CHAPTER IV

FINDING AND DISCUSSION

This chapter provides the research finding and the discussion of the research. The chapter included the description of the data, the normality testing and linearity testing, the hypothesis testing and the discussion.

A. Research Findings

In the finding of this research, the researcher explains the data of the research variables which "English student's frequency in watching English movie" and "student's ability to pronounce word stress". The data of the research variables was gotten from distributing questionnaire and test. The questionnaire aims to obtain score of student's frequency in watching English movie. In addition, test aims to get the student's score in pronouncing word stress. In addition, the data analysis that consists of normality testing and linearity testing and hypothesis testing also is explained in this chapter.

1. Data Description

a. Description of Student's Questionnaire Score

To get the necessary data of student's frequency in watching English movie, the researcher collects the data by using questionnaire. The questionnaire consists of 10 questions with 5 options which are always, often, sometimes, seldom and never. In counting score, the researcher uses Likert Scale. All the questions are positive questions.

As the Likert scale, the score of positive statements are 5 point for always, 4 points for often, 3 points foe sometimes, 2 points foe seldom, and 1 point for never. It means the maximal score is 50 points and the minimal score is 10. The score from the questionnaire and the classification is shown in Table 4.1:

Table 4.1 The Student's Questionnaire Result

No.	Option									
	Always		Often		Sometimes		Seldom		Never	
	F	P	F	P	F	P	F	P	F	P
1	1	3,0%	16	48,5%	14	42,4%	2	6,06%	0	0%
2	2	6,6%	12	36,4%	13	39,4%	6	18,2%	0	0%
3	1	3,0%	0	0%	2	6,1%	24	72,7%	6	18,2%
4	0	0%	0	0%	5	15,2%	16	48,5%	12	36,4%
5	4	12,1%	6	18,2%	14	42,4%	5	15,1%	4	12,1%
6	13	39,4%	14	42,4%	4	12,1%	1	3,0%	1	3,0%
7	14	42,4%	13	39,4%	5	15,2%	1	3,0%	0	0%
8	10	30,3%	12	36,7%	10	30,3%	1	3,0%	0	0%
9	13	39,4%	10	30,3%	9	27,3%	0	0%	1	3,0%
10	9	27,3%	8	24,2%	12	36,4%	4	12,1%	0	0%

Table 4.2 The Score of the Questionnare

No.	Respondent	Score of Variable X	Classification
1	Respondent 1	38	High
2	Respondent 2	36	High
3	Respondent 3	29	Fair
4	Respondent 4	29	Fair
5	Respondent 5	26	Low
6	Respondent 6	34	Fair
7	Respondent 7	37	High

Continued

Continuation **Table 4.2 The Score of the Questionnare**

8	Respondent 8	44	Very High
9	Respondent 9	36	High
10	Respondent 10	34	Fair
11	Respondent 11	38	High
12	Respondent 12	40	High
13	Respondent 13	32	Fair
14	Respondent 14	40	High
15	Respondent 15	35	High
16	Respondent 16	38	High
17	Respondent 17	30	Fair
18	Respondent 18	29	Fair
19	Respondent 19	30	Fair
20	Respondent 20	36	High
21	Respondent 21	33	Fair
22	Respondent 22	25	Low
23	Respondent 23	32	Fair
24	Respondent 24	39	High
25	Respondent 25	30	Fair
26	Respondent 26	35	High
27	Respondent 27	23	Low
28	Respondent 28	31	Fair
29	Respondent 29	38	High
30	Respondent 30	35	High
31	Respondent 31	38	High
32	Respondent 32	26	Low
33	Respondent 33	31	Fair
Total		1107	
Mean		33.54	Fair

The table 4.2 showed the result after distributing questionnaire with 10 questions to the respondent. The table showed that there is one respondent who got 23 as the lowest score for her questionnaire score. Furthermore, there is one respondent that got 44 as the highest score

for her questionnaire score. According to the total score that students got, we can know the mean of the score. The mean is 33,54 that classified in fair. From the table above, the researcher conclude the distribution of Student's frequency in watching English movie in a Table 4.3.

Table 4.3 The Classification of the Questionnaire Score

No.	Classification	Score	Frequency	Percentage
1	Very High	43-50	1	3.03%
2	High	35-42	15	45.45%
3	Fair	27-34	13	39.39%
4	Low	19-26	4	12.12%
5	Very Low	10-18	0	0%

From the table 4.3, it showed that the student that got very high score is 1 student, got high score is 15 students, got fair score is 13 students, get low score 4 students and no one get very low score. From the result we can know that the most of students got high score, it means that most of student's frequency in watching English movie is high.

b. Description of student's pronunciation test score

In order to get the data of student's score in pronouncing word stress, the researcher gives the pronunciation test to the respondents that consist of 50 isolated words. The isolated words are divided into three categories which are two syllables words, three syllables words,

and four syllables. Each word has 1 point for the correct pronunciation and 0 point if the students cannot pronounce the word correctly. It means that if the students can pronounce all the words correctly, they will get 50 point. The score from the pronunciation test and the classification is shown in the table 4.4.

Table 4.4 The Score of Pronunciation Test

No.	Respondent	Score of variable Y	Classification
1	Respondent 1	38	Good
2	Respondent 2	38	Good
3	Respondent 3	39	Good
4	Respondent 4	40	Good
5	Respondent 5	32	Good
6	Respondent 6	36	Good
7	Respondent 7	36	Good
8	Respondent 8	37	Good
9	Respondent 9	34	Good
10	Respondent 10	34	Good
11	Respondent 11	40	Good
12	Respondent 12	41	Excellent
13	Respondent 13	27	Average
14	Respondent 14	37	Good
15	Respondent 15	34	Good
16	Respondent 16	26	Average
17	Respondent 17	27	Average
18	Respondent 18	37	Good
19	Respondent 19	37	Good
20	Respondent 20	38	Good
21	Respondent 21	37	Good
22	Respondent 22	24	Average
23	Respondent 23	36	Good
24	Respondent 24	42	Excellent
25	Respondent 25	39	Good

Continued

Continuation **The Score of Pronunciation Test**

26	Respondent 26	33	Good
27	Respondent 27	35	Good
28	Respondent 28	42	Excellent
29	Respondent 29	29	Average
30	Respondent 30	28	Average
31	Respondent 31	28	Average
32	Respondent 32	27	Average
33	Respondent 33	34	Good
Total		1142	
Mean		34.60	Good

The table 4.4 showed the result of the pronunciation test with 50 questions. From the table we can know that there is one respondent who got the lowest score for her pronunciation test that is 24. Furthermore, there are two respondents who got 42 for their pronunciation test that is the highest score. According to the total score that students get, we can know the mean of the score is 34,60 that classified in good. From the table 4.4 the researcher concluded the frequency distribution of Student's ability in pronouncing word stress in a simpler table.

Table 4.5 The Classification of the Pronunciation Test Score

No.	Classification	Score	Frequency	Percentage
1	Excellent	41-50	3	9.09%
2	Good	31-40	22	66.66%
3	Average	21-30	8	24.24%
4	Poor	11-20	0	0%
5	Very poor	0-10	0	0%

Based on the table 4.5, it could be seen that the students that got excellent score are 3 students, got good score are 22 students, got fair score are 8 students and no one gets poor and very poor score. From the result we can know that the most of students got good score, it showed that most of students have a good level in pronounce word stress.

2. Data Analysis

a. Normality testing

Normality testing is done with the aims to assure whether the data are normal distribution or not. The researcher applies SPSS 25. The value of significance (α) = 0.050. The possible decisions in normality testing are as follows:

1) If the significance value > 0.050, it indicates that the distribution of data is normal.
2) If the significance value < 0.050, it indicates that the distribution of data is not normal.

In order to know whether the data of student's frequency in watching English movie and the student's ability to pronounce word stress are distributed normally or not, the researcher applies One-sample Kolmogorov-Smirnov test by using SPSS 25 to obtain the data. The value of normality test can be seen in the table 4.6:

Table 4.6 Normality table

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		33
Normal Parameters[a,b]	Mean	0.0000000
	Std. Deviation	4.88911798
Most Extreme Differences	Absolute	0.133
	Positive	0.127
	Negative	-0.133
Test Statistic		0.133
Asymp. Sig. (2-tailed)		.150[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

According to the result of normality 4.6, we can see that the value of significance is 0.150 > significance level = 0.05. From the result, the researcher concludes that the distribution of the data is normal.

b. Linearity testing

Linearity testing is conducted to know whether both variables predictor variables (X) with the criteria variable (Y) show the linear relationship or not. The linearity testing is done, the researcher applies T test through SPSS 25 with the value of significance (α) = 0.050. The possible decisions in normality testing are as follows:

1) If the significance value > 0.050, it indicates that the distribution of data is linear.
2) If the significance value < 0.050, it indicates that the distribution of data is not linear.

After conducting normality test, the researcher analyses the linearity test. The linearity test is employed to know the relation of both variables. The value of linearity test is shown in the table 4.7:

Table 4.7 Linearity table

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Student's Ability to Pronounce Word Stress * Student's Frequency in Watching English Movie	Between Groups	(Combined)	431.412	15	28.761	1.306	0.296
		Linearity	40.968	1	40.968	1.860	0.190
		Deviation from Linearity	390.445	14	27.889	1.266	0.318
	Within Groups		374.467	17	22.027		
	Total		805.879	32			

According to the result of linearity test 4.7, we can see that the value of significance is 0.190 > significance level = 0.05. From the result, the researcher concluded that student's frequency in watching English movie and their ability to pronounce word stress has linear regression.

c. Correlation Coefficient

After knowing the data distribution was normal and linear, the researcher calculates the correlation coefficient between the variables by applying the formula of Product Moment Correlation. The data is presented such as follow:

Table 4.8 Student's Questionnaire and Test score

No.	Respondent	Questionnaire result X	Pronunciation test score Y
1	Respondent 1	38	38
2	Respondent 2	36	38
3	Respondent 3	29	39
4	Respondent 4	29	40
5	Respondent 5	26	32
6	Respondent 6	34	36
7	Respondent 7	37	36
8	Respondent 8	44	37
9	Respondent 9	36	34
10	Respondent 10	34	34
11	Respondent 11	38	40
12	Respondent 12	40	41
13	Respondent 13	32	27
14	Respondent 14	40	37
15	Respondent 15	35	34
16	Respondent 16	38	26
17	Respondent 17	30	27
18	Respondent 18	29	37
19	Respondent 19	30	37
20	Respondent 20	36	38
21	Respondent 21	33	37
22	Respondent 22	25	24
23	Respondent 23	32	36
24	Respondent 24	39	42
25	Respondent 25	30	39
26	Respondent 26	35	33
27	Respondent 27	23	35
28	Respondent 28	31	42
29	Respondent 29	38	29
30	Respondent 30	35	28
31	Respondent 31	38	28
32	Respondent 32	26	27
33	Respondent 33	31	34
	Total	$\Sigma X = 1107$	$\Sigma Y = 1142$

From the data 4.8, it can be seen the result of the accumulated number of variable's (X) total score is 1107 and the number of accumulated variable's (Y) total score is 1142. Then the researcher will correlate the data from these 2 variables into tables 4.9:

Table 4.9 The correlation between Variable X and Variable Y

No.	Respondent	X	Y	XY	X^2	Y^2
1	Respondent 1	38	38	1444	1444	1444
2	Respondent 2	36	38	1368	1296	1444
3	Respondent 3	29	39	1131	841	1521
4	Respondent 4	29	40	1160	841	1600
5	Respondent 5	26	32	832	676	1024
6	Respondent 6	34	36	1224	1156	1296
7	Respondent 7	37	36	1332	1369	1296
8	Respondent 8	44	37	1628	1936	1369
9	Respondent 9	36	34	1224	1296	1156
10	Respondent 10	34	34	1156	1156	1156
11	Respondent 11	38	40	1520	1444	1600
12	Respondent 12	40	41	1640	1600	1681
13	Respondent 13	32	27	864	1024	729
14	Respondent 14	40	37	1480	1600	1369
15	Respondent 15	35	34	1190	1225	1156
16	Respondent 16	38	26	988	1444	676
17	Respondent 17	30	27	810	900	729
18	Respondent 18	29	37	1073	841	1369
19	Respondent 19	30	37	1110	900	1369
20	Respondent 20	36	38	1368	1296	1444
21	Respondent 21	33	37	1221	1089	1369
22	Respondent 22	25	24	600	625	576
23	Respondent 23	32	36	1152	1024	1296
24	Respondent 24	39	42	1638	1521	1764
25	Respondent 25	30	39	1170	900	1521
26	Respondent 26	35	33	1155	1225	1089
27	Respondent 27	23	35	805	529	1225
28	Respondent 28	31	42	1302	961	1764
29	Respondent 29	38	29	1102	1444	841
30	Respondent 30	35	28	980	1225	784
31	Respondent 31	38	28	1064	1444	784
32	Respondent 32	26	27	702	676	729
33	Respondent 33	31	34	1054	961	1156
		$\Sigma X=$ 1107	$\Sigma Y=$ 1142	$\Sigma XY=$ 38487	$\Sigma X^2=$ 37909	$\Sigma Y^2=$ 40326

From the data of variable X and Y, it can be seen that:

$\Sigma N = 33$

$\Sigma X = 1107$

$\Sigma Y = 1142$

$\Sigma XY = 38487$

ΣX^2 = 37909

ΣY^2 = 40326

$(\Sigma X)^2$ = 1225449

$(\Sigma Y)^2$ = 1304164

Calculation:

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

$$r_{xy} = \frac{33(38.487) - 1.264.194}{\sqrt{\{33(37.909) - (1107)^2\}\{33(40.326) - (1142)^2\}}}$$

$$r_{xy} = \frac{1270071 - 1264194}{\sqrt{\{1.250.997 - 1.225.449\}\{1.330.758 - 1.304.164\}}}$$

$$r_{xy} = \frac{5.877}{\sqrt{(25.548)(26.594)}}$$

$$r_{xy} = \frac{5.877}{\sqrt{679.423.512}}$$

$$r_{xy} = \frac{5.877}{26.065,75}$$

$$r_{xy} = 0,225$$

The researcher obtained the calculation above manually in order to know the correlation between English student's frequency in watching English movie and their ability to pronounce word stress. The researcher used SPSS 25 to calculate the Pearson Product Moment Correlation. The result from SPSS 25 also can support by manual

calculation result. The result of the test using SPSS 25 is presented as follow:

Table 4.10 Correlation table

Correlations

		Student's Frequency in Watching English Movie	Student's Ability to Pronounce Word stress
Student's Frequency in Watching English Movie	Pearson Correlation	1	0.225
	Sig. (2-tailed)		0.207
	N	33	33
Student's Ability to Pronounce Word stress	Pearson Correlation	0.225	1
	Sig. (2-tailed)	0.207	
	N	33	33

According to the calculation of correlation coefficient on the table 4.10, the researcher gets that the correlation coefficient (rxy) was 0,225. To interpret the correlation score, the researcher uses the interpretation of correlation by (Arikunto,2010).

According to the table of the interpretation coefficient correlation (table 3.7), we can know that the correlation coefficient (0,225) was at the level “low” correlation. So it can be concluded that the correlation between student’s frequency in watching English movie and their ability to pronounce word stress was in low correlation.

After calculating the coefficient correlation, the researcher calculates the significance of the variables that is be tested by using significance test formula. The formula of test:

1) If $t_{value} > t_{table}$: H_a is accepted and H_0 is rejected. It indicates that there is significant correlation between English student's frequency in watching English movie and their ability to pronounce word stress.
2) If $t_{value} < t_{table}$: H_a is rejected and H_0 is accepted. It indicates that there is no significant correlation between English student's frequency in watching English movie and their ability to pronounce word stress.

Calculation:

$$t_{value} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$= \frac{0{,}225\sqrt{33-2}}{\sqrt{1-(0{,}225)^2}}$$

$$= \frac{0{,}225\sqrt{31}}{\sqrt{1-0{,}0506}}$$

$$= \frac{1{,}252}{0{,}944}$$

$$= \mathbf{1{,}326}$$

The result of t_{value} above is compared by t table in the significant 5% with 33 respondents. The researcher gets the degree of freedom (*df*) and the formula of t table as follow:

Calculation:

df = N-nr

df = 33-2

df = 31

Description:

df = Degree of Freedom

N = Number of respondent

Nr = Number of variables

From the calculation of degree of freedom above, we know that t_{table} of *df* = 31 in significant 5% is 2,039 (*Appendix 7*). It showed that $t_{value} < t_{table}$ (1,326 < 2,039). Therefore, H_a is rejected and H_0 is accepted which means there is no significant correlation between English student's frequency in watching English movie and their ability to pronounce word stress.

3. Hypothesis Testing

The researcher applies SPSS 25 to calculate the Pearson Product Moment Correlation in testing the hypothesis. The result from SPSS 25 also can support the result of manual calculation. The criteria for the hypothesis as follows:

a. If $r_{xy} > r_{table}$, H_a is accepted which means that there is a correlation between English student's frequency in watching English movie and their ability to pronounce word stress.

b. If $r_{xy} < r_{table}$, H_0 is accepted which means that there is no a correlation between English student's frequency in watching English movie and their ability to pronounce word stress.

Based on the calculation 4.10, it can be seen that the correlation value between English student's frequency in watching English movie and their ability to pronounce word stress is 0,225. The r_{table} from the total of respondents (N=33) in significance level 5% is 0,344 (*Appendix 6*). It showed that the index value of r_{table} (0,344) is bigger that the index value of r_{xy} (0,225) or $r_{xy} < r_{table}$. It indicates that the null hypothesis is accepted that can be concluded **there is no correlation between English student's frequency in watching English movie and their ability to pronounce word stress**. The result is categorized as low correlation because the correlation coefficient is located between the intervals 0,200-0,399. The correlation itself belongs to the positive correlation because the correlation coefficient is in the positive number.

B. Discussion

The purpose of this research is measure the correlation between English student's frequency in watching English movie and their ability to pronounce word stress. In order to obtain the data of student's frequency and their ability to pronounce word stress, the researcher calculates the correlation between two variables manually and also by using SPSS 25.The finding of the

research indicates that there is no significant correlation between English student's frequency in watching English movie and their ability to pronounce word stress at the second semester student of English education department at IAIN Tulungagung. Even though the literature review has shown that movie has a big contribution in developing language skills and language components, but based on the data analysis above, the comparison between r_{xy} and r_{table} shows that $r_{xy} < r_{table}$ which indicates the null hypothesis is accepted. The score of correlation coefficient has got is 0,225 that is in interval of 0,2-0,4 that means the correlation of the variables is at the level low correlation. The correlation is categorized into positive low correlation because the score of correlation coefficient is a positive number.

The finding of this research has similar result as Latifa et al (2020) have found no correlation between student's habit in watching English movie and students speaking achievement. But journal by Abdullah and Rahman (2017) the result is there is positive correlation between both variables. Then Aufa (2017) final result showed that in increasing student's pronunciation, movie can be one of an effective ways for the second semester students of English department. And the last is the journal from Hidayatullah (2018) also showed that Western movie is appropriate to be a media in improving student's pronunciation.

In this case, the result of this research is contradicted with the result of the previous study from Aufa (2017) and Hidayatullah (2018) that movie can be one of an effective ways to increase and improve the student's

pronunciation. In this research, the researcher only focused on one aspect of pronunciation which is pronunciation of word stress. And the finding showed that there is no correlation between English student's frequency in watching English movie and their ability to pronounce word stress.

Wulandari (2016) stated that as one of prosodic features, word stress get limited attention in teaching and learning of English as a foreign language. She also stated that the student's opportunity to apply the knowledge of word stress into speaking is limited because mostly the student's concept of learning word stress is limited on writing phonetic transcription. In her study, she concluded that the very slow development of English word stress acquisition by Indonesian EFL learners is caused by late and limited English exposure, unbalanced implicit and explicit knowledge caused curriculum, insufficient lecturer's feedback, irregular feedback. Saiful (2008) stated that the teacher and learners of English in Indonesia tend to overlook in learning more about the pronunciation aspect like word stress and they do not mindful about the importance of word stress position is because they think that the most important is the fluency in speaking. The finding of this research also supported by Ladefoged (2001:231) who said that English uses a lot more of differences in stress than the most of language of the world. It means that the patterns of English word stress are more complex than the patterns of Indonesian word stress.

Relate to the statement above, the researcher concluded that ignorance of word stress and the lack of knowledge of word stress makes

the input obtained from watching movies not optimal and does not cover all aspects of pronunciation, especially word stress. In addition the pattern of English word stress is complex. Hence, learning pronunciation needs more practice and the learners also need to pay attention more to all the aspects of pronunciation and search some mediums and strategies to improve their pronunciation.