

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some theories that are related to the problems. The literature review consist of review on habit, English movie

A. Habit

This section presents about habit, habitual learning and criteria of habit.

1. Definition of Habit

Watson, as behaviorsm psychologist defines habit as a regular behavior (1924). This idea supported by Butler (1995: 61) who believes that habits are automatic routine behavior that is repeated regularly without thinking. Similarly, Wood and Neal define habit as psychological dispositions to repeat past behavior. They are acquired gradually as people repeatedly respond in a recurring context (2007).

When people do some actions without thinking before, it means that they do some habits. Habit is an easy way and didn't need more both concentration and attention. Djali (2009:126) states that habitual minds in doing it and it can go on while people think about or pay attention to other thing.

A habit, from the standpoint of psychology, is a more or less fixed way of thinking, willing, or feeling acquired through previous repetition of a mental experience, (Andrews, 1903). In

psychology, habituation is an example of non-associative learning in which there is progressive diminution of behavioral response probability with repetition of a stimulus. It is another form of integration. It is concluding that habitual learning is the learning by using repetition in a way of learning. The learners do something continuously and repeatedly and this activity is used as a way in learning something to improve their achievement. The learner must not be coerced into learning but made to feel as if it is in their own interest, and that they are acting from their own free will. In short, habitually learning by using habit. Some Indonesian learners probably like to use their habits in watching movie to enrich their vocabulary, grammar, pronunciation, spelling, etc.

In sum, it can be concluded that basically, habit relates to hobby. Habit, furthermore, concern with something that has been done by someone regularly without both concentration and attention, and it is difficult to be stopped in doing it. In other word, habit is routines of behavior that are repeated regularly and tend to occur subconsciously.

2. Criteria of Habit

The SRHI (Self-Report Habit Index) (Verplanken and Orbell 2016) measures if a target behaviour is characterized by basic features of a habit: a history of repetition, lack of control and awareness, efficiency, and expressing one's identity. This measure has the advantage of not relying on a behavioural measure to assess

habit strength. Habit measures based on behaviour often are confounded with other sources of stability and overestimate the relation between habit and future behaviour. Furthermore, the SRHI acknowledges that habit strength might vary independently from behavioural frequency (Verplanken 2006). There are 12 standardized items used for assessing habit strength.

Table 2.1

Self-Report Habit Index

No.	Behaviour X is something...	Habit definition subscale
1	I do frequently	History of repetition
2	I do automatically	Automaticity
3	I do without having to consciously remember	Automaticity
4	that makes me feel weird if I do not do it	Identity
5	I do without thinking	Automaticity
6	that would require effort not to do it	Automaticity
7	that belongs to my (daily, weekly, monthly) routine	History of repetition
8	I start doing before I realise I'm doing it	Automaticity
9	I would find hard not to do	Automaticity
10	I have no need to think about doing	Automaticity
11	that's typically 'me'	Identity
12	I have been doing for a long time	History of repetition

The 12 items SRHI above is comprised of questions which assess these three elements:

1. Frequency or history of repetition

Aart and Dijksterhuis (2000: 54) The conceptualization of habit as frequent past behaviour has been known since traditional period of behaviourist school which focus their interest primarily

on overt human behaviours as scientific object, and this concept of habit is strongly rooted in behaviourist approaches to learning theory. They stated that habits are a number of repetitive behaviour. This statement is clearly reasonable at the surface level. However it does not explain the whole aspect of habits. It does not explain how the habits are formed and at which frequency we could say that a behaviour is a habit. This is similar to Gardner's conceptualization of habit. Gardner excluded the behaviour frequency in habit features because it is unsatisfactory to the psychologist. It proposes that people frequently do what they do frequently but does not explain why this should happen.

It is true that to qualify behaviour as a habit, frequency facet does not cover sufficient concept of habit. However, the frequency of behaviour is definitely necessary and important feature in habit. A number of studies have resulted that frequent past behaviours do predict future behaviours, and that direct relation between past and future action shows that people simply do things as they did in the past.

Gardner (2012, p.34) A psychological operationalization of habit has emerged, which incorporates an explanatory mechanism: habits are actions that are frequently performed because they are initiated automatically. Repeating an action in a particular context reinforces context-action association in memory, and control over the initiation of the behaviour passes from a conscious reflective

processing system (initiated by intention) to an automatic impulsive system (initiated by environmental cues).

Verplanken and Aarts defined habit as learned sequence of acts that have become automatic responses to specific cues, and are functional in obtaining certain goals or end states. Thus, one the features of habit is that they have a history of repetition. The more frequently we perform behaviour the more likely it is to become habitual.

2. Automaticity

Automaticity is one characteristics of habit. It is likely to be responsible for why habits are experienced as natural element of everyday life. Almost all activities we do every day from waking up in the morning, taking a shower, brushing teeth, having breakfast, washing hands, going to work, and so on are felt so naturally done. Since it is done naturally, we find no difficulty in performing those habits, and what makes those habits felt easy is our automaticity. Barret (2006:.175) defined automatic as default mode which is initiated by the simple registration of sensory inputs which in turn passively activate knowledge structures that shape perception and action. Automaticity is not one single independent character. It has four attributes which can help people to know whether a particular human behaviour is automatic or not. Bargh (1994, p.7) divided automaticity into four features; they are Lack of Awareness, Lack of Intention, the Difficulty to Control, and

Mental Efficiency. A particular automatic process may have all these features all together or combination of these features. For example, habitual hand-washing may be defined by its lack of awareness; lack of conscious intention; and mental efficiency but not difficult to control, while snacking habitual is characterized by the difficulty to control.

3. Identity

Identity sometimes thought to be influenced by habitual behaviours. We carry out a behaviour, speak in a particular way, or even have certain thought processes or reactions to events which we define as ‘typically us’ and might feel strange if we did not do, or did something else. Moreover, we often seek to be consistent with our past behaviours in order to avoid what psychologists call cognitive dissonance – when we feel discomfort when our attitudes and beliefs do not match our behaviour. For example, research has found that people are more likely to vote if they are reminded of their identity as a past voter. As Verplanken and Orbell (2005: 1313) point out “habits are part of how we organize every-day life and thus might reflect a sense of identity or personal style.”. Whilst according to Gardner (2012: 141), this may not be a factor in all habits, some could define someone and, in their eyes, express their identity, so getting a sense of how much a habit or behaviour is considered part of someone’s identity could be useful. However, some researchers believe that self-identity is not a useful

component of habit to measure. Moreover, it could be a tricky thing to assess through self-report – are we really aware of what is 'typically me'?

B. English Movie

1. Definition of English Movie

According to Cambridge Online Dictionary (2017), movies or films are a story shown in cinema or on television. Movies can reach people's affective domain, promote reflective attitudes, and link learning to experiences. Movies also provide a narrative model grounded in the learners' familiar world that is framed in emotions and images (Gonzalez et al., 2015: 2).

Based on UU number 8 of 1992, movies defined as a product of culture and artworks which are made based on cinematography and recorded in a celluloid tape, video tape, video disc, or other discovered technology in any shapes, kinds, and sizes through chemical or electronic processes, audible or mute, and showed by using mechanical or electronic projection system. Another definition of movies is stated by Wibowo (2006: 37) who defines movies as a tool to deliver any kinds of messages to public through a story. Movies are also defined as a media of artistic expression used by artists and film maker to point out their ideas. Essentially, movies have power which affects the society. English movie means English-Speaking movie. The dialogues in the movies are basically using English. This is going to give the viewers an experience of the using of language, English in this case, in

real life. Viewers will also be provided an example of spoken language use in more natural way rather than spoken language that learners probably get at school.

2. Advantages of Movies

Watching movie is kind of entertainment. However, it is important to know that by watching movie, an individual can learn English as well. Film is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement.

Akmala (2011: 21) states that film can be an effective media in teaching learning process, because it stimulates learners both receptive skills (listening and reading) and productive skills (writing and speaking). Film can be more effective than other instructional media for relating one idea to another, for building continuity of thought, and for creating dramatic impact.

Movie has particular value, such as completing basic experience, provoking new inspiration, attracting attention, showing treatment of real object, explaining abstract things, etc. There are many advantages that can be obtained in the use of film as a media to deliver lessons to learners. There are many reasons why movies can be a special, extra dimension to the learning experience. Harmer (2001: 282-283) states that there are many reasons why movie (film) can be used in language learning. The advantages of using movie will be explained as follows:

1. Seeing language-in-use

One of the main advantages of video is that the learners do not just hear language, they see it too.

2. Cross cultural awareness

A video uniquely allows learners to look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British ‘body language’ when inviting someone out, etc.

3. The power of creation

When learners make their own movie as media in teaching and learning process, they are given potential to create something memorable and enjoyable, so learners will be enjoyable in learning activity.

4. Motivation

For all of the reasons so far mentioned, most learners show an increase level of interest when they have a chance to see language in use as well as hear it. It can motivate learners in teaching learning process.

C. Subtitle

Subtitles are text derived from either a transcript or screenplay of the dialog or commentary in films, television programs, video games, and the like, usually displayed at the bottom of the screen, but can also be at the top of the screen if there is already text at the bottom of the screen. They can either be a form of written translation of a dialog in a foreign

language, or a written rendering of the dialog in the same language, with or without added information to help viewers who are deaf or hard of hearing to follow the dialog, or people who cannot understand the spoken dialogue or who have accent recognition problems (Wikipedia, 2018).

Same-language captions, i.e., without translation, were primarily intended as an aid for people who are deaf or hard of hearing. Internationally, there are several major studies which demonstrate that same-language captioning can have a major impact on literacy and reading growth across a broad range of reading abilities. This method of subtitling is used by national television broadcasters in China and in India such as Doordarshan. This idea was struck upon by Brij Kothari, who believed that SLS makes reading practice an incidental, automatic, and subconscious part of popular TV entertainment, at a low per-person cost to shore up literacy rates in India (Assistivetech, 2018).

Although same-language subtitles and captions are produced primarily with the deaf and hard of hearing in mind, many hearing film and television viewers choose to use them. This is often done because the presence of closed captioning and subtitles ensures that not one word of dialogue will be missed. Bars and other noisy public places, where film dialogue would otherwise be drowned out, often make closed captions visible for patrons. Viewers may also find thick regional accents from other same-language countries hard to understand without subtitles. Films and television shows often have subtitles displayed in the same language if the speaker has a speech impairment. In addition, captions may reveal

information that would otherwise be difficult to obtain from hearing. Some examples would be song lyrics, dialog spoken quietly or by those with accents unfamiliar to the intended audience, or supportive, minor dialog from background characters. It is argued [weasel words] that such additional information and detail enhances the overall experience and allows the viewer a better grasp of the material. Furthermore, people learning a foreign language may sometimes use same-language subtitles to better understand the dialog without having to resort to a translation (Wikipedia, 2018).

D. Writing skill

1. The Definition of Writing

Writing is one of the language skills that must be learnt and mastered by the learners in the school. It helps them to develop their imaginative and critical thinking abilities in order to be able to write effectively and creatively. However, many experts have different perspectives about the definition of writing itself. According to Hyland (1996:09), Writing is a way of sharing personal leanings and writing courses that emphasize the power of the individual to construct his or her own views on a topic. Besides, Woodman and Adler (1985:07) assert, Writing is a dynamic process that weaves back and forth between thought and words. Meanwhile, Smith (in Gunn and Terasaki) (1982: 214) defines writing as the production of visual symbols designed to produce differential verbal responses in a reader. From the definitions

above, it can be understood that writing is a process of expressing and organizing ideas in the mind into a written form.

In writing activity, it involves learners' thought and feeling. They can write anything freely on their paper, but keep paying attention to the rules and structures in writing. Hence, writing is often regarded as a complicated skill. Nonetheless, it does not mean that it is difficult and cannot be done by the learners. Everything needs a process of learning, likewise in writing.

2. Types of Writing Styles

Writing includes various kinds of styles. Generally, there are four different types or styles of writing, following (Meer, 2016):

a. Expository writing

Expository writing is a subject oriented writing style, in which the main focus of the author is to tell us about a given topic or subject, and leave out his personal opinions. That is usually explains something in a process, its often equipped with facts and figures, and also usually in a logical order and sequence.

b. Descriptive writing

Descriptive writing is a style of writing which focuses on describing a character, an event or a place in great details. It is often poetic in nature; it can describe places, people, events, situations or locations in a highly detailed manner. The author visualizes what they sees, hears, tastes, smells and feels. In this

writing, we can make the sentences more detailed, and makes the descriptions clearly.

c. Persuasive writing

Persuasive writing is a type of writing which contains justifications and reasons to make someone believe on the point the writer is talking about. Persuasive writing is for persuading and convincing on your point of view.

d. Narrative writing

Narrative writing is a type of writing in which the author places himself as the character and narrates you to the story. It is has definite and logical beginnings, intervals and endings, and it has situation like disputes, conflicts, actions, motivational events, problems and their solutions.

From these all, the writer will choose the descriptive writing in conducting the research .

3. Writing Process

In teaching writing, it includes taking learners through a process in a series of steps, such as brainstorming for ideas, organizing then sequencing them, revising, editing the draft, and so on. When the writer begins to write, he/she will think about what and how to tell the plot of story. After finishing it, the writer read what he/she has written as a whole. Then, make changes and corrections to the error. Furthermore, the writer rewrites and revises it to get success in his/her writing work.

According to Harmer (2004:12) states as follows: “Although this shopping list may not seem to provide an example of sophisticated writing, it nevertheless tells us something about the writing process that the stages a writer goes through in order to produce something in its final written form. This process may, of course, be affected by the content (subject matter) of the writing, the type of writing (shopping lists, letters, essays, reports, or novels), and the medium it is written in (pen and paper, computer word files, live chat, etc.)”. But in all of these cases it is suggested that the process has four main elements:

a. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes. When planning, writers have to think about three main issues. In the first, place they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.), but also the choice of language whether, for example, it is formal or informal in tone. Thirdly,

writers have to consider the content structure of the piece that is, how best sequence the facts, ideas, or arguments which they have decided to include.

b. Drafting

We can refer to the first version of a piece of writing as a draft. This first “go” at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of draft may be produced on the way to the final version.

c. Editing (reflecting and revising)

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another readers’ reaction to a piece of writing will help the author to make appropriate revisions.

d. Final version

Once writer have edited their draft, making the changes they consider to be necessary, they produce their final version. In this, the writer is now ready to send the written text to its intended audience.

4. Characteristics of Good Writing

In writing there are three some characteristic of a good paragraph, such as: topic sentence, supporting sentence, and concluding sentence. These sentences should develop the main idea. The specifications are as follows:

a. Topic Sentence

A well-organized paragraph has topic sentence that aims to supports or develops a single idea. Moreover, Zemach and Islam (2005:14) state that a good topic sentence should include one clear topic or an opinion or idea of the topic. Topic sentence has impartial function that is substitutes or supports an essay's thesis statement, unifies the content of a paragraph and directs the order of the sentences and advices the reader of the subject to be discussed and how the paragraph subject will discuss it. Moreover, a topic sentence contains controlling ideas which limit the scope of the discussion to ideas that are manageable in a paragraph.

b. Supporting sentence

The sentences that follow expand upon the topic, using controlling ideas to limit the discussion. The main idea is supported by a) evidence in the form of facts, statistics, theoretical probabilities, reputable, educated opinions, b) illustrations in the form of examples and extended examples, and c) argumentation based on the evidence presented. Furthermore, Zemach and Islam (2005:58) states that ideas and sentence need to be ordered logically. It can be done by arranging sentence that are parts of the same ideas go together. Sentence can go in chronological order; moreover, one way to organize writer's supporting sentence is to decide which ideas

are most important. Writer's often put the most important ideas last in a paragraph, so the strongest sentences are the last ones the readers see.

c. Concluding Sentence

Concluding sentence is a sentence at the end of the paragraph which summarizes the information that has been presented (Walters, 2000:1). The conclusion is the writers last chance to make their part clear. The concluding paragraph consist of a) a summary of the main points, or a restatement of writer explanation in different word, b) writer's final comment on the subject based on the information they have provided. Some essential facts which make the writing is complex, such as unity and coherence. Both of them are important for the reader for they will make the readers be easier to understand the contents of paragraph it self.

1. Unity

Oshima and Houge (2007:67) argue that unity is an important element to make a good paragraph. A paragraph has unity whether all the supporting sentence discuss only one idea where from beginning until the end, each sentence directly related to the topic.

2. Coherence

Oshima and Houge (2007:76) argue that a coherence paragraph flow smoothly from the beginning to the end. The readers can follow the ideas easily because one sentence leads naturally to the next one.

E. Descriptive Text

Descriptive text is a text that tells what a person or a thing is like according to Larson (1984:118). Its purpose is to describe and reveal a particular person, place and thing. A descriptive text is usually used to create and to develop the characteristics of a person and why he or she is so special that the reader can create a vivid picture of the character. The purpose of the text is that description is used in all form of writing not only to tell a vivid impression of a person, but also to describe a person's achievement in the report (Zahrowi,2009). Descriptive text is also usually used to develop an aspect of someone's writing for example to create or to describe a thing. A description should be unique thus description of one thing should be different from a description of another thing (Priyanto, 2009). In other words, a descriptive text is not used to generalize.

A descriptive text consists of generic structure in range, such as:

- a. Identification (introduction of subject). In this part, the writer should explain about the subject. Writer can explain the subject in generally.
- b. Description. In this part, writer explains the characteristic of subject very clearly.

Language features of a descriptive text are as follows:

1. Has the certain subject or thing. Example: My house, my cat, etc.
2. Using simple present tense. Example: I have a pet, it is very cute
3. Using action verbs. Example: My cat likes fish and chicken, my cat can jump very high
4. Using many kinds of adjectives that describes and numbers the subject, thing or object. Example: My dog has two ears and does not have horn, my cat has soft fur and the color is white, black and brown.
5. Using “thinking” verbs and “feeling” verbs. Example: My rabbit is very cute and funny, my cat loves its bed, etc.

Meanwhile according to Schacter (1984), the characteristics of descriptive writing are: 1) Sensory details. 2) Precise language (cow instead of animal; mansion instead of home). 3) Comparisons (under the jeweled sky; speaks like a queen). 4) Strong verbs (She slammed the bag down.). 5) Hyperbole (faster than a thunderclap; hard as a stone).

When student describe something, they paint with the picture with words. The purpose is to make the reader see what they have described. The way to do this is to use many specific detail, specific means exact, and precise. The more specific they can do, make the reader can see what they are described (Blanchard, 2003: 70).

In this research, the EFL learners were asked to write a descriptive text about anything they like to describe without limiting them to only one topic.

This is because the researcher wanted the EFL learners feel free to express themselves and write comfortably using their writing skill.

F. Previous Studies

A study had been conducted in order to investigate the correlation between learners' interest in watching English movie and their speaking achievement entitled *The Correlation between Learners' Interest in Watching English Movie and Their Speaking Achievement at Second Year of SMPN 1 Gandusari Trenggalek* by Rukan Sanusy in 2014. The result has shown that there was no significant correlation between learners' habit in watching English movie and their speaking achievement at second year of SMPN 1 Gandusari Trenggalek.

Another study entitled "*The Impact of Watching English Subtitled Movies in Vocabulary Learning in Different Genders of Iranian EFL Learners*" by Zeynab Karimi Osbouei in 2015 has shown that learners who has watched English subtitled movies in classrooms had performed better in the vocabulary achievement tests and their scores increased significantly.

By basing on the previous studies stated above, the researcher wanted to conduct a research in the same field. What makes it different is that the researcher will modify the variables which are: habit in watching English movie with English subtitle and writing skill. The subject of the study is EFL learners.