

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter presents the finding and discussion of the research. This chapter consists of the description of the data, the normality testing, the hypothesis testing, and the discussion.

#### **A. Research Findings**

In order to get the necessary data related to the two variables in this study that were "watching English movie habit" and "listening comprehension ability". The researcher distributed the questionnaire and test to the third-semester English department students in UIN Sayyid Ali Rahmatullah Tulungagung. Then, the researcher took 30 respondents as the sample to represent the population. The presentation data of both instruments can be seen as follows:

#### **1. Data Description**

##### **a. The Respondents' Background**

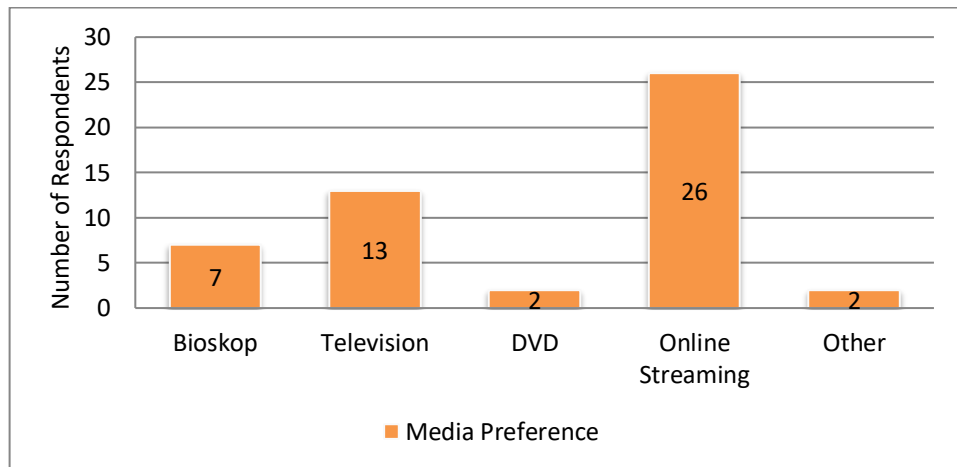
To gain the appropriate data on students' watching English movie habit, the researcher collect data through a closed questionnaire by Rachmawati (2018). The questionnaire consisted of a general description of the respondents that included gender and length of exposure. The following table 4.1 summarized the respondents' background.

**Table 4.1****The Summary of Respondents' Background**

Category	Number of Respondents	Percentage
<b>Gender :</b>		
M (Male)	10	33%
F (Female)	20	67%
<b>Length of exposure :</b>		
1 – 3 years	7	23%
4 – 6 years	7	23%
7 – 9 years	4	14%
≥ 10 years	12	40%

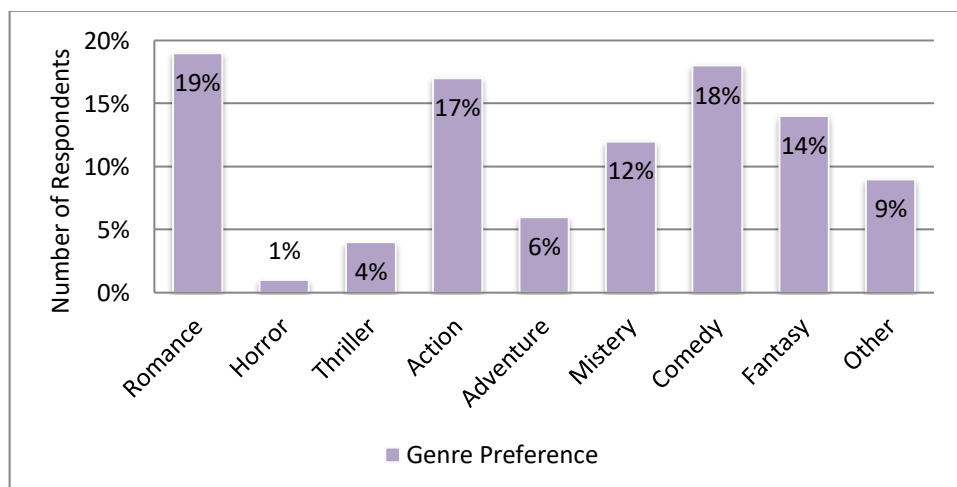
Of all 30 respondents, 10 of them are male (33%) and 20 of them are female (67%). Meanwhile, the length of exposure or number of years they have spent learning English is slightly variable. 40% of respondents have learned English for more than 10 years, 14% of respondents have learned it for 7 – 9 years, 23% of respondents have learned it for 4 – 6 years, also 23% of respondents have learned it for 1 – 3 years.

Aside from the respondents' background, the first section of the questionnaire also describes the respondents' preference for watching English movies. Namely, their preferred media to watch English movies in, their favorite genre, and their favorite movies to watch. In these cases, the students were allowed to mention more than one option. The results of media preferences can be seen in the following figure:



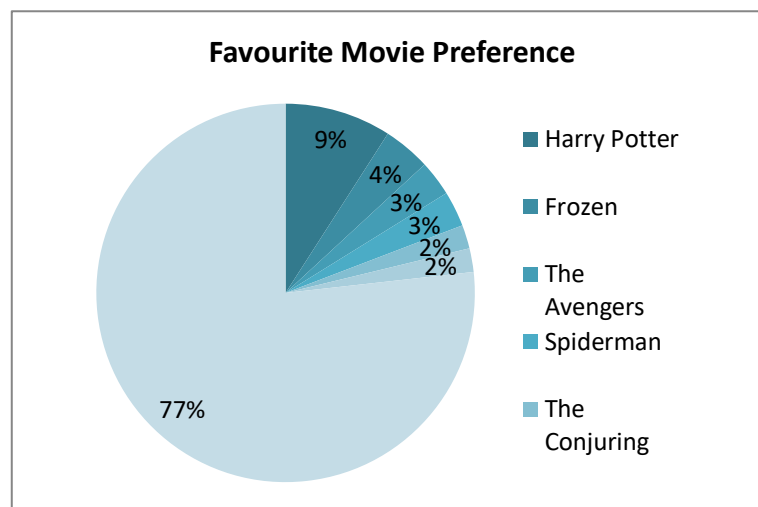
**Figure 4.1 The Respondents' Media Preference in Watching English Movie**

Figure 4.1 showed the most used media to watch English movies by the respondents is via Online Streaming that was voted by 26 respondents. Following the second place is Television that was voted by 13 respondents. This is presumably because online streaming media was the easier media to access English movies through the internet and they can watch it anywhere through their phone or laptop. In addition, online streaming media could provide a wider and varied selection of movies at an affordable price or sometimes for free.



**Figure 4.2 The Respondents' Genre Preferences**

The findings in figure 4.2 show the respondents' genre preferences in choosing English movies to watch. In this section, the respondents were allowed to mention 3 options. The findings show the most favorite genre is romance that was chosen by 19% of respondents, followed by comedy in second place with 18% and the least preferred genre combined in other genre section with 9%; it is historical, detective, drama, and animation.



**Figure 4.3 The Respondents' Favourite Movie Preferences**

The findings in figure 4.3 showed the respondents' favorite preference for English movies. In this case, the respondents were allowed to mention 3 options. According to the results, the most favorite English movie chosen by the respondents is Harry potter with 9%, the second is Frozen chosen by 4% of respondents, Avenger and Spiderman chosen by 3% of respondents, The Conjuring and Finding Nemo chosen by 2% of respondents, and the other 77% are the various preference movie chosen by the respondents. This data shows that there are so many English movie that the respondents mentioned to be their favorite, with Harry Potter

became the number one mentioned movie chosen by 9% and the other 77% is the various other movies combined that can not make it into 1%.

b. Description of students' questionnaire score

The second section of the questionnaire contains 28 questions or statements presented using the Likert scale to obtain the data about the students' watching English movie habit. The respondents may choose from a scale of 1 to 5 according to their situation. The results of students' questionnaire scores can be seen in the following table.

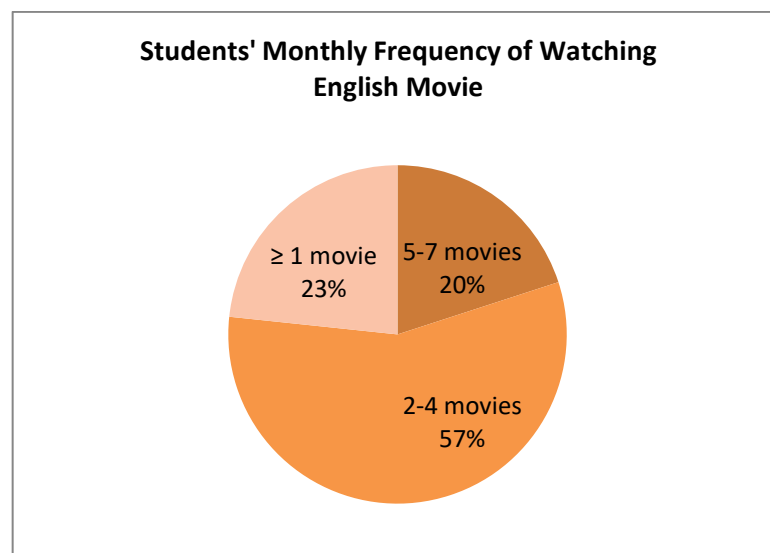
**Table 4.2**

**The Result of The Questionnaire Score (X)**

No. Respondents	Questionnaire Score (X)	No. Respondents	Questionnaire Score (X)
STUDENT 1	99	STUDENT 16	86
STUDENT 2	104	STUDENT 17	86
STUDENT 3	112	STUDENT 18	95
STUDENT 4	115	STUDENT 19	106
STUDENT 5	94	STUDENT 20	76
STUDENT 6	117	STUDENT 21	95
STUDENT 7	123	STUDENT 22	79
STUDENT 8	90	STUDENT 23	97
STUDENT 9	120	STUDENT 24	126
STUDENT 10	97	STUDENT 25	105
STUDENT 11	101	STUDENT 26	101
STUDENT 12	131	STUDENT 27	86
STUDENT 13	115	STUDENT 28	90
STUDENT 14	86	STUDENT 29	109
STUDENT 15	73	STUDENT 30	94
		$\Sigma N = 30$	$\Sigma X = 3008$
		<b>Average</b>	100,26
		<b>Max</b>	131
		<b>Min</b>	73

From the calculation of variable X shown in table 4.2, it was found that  $\sum X = 3008$ . According to that data, the highest score is 131, the lowest score is 73, and the average score is 100,26. The detailed score of each item can be seen in the appendix (see appendix 3).

This section (question number 3) also revealed the frequency of students' watching English movie in a month. The result of the data can be seen in the following figure.



**Figure 4.4 Students' Monthly Frequency of Watching English Movie**

Figure 4.4 shows that the 57% of the respondents watched English movie 2-4 times a month, 23% of the respondents watched 1 movie in a month and 20% of respondents watched 5-7 movies in a month.

c. Description of students' listening comprehension ability score

A listening test was conducted to obtain the students' listening comprehension ability scores. The test contains 20 items in the form of multiple choices. The result of the students' listening comprehension test can be seen in the following table.

**Table 4.3**

**The Students' Listening Comprehension Ability Test Score (Y)**

No. Respondent	Listening Comprehension Ability Score (Y)	No. Respondent	Listening Comprehension Ability Score (Y)
STUDENT 1	80	STUDENT 16	80
STUDENT 2	65	STUDENT 17	60
STUDENT 3	95	STUDENT 18	80
STUDENT 4	75	STUDENT 19	65
STUDENT 5	55	STUDENT 20	40
STUDENT 6	75	STUDENT 21	50
STUDENT 7	40	STUDENT 22	35
STUDENT 8	60	STUDENT 23	35
STUDENT 9	35	STUDENT 24	70
STUDENT 10	70	STUDENT 25	65
STUDENT 11	60	STUDENT 26	65
STUDENT 12	100	STUDENT 27	80
STUDENT 13	70	STUDENT 28	50
STUDENT 14	55	STUDENT 29	90
STUDENT 15	30	STUDENT 30	35
		$\sum N = 30$	$\sum Y = 1865$
		<b>Average</b>	62,16
		<b>Max</b>	100
		<b>Min</b>	30

According to the data presented in table 4.3, the calculation of variable Y yielded the result  $\sum Y = 1865$ . The highest score obtained was

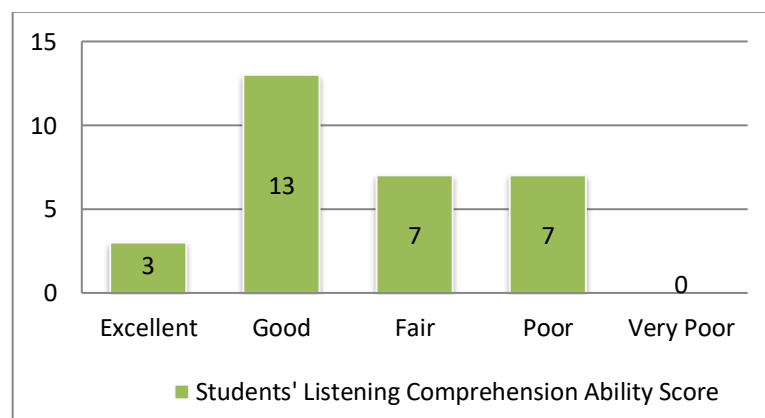
100, the lowest score obtained was 30, and the average score obtained was 62,16. The classification of the students' listening comprehension ability score is shown in table 4.4 below;

**Table 4.4**  
**The Classification of**  
**The Listening Comprehension Ability Score**

No	Criterion	Score	Frequency	Percentage
1	Excellent	81 – 100	3	10%
2	Good	61 – 80	13	44%
3	Fair	41 – 60	7	23%
4	Poor	21 – 40	7	23%
5	Very Poor	0 – 20	0	0%

Based on table 4.4, it can be seen that 3 students (10%) got an excellent score in the range 81 – 100, 13 students (44%) got a good score in the range 61 – 80, 7 students (23%) got a fair score in range 21 – 40, 7 students (23%) got a poor score in range 21 – 40, and there were no students (0 percent) who got a very poor score in range 0 – 20.

The following figure will clarify the distribution of students' listening comprehension ability scores in each criterion.



**Figure 4.5 The Students' Listening Comprehension Ability Score**



## 2. Data Analysis

### a. Normality and linearity testing

After the data from both instruments were obtained, the data was analyzed using SPSS program version 24 to test normality and linearity. Normality tests were carried out to determine whether the data distribution to the respondents is normal or not. In this study, the researcher used a significance level of 5%. To do the normality test, the researcher applied the Shapiro-Wilk criteria because the sample size is  $\leq 30$ . The result of the normality testing are shown in the following table;

**Table 4.5**

**The Normality Test Result of The Data**

<b>Tests of Normality</b>						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
X	0,087	30	,200*	0,980	30	<b>0,813</b>
Y	0,111	30	,200*	0,961	30	<b>0,330</b>
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

The result of the normality testing using Shapiro-Wilk revealed that students' watching English movie habit is normally distributed because the significance value is 0,813 and it is greater than the value of 5%. It means that  $0,813 > 0,05$ . The result of normality testing on students' listening comprehension ability scores is also normally

distributed with the significance value of 0,330. It is greater than 5%. It means  $0.330 > 0,05$ .

After that, the researcher also tested the linearity of the data using SPSS program version 24 to see if the regression relationship between the two variables is linear. The result can be seen in the following table;

**Table 4.6**

**The Linearity Result of The Data**

<b>ANOVA Table</b>			Sum of Squares	df	Mean Square	F	Sig.
Listening Comprehension Ability * Watching English Movie Habit	Between Groups	(Combined)	8627,917	20	431,396	2,092	0,128
		Linearity	1893,937	1	1893,937	9,183	0,014
		Deviation from Linearity	6733,979	19	354,420	1,718	<b>0,204</b>
	Within Groups		1856,250	9	206,250		
	Total		10484,167	29			

The result of the linearity testing as presented in table 4.6 revealed that the two variables, the students' watching English movie habit (X) and the students' listening comprehension ability (Y), have a linear regression of relationship because the significance value of both variables was 0,204. The value of significance is bigger than the significance level of 5% ( $0,204 > 0,05$ ) means that the variables are linear.

**b. Correlation coefficient**

As mentioned before, because the distribution of the data was normal and linear, the researcher then calculated the correlation coefficient of the two variables using the Pearson Product Moment Correlation formula to obtain discover the correlation between the students' watching English movie habit and their listening comprehension ability. The data were calculated using SPSS program version 24. The result of the calculation is shown in the table below;

**Table 4.7**

**Correlation Coefficient of The Data**

<b>Correlations</b>			
		Watching English Movie Habit	Listening Comprehension Ability
Watching English Movie Habit	Pearson Correlation	1	<b>,425*</b>
	Sig. (2-tailed)		0,019
	N	30	30
Listening Comprehension Ability	Pearson Correlation	<b>,425*</b>	1
	Sig. (2-tailed)	0,019	
	N	30	30

\*. Correlation is significant at the 0.05 level (2-tailed).

Based on the data presented in table 4.7, the correlation coefficient index value was found to be 0,425 from a total of 30 respondents. To determine the correlation score, the researcher used the interpretation table (see table 3.8). Based on the interpretation table, it can be seen the index value correlation coefficient (0,425) at interval 0,40 – 0,599. The result implies that there is a moderate correlation between students'

watching English movie habit and their listening comprehension ability. Whereas, for the number significance (Sig) = 0,019 is used to determine whether the hypothesis is accepted or rejected which will be explained in the next section.

### 3. Testing Hypothesis

To determine the significance of the two variables, the correlation coefficient was calculated and the score of the significance test was displayed. To measure whether the hypothesis was rejected or not, the researcher utilized a significance level of 5%, or 0,05. The hypothesis testing criteria are as follows:

1. If the significance  $< 0.05 = H_a$  is accepted. It means that there is a correlation between students' watching English movie habit and their listening comprehension ability.
2. If the significance  $> 0.05 = H_0$  is accepted. It means that there is no correlation between students' watching English movie habit and their listening comprehension ability.

The calculation of the correlation coefficient using SPSS in the previous section (see table 4.7) revealed that the value of significance is 0,019. Thus, it is less than the significance level of 0,05 ( $0,019 < 0,05$ ). Therefore,  $H_a$  is accepted. It means that **there is a correlation between students' watching English movie habit and their listening comprehension ability.**

## B. Discussion

As the researcher emphasized in the first chapter, the goal of this study is to discover whether or not students' watching English movie and their listening comprehension ability of the third-semester students of the English Department at UIN Sayyid Ali Rahmatullah Tulungagung has any correlation. In this discussion, the researcher wants to explain the result of this research. This research used statistical data to answer the research problem. This section served some points in research design, they were the collecting and analyzing data based on findings.

To collect the data, the researcher used two instruments. The first is distributing the questionnaire. From the questionnaire, the researcher was able to obtain the data on the students' average frequency of watching English movies in a month. The result of the questionnaire showed that 57% of students watch 2-4 English movies in a month, 23% of students watch  $\geq 1$  movie English movie in a month, and 20% of students watch 5-7 English movies in a month. This result is aligned with the previous study by Wibawa (2021) which stated that the average frequency of Indonesian watching foreign movies is 1-2 movies per month.

Then from the next section of the research, the researcher was able to obtain the data related to students' watching English movie habit. From the total of 30 respondents, the highest score obtained was 131, the lowest score was 73, and the average score was 100,26. The second is the listening comprehension ability test. The data of listening comprehension ability test score revealed that the highest score obtained was 100, the lowest was 30, and the average score was 62,16.

The normality testing was conducted using the Shapiro-Wilk criteria because there were less than 50 subjects used in this study. The result indicated that the data of students' watching English movie habit (X) was normally distributed because the value of significance is greater than the significance level of 5% ( $0,813 > 0,050$ ). The data of students' listening comprehension ability test (Y) was also normally distributed because the value of significance is greater than the significance level of 5% ( $0,330 > 0,050$ ). In addition, the linearity testing indicated that the two variables have a linear regression of relationship because the significance value of both variables is greater than the significance level of 5% ( $0,204 > 0,05$ ) which means that the variables are linear.

After analyzing the normality and linearity of the data, the researcher used SPSS program version 24 to determine the correlation coefficient of the two variables. The correlation coefficient obtained was 0,425 which is in the interval 0,40 – 0,599. This indicated that the relationship is categorized into moderate correlation with the condition of heterogeneous respondents with different levels of habit. Furthermore, the comparison of the significance of the correlation coefficient and the significance level also reveals that  $0,019 < 0,050$ , indicated that the alternative hypothesis ( $H_a$ ) is accepted. It means that there is a positive correlation between the students' watching English movie habit and their listening comprehension ability of the third-semester students of English department at UIN Sayyid Ali Rahmatullah Tulungagung.

Thus, based on the explanation and the findings of this study, it is possible to conclude that students who have a higher level of watching English movie habit

also have a better listening comprehension ability. This findings were suitable with the theories from Ismaili (2013:122), which stated that many scholars and EFL practitioners prefer to watch movies because it is an enjoyable source of entertainment and language acquisition. It is also one kind of authentic material so that the students can learn the real context of a situation in which conversation can be used.

The findings of this study indicated that students who have a watching English movie habit also have a better score on their listening comprehension ability test. This result is aligned with the previous study by Aldina, Dayu, and Haura (2020:112) which suggested that watching English movies can help students to overcome their problems in listening. It also helps them to stay enthusiastic to study wherever they are during the COVID-19 pandemic. Watching English movies also helps sensitize the students' sense of hearing, which also help them in listening comprehension ability.