

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the finding of the research. This chapter consists of the description of data, normality testing, hypotheses testing and discussion.

A. Findings

In order to get the necessary data related to the two variables in this study that were “habit in watching English movie with English subtitle” and “descriptive writing ability”, the researcher gave the questionnaire to the EFL learners. The researcher took 19 learners as the sample to represent the population. The presentation data of both instruments can be seen as follows:

1. Description of EFL Learners’ Habit in Watching English Movie with English Subtitle (questionnaire)

To find out the EFL learners’ habit in watching English movie with English subtitle, the researcher collected the data by conducting questionnaire and gave it to the EFL learners. The questionnaire consists of twenty (20) statements with five (5) options. To give score of the answer, the researcher gave four alternative answers with different value, for the positive statements: 5 points for *strongly agree*, 4 points for *agree*, 3 points for *undecided*, 2 points for *disagree*, 1 points for *strongly disagree*. Meanwhile for negative

statements: 1 points for *strongly agree*, 2 points for *agree*, 3 points for *undecided*, 4 points for *disagree*, 5 points for *strongly disagree*.

After scoring the questionnaire result, the researcher presented the score list in Table 4.1. Meanwhile, the descriptive statistics of it is presented in Table 4.3.

Table 4.1
The Score of EFL Learners' Habit in Watching English
Movie with English Subtitle

No.	Respondent	Questionnaire Score
1	A	49
2	B	80
3	C	78
4	D	76
5	E	67
6	F	69
7	G	86
8	H	72
9	I	89
10	J	81
11	K	66
12	L	64
13	M	86
14	N	82
15	O	91
16	P	84
17	Q	68
18	R	74
19	S	60

Based on the result on the table 4.1, the researcher made the categorization of the learners' scores on the following table 4.2:

Table 4.2
The Distribution Scores of Learners' Habit in Watching English
Movie with English Subtitle

No	Score	Criteria	Rank
1	90-100	Very Good	5
2	80-89	Good	4
3	70-79	Fair	3
4	50-69	Low	2
5	0-49	Very Low	1

According to the table 4.2 above, it can be seen that the score 90-100 gets rank 5, score 80-89 gets rank 4, score 70-79 gets rank 3, score 50-69 gets rank 2, score 0-49 gets rank 1.

Table 4.3
Descriptive Statistics of Habit in Watching English Movie
with English Subtitle

Statistics		
Habit_Watching_English_Movie_with_Eng lish_Subtitle		
N	Valid	19
	Missing	0
Mean		74.8421
Std. Error of Mean		2.51110
Median		76.0000
Mode		86.00
Std. Deviation		1.09456E1
Variance		119.807
Range		42.00
Minimum		49.00
Maximum		91.00
Sum		1422.00

From the table above, it can be seen that the mean of habit score is 74.8421 which can be categorized as fair. The median is

76.0000 and the mode is 86.00. In addition, the highest score is 91.00 and the lowest one is 49.00. The total of the score is 1422.00.

2. Description of EFL Learners' Ability in Writing Descriptive Text

To find out the EFL learners' ability in writing descriptive text, the researcher collected the data by administering descriptive writing test to the EFL learners. Here, the researcher presented the score list as follows:

Table 4.4

The Score of EFL Learners' Ability in Writing Descriptive Text

No	Respondent	Writing Score
1	A	79
2	B	86
3	C	75
4	D	70
5	E	75
6	F	62
7	G	86
8	H	80
9	I	69
10	J	72
11	K	61
12	L	75
13	M	84
14	N	82
15	O	79
16	P	72
17	Q	75
18	R	92
19	S	75

Based on the result on the table 4.4 above, the researcher made the categorization of the learners' scores below:

Table 4.5

The Distribution Scores of Learners' Descriptive Writing Ability

NO	Range of Score	Level	Rank
1	81-100	Excellent	4
2	61-80	Good	3
3	41-60	Fair	2
4	0-40	Poor	1

According to the table 4.5 above, it can be seen that the score 81-100 gets rank 4, score 61-80 gets rank 3, score 41-60 gets rank 2, score 0-40 gets rank 1.

Table 4.6

Descriptive Statistics of Descriptive Writing Test

Statistics		
Descriptive_Writing_Ability		
N	Valid	19
	Missing	0
Mean		76.2632
Std. Error of Mean		1.81907
Median		75.0000
Mode		75.00
Std. Deviation		7.92915
Variance		62.871
Range		31.00
Minimum		61.00
Maximum		92.00
Sum		1449.00

From the table above, it can be seen that the mean of writing score is 76.2632 which can be categorized as good. The median is

75.0000 and the mode is 75.00. In addition, the highest score is 92.00 and the lowest one is 61.00. The total of the score is 1449.00.

3. Correlation between EFL Learners' Habit in Watching English Movie with English Subtitle and their Ability in Writing Descriptive Text

The correlation between EFL learners' habit in watching English movie with English subtitle and their ability in writing descriptive text was analyzed by using Spearman's Rank Correlation Coefficient in SPSS 16.0. The result is in the following table:

Table 4.7

Correlation Analysis by Using SPSS 16.0

Correlations			Habit_Watching_English_Movie_with_English_Subtitle	Descriptive_Writing_Ability
Spearman's rho	Habit_Watching_English_Movie_with_English_Subtitle	Correlation Coefficient	1.000	.446
		Sig. (2-tailed)	.	.056
		N	19	19
	Descriptive_Writing_Ability	Correlation Coefficient	.446	1.000
		Sig. (2-tailed)	.056	.
		N	19	19

The correlation value between habit in watching English movie with English subtitle and ability in writing descriptive text showed by Spearman's Rank Correlation Coefficient resulting 0.446. The correlation value indicated how strong the correlation between two variables are. The result means moderate correlation between the

variables because the correlation coefficient (r) appeared is 0.446 which lies between the interval 0,400-0,600 that had been attached in the previous chapter (see Table 3.10). The correlation itself belongs to the positive correlation or directional correlation as the correlation coefficient (r) was in the positive number. This means that high on one variable, high on the other. This also means that low on one variable, low on the other. Under the correlation coefficient, it is stated that the Sig. (2-tailed) which is used to measure the significance of correlation and it will be discussed in the next part.

4. Normality Testing

The normality was analysed by using SPSS. The result is as shown on Table 4.6 below:

Table 4.8
Normality Testing

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Habit_Watching_English_Movie_with_English_Subtitle	.102	19	.200*	.965	19	.673
Descriptive_Writing_Ability	.142	19	.200*	.972	19	.823

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the table above, the p-value of habit is 0.673. In addition, the level of significance is 5% (0.05), and 0.673 is bigger than 0.05 thus that means the data of habit came from normally distributed population. Furthermore. The p-value of writing ability is 0.823 and $0.823 > 0.05$

which means that the data of writing ability also came from normally distributed population.

B. Hypothesis Testing

The data description of correlation between habit in watching English movie with English subtitle and ability in writing descriptive text resulted in moderate correlation. However, the hypothesis testing has not been proven yet. The researcher stated the hypotheses of the research in Chapter I. The hypotheses were:

1. Null hypothesis (H_0):

There is no significant correlation between habit in watching English movie with English subtitle and ability in writing descriptive text of ELF learners.

2. Alternative hypothesis (H_a):

There is significant correlation between habit in watching English movie with English subtitle and ability in writing descriptive text of ELF learners.

The researcher used SPSS hypothesis testing based on the N. Sig (number of significance). According to the result of correlation on table 4.7, the researcher got $r = 0.446$, N. Sig = 0.056. To prove whether the hypothesis was rejected or not, the researcher had criteria of test hypothesis is as follows:

- 1. If $p\text{-value} \leq \alpha$; = significant correlation**

If $p\text{-value (showed in Sig. (2-tailed))} \leq \alpha$ (level of significance), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means that there is a significant correlation between EFL learners' habit in watching English movie with English subtitle and ability in writing descriptive text.

2. If $p\text{-value} > \alpha$; = no significant correlation

If $p\text{-value} > \alpha$, the null hypothesis (H_0) is not rejected and the alternative hypothesis (H_a) is rejected. It means that there is no significant correlation between EFL learners' habit in watching English movie with English subtitle and ability in writing descriptive text.

The result of the calculation shows that $p\text{-value}$ is 0.056. To know the strength of correlation, correlation coefficient was compared with α (level of significance). The level of significance is 5% (0.05), and 0.056 is bigger than 0.05. In other words, since $p\text{-value}$ is bigger than the level of significance, the null hypothesis is not rejected. Therefore, null hypothesis (H_0) which says **“There is no significant correlation between habit in watching English movie with English subtitle and ability in writing descriptive text of ELF learners”** can not be rejected, while the alternative hypothesis (H_a) was automatically rejected.

C. Discussion

In this sub chapter, the researcher fully reviewed the result of this research dealing with the findings up to the hypothesis testing. Based on the statement in chapter I, the objective of this research is to find out the

correlation between habit in watching English movie with English subtitle and ability in writing descriptive text of ELF learners.

Based on the result of analysis on the answer of the questionnaire, it is known that the 1 learner has a very good habit, 7 learners have good habit, 4 learners have fair habit, 6 learners have low habit and 1 learner have a very low habit. Meanwhile from the analysis of the learners' descriptive writing ability, it is known that the 5 learners' scores are excellent and 14 learners' scores are good.

The researcher computed and analysed the data in this research by using SPSS 16.00 to find out the correlation. The computation shows that there is correlation between habit in watching English movie with English subtitle and ability in writing descriptive text which resulted in low correlation. The result is 0.446 which is categorized into moderate correlation based on Riduwan in Andayani (2016:46). Thus, it can be concluded that there is correlation, even though it is moderate.

In addition, the correlation coefficient indicates positive correlation. This means that high on one variable, high on the other ad vice versa. In this research it means that if learners' habit in watching English movie with English subtitle is high, then the ability in writing descriptive text is also high and vice versa. Therefore, the correlation is positive.

Furthermore, p-value is compared with level of significance to measure the strength of correlation. Since p-value (0.056) is bigger than the level of significant (0.05), it means that the null hypothesis (H_0) is not rejected. Therefore, there is no significant correlation between EFL

learners' habit in watching English movie with English subtitle and their ability in writing descriptive text. In other words, although the correlation coefficient shows moderate and positive correlation, but it is not statistically proven that there is correlation between two variables.

Regarding to the previous study, Sanusy (2014) did a research to find out the correlation between learners' interest in watching English movie and their speaking achievement at second year of SMPN 1 Gandusari Trenggalek. The result has shown that there was no significant correlation between learners' habit in watching English movie and their speaking achievement. Other than that, Osbouei (2015) conducted another study to find the impact of watching English subtitled movies in vocabulary learning in different genders of Iranian EFL learners. The study resulted in that learners who has watched English subtitled movies in classrooms had performed better in the vocabulary achievement tests and their scores increased significantly. Thus, from those studies, the researcher assumed that there is a correlation between learners' habit in watching English movie with English subtitle and their ability in writing descriptive text since there is underlying cause between those two studies.

However, after conducting the research, the researcher found out that there is no significant correlation between EFL learners' habit in watching English movie with English subtitle and their ability in writing descriptive text. Regarding to this result, the researcher analysed the reasons why there is no significant correlation between the variables. The reasons showed as follows:

1. The EFL learners may be able to describe things well but some of them lack in using the correct language feature in writing descriptive text. The researcher assumed that they have little knowledge about descriptive text language feature.
2. The EFL learners may be more focused on the movie storyline rather than purposely watching English movie with English subtitle to learn descriptive text itself.

In sum, the researcher concluded that there is moderate and positive correlation between EFL learners' habit in watching English movie with English subtitle and their ability in writing descriptive text. However, it is not statistically proven that the correlation is significant so it is considered as not significant correlation.