

Habit of watching movie is the custom of look at motion pictures repeatedly to improve linguistic skill and increase the critical and creative thinking.

2. Speaking

Speaking is the interactive process of delivering, constructing meaning and retelling what the speaker has watched to the listener through spoken language.

E. Instrument of the research

Two instruments were used to acquire the data for this study. They were the test and the questionnaire. The questionnaire utilised to assess

⁷² Adam Malik, *Pengantar Statistika Pendidikan*, ed. Minan Chusni (Yogyakarta: Deepublish, 2018), 58–59.

students' habits of watching English-language movie and the examination or test meant to gauge their proficiency in speaking.

1. Questionnaire

The questionnaire consists of several written inquiries meant to elicit data from participants about them and their knowledge, understanding, beliefs, etc. There were 40 items in the questionnaire, each with a 5-point Likert scale. A Likert scale can be used to gauge someone's attitude, viewpoint, or impression of a particular phenomenon.⁷³ Where Likert scale ranging from: always, often, neutral, rarely and never. Item 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 34, 35, 36, 37 and 40 represent high acquisition of habit which categorized as favorable. Highly disagree (1 point), disagree (2 points), neutral (3 points), agree (4 points), and strongly agree (5 points) are the possible scores for the favourable item.

Item 33, 38 and 39 show lack habit which is classified as unfavorable. The scoring system for the unfavourable items was: never (5 points), rarely (4 points), neutral (3 points), often (2 points), to always (1 points). The following table divides into the items components related to the habit of watching movie:

Table III. 2 Indicators of habit

Indicators	Sub Indicators	Sub-Sub Indicators	Number of Items		Total Of Items
			Favourable	Unfavourable	

⁷³ Syofian Siregar, *Statistik Parametrik Untuk Penelitian Kuantitatif* (Jakarta: PT. Bumi Aksara, 2013), p.50.

Frequency Of Repetition In A Stable Context	Location		13, 16, 40		18
	Time	Daily	11, 24,		
		Yearly	18		
	Other People	With who	1, 25, 27,		
		What they're doing	7, 17,		
	Emotional State		3, 26, 35		
Immediately Preceding Action		4, 12, 19, 36			
Automaticity	Efficiency (multi tasking)		2, 15, 32, 37	38	13
	Non-Intentionality		5, 14,	33	
	Unawareness		6, 30, 31,		
	Uncontrolability		10, 34		
Reward	Tangible reward		20, 22, 29,		5
	Subconscious reward		9	39	
Identity			8, 21, 23, 28,		4
TOTAL					40

Source: Verplanken⁷⁴ and Hollingwirth and Barker⁷⁵

Table III. 3 The Interval Score of Study Habits

Interval Score Of Study Habits	
Very Good	80-100
Good	60-79
Average	40-59
Poor	20-39
Very Poor	0-19

Source: Angkarini⁷⁶

2. Test

A test consists of a series of stimuli given to a person with the goal of eliciting answers that will allow a score to be assigned. Test is used by

⁷⁴ Bas Verplanken, "Habit: From Overt Action to Mental Events," in *Then a Miracle Occurs: Focusing on Behavior in Social Psychological Theory and Research*, ed. C. R. Agnew, W. G. Graziano, and J. R. Kelly (Oxford University Press, 2010).

⁷⁵ Crawford Hollingworth and Liz Barker, *Habits The Holy Grail of Marketing: How to Make, Break and Measure Them* (Oxford: Marketing Society, n.d.).

⁷⁶ Tri Angkarini, "Study Habits of Undergraduate Students During Pandemic of Covid-19," *Journal of Learning and Instructional Studies* 1, no. 1 (2021): p.42, <https://doi.org/10.46637/jlis.v1i1.5>.

researcher to gauge students' proficiency in speaking. The researcher utilise the following indicator, which was taken from Brown, to gauge speaking mastery:

Table III. 4 The oral proficiency scoring of speaking skill categories

No.	Criteria	Description	Score
1.	Pronunciation	Equivalent to native speakers.	5
		Errors in pronunciation are quite rare.	4
		Errors never interfere. Accent may be obviously nonnative.	3
		Accent is intelligible though often quite faulty.	2
		Errors in pronunciation are frequent	1
2.	Fluency	Complete fluency	5
		Able to use the language fluently. Can participate in any conversation	4
		Can discuss particular interests	3
		Can handle with confidence but not with facility	2
		No specific fluency description.	1
3.	Vocabulary	Speech is fully accepted by educated native speakers	5
		Can understand and participate in any conversation	4
		Able to speak the language with sufficient vocabulary	3
		Has speaking vocabulary sufficient	2
		Speaking vocabulary inadequate	1
4.	Grammar	Equivalent to that of an educated native speaker.	5
		Errors in grammar are quite rare.	4
		Control of grammar is good.	3
		Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	2
		Errors in grammar are frequent,	1
5.	Comprehension	Equivalent to that of an educated native speaker.	5
		Can understand any conversation within the range of one's experience.	4
		quite complete at a normal rate of speech.	3
		Can get the gist of most conversations	2
		very limited language experience, Can understand simple questions and statements	1

Source: Brown & Abeywickrama⁷⁷

F. Validity and reliability instrument

Determining the validity and reliability of the tools is a crucial for carrying out the research. There are two tools in this study that will determine the reliability and validity, as follows:

1. Validity

Validity is a key component in determining an instrument's accuracy and measurement. Validity is a requirement for the instrument to be utilised. Validity for the test and questionnaire is identified in this study.

a. Questionnaire

To determine the validity of the questionnaire instrument, the researcher employed item validity. The correlation algorithm Pearson product moment from SPSS version 26 was utilised to calculate the validity of the questionnaire. The validity of test items is determined by two criteria, which are as follows:

- 1) If $r_{value} > r_{table}$ at the significance of 5%, it means that the instrument is valid.
- 2) If $r_{value} < r_{table}$ at the significance of 5%, it means that the instrument is not valid.

Because in this validity test the respondents are 16 and the significance level used 5%, so the result of r_{table} was 0.497 (see appendix) from the criteria of questionnaire validity above, there were 28 items of questionnaire valid from 40 items and 12 items

⁷⁷ H. Douglas Brown and Priyanvada Abeywickrama, *Language Assessment: Principles and Classroom Practices*, 3rd Editio (Pearson Education ESL, 2019), p.184-185, <https://id.scribd.com/document/492582793/H-Douglas-Brown-Priyanvada-abeywickrama-Language-Assesment-Principles-and-Classroom-Practices-3rd-Edition-Pearson-Education-ESL-2019>.

were not valid. To make the appropriate calculation 25 items taken to take the data from the sample.

Table III. 5 Items of questionnaire after result of validity

Items Valid	Items Not Valid
Questions Number: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 17, 18, 22, 24, 26,27, 28, 30, 31, 34, 35 36, 37, 40	Questions Number: 14, 16, 19, 20, 21, 23, 25, 29, 32, 33, 38, 39
Total items valid: 28 items	Total Items Not Valid: 12 Items

b. Test

To determine the validity of the test instrument, researchers employed construct validity. The notion is explained by construct validity in the measuring instrument capabilities. This validity is closely related to operational variables.⁷⁸

Thus, the instrument to the speaking lecture of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan was checked to validate the questionnaire in this study.

2. Reliability

The term “reliability test” describes an instrument’s consistency with repeated use at various times. The correlation algorithm named formula Cronbach Alpha from SPSS version 26 was used to calculate the questionnaire reliability. The following two factors are used to assess the reliability of test items:

⁷⁸ Budi Prasetyo, “Instrumen Penelitian,” in *Metode Penelitian Pendekatan Kuantitatif*, ed. Toman Sony Tambunan (Bandung: Media Sains Indonesia, 2021), p.142.

- 1) If $\alpha_{cornbach} > r_{table}$ at the level of significance 5%, it means that the instrument is reliable.
- 2) If $\alpha_{cornbach} < r_{table}$ at the level of significance 5%, it means that the instrument is not reliable.

Table III. 6 Reliability statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
,949	40

It can be shown in how accurately a test or instrument can measure the same subject overtime while results indicate a consistent outcome. So, speaking skill in this research, the test items of speaking is the form of spoken test.

G. Technique of collecting data

The data was gathered from UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan English department students in their fifth semester. The researcher employed a questionnaire and students tests to gather data for the study. The researcher started by asking the students to pay attention and take part. Second, the students were given the questionnaire by the researcher, who instructed them to respond immediately based on their level receptiveness. Third, once each respondent completed their questionnaire, the researcher gathered them together. The students then gave test by the researcher. One by one, the students requested to follow the test. The researcher instructed the students on when to complete the speaking test. At last the researcher assessed a score for each student's performance.

Through the use of these tools or instruments, the researcher was able to ascertain the habit of watching movie and speaking mastery of the fifth semester students of English department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

H. Technique of analysing data

Following the data collection phase, the researcher used a quantitative method to analyse the data. The statistical procedure for data analysis in correlational quantitative research involves the following steps:

1. Identified and corrected the answer of the instruments given.

Utilised excel software and SPSS version 26 to determine the mean, median and mode in order to organize and classify the variable X and Y scores.

Table III. 7 Interpretation Of Mean Score

No.	Interval	Predicate
1	80-100	Very Good
2	66-79	Good
3	56-65	Enough
4	46-55	Less
5	0-45	Fail

Source: Sudijono⁷⁹

2. Identify the Normality Test

The purpose of the normality test is to determine whether or not the study data is normal. The researcher used SPSS version 26 to calculate the normality.

3. To test the Hypothesis

T-test was employed in this study to investigate the hypothesis. With SPSS version 26, paired sample t-test was employed in this study. The mean score indicates the outcome.

⁷⁹ Sudijono.

4. To examine the significances of variables

To investigate the significance of the correlation between variables X and Y as determined by SPSS version 26 with Pearson product moment test.

5. To know the contribution coefficient data termination variable.

To ascertain the role played by the correlation coefficient between variables X and Y. The researcher applied the following determinant correlation formula:

$$CD = r^2 \times 100 \% \quad ^{80}$$

Where:

CD = Contribution of coefficient determination
r = Coefficient correlation ⁸¹

The result should be interpreted in accordance with the index correlation of the Pearson product moment test; this is shown in table that follows.

Table III. 8 Interpretation Coefficient Correlation of X and Y

Coefficient Interval	Relation Degree
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Average
0.50 – 0.799	Strong
0.80 – 1.000	Very Strong

Source: Malik⁸²

⁸⁰ Darwyan Syah, Supardi, and Abdul Azis Hasibuan, *Pengantar Statistik Pendidikan* (Jakarta: Gaung Persada Press, 2010).

⁸¹ Syah, Supardi, and Hasibuan.

⁸² Malik, *Pengantar Statistika Pendidikan*.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter included the researcher's discussion of the findings regarding the relationship between the habit of watching movies and the speaking mastery at the fifth semester (academic year 2022-2023) of english department UIN Syekh Ali Hasan Addary Padangsidempuan. The researcher analysed the data correlation between students' habit of watching movies and their proficiency or mastery in speaking using the formula of product moment. The following is a description of the study data:

A. Description of data

The habit of watching movie is variable (X) in this study, while speaking is variable (Y). The result or score from both of them below:

Habit of Watching Movie

The score of variable (X) called habit of watching movie has been gotten in the table below:

Table IV. 1 The score resume of students' habit of watching movie

No	Statistic	Variable X
1	Highest Score	104
2	Lowest Score	43
3	Range	61
4	Interval	9
5	Mean Score	74.5
6	Median Score	78
7	Mode	87
8	Standard Deviation	14.73

Based on the information provided, it was evident that the students' maximum score was 104, minimum score was 43, and standard deviation was 14.73. According to the data previously mentioned, the average score for the habit of watching movie was 74.5, with a standard deviation of 14.73 this indicates that while the standard deviation deviated significantly from the mean score, it did not surpass it, indicating that there was some variance in the data. The more variations in the data means the data distribution was good. Mode is referring to number in a set of numbers that appears the most often, and the mode in this data was 87. Next, median is the middle position of the value sequence from lowest to the highest or the highest to lowest. Median score got in data score of habit of watching movie was 78. The habit of watching movie categorize into good level based on the mean (74.5) as the consideration towards the tabel in chapter III (table III.3) page 38.

Then, the computed of the frequency distribution of the students' habit of watching movie presents in the table below:

Table IV. 2 The frequency distribution of habit of watching movie

No	Interval	Mid Point	Frequency	Percentage
1	43-51	47	2	6.06%
2	52-60	56	3	9.09%
3	61-69	65	7	21.21%
4	70-78	74	8	24.24%
5	79-87	83	7	21.21%
6	88-96	92	4	12.12%
7	97-105	101	2	6.06%
	I=9		33	100.00%

The accompanying table shows that the total habit of watching movie score percentage was 100%. The total of class interval was 7 classes with the interval was 9. Score of interval class start from 43, because 43 is the lowest score in habit of watching movie of the students' questionnaire. And the highest score of habit of watching movie was 105. The interval 43-51 is calculated from the total of class and the way to get mid-point is calculated from the middle value of class $(43+51)$, then divided by 2 and the result is 45.5 (all the same way goes for each class interval calculating). Frequency is the total of students who got the value in within the interval class, where the students who got 70-78 is the highest frequency with 8 students, and the lowest frequency is the students who got the value between 43-51 and 97-105 with 2 students at 6.06 percent of percentages.

In order to obtain an accurate and comprehensive description of the data, the next figure is where the researcher displays them in a histogram below:

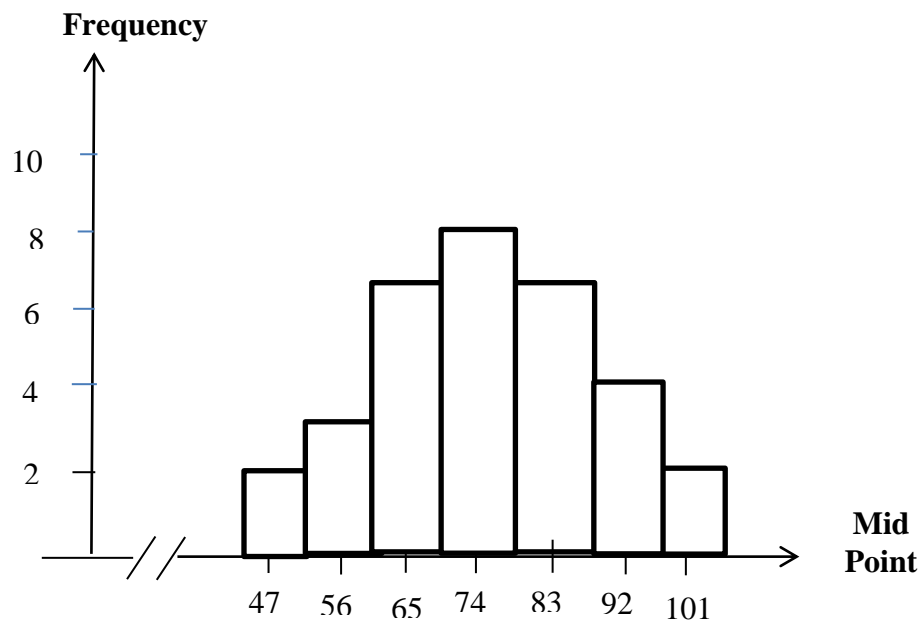


Figure IV. 1 *Description of data habit of watching movie*

Based on figure above, it can be seen score from mid-point, mid-point is score gotten from the calculation from each class to define the middle point in the class. The highest peak in the middle of the histogram shows the most of frequency of the data (70-78) with mid-point 74 and 8 students as the frequency. the lowest frequency were 43-51 with middle point 47 and 97-105 with middle point 101 was 3 frequency (students) with percentage 6.06%. As it seen in the diagram above, normality appears normal as an inverted parabola with its highest peak located in the middle.

Speaking

The following table contains the score resume for variable (Y), which is speaking:

Table IV. 3 The score resume of students' speaking

No	Statistic	Variable Y
1	High Score	72
2	Low Score	40
3	Range	32
4	Interval	5
5	Mean Score	57.15
6	Median Score	56
7	Mode	56
8	Standard Deviation	7.23

Based on the data presented above, the greatest speaking score of the students was 72, the lowest or minimum score of the students was 40, and the standard deviation was 7.23. From the data above, the mean of students' speaking score was 57.15 and standard deviation was 7.23, it means that standard deviation showed close enough to the mean score but the score is not higher than the mean score, which can be said that it has lesser variation than the habit of watching movie data and the data deviation is better. The more variations in the data means the data distribution was good. Mode is referring to number in a set of numbers that appears the most often, and the mode in this data was 56. Next, median is the middle of the value order from lowest to the highest or the highest to lowest. Median score got in data score of students' speaking was 56. The students' speaking mastery categorize into enough level based on the mean (57.15) as the consideration towards the tabel in chapter III (table III.7) page 44.

The estimated frequency distribution of the students' speaking mastery is subsequently displayed in the table below:

Table IV. 4 The frequency distribution of speaking mastery

No	Interval	Mid Point	Frequency	Percentage
1	40-44	42	2	6.06%
2	45-49	47	4	12.12%
3	50-54	52	3	9.09%
4	55-59	57	10	30.30%
5	60-64	62	11	33.33%
6	65-69	67	2	6.06%
7	70-74	72	1	3.03%
	I=5		33	100.00%

According to the data in the preceding table, the total of students' speaking mastery score percentage was 100%. The total class interval was 7 with interval class was 5. Score of interval class start from 40, because 40 is the lowest score in students' speaking mastery. And the highest score of students' speaking was 74. The interval 40-44 is calculated from the total of class and the way to get mid-point is calculated from the middle value of class $(40+44)$, then divided by 2 and the result is 42 (all the same way goes for each class interval calculating). Frequency is the total of students who got the value in within the interval class, where the students who got 60-64 is the highest frequency with 11 students, and the lowest frequency is the students who got the value between 70-74 with a student in the frequency at 3.03 percent of percentages.

In order to obtain a clear and thorough description of the data, the researcher presents it in the form of a histogram on the image below:

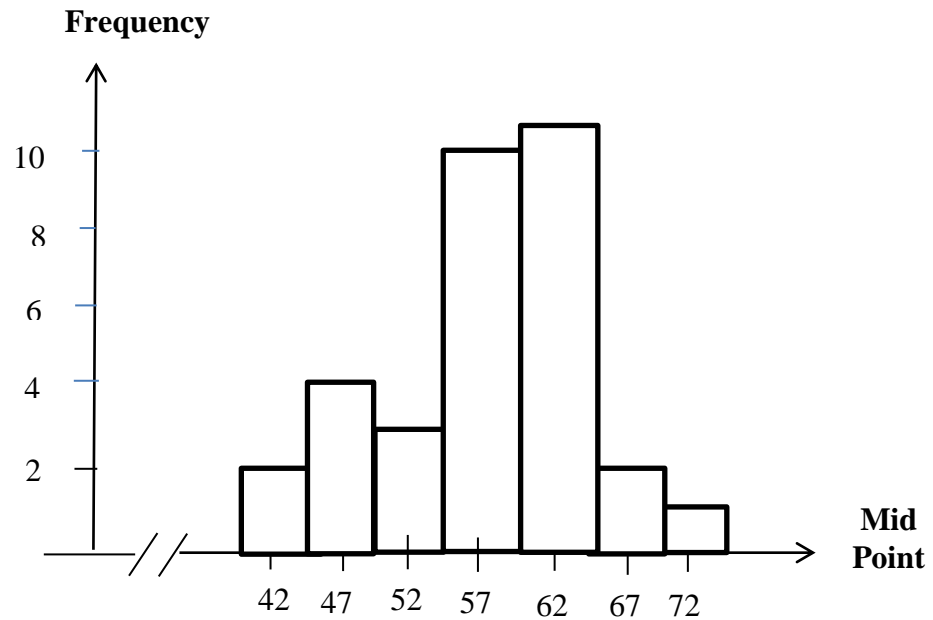


Figure IV. 2 *Description of data speaking mastery*

As shown in the figure above, the median shows the middle value of each interval class and the height and low of the histogram's bar shows the frequency in that interval class. From the data above, data (60-64) with mid-point 62 is at highest peak with frequency of 11 students, which means that most students get score with an average of 62. The highest peak is not so in the middle but still portray the inverted parabola which means the normality shows normal data distribution.

B. Analysis of the data

1. Normality test

Normality of the data was calculated using SPSS V.26 *Shapiro wilk* test because the number of samples in the study was 33 students, the significance level was 5% or 0.05. It indicated that data X and Y distributed normally.

Table IV. 5 Normality test of Data X and Y

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
X	.155	33	.043	.967	33	.394
Y	.167	33	.020	.966	33	.368
a. Lilliefors Significance Correction						

Regarding to the table above, the researcher found that *Shapiro Wilk* >5% (0.394 > 0.05) in variable X. It was also found in variable Y, that *Shapiro wilk* > 5% (0.368 > 0.05). So, the distribution of data X and Y (habit of watching movie and speaking mastery) is normal.

2. Hypothesis test

The purpose of the hypothesis test was to evaluate the relationship between the habit of watching movie and speaking mastery at the fifth semester of English department UIN Syekh Ali Hasan Ahmad Ad-dary Padangsidempuan. Based on the findings, the researcher performed Pearson product moment analysis with SPSS Version 26 to analyse the hypothesis.

Table IV. 6 Product Moment Test

Correlations			
		X	Y
X	Pearson Correlation	1	.566**
	Sig. (2-tailed)		.001
	N	33	33
Y	Pearson Correlation	.566**	1
	Sig. (2-tailed)	.001	
	N	33	33

** . Correlation is significant at the 0.01 level (2-tailed).

The results of calculations using SPSS obtained a correlation coefficients $r_{xy} = 0.566$. The result showed that $r_{\text{count}} > r_{\text{table}}$ ($0.566 > 0.399$). The findings revealed that there was a link between habits of watching movie and speaking mastery of the fifth grade students in English department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan was classified in “average” category. It is stated in the coefficient correlation interpretation in the following table:

Table IV. 7 The criteria of Correlation Score

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

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

To determine the contribution of variable X to variable Y, do the following formula:

$$\begin{aligned} CD &= r^2 \times 100\% \\ &= (0.566)^2 \times 100\% \\ &= 0.3204 \times 100\% \\ &= 32.04\% \end{aligned}$$

On the calculating above, it is found that the contribution of habit of watching movie toward speaking mastery was 32.04 % and 67.96% of other variables have a relation on it. In order to test the validity of substantial correlation, it was calculated using SPSS. The result can be seen on the table below:

Table IV. 8 Hypothesis Test

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

Then, the researcher calculated that t_{count} was 8.688, dk was $(33-2) = 31$, and level significant was 5% (0.05). So, $t_{\text{count}} > t_{\text{table}}$ ($8.688 > 2.037$). it indicated that a significant correlation existed between two variables in “average” category and the hypothesis was “accepted”.

C. The discussion of the result

There some factors that can have an effect on speaking mastery. They are: physical, mental, psychological, social, cultural and habitual of watching movie. The theories and differences in relevant findings that the researcher has claimed are examined in this study. According to Richard's argument presented by Renandya and Hu, students who habitually watch English-language TV shows or the internet have better speaking and listening skills than students who do not.⁸³ In order watching movie become habitual Matondang and Ashari shows students' proficiency in speaking improves with the frequency or habitual with which they watch English-language movies.⁸⁴ Those theories indicated that watching movie have impact in increasing speaking mastery or achievement of students moreover watching movie that becoming habitual. In the result of this research indicated that was agreed with the theory taken for this research. Where there is a correlation between habit of watching movie and speaking aspects acquired by the students.

After doing the research, the researcher talked about the outcome and contrasted it with the outcome in findings connected to the research: Sartika's study comes first. She talked on the relationship between students' habits of watching English-language movies and their pronunciation of the language. She used the same method and design with this research but she has different indicator in measuring the habit of watching movie with this research. The

⁸³ Renandya and Hu, "L2 Listening in China: An Examination of Current Practice."

⁸⁴ Matondang and Ashari, "The Correlation between Watching English Movies and Students' English Speaking Skill."

result was that the students' habit of watching movie can be categorized into medium level at score 57.35, and the students' pronunciation can be categorized into good level at score 72.1. The result also shown that the sig. value is 0.002, it can be stated that $0.002 < 0.005$. It means that null hypothesis is rejected. So, there is a significant correlation between students' habit of watching English movie and their pronunciation.⁸⁵

The second is by Mentari and he got that coefficient correlation level $r_{\text{count}} > r_{\text{table}}$ ($0.985 > 0.01$). It showed that alternative hypothesis (H_a) was accepted which means there is a correlation between the students habit of watching English movies with their vocabulary mastery.⁸⁶ The last Ni'mah did the research about the influence of frequency of students' watching English movies on their speaking ability. The result showed that the value of (sig.) was lower that probability (α) 0.05 or $0.03 < 0.05$. It means that there is significant influence of the frequency of students' watching English movies on their speaking ability.⁸⁷ Based on the interpretation of the number correlation which ranges from 0.00-0.20, it may be determined that there was a very weak link.

According to the explanation given above, it was demonstrated that this research generated results consistent with those of earliar studies, which found a significant correlation between students' movie-watching habits and

⁸⁵ Sartika, "The Correlation Between Students' Watching English Movie Habit and Their Pronunciation at The First Grade of Madrasah Aliyah Hasanah Pekanbaru."

⁸⁶ Mentari, "The Correlation between Students' Habit in Watching English Movie and Their Vocabulary Mastery" (Muhammadiyah University of Makassar, 2018), https://digilibadmin.unismuh.ac.id/upload/2033-Full_Text.pdf.

⁸⁷ Ni'mah, "The Influence of Frequency of Students' Watching English Movies on Their Speaking Ability."

their speaking alongside their pronunciation abilities. However, there were some differences between the two studies' methods of data collection and analysis. Sartika's result was deemed by the researcher to be the most appropriate when it came to the examination of pronunciation as a speaking component. Out of the five indicators in this study, students scored higher on pronunciation.

At result of this research, the mean score of students' habit of watching movie was in "good" category and the mean score of the students' speaking mastery was in "enough" category. It was assumed that not all students with good habit of watching movie also have good speaking mastery. It also meant not all students with low category in habit of watching movie have low in speaking mastery.

In this research, many students have good habit of watching movie just for entertain and affecting more to pronunciation. So, there are others variable influence the students speaking mastery, such as social, cultural or motivation. What motivates students to communicate in other languages depends on a variety of internal and external variables.

Based on the explanation it is clear that habit of watching movie has a significant correlation to speaking mastery. The last, from hypothesis testing of the research, it is found that habit of watching movie has a significant correlation to speaking mastery of the fifth semester in English department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. This fact can be seen from $r_{\text{count}} > r_{\text{table}}$ ($0.566 > 0.339$) and $t_{\text{count}} > t_{\text{table}}$ ($8.688 > 2.037$) the

correlation is positive, meaning that if the independent variable increases, it might be accompanied by an increase in the dependent variable, the correlation that occurs is in the average category.

Habit of watching movie is one of very important role in increasing students' speaking mastery. Thus, in order to maximise the students' speaking mastery, it is crucial to encourage the habit of watching movies within the class. This can be accomplished by the teacher as well as by the students themselves with assistance and direction from guides.

C. Threats of the research

The limitation of this research, as follows:

- H. When answering the questionnaire and exam, students' levels of seriousness and concentration were unknown to the researcher.
- I. The study does not measure the truthfulness of the students' responses to the questionnaire and exam until it is possible that they may have cheated or made up an answer.
- J. This research conducted the movie watching is not as the media and the researcher did not put it in specifically kinds of movie and do not make it into categorized for the advanced/university needs, it is only based on the students individually acquirement.

CHAPTER V

THE CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This chapter presented a summary of data on the relationship between habit of watching movie and speaking among UIN Syekh Ali Hasan Ahmad Addary Padangsisimpuan in English department students at their fifth semester. Drawing on the findings of the conducted research, it can be inferred that:

1. The fifth semester of English department at UIN Syekh Ali Hasan Ahmad Addary Padangsisimpuan has a good movie-watching habit, as seen by the mean score of 74.5.
2. The fifth semester of English department students at UIN Syekh Ali Hasan Ahmad Addary Padangsisimpuan placed into the enough category with mean score 57.15 for speaking mastery.
3. The study found that there was an “average” correlation between habit of watching movie and speaking mastery in the fifth semester of the english department at UIN Syekh Ali Hasan Ahmad Addary Padangsisimpuan. This was determined by looking at the correlation product moment value $r_{xy} = 0.566$, which was greater than r_{table} ($0.566 > 0.339$) at the 5% significant level. As the result of the $t_{count} > t_{table}$ where t_{count} was 8.688 with $dk = N-2 = 33-2 = 31$ higher than t_{table} on significant 5 % = 2.037 or ($8.688 > 2.037$), the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. This indicates that there was a significant correlation between students' habit of

watching movie and speaking mastery of the fifth semester in English department UIN Syekh Ali Hasan Ahmad Addary Padangsisimpuan.

B. Implication

Based on the research conducted under the title “The Correlation between Habit of Watching Movie and Speaking Mastery at the Fifth Semester in English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan” then the following implications can be drawn from the study’s findings:

1. As an alternative, watching movies can help make learning enjoyable, particularly when it comes to speaking English. Watching movie as the habitual behaviour can be alternative ways to get fun and authentic learning English especially in speaking.
2. The data analysis indicates that the students’ practice of watching movies had an affect on their speaking proficiency. The more often students watch movies, the more proficient speakers they are; especially in pronunciation, but it cannot be avoid that the students have good speaking mastery but less in habit of watching movie because in can be affected by other factor.
3. This research can be used as input for English university students or lecturers. Use watching movie which can increase learning especially speaking, as the beyond classroom learning and reach the authenticity of the English spoken source.

C. Suggestion

This research has some suggestions as follows:

1. It was hoped that the dean of the faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, would assist the English lectures in providing engaging instruction and opportunities for learning the language.
2. To increase students' understanding of the English language, English lectures should select effective teaching strategies and more over reliable and authentic sources for their lessons.
3. Although there are numerous elements that related or affected to students' speaking mastery, the research hopes that others who wish to do research relevant to this research may identify more aspects that influence speaking mastery.
4. The researcher suggest for the further researcher who are interest to take the similar title related to the watching movie as the factor in language learning to consider at the kinds of movie and categorized the movie used specifically when using movie as the media (external factor) on the other side that this research already conducted the habitual factor as an internal factor related to language learning.

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APPENDIXES

Appendix 1

N A M A	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	H A S I L	
DS	2	1	1	1	1	4	1	1	2	3	1	2	1	1	2	1	2	1	2	3	2	1	2	2	2	2	1	1	2	2	2	1	4	1	1	2	2	2	2	2	1	68
TA	4	3	3	4	4	5	5	3	5	3	3	3	4	3	5	3	3	4	3	3	4	2	3	3	3	4	4	4	3	3	3	4	4	3	4	4	3	2	2	2	5	140
SA	4	4	3	4	5	5	3	4	5	5	3	4	3	1	5	3	3	3	2	5	4	4	1	4	5	5	3	4	5	5	4	1	5	3	5	3	4	3	5	3	150	
SP	3	2	3	1	2	4	1	2	3	3	2	4	2	2	5	1	1	2	5	3	3	3	1	2	4	3	1	1	5	4	4	1	3	1	1	1	4	2	4	1	100	
M R	1	2	3	3	1	3	1	2	3	2	2	3	2	3	4	3	1	2	3	4	4	3	1	1	5	3	1	1	4	3	1	1	5	1	1	1	3	3	2	2	94	
N H	3	3	3	1	1	4	1	3	3	1	3	3	4	4	3	2	2	3	3	5	3	3	4	2	5	2	1	1	4	3	3	1	3	1	1	3	3	2	3	5	108	
Y P S	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	120
GP	5	5	5	3	5	5	2	5	5	5	4	4	3	3	5	3	5	4	4	4	4	5	3	2	4	4	3	5	4	5	5	2	3	3	3	3	3	4	2	3	4	155
A N	3	4	3	2	3	5	5	4	5	4	4	5	4	2	4	1	3	4	4	4	5	5	4	4	4	4	4	3	5	5	4	3	4	2	3	3	4	1	5	3	148	
M W	3	3	4	2	4	4	1	4	4	3	4	4	4	1	3	1	2	3	3	3	3	2	3	5	3	1	2	5	3	4	1	2	1	3	1	3	3	3	3	114		
IS	3	3	3	2	1	2	3	2	3	2	3	3	2	3	3	1	3	3	5	3	3	3	2	3	3	2	3	3	2	3	3	4	3	3	3	3	3	4	3	2	111	
M	3	4	4	3	4	3	3	3	4	4	3	4	3	3	3	2	2	4	4	4	3	3	3	4	4	4	1	3	5	4	4	2	2	2	3	2	4	3	4	4	13	

Appendix 2 Validation result from Excel

PERTANYAAN KE	r- hitung	r- tabel	keputusan
1	0,737	0,497	valid
2	0,906	0,497	valid
3	0,702	0,497	valid
4	0,537	0,497	valid
5	0,828	0,497	valid
6	0,605	0,497	valid
7	0,635	0,497	valid
8	0,840	0,497	valid
9	0,921	0,497	valid
10	0,556	0,497	valid
11	0,718	0,497	valid
12	0,717	0,497	valid
13	0,658	0,497	valid
14	0,218	0,497	tidak valid
15	0,654	0,497	valid
16	0,426	0,497	tidak valid
17	0,739	0,497	valid
18	0,857	0,497	valid
19	0,155	0,497	tidak valid
20	0,333	0,497	tidak valid
21	0,435	0,497	tidak valid
22	0,616	0,497	valid
23	0,476	0,497	tidak valid
24	0,594	0,497	valid
25	0,395	0,497	tidak valid
26	0,675	0,497	valid
27	0,640	0,497	valid
28	0,867	0,497	valid
29	0,461	0,497	tidak valid
30	0,724	0,497	valid
31	0,734	0,497	valid
32	0,390	0,497	tidak valid
33	-0,021	0,497	tidak valid
34	0,532	0,497	valid
35	0,823	0,497	valid
36	0,587	0,497	valid
37	0,517	0,497	valid
38	-0,073	0,497	tidak valid
39	0,222	0,497	tidak valid
40	0,597	0,497	valid

X0 5	Pearson Correlation	,7 35 **	,7 29 **	,6 43 **	,5 04 *	1	,6 17 *	,4 20	,7 29 **	,8 57 **	,6 92 **	,4 93	,5 78 *	,5 00 *	- ,1 39	,5 87 *	,4 41	,6 66 **	,6 47 **	,0 42	,2 13	,3 27	,4 24	,2 50	,5 17 *	,3 86	,7 24 **	,4 02	,7 62 **	,4 29	,5 96 *	,6 99 **	,1 73	- ,2 53	,3 50	,7 99 **	,2 77	,5 00 *	- ,0 61	,1 01	,4 39				
	Sig. (2- tailed)	,0 01	,0 01	,0 07	,0 46		,0 11	,1 06	,0 01	,0 00	,0 03	,0 53	,0 19	,0 48	,6 08	,0 17	,0 87	,0 05	,0 07	,8 78	,4 28	,2 16	,1 01	,3 51	,0 40	,1 40	,0 02	,1 22	,0 01	,0 98	,0 15	,0 03	,5 22	,3 45	,1 84	,0 00	,2 98	,0 48	,8 23	,7 09	,0 89				
	N	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	
X0 6	Pearson Correlation	,6 38 **	,5 49 *	,4 44	,0 60	,6 17 *	1	,3 31	,6 53 **	,7 31 **	,3 07	,2 47	,4 49	,4 76	,0 15	,6 71 **	,1 79	,5 18 *	,5 01 *	- ,1 91	,1 90	,1 07	,1 90	,4 09	,2 37	,4 94	,3 05	,3 84	,4 95	,3 38	,5 41 *	,6 35 **	,0 71	,1 43	- ,0 82	,4 85	,4 40	,1 81	- ,3 98	- ,1 39	,2 88				
	Sig. (2- tailed)	,0 08	,0 27	,0 85	,8 25	,0 11		,2 10	,0 06	,0 01	,2 47	,3 57	,0 81	,0 62	,9 56	,0 04	,5 08	,0 40	,0 48	,4 79	,4 82	,6 92	,4 81	,1 15	,3 76	,0 52	,2 50	,1 42	,0 51	,2 01	,0 30	,0 08	,7 94	,5 97	,7 63	,0 57	,0 88	,5 03	,1 27	,6 06	,2 80				
	N	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
X0 7	Pearson Correlation	,4 74	,3 83	,2 43	,4 60	,4 20	,3 31	1	,2 99	,6 57 **	,3 28	,3 39	,3 02	,4 43	,1 89	,4 15	,1 20	,4 51	,6 54 **	,0 11	,0 20	,2 34	,0 66	,3 63	,6 42 **	- ,0 36	,4 51	,8 89 **	,5 04 *	- ,0 15	,3 72	,2 39 **	,8 58	,2 56	,4 13	,6 78 **	,6 39	,1 ,0 96	- ,0 56	,0 56	,7 39	,8 ,0 71	,3 23	,2 36	
	Sig. (2- tailed)	,0 64	,1 43	,3 64	,0 73	,1 06	,2 10		,2 60	,0 06	,2 15	,1 99	,2 56	,0 86	,4 82	,1 10	,6 58	,0 80	,0 06	,9 68	,9 41	,3 84	,8 07	,1 67	,0 07	,8 96	,0 80	,0 00	,0 47	,7 39	,2 35	,3 09	,0 00	,3 35	,0 76	,0 12	,0 04	,6 08	,6 23	,1 08	,0 36	,3 11			
	N	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
X0 8	Pearson Correlation	,6 88 **	,8 94 **	,7 69 **	,3 38	,7 29 **	,6 53 **	,2 99	1	,7 76 **	,3 89	,7 60 **	,6 88 **	,7 29 **	,2 09	,4 58	,2 74	,6 27 **	,7 98 **	- ,0 98	,2 09	,1 35	,5 24 *	,4 60	,4 68	,5 49 *	,4 33	,3 92	,7 15	,5 74 *	,7 06 **	,8 13 **	,1 66	- ,0 88	,2 77	,6 07 *	,4 57	,2 09	- ,0 41	,1 93	,5 39				
	Sig. (2- tailed)	,0 03	,0 00	,0 00	,2 01	,0 01	,0 06	,2 60		,0 00	,1 37	,0 01	,0 03	,0 01	,4 37	,0 75	,3 05	,0 09	,0 00	,7 19	,4 37	,6 17	,0 37	,0 73	,0 68	,0 27	,0 94	,1 33	,0 02	,0 20	,0 02	,0 00	,5 38	,7 45	,3 00	,0 13	,0 75	,4 36	,8 81	,4 73	,0 31				
	N	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
X0 9	Pearson Correlation	,7 56 **	,7 76 **	,6 79 **	,4 68	,8 57 **	,7 31 **	,6 57 **	,7 76 **	1	,5 34 *	,5 67 *	,6 66 **	,6 56 **	,0 67 **	,7 38 **	,3 40	,6 67 **	,8 09 **	,0 61	,3 11	,4 14	,4 50	,3 64	,5 28 *	,5 06 *	,6 78 **	,6 40 **	,7 33 **	,4 38	,6 68 **	,6 70 **	,3 78	,0 33	,2 92	,7 68 **	,4 72	,4 38	- ,1 77	,0 89	,4 80				
	Sig. (2- tailed)	,0 01	,0 00	,0 04	,0 68	,0 00	,0 01	,0 06	,0 00		,0 33	,0 22	,0 05	,0 06	,8 04	,0 01	,1 97	,0 05	,0 00	,8 23	,2 42	,1 11	,0 80	,1 66	,0 36	,0 45	,0 04	,0 08	,0 01	,0 90	,0 05	,0 05	,1 49	,9 02	,2 73	,0 01	,0 65	,0 90	,5 13	,7 44	,0 60				

	Sig. (2-tailed)	,001	,000	,001	,170	,007	,048	,006	,000	,000	,439	,007	,023	,001	,054	,090	,382	,010		,718	,691	,681	,229	,010	,012	,088	,163	,020	,002	,120	,046	,002	,015	,617	,206	,010	,008	,512	1,00	1,92	,709					
	N	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
X19	Pearson Correlation	,031	,181	,204	-,259	,042	-,191	-,011	-,061	,029	,165	,366	-,191	,098	,186	-,181	,769	,098	1	-,022	,478	,518	,176	-,073	-,027	,000	-,049	,243	,000	,184	,031	,047	-,171	,006	-,036	-,229	,672	-,072	,586	-,186	,100	,000				
	Sig. (2-tailed)	,911	,502	,449	,332	,878	,479	,968	,719	,823	,916	,541	,163	,696	,718	,490	,636	,513	,718		,937	,061	,040	,513	,788	,920	1,000	,849	,581	,365	1,000	,496	,911	,666	,896	,895	,394	,004	,752	,712	1,000					
	N	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
X20	Pearson Correlation	,101	,291	,143	,142	,213	,190	,220	,209	,311	,242	,168	,260	,257	,382	,151	,108	-,022	1	,469	,469	,151	,027	,429	,401	,000	,071	,266	,427	,034	-,047	-,089	-,113	,154	,060	,505	-,188	-,246	,378							
	Sig. (2-tailed)	,711	,275	,596	,599	,428	,482	,941	,437	,242	,366	,331	,413	,826	,337	,144	,578	,691	,937		,067	,067	,578	,922	,097	,123	1,000	,793	,319	,099	,924	,189	,743	,962	,569	,826	,046	,485	,358	,148	,358	,148				
	N	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
X21	Pearson Correlation	-,024	,252	,021	,306	,327	,107	,234	,135	,414	,385	,332	,435	,195	-,149	,309	,293	,112	,478	,469	1	,766	,170	,019	,050	,595	,217	,328	,255	,306	-,056	-,024	-,055	,325	,325	-,060	,770	-,145	-,272	,326						
	Sig. (2-tailed)	,930	,346	,940	,249	,216	,692	,384	,617	,111	,141	,209	,092	,469	,464	,185	,116	,270	,681	,061	,067		,001	,530	,944	,854	,015	,419	,215	,341	,249	,338	,830	,939	,839	,239	,220	,225	,000	,120	,320	,447	,1818			
	N	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
X22	Pearson Correlation	,184	,627	,357	,180	,424	,190	,066	,524	,467	,621	,729	,279	-,046	,325	,281	,419	,366	,769	1	,300	,170	,141	,209	,509	,144	,563	,501	,600	,416	-,163	-,177	,374	,374	,015	,771	-,171	-,272	,336							
	Sig. (2-tailed)	,494	,009	,175	,504	,181	,481	,037	,080	,080	,010	,001	,028	,867	,219	,292	,070	,229	,040	,067		,259	,530	,344	,070	,544	,015	,419	,215	,341	,249	,338	,830	,939	,839	,239	,220	,225	,000	,120	,320	,447	,1818			

	Sig. (2-tailed)	,016	,133	,301	,076	,122	,142	,000	,133	,008	,1139	,398	,155	,523	,047	,473	,010	,020	,849	1,00	,419	,595	,334	,080	,860	,140	,023	,428	,195	,262	,000	,125	,024	,016	,001	,819	,781	1,00	,500						
	N	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
X28	Pearson Correlation	,661	,845	,560	,581	,762	,495	,504	,715	,733	,544	,597	,466	,379	,172	,489	,483	,837	,708	,149	,071	,328	,516	,424	,499	,112	,528	,565	1,36	,280	,480	,647	,375	,003	,724	,856	,631	,393	,100	,047	,524				
	Sig. (2-tailed)	,005	,000	,024	,018	,001	,051	,047	,002	,001	,029	,015	,069	,047	,224	,555	,058	,000	,002	,581	,793	,215	,041	,101	,049	,680	,036	,023	,378	,060	,007	,152	,991	,002	,000	,009	,132	,712	,861	,061	,337	,037			
	N	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
	Pearson Correlation	,189	,574	,453	,000	,429	,338	- ,091	,574	,438	,178	,378	,799	,438	- ,067	,295	,000	,000	,405	,243	,266	,255	,563	,121	,377	,675	,377	- ,213	1,01	,682	,583	- ,215	- ,168	- ,146	,248	- ,238	,480	- ,438	- ,588	,231	,213				
Sig. (2-tailed)	,483	,020	,078	1,000	,098	,201	,739	,020	,090	,510	,149	,000	,090	,804	,267	1,000	1,000	,120	,365	,319	,341	,023	,655	,150	,150	,004	,150	,428	,314	,018	,235	,316	,590	,355	,353	,490	,045	,745	,034	,028	,428				
N	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
X30	Pearson Correlation	,471	,645	,519	,357	,596	,541	,315	,706	,668	,698	,525	,806	,390	,099	,502	,324	,505	,000	,427	,306	,601	,130	,403	,361	,725	,342	,480	,601	1,54	,600	,007	,134	,297	,316	,468	- ,283	,536	,228						
	Sig. (2-tailed)	,065	,007	,040	,174	,015	,030	,235	,002	,005	,003	,037	,000	,136	1,000	,014	,453	,221	,046	1,000	,249	,014	,632	,122	,170	,001	,195	,060	,014	,006	1,000	,192	,698	,383	,127	,421	,068	,287	,087	,032	,969				
	N	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
X31	Pearson Correlation	,785	,813	,734	,031	,699	,635	,272	,813	,670	,421	,577	,718	,501	,178	,478	- ,079	,514	,784	,026	- ,000	,410	,444	,526	,498	,298	,298	,647	,582	,654	1,39	,192	- ,78	,157	,357	,369	,314	- ,041	,237	,989	,298				
	Sig. (2-tailed)	,000	,000	,001	,909	,003	,008	,309	,000	,005	,104	,019	,002	,048	,664	,061	,833	,019	,096	,924	,838	,125	,115	,029	,100	,262	,262	,007	,018	,006	,607	,272	,509	,025	,160	,236	,880	,377	,262	,877	,362	,262			

	Sig. (2-tailed)	,015	,039	,380	,170	,298	,088	,004	,075	,065	,768	,175	,895	,079	,054	,296	,302	,010	,008	,394	,826	,825	,956	,025	,082	,867	,653	,001	,009	,453	,421	,160	,005	,206	,021	,030		,611	1,000	,747	,040					
	N	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16		
X3 7	Pearson Correlation	,165	,411	,311	,156	,500	,181	,139	,209	,438	,537	,364	,634	,106	- ,138	,491	,276	,318	,177	,672	,505	,770	,771	,177	,132	,181	,572	,062	,393	,438	,468	,314	,368	,314	- ,202	,433	,234	,283	,099	,611	1,000	,267	,249			
	Sig. (2-tailed)	,540	,114	,240	,564	,048	,503	,608	,436	,090	,032	,166	,008	,695	,611	,054	,301	,229	,512	,004	,046	,000	,000	,012	,526	,603	,521	,019	,832	,190	,090	,068	,236	,453	,223	,383	,099	,611		,443	,318	,353				
	N	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	
X3 8	Pearson Correlation	-,089	,041	,229	,283	-,061	-,398	-,096	,041	,077	,168	-,188	-,206	,191	-,153	-,086	-,086	-,188	-,405	,239	,343	-,107	,080	-,213	-,075	,188	-,083	-,041	,000	,042	,006	,445	,000	,245	,000	,206	,450	-,206	1,000	-,209	-,151					
	Sig. (2-tailed)	,743	,881	,394	,287	,823	,127	,723	,881	,513	,544	,885	,443	,479	,644	,852	,700	,752	,485	,120	,373	,193	,694	,770	,428	,781	,712	,745	,787	,280	,810	,000	,643	,360	,100	,600	,400	,310	,400	1,000	,438	,438	,477	,577		
	N	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
X3 9	Pearson Correlation	,007	,193	-,149	,095	,101	-,139	,056	,193	,089	,385	,254	,508	,146	-,342	-,108	-,174	-,129	,072	,100	,246	,252	,472	-,129	,516	-,033	,481	,000	,473	,531	,536	,237	-,112	-,067	,267	,056	-,088	,267	-,209	-,109	1,000					
	Sig. (2-tailed)	,978	,473	,582	,727	,709	,606	,836	,473	,744	,141	,342	,044	,589	,194	,690	,534	,692	,712	,358	,347	,065	,634	,041	,903	,060	1,000	,861	,034	,032	,377	,681	,805	,318	,388	,747	,318	,418	1,000					1,000		
	N	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
X4 0	Pearson Correlation	,376	,588	,386	,399	,439	,288	,271	,539	,480	,051	,580	,227	,746	,460	,151	,516	,414	,632	,000	,378	,326	,336	,672	,257	,192	,321	,182	,524	,213	,228	,298	,215	-,286	,373	,423	,517	,249	-,151	-,000	1,000					

Appendix 3 validation result from SPSS V 26

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
X01	113,06	557,396	,717	,947
X02	113,00	544,800	,897	,946
X03	113,00	560,000	,680	,947
X04	113,44	568,796	,508	,948
X05	113,44	534,663	,807	,946
X06	112,31	560,629	,574	,948
X07	113,75	551,133	,598	,948
X08	113,00	548,400	,826	,946
X09	112,44	547,863	,914	,946
X10	112,81	564,829	,524	,948
X11	113,00	564,000	,700	,947
X12	112,50	568,267	,702	,948
X13	113,06	565,529	,637	,948
X14	113,56	583,863	,180	,950
X15	112,50	559,467	,628	,948
X16	114,00	576,133	,397	,949
X17	113,69	555,963	,718	,947
X18	113,06	554,063	,846	,946
X19	112,69	586,229	,112	,951
X20	112,38	581,850	,306	,949
X21	112,63	572,650	,401	,949
X22	112,81	560,029	,585	,948
X23	113,69	569,563	,441	,949
X24	113,19	569,096	,570	,948
X25	112,31	572,363	,354	,950

X26	112,69	565,696	,655	,948
X27	113,94	556,863	,609	,948
X28	113,50	537,333	,852	,946
X29	111,94	570,996	,427	,949
X30	112,44	559,996	,704	,947
X31	112,75	554,733	,712	,947
X32	114,06	574,729	,353	,949
X33	112,38	595,050	-,061	,952
X34	113,81	570,963	,506	,948
X35	113,63	542,650	,804	,946
X36	113,56	566,663	,561	,948
X37	112,81	571,629	,490	,948
X38	113,44	596,263	-,103	,951
X39	112,38	582,517	,178	,951
X40	112,94	559,396	,563	,948

Appendix 5

THE INSTRUMENT
Questionnaire about students' habit of watching movie

INFORMASI DASAR:

Nama :

NIM :

Sudah berapa lama anda belajar bahasa Inggris?(lingkari)

1-3 tahun 4-6 tahun 7-9 tahun 10 tahun/lebih

Apakah anda menonton film berbahasa Inggris untuk belajar berbicara (speaking) ? (lingkari)

Ya Tidak

Apakah anda memiliki kebiasaan menonton film berbahasa Inggris? (lingkari)

Ya Tidak

Dimana biasanya anda menonton film berbahasa Inggris? (Checklist. Pilihan boleh lebih dari satu)

Bioskop Online Streaming

Televisi Lain-lain (sebutkan):

DVD

Sebutkan 3 film berbahasa Inggris favorit anda:

I.

J.

K.

Sebutkan 3 genre film berbahasa Inggris favorit anda:

1.

2.

3.

Appendix 5 Questionnaire before validation

THE INSTRUMENT

Questionnaire about students' habit of watching movie

PETUNJUK:

- Bacalah dengan teliti terlebih dahulu sebelum menjawab setiap pertanyaan.
- Pengisian angket ini tidak mempengaruhi nilai kuliah, untuk itu jawablah pertanyaan dengan jujur dan sesuai hati nurani anda.
- Respon anda akan digunakan untuk penelitian dan nama anda tidak akan dipublikasikan.
- Kerjakan tanpa melihat jawaban orang lain karena tidak ada jawaban yang benar atau salah dalam angket ini.
- Keterangan jawaban:
SL = Selalu
SR = Sering
K = Kadang-kadang
J = Jarang
TP = Tidak Pernah

INFORMASI DASAR:

Nama :

NIM :

No	Items	SL	SR	K	J	TP
1.	Saya menonton film berbahasa Inggris bersama teman					
2.	Saya menonton film berbahasa Inggris sekaligus menulis kosa kata atau informasi baru yang saya dengar.					
3.	Saya menonton film berbahasa Inggris ketika bosan					
4.	Saya menonton film berbahasa Inggris setelah selesai mengerjakan tugas					
5.	Ketika saya berada di depan TV orang-orang sekitar saya sudah tahu bahwa saya akan menonton film berbahasa Inggris					
6.	Ketika familiar dengan suatu ungkapan dalam sebuah film, saya tidak mendapat kesulitan untuk mengenailnya di film yang berbeda					
7.	Saya menonton film berbahasa Inggris ketika teman/ keluarga juga menonton bersama					
8.	Teman-teman bertanya kepada saya mengenai alur, tokoh, maupun cerita dalam film berbahasa Inggris terbaru maupun tidak					
9.	Saya merasa menonton film berbahasa Inggris menaikkan suasana hati saya					
10.	Ketika berselancar di internet secara tanpa disadari saya mencari film berbahasa Inggris untuk ditonton					
11.	Saya menonton film berbahasa Inggris setiap malam					
12.	Saya langsung mencari dan menonton film berbahasa Inggris yang direkomendasikan teman saya ataupun yang saya dapat dari platform online					
13.	Saya menonton film berbahasa Inggris setiap di rumah.					
14.	Saya menonton film berbahasa Inggris ketika saya bahkan tidak berniat untuk menontonnya					
15.	Saya menonton film berbahasa Inggris sekaligus menelaah alur ceritanya					
16.	Saya menonton film berbahasa Inggris setiap di bioskop					
17.	Saya menonton film berbahasa Inggris ketika teman/keluarga sedang sibuk					
18.	Saya menonton film berbahasa Inggris setiap hari libur atau tanggal merah					

19.	Saya menonton film berbahasa Inggris setelah mendengar orang berbicara bahasa Inggris dengan baik					
20.	Saya dapat membedakan intonasi dan pengucapan kata yang benar dari menonton film berbahasa Inggris					
21.	Saya merasa berbicara dengan aksen dari film berbahasa Inggris yang saya tonton benar-benar cocok dengan saya					
22	Saya bisa menirukan apa yang diucapkan oleh para aktor dan aktris dalam film yang saya tonton					
23	Saya merasa aneh jika tidak menonton film berbahasa Inggris pada jangka waktu yang lama					
24	Saya menonton film berbahasa Inggris setiap hari minggu/weekend					
25	Saya menonton film berbahasa Inggris sendirian					
26	Saya menonton film berbahasa Inggris ketika sedang senang					
27	Saya menonton film berbahasa Inggris bersama keluarga					
28	Teman-teman dan orang sekitar mengenali saya sebagai sumber info film bahasa Inggris baik yang terbaru maupun tidak					
29	Saya merasa menonton film berbahasa Inggris meningkatkan kemampuan berbicara bahasa Inggris saya					
30	Saya secara spontan mengucapkan ungkapan atau kata-kata yang saya dapat dari film berbahasa Inggris yang saya tonton sesuai kondisi tertentu (terkejut, marah, sedih dll)					
31	Saya tanpa sengaja bisa mengingat dialog atau ungkapan pada film berbahasa Inggris yang saya tonton					
32	saya menonton film berbahasa Inggris sambil mengerjakan tugas.					
33	Saya memaksakan diri menonton film berbahasa Inggris					
34	Ketika menyalakan televisi saya langsung mencari siaran film berbahasa Inggris					
35	Saya menonton film berbahasa Inggris ketika suasana hati saya sedang buruk					
36	Saya menonton film berbahasa Inggris tepat setelah pulang sekolah/ kampus					
37	Saya mendengarkan dialog dalam film bahasa Inggris sekaligus menirukannya berbicara					
38	Jika sedang menonton film berbahasa Inggris saya hanya focus menonton					
39	Saya merasa tidak nyaman menonton film berbahasa Inggris.					
40	Saya menonton film berbahasa Inggris dimana saja.					

Appendix 6 Questionnaire after validation

Questionnaire about students' habit of watching movie

PETUNJUK:

- Bacalah dengan teliti terlebih dahulu sebelum menjawab setiap pertanyaan.
- Pengisian angket ini tidak mempengaruhi nilai kuliah, untuk itu jawablah pertanyaan dengan jujur dan sesuai hati nurani anda.
- Respon anda akan digunakan untuk penelitian dan nama anda tidak akan dipublikasikan.
- Kerjakan tanpa melihat jawaban orang lain karena tidak ada jawaban yang benar atau salah dalam angket ini.
- Keterangan jawaban:
SL = Selalu
SR = Sering
K = Kadang-kadang
J = Jarang
TP = Tidak Pernah

INFORMASI DASAR:

Nama :

NIM :

No	Items	SL	SR	K	J	TP
1.	Saya menonton film berbahasa Inggris bersama teman					
2.	Saya menonton film berbahasa Inggris sekaligus menulis kosa kata atau informasi baru yang saya dengar.					
3.	Saya menonton film berbahasa Inggris ketika bosan					
4.	Ketika saya berada di depan TV orang-orang sekitar saya sudah tahu bahwa saya akan menonton film berbahasa Inggris					
5.	Ketika familiar dengan suatu ungkapan dalam sebuah film, saya tidak mendapat kesulitan untuk mengenainya di film yang berbeda					
6.	Saya menonton film berbahasa Inggris ketika teman/keluarga juga menonton bersama					
7.	Teman-teman bertanya kepada saya mengenai alur, tokoh, maupun cerita dalam film berbahasa Inggris terbaru maupun tidak					
8.	Saya merasa menonton film berbahasa Inggris menaikkan suasana hati saya					
9.	Ketika berselancar di internet secara tanpa disadari saya mencari film berbahasa Inggris untuk ditonton					
10.	Saya menonton film berbahasa Inggris pada malam hari.					

No	Items	SL	SR	K	J	TP
11.	Saya langsung mencari dan menonton film berbahasa Inggris yang direkomendasikan teman saya ataupun yang saya dapat dari platform online					
12.	Saya menonton film berbahasa Inggris setiap di rumah.					
13.	Saya menonton film berbahasa Inggris sekaligus menelaah alur ceritanya					
14.	Saya menonton film berbahasa Inggris ketika teman/keluarga sedang sibuk					
15.	Saya menonton film berbahasa Inggris pada hari libur atau tanggal merah					
16	Saya bisa menirukan apa yang diucapkan oleh para aktor dan aktris dalam film yang saya tonton					
17	Saya menonton film berbahasa Inggris pada hari minggu/weekend					
18	Saya menonton film berbahasa Inggris ketika sedang senang					
19	Saya menonton film berbahasa Inggris bersama keluarga					
20	Teman-teman dan orang sekitar mengenali saya sebagai sumber info film bahasa Inggris baik yang terbaru maupun tidak					
21	Saya secara spontan mengucapkan ungkapan atau kata-kata yang saya dapat dari film berbahasa Inggris yang saya tonton sesuai kondisi tertentu (terkejut, marah, sedih dll)					
22	Saya menonton film berbahasa Inggris ketika suasana hati saya sedang buruk					
23	Saya menonton film berbahasa Inggris tepat setelah pulang sekolah/ kampus					
24	Saya mendengarkan dialog dalam film bahasa Inggris sekaligus menirukannya berbicara					
25	Saya menonton film berbahasa Inggris dimana saja.					

Appendix 7 Instrument speaking test

Instrument Speaking Test

Name :

Class :

Date :

Time :

Speaking Test

Think about one of your favourite English movies that you have watched and then retell about the movie orally!

Padangsidempuan, 10 September 2023

Validator

Zainuddin, M.Hum

NIP. 19760610 200801 1 016

Appendix 8 Questionnaire result of habit of watching movie

No	Initial	Number Of Questionnaires																									Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	AU	2	3	2	1	5	1	1	3	2	2	2	2	3	1	2	3	2	3	1	1	4	1	2	4	1	54
2	TM	1	1	2	1	3	1	3	2	1	4	4	1	5	1	3	4	3	2	1	1	4	1	1	4	1	55
3	RSD	1	1	3	2	3	1	1	3	2	5	3	5	5	2	3	3	2	3	2	1	2	2	3	3	1	62
4	WAL	2	3	3	2	2	2	2	4	3	4	4	4	4	3	3	4	3	4	4	2	2	2	4	4	4	78
5	NPS	2	1	4	1	5	1	5	4	2	2	5	4	5	2	5	5	5	2	1	2	4	2	2	5	2	78
6	FDA	1	1	3	3	5	3	4	5	5	4	4	3	4	2	2	5	3	4	3	3	4	5	3	4	5	88
7	S	3	3	4	1	3	3	2	3	4	4	4	5	3	5	5	3	4	4	2	3	4	4	3	4	3	86
8	SS	3	2	3	1	4	1	1	4	2	4	4	3	4	3	4	5	4	4	2	2	2	1	2	5	4	74
9	W	2	3	3	1	4	1	2	3	3	3	3	4	5	3	5	4	2	2	1	1	2	1	1	2	1	62
10	E	2	1	2	1	2	1	2	3	2	2	1	2	3	1	3	3	3	2	1	1	3	1	1	3	2	48
11	SWY	3	3	4	3	4	4	3	4	3	4	5	4	4	3	4	3	4	3	4	2	3	3	5	2	3	87
12	SL	4	2	5	3	4	3	4	3	4	3	4	3	3	3	5	4	4	3	3	4	5	2	2	5	2	87
13	ADS	3	3	3	4	3	3	4	5	4	4	3	3	4	3	5	5	5	5	3	4	4	4	5	4	5	98
14	WS	3	4	2	2	3	1	3	4	3	4	4	3	4	2	2	4	2	2	1	3	5	2	4	4	2	73
15	SW	1	1	5	4	2	1	4	4	2	2	2	2	4	4	2	2	2	1	1	2	1	1	1	1	4	56
16	DSP	3	5	5	2	5	4	3	5	5	5	5	5	4	5	5	5	5	4	2	3	5	2	2	5	5	104
17	RSD	3	2	3	1	4	1	2	5	4	3	1	2	3	3	4	3	3	2	1	2	4	1	2	3	5	67
18	MT	3	2	3	1	3	3	3	2	3	3	2	3	4	3	3	3	3	2	1	2	4	3	2	2	3	66
19	SA	3	3	3	2	2	3	2	3	4	3	2	2	2	2	3	2	3	3	3	2	4	3	2	3	3	67
20	AI	4	3	4	3	5	2	3	5	5	5	3	5	5	4	5	4	5	4	2	3	4	4	2	4	2	95
21	MR	4	2	2	1	5	3	3	3	4	4	3	4	5	3	3	3	3	4	3	1	3	2	3	3	3	77
22	SNS	1	1	2	1	3	1	1	3	2	2	2	1	2	2	2	2	2	1	1	1	2	2	1	2	3	43
23	IA	1	4	1	1	5	1	1	1	4	2	3	3	4	3	4	5	3	4	1	1	5	1	3	4	3	68
24	KH	2	3	3	3	4	1	3	3	3	4	3	4	4	3	4	4	3	3	1	3	3	1	2	4	1	72
25	CM	3	2	2	2	4	4	2	3	3	4	4	2	4	2	2	3	4	4	2	2	2	1	1	3	2	67
26	WS	2	3	5	3	3	3	4	3	4	4	3	3	4	5	3	4	4	3	3	4	4	3	3	4	3	87
27	SSH	3	2	4	3	2	2	4	4	4	3	4	4	5	3	4	5	5	5	2	3	5	2	4	4	2	88

28	YA	3	3	4	3	4	4	3	4	3	4	5	4	4	3	4	3	4	3	4	2	3	3	5	2	3	87
29	NKH	3	4	3	4	3	1	3	4	3	4	4	3	4	3	2	4	5	4	3	3	5	3	4	4	4	87
30	NA	3	4	3	3	5	4	3	4	3	2	4	5	5	3	2	3	1	3	2	1	3	2	5	3	2	78
31	KS	3	1	4	2	4	3	4	4	3	4	4	4	5	3	3	4	3	3	1	2	3	3	3	3	2	78
32	IK	3	4	3	4	3	4	3	4	4	3	3	4	4	4	3	5	3	4	3	3	4	3	2	3	4	87
33	TH	4	3	4	2	3	3	4	4	4	5	4	3	4	4	4	3	4	4	2	3	4	4	2	4	4	89

Appendix 9 The result of habit of watching movie

No	Initial of the Students	Score
1	AU	54
2	TM	55
3	RSD	62
4	WAL	78
5	NPS	78
6	FDA	88
7	S	86
8	SS	74
9	W	62
10	E	48
11	SWN	87
12	SL	87
13	AS	98
14	WS	73
15	SW	56
16	DSP	104
17	RSD	67
18	MT	66
19	SA	67
20	AI	95
21	MR	77
22	SNS	43
23	IAL	68
24	KH	72
25	CM	67
26	WS	87
27	SSH	88
28	YA	87
29	NK	87
30	NA	78
31	KS	78
32	IK	87
33	TH	89
TOTAL		2493

Appendix 10 The Result of speaking test

No	Initial of the Students	Score
1	AU	56
2	TM	40
3	RSD	60
4	WAL	64
5	NPS	52
6	FDA	68
7	S	56
8	SS	56
9	W	60
10	E	48
11	SWN	60
12	SL	64
13	AS	64
14	WS	48
15	SW	60
16	DSP	72
17	RSD	52
18	MT	48
19	SA	64
20	AI	64
21	MR	56
22	SNS	56
23	IAL	44
24	KH	56
25	CM	48
26	WS	60
27	SSH	68
28	YA	52
29	NK	56
30	NA	56
31	KS	56
32	IK	56
33	TH	64
TOTAL		1884

NO	NAME	PRONUNCIATION	FLUENCY	VOCABULARY	GRAMMAR	COMPREHENSION	RESULT	
1	AU	3	3	4	2	2	14	56
2	TM	2	2	2	1	3	10	40
3	RSD	3	3	3	3	3	15	60
4	WAL	4	3	3	3	3	16	64
5	NPS	3	3	4	3	3	13	52
6	FDA	4	3	4	3	3	17	68
7	S	4	3	3	3	3	14	56
8	SS	3	3	3	3	2	14	56
9	W	3	3	3	3	3	15	60
10	E	4	2	2	2	2	12	48
11	SWN	3	3	3	3	3	15	60
12	SL	3	3	4	3	3	16	64
13	AS	4	3	3	3	3	16	64
14	WS	2	2	2	3	3	12	48
15	SW	3	3	3	3	3	15	60
16	DSP	4	3	4	3	4	18	72
17	RSD	3	2	2	3	3	13	52
18	MT	3	2	2	3	2	12	48
19	SA	3	3	3	3	4	16	64
20	AI	3	3	3	4	3	16	64
21	MR	3	3	3	2	3	14	56
22	SNS	3	2	3	2	2	14	56
23	IAL	3	2	3	3	3	11	44
24	KH	4	3	3	3	3	14	56
25	CM	3	2	3	2	2	12	48
26	WS	3	2	3	3	2	13	60
27	SSH	4	3	4	3	3	17	68
28	YA	3	2	3	2	3	13	52
29	NK	3	2	3	2	2	14	56
30	NA	3	2	3	3	3	14	56
31	KS	3	2	3	3	3	14	56
32	IK	3	3	3	2	3	14	56
33	TH	4	3	3	3	3	16	64
R E S		106	86	100	90	93	469	1860

Appendix 11 The result of variable X and Y

NO	NAME	X	Y	X2	Y2	XY
1	AU	54	56	2916	3136	3024
2	TM	55	40	3025	1600	2200
3	RSD	62	60	3844	3600	3720
4	WAL	78	64	6084	4096	4992
5	NPS	78	52	6084	2704	4056
6	FDA	88	68	7744	4624	5984
7	S	86	56	7396	3136	4816
8	SS	74	56	5476	3136	4144
9	W	62	60	3844	3600	3720
10	E	48	48	2304	2304	2304
11	SWN	87	60	7569	3600	5220
12	SL	87	64	7569	4096	5568
13	AS	98	64	9604	4096	6272
14	WS	73	48	5329	2304	3504
15	SW	56	60	3136	3600	3360
16	DSP	104	72	10816	5184	7488
17	RSD	67	52	4489	2704	3484
18	MT	66	48	4356	2304	3168
19	SA	67	64	4489	4096	4288
20	AI	95	64	9025	4096	6080
21	MR	77	56	5929	3136	4312
22	SNS	43	56	1849	3136	2408
23	IAL	68	44	4624	1936	2992
24	KH	72	56	5184	3136	4032
25	CM	67	48	4489	2304	3216
26	WS	87	60	7569	3600	5220
27	SSH	88	68	7744	4624	5984
28	YA	87	52	7569	2704	4524
29	NK	87	56	7569	3136	4872
30	NA	78	56	6084	3136	4368
31	KS	78	56	6084	3136	4368
32	IK	87	56	7569	3136	4872
33	TH	89	64	7921	4096	5696
TOTAL				195283	109232	144256

Appendix 12

VARIABLE X

(HABIT OF WATCHING MOVIE)

A. Maximum and minimum score were gotten by setting the variable score from lowest to highest score.

1. The score of reading habit from low score to high score

43 48 54 55 56 62 62 66 67 67 67 68 72 73 74 77 78 78 78 78 86 87 87 87 87
87 87 88 88 89 95 98 104

High : 104

Low: 43

N : 33

2. Range (R)= high score- low score

$$= 104 - 43$$

$$= 61$$

3. Total of classes (k)= $1 + 3,3 \log n$

$$= 1 + 3,3 \log 33$$

$$= 1 + 3.3 (1.52)$$

$$= 1 + 5.016$$

$$= 6.016 / 7$$

4. Length of classes = $\frac{\text{Range}}{\text{Total of classes}}$

$$= \frac{61}{7} = 9$$

Appendix 13

VARIABE Y (SPEAKING MASTERY)

K. Maximum and minimum score were gotten by setting the variable score from lowest to highest score.

1. The score of speaking mastery from low score to high score

40 44 48 48 48 48 52 52 52 56 56 56 56 56 56 56 56 56 56 60 60 60 60 60 64
64 64 64 64 64 68 68 72

High : 72

Low: 40

N : 33

2. Range (R)= high score- low score

$$= 72 - 40$$

$$= 32$$

3. Total of classes (k)= $1 + 3,3 \log n$

$$= 1 + 3,3 \log 33$$

$$= 1 + 3.3 (1.52)$$

$$= 1 + 5.016$$

$$= 6.016 / 7$$

4. Length of classes = $\frac{\text{Range}}{\text{Total of classes}}$

$$= \frac{32}{7} = 4/5$$

Appendix 14 Table distribution in Variable X and Y and Normality Test

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
HABIT OF WATCHING MOVIE	33	100,0%	0	0,0%	33	100,0%
SPEAKING	33	100,0%	0	0,0%	33	100,0%

Descriptives					
				Statistic	Std. Error
X	Mean			75,55	2,565
	95% Confidence Interval for Mean	Lower Bound		70,32	
		Upper Bound		80,77	
	5% Trimmed Mean			75,79	
	Median			78,00	
	Variance			217,131	
	Std. Deviation			14,735	
	Minimum			43	
	Maximum			104	
	Range			61	
	Interquartile Range			21	
	Skewness			-,327	,409
	Kurtosis			-,439	,798
Y	Mean			57,09	1,259
	95% Confidence Interval for Mean	Lower Bound		54,53	
		Upper Bound		59,65	
	5% Trimmed Mean			57,21	
	Median			56,00	
	Variance			52,273	
	Std. Deviation			7,230	
	Minimum			40	
	Maximum			72	
	Range			32	
	Interquartile Range			12	
	Skewness			-,232	,409
	Kurtosis			-,050	,798

Percentiles								
		Percentiles						
		5	10	25	50	75	90	95
Weighted Average(Definition 1)	Habit of watching movie	46,50	54,40	66,50	78,00	87,00	92,60	99,80
	Speaking	42,80	48,00	52,00	56,00	64,00	66,40	69,20
Tukey's Hinges	Habit of watching movie			67,00	78,00	87,00		
	Speaking			52,00	56,00	64,00		

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
X	,155	33	,043	,967	33	,394
Y	,167	33	,020	,966	33	,368

a. Lilliefors Significance Correction

Appendix 15 The result of Product Moment Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Habit of watching movie	33	43	104	75,55	14,735
Speaking	33	40	72	57,09	7,230
Valid N (listwise)	33				

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

Appendix 16 Result of hypothesis test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Habit of watching movie	75,55	33	14,735	2,565
	Speaking	57,09	33	7,230	1,259

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Habit of watching movie & Speaking	33	,566	,001

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Habit of watching movie - Speaking	18,455	12,202	2,124	14,128	22,781	8,688	32	,000

Appendix 17 Table t (NILAI-NILAI DALAM DISTRIBUSI t)

Dk	α untuk uji dua pihak (two tail test)					
	0.50	0.20	0.10	0.05	0.02	0.01
	α untuk uji satu pihak (one tail test)					
	0.25	0.10	0.05	0.025	0.01	0.005
1	1.000	3.078	6.314	12.706	31.821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.925
3	0.765	1.638	2.353	3.182	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.486	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	3.143	3.703
7	0.711	1.415	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.403
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.228	2.764	3.165
11	0.697	1.363	1.796	2.201	2.718	3.106
12	0.695	1.356	1.782	2.178	2.681	3.055
13	0.692	1.350	1.771	2.160	2.650	3.012
14	0.691	1.345	1.761	2.160	2.624	2.977
15	0.690	1.341	1.753	2.145	2.623	2.947
16	0.689	1.337	1.746	2.132	2.583	2.921
17	0.688	1.333	1.740	2.120	2.567	2.898
18	0.688	1.330	1.743	2.110	2.552	2.878
19	0.687	1.328	1.729	2.101	2.539	2.861
20	0.687	1.325	1.725	2.093	2.528	2.845
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	1.980	2.358	2.617

Appendix 18 Table r (NILAI-NILAI r PRODUCT MOMENT)

N	Taraf Signifi		N	Taraf Signif		N	Taraf Signif	
	5 %	1%		5%	1%		5%	1%
3	0.997	0.999	20	0.444	0.561	37	0.325	0.418
4	0.950	0.990	21	0.433	0.549	38	0.320	0.413
5	0.878	0.959	22	0.423	0.537	39	0.316	0.408
6	0.811	0.917	23	0.413	0.526	40	0.312	0.403
7	0.754	0.874	24	0.404	0.515	41	0.308	0.398
8	0.707	0.834	25	0.396	0.505	42	0.304	0.393
9	0.666	0.798	26	0.388	0.496	43	0.301	0.389
10	0.632	0.765	27	0.381	0.487	44	0.297	0.384
11	0.602	0.735	28	0.374	0.478	45	0.294	0.380
12	0.576	0.708	29	0.367	0.470	46	0.291	0.376
13	0.553	0.684	30	0.361	0.463	47	0.288	0.372
14	0.532	0.661	31	0.355	0.456	48	0.284	0.368
15	0.514	0.641	32	0.349	0.449	49	0.281	0.364
16	0.497	0.623	33	0.339	0.436	50	0.279	0.361
17	0.482	0.606	34	0.334	0.430	60	0.254	0.330
18	0.468	0.590	35	0.329	0.424	70	0.235	0.306
19	0.456	0.575	36	0.325	0.418	80	0.220	0.286

Appendix 19 Students' Transcription

1. IAL

Hmm.. toy story is story about eee..child ,, a child that he has.. his name is woody ..em.. andy so he has many toys ..mm.. the toy is.. the favourite toy is woody that is cowboy doll. So ee.. when ee..andy.. andy's birthday .eeh his mother give him a gift that a toy like a robot ..ee.. that is a buzz. Buzz is a robot more sophisticated than woody, so woody feels left out. So, he wants to get rid the of buzz. The toys ee.. can the toys can live if no humans at home. The toys can talk and move. The toys can come to live if no humans around them. the toys can talk can move. So, the toys can like.. like..humans. so, ekhm.. in the end of the story ee.. the woody that cowboy doll..ee..make a friendship with buzz that the robot.

2. FDA

Alright my favourite genre of movies is fantasy. English fantasy. And then my favourite film is alice in the wonderland. Alice in the wonderland talk about a woman that follows the rabbit. The rabbit that wear the suit and then she found a maagic world.. and that world she has to follow aaa the war to defeat the red queen and then she has to..i mean she have to kill the dragon in that world.. to come .. I mean to go can go out from that world and go back to his own world. I also like harry potter because .. I don't know I just like harry potter because the cast. Ehmm.. I also like the movies from the harry potter one to the last harry potter because that was the great film... and also I like Narnia . Narnia has a great film I like the war with the fantasy ..eeh.. and that fantasy's world I mean with the lion I really like the lion.

3. CM

Okay I want to tell you about the movie the title is tom and jerry. Tom is a cat, where jerry is a mouse. Tom and jerry tells the story of aaa the characters.. oo .. who always fighting.. well.. tom and jerry the movie is the first eee. Feature film in the tom and jerry series. The film .. the film was a directed by phil, roman and pills in October 1992. Tom is a cat while jerry is a mouse..aaa. tom and jerry are two different types of animals and never get along. Aa.. there are aa..problems..they have aaa.. everyday. Aa.. and there are objects..aa.. or

food..aa and then that the they fight over everyday..aa.. they always trap each other always find forth each other but of the .. of the two of them.. the one who always..oo.. finds the most trouble is jerry..aa.. and he always teases tom with his annoying behaviour.. and makes jerry annoyed everyday..okay I think that's all from me thank you.

4. IBR

When I want to talk about my favourite film. That was I .. I could say that frozen. Frozen is my favourite film because I am very enjoyed while I wacth this movie for just.. for the first time I would like to tell you about my ..aa ..the story about frozen. And there are two siblings are in the kingdom. Where..where they.. they are each other one to defend this kingdom.ee to..build the new .. what's can I say that.. ee.. to build their kingdom. Of course because of their parents has passed away. So, ekhm..everything about this movie that was ..about the happy.. they have a happy ending where this is fin..the finally of this story we can take a look from the first thing that two .. two siblings in here are having Conflicts but at the end of the story they are ..aa they are happy together and they build that kingdom, and after that I just want to tell you about why this .. why I really like this movie because of .. you know.. this is talk about our siblings, there is a.. there is amm.. a sense of emotion of love.. were you were not only loving person because of you love your boyfriend but also you love your siblings. And ..and finally almost everything inside this .. this film ... when I choose one of my favourite movie is frozen.. thank you.

5. KH

Okay first of all ... its aa..the tittle is cruella. That the actor I just .. I just remember emma stone .. that he has a figure about the cruella. Eh.. the name is ..the girl is .. estella..he was born with a unique hair that.. with the other side white and the other side black. and estella have a good.. good mother that always covered her .. her hair that ..aa... that ee.. estella would not bullying or ee .. discriminate by their friends. And cruella..ee.. estella is a energetic and aa... energetic and active child. And make.. and she is ..aa.. active child and always make a problem in her school. But aa.. her mother always aa.. always . help her ..always.. that he

mother always support her.. “is not your fault” like that.. and estella, her dream job is a to be a designer and that and that town there is a baroness designer, the most favourite designer in there. And when estella child .. her mother and estella went to the event fashion that all of the designers went too.. and gathered that event.. and the .. one moment estella.. saw a tragic moment that her mother pushed away on the building then a .. her mother passed away. And then aa.. but estella didn’t know who push away her mother .. that who push her mother.. and the dreams of .. to be a.. big designer does still grow up in hers .. in her.. self.. in her estella her self .. and estella.. aa.. with the two friemds.. and the .. amd at the moment estella .. in to the baroness factory .. baroness production.. the baroness mostly likely and.. and aa.. favourite person designer in baroness production is estella. And one moment estella aa.. went to the private room of baroness and the end estella say the..the neckle.. the necles of estella’s mom. And estella ... and estella remember “is that my mom’s mine” so estella remember... the baroness that the person that who push away my mom. And that .. in that time estella change the personality the.. the personality and the fashion the style to be aaa.. cruella. And she be..aa.. she is ..make any fashion of aa.. fashion dress..that make with a beetle’s seeds that she arrange to the gown .. then the beetle seeds will be bloom... and the beetle seeds blooming when the baroness open the door..and the gown is broken and the baroness gown broken and then aa... big..text that cruella.. like that.. the baroness say..”who is the cruella” like that. And aa.. on the town every people saw that the cruella and baroness production is a rival. And the cruella make a like a new style that in that the town. Like mostly .. netizen in town like the cruella’s style .. and the baroness very angry and I want this.. this want this guy .. I want this estella’s fashion is die. And the baroness arrange the The situation that estella was estella must die. And that .. the plot twist . is she is estella is the real mom is baroness. And I just jumpscare about that .. that the baroness is .. this is the plot twist that baroness is the real mom of the cruella.. and that the 1st of the story.. thank you.

6. M

Ready or not is a story of a young [bride](#), samara weaving as she joins her husband's rich, marc o'bryan. An eccentric extended family adam brodi, henry czemy, andie mc dowell. In a family tradition .. that turns into a deathly game with a people struggle to survives. And then grace has to play a certain game according the.. according to the cards that she gets from a mysterious box. The cards grace choose says hide and seek. The lee domas family members grab guns and start hunting her. Apparently this tradition is an... offering for devil worshippers. And then ofee.. and then.. the end of the movie all of the members of the family are dead.. leave grace and her cigarettes at her hand and the police come to their family to ..to .. take the evidence and ee.. to catch grace.. but grace .. like aa.. she don't know .. everything.. something like that and then the house of the family... with .. burn ..[burn](#) with the fire. So, all of the evidence ... has gone. I think happy ending for grace .. she.. not .. she is not dead.

7. NA

47 meters down that's film is about shark... she has steps sister from his step mother and his father .. I mean her father.. is a shark catcher .. when her father have a job in .. I mean.. in a sea... so, she and his step .. and her step sister go to the another places that .. that connected to the sea. When they swim. Swim swim swim and until to the base of the sea. They meet with a shark. Big shark. So, .. when they saw the shark they afraid and run.. I mean.. run alike they swim very fast with her step sister and also with their friends. But unfortunately, one of them is .. was [catch](#) by the shark. And at the and of the film ..o I mean.. I'm sorry.. in the middle of the film she and her sister still swim fast..to ..i mean..to go far from the shark and then when they have reach the save place they have a problem .. that's but their oxygen is almost Empty..then in the end of the film they can save their owns but her step sister have an accident shark bite her step sister but they still alive and that's what happen and happy ending.

Appendix 20 DOCUMENTATIONS

Questionnaire with students



Speaking test with students



CURRICULUM VITAE



L. Identity

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Job : Housewife

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3. SMA Negeri 3 Padangsidempuan (2018)
4. UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan (2019-2023)



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17 Oktober 2022

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Kepada Yth:

1. Dr. Fitriadi Lubis, M.Pd.

(Pembimbing I)

2. Sri Rahmadhani Siregar, M.Pd.

(Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen
ahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi
Mahasiswa dibawah ini sebagai berikut :

Nama	: INGRID NAULI RAMADHANI HUTAGAOL
NIM	: 19 203 00046
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The correlation between habit of watching movies and speaking mastery at the fifth semester of English Department UIN Syahada Padangsidempuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam
egeri Syekh Ali Hasan Ahmad Addary Padangsidempuan Nomor 279 Tahun 2022
ntang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris
ahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut
atas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang
maksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu
osen diucapkan terima kasih.

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Alamat : Jl. Ht. Rizal Nurdin, Sihitang

adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan judul

“The Correlation between Habit of Watching movies and Speaking mastery at the fifth semester of English Department UIN Syahada Padangsidempuan”

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

a.n Dekan

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10Oktober 2023

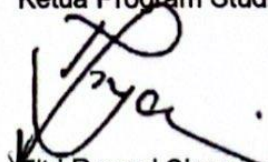
Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan menerangkan bahwa:

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adalah benar telah menyelesaikan tugas akhir penelitian dengan judul "The Correlation between Habit of Watching Movies and Speaking Mastery at the Fifth Semester of English Department UIN Syahada Padangsidimpuan".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

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