

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents about finding of the research and discussions with some theories related with the finding of the research. It is divided into three major points, they are the descriptive of data; hypothesis testing; and discussion.

A. The Description of Data

1. Students' Frequency on Watching English Movie

The data collection from questionnaire about the students' frequency of watching English movie was about how often they watch English movie. The scores were obtained from 31 students as sample, and the descriptive statistics of it is presented in Table 4.1.

Table 4.1

Descriptive Statistics of Students' Frequency on Watching English Movie

Statistics	
freq_watching_movie	
N	Valid 31
	Missing 0
Mean	31.19
Std. Error of Mean	.679
Median	32.00
Mode	33
Std. Deviation	3.781
Variance	14.295
Range	15

Minimum	22
Maximum	37
Sum	967

From the statistics, the mean of questionnaire score is 31.19. The median is 32.00 and the mode is 33. The highest amount of the frequency of watching English movies is 37 and the lowest one is 22. The total score is 967 and the participants (N) are 31. Meanwhile, for percentage frequency of the frequency on watching movie can be seen in Table 4.2.

Table 4.2

Percentage Frequency of Students' Frequency on Watching English Movie

		freq_watching_movie			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	22	1	3.2	3.2	3.2
	24	1	3.2	3.2	6.5
	25	1	3.2	3.2	9.7
	26	1	3.2	3.2	12.9
	27	2	6.5	6.5	19.4
	29	4	12.9	12.9	32.3
	30	2	6.5	6.5	38.7
	31	1	3.2	3.2	41.9
	32	4	12.9	12.9	54.8
	33	6	19.4	19.4	74.2
	34	2	6.5	6.5	80.6

35	2	6.5	6.5	87.1
36	3	9.7	9.7	96.8
37	1	3.2	3.2	100.0
Total	31	100.0	100.0	

The percentage of the students' frequency on watching English movie is presented in Diagram 4.1. Meanwhile, the category of it is presented in Table 4.3 and Diagram 4.2

Diagram 4.1

Percentage of Students' Frequency on Watching Movie

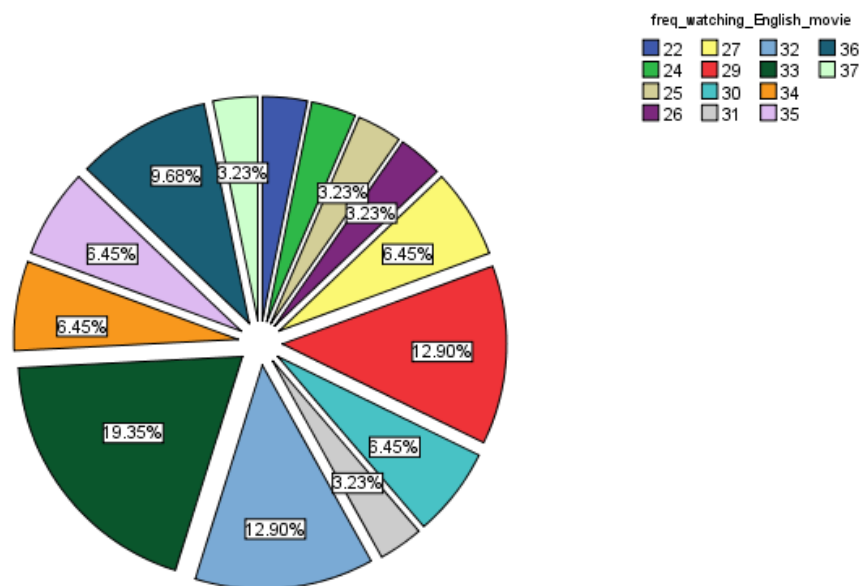


Table 4.3

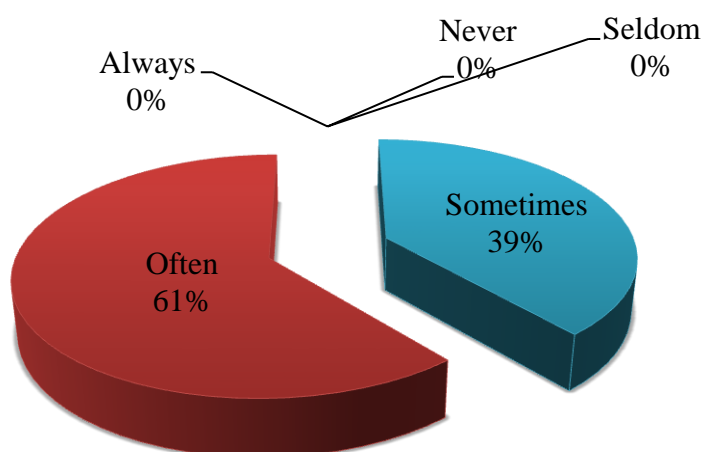
Category of Students' Frequency on Watching Movie

Categories	Score	Frequency	Percentage
Never	0- 10	0	0
Seldom	11-20	0	0
Sometimes	21-30	12	38.71%

Often	31-40	19	61.29%
Always	41-50	0	0
Total		31	100%

Diagram 4.1

Category of Students' Frequency on Watching Movie



On the basis of Table 4.3, it shows that the highest percentage of students' frequency on watching English movie is in the interval 31-40 which categorized as *often* whose amount is 12 students with percentage 61.29%. Meanwhile the rest of percentage is in the interval 21-30 that categorized as *sometimes*. Therefore, most students often watch English movie.

After that, the researcher made interpretation based on rating score
Interpretation of rating scales score:

$$(H) = \text{Highest scores} \times \text{Total of students (respondent)}$$

$$= 50 \times 31 = 1550$$

$$(L) = \text{Lowest scores} \times \text{Total of students (respondent)}$$

$$= 10 \times 31 = 310$$

Interval (i):

$$i = \frac{1550}{5}$$

$$= 310$$

The formula for interpreting score according to Riduwan (2006:93) is as follows:

Total = Highest Score per Item x Item Question x Respondents

If every item had maximum score, the total will be:

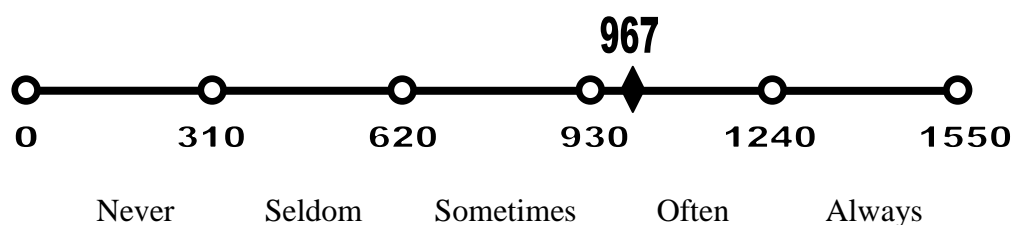
$$\text{Total} = 5 \times 10 \times 31$$

$$= 1550$$

Therefore, the criteria for interpretation of scores, adapted from Riduwan (2006:94):

Number	0	-	310	=	Never
Number	311	-	620	=	Seldom
Number	621	-	930	=	Sometimes
Number	931	-	1240	=	Often
Number	1241	-	1550	=	Always

Then, the researcher interpreted on continuum diagram as follows:



From the diagram above, it shows that the students' frequency of watching English movie is often because 967 is between the 930 and

1240 as often category. Therefore, it can be concluded that MS6B students often watch English movie.

2. Students' Translation Skill

The data collected from translation test was intended to measure the students' skill on translation. The scores were obtained from 31 students as sample, and the descriptive statistics of it is presented in Table 4.4.

Table 4.4
Descriptive Statistics of Students' Translation Test

Statistics		
translation_skill		
N	Valid	31
	Missing	0
Mean		57.3314
Std. Error of Mean		2.07259
Median		59.0909
Mode		59.09
Std. Deviation		1.15397E1
Variance		133.164
Range		54.55
Minimum		27.27
Maximum		81.82
Sum		1777.27

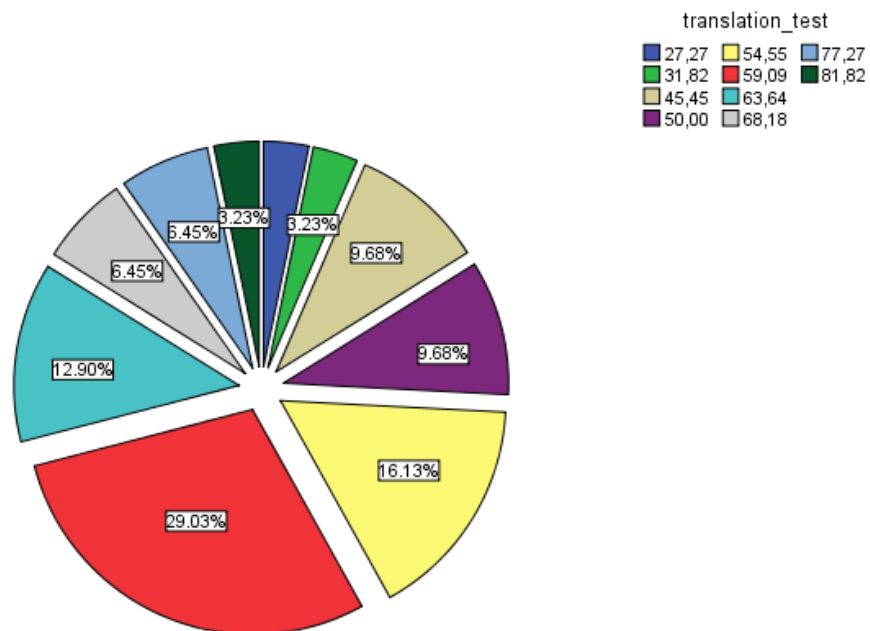
On the basis of Table 4.4, it can be known that the mean of translation score is 57.33. The median is 59.09 and the mode is 59.09. In addition, the highest score is 81.82 and the lowest one is 27.27. The

total of the score is 1777.27. Meanwhile, the percentage frequency of the test can be seen in Table 4.5.

Table 4.5
Percentage Frequency of Students' Translation Test

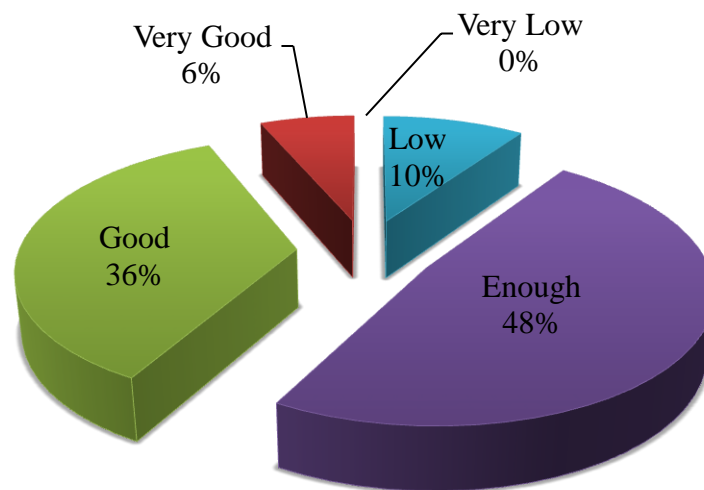
		translation_skill			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	27.27272	1	3.2	3.2	3.2
	31.81818	1	3.2	3.2	6.5
	45.45454	3	9.7	9.7	16.1
	50	3	9.7	9.7	25.8
	54.54545	5	16.1	16.1	41.9
	59.0909	9	29.0	29.0	71.0
	63.63636	4	12.9	12.9	83.9
	68.18181	2	6.5	6.5	90.3
	77.27272	2	6.5	6.5	96.8
	81.81818	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

The percentage of the students' translation test is presented in Diagram 4.3. Meanwhile, the category of it is presented in Table 4.6 and Diagram 4.4.

Diagram 4.2**Percentage of Students' Translation Test****Table 4.6****Category of Students' Translation Test**

Categories	Score	Frequency	Percentage
Very Low	86-100	0	0
Low	71-85	3	9.68%
Enough	56-70	15	48.39%
Good	40-55	11	35.48%
Very Good	< 40	2	6.45%
Total		31	100%

Diagram 4.4
Percentage of Students' Translation Test



Furthermore, adapted from Riduwan in Saputra (2014: 66) stated that the result categorize of translation test. They are: (1) < 40 categorized as very low with grade classified "E"; (2) $40 - 55$ categorized as low with grade classified "D"; (3) $56 - 70$ categorized as enough with grade classified "C"; (4) $71 - 85$ categorized as good with grade classified "B"; (5) $86 - 100$ categorized as very good with grade classified "A". Since the mean is 57.33, it can be concluded that the score is enough because 57.33.45 lies between the interval 56-70 with grade classified "C". In addition, 20 students got the score in the category "C" which took the highest percentages (48.39%). It means that the finding of translation test of MS6B students is categorized as enough with grade classification "C".

3. The Correlation between Students' Frequency on Watching Movie and Their Translation Skill

The correlation between students' frequency on watching movie and their translation skill was analyzed by using *Pearson Product Moment* in SPSS 16.0. The result was in the following table.

Table 4.7
Correlation Analysis by Using SPSS 16.0

Correlations			
		freq_watching_English_movie	translation_test
freq_watching_English_movie	Pearson Correlation	1	.345
	Sig. (2-tailed)		.057
	N	31	31
translation_test	Pearson Correlation	.345	1
	Sig. (2-tailed)	.057	
	N	31	31

The correlation value between frequency on watching movie and translation skill shows by Pearson Correlation resulting 0,345. The correlation value indicated how strong the correlation between two variables are. The result means *low correlation* between the variables because the appeared correlation coefficient is 0,345 which lies between the interval 0,200–0,400 that had been attached in the previous chapter (see Table 3.7). The correlation itself belongs to the *positive correlation* or *directional correlation* as the Pearson correlation value 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 Pearson correlation, 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. The last point comes up in the table is the number of the involved sample that is 31 respondents.

B. Hypothesis Testing

The data description of correlation between students' frequency on watching movie and their translation test results in low correlation. However, the hypothesis testing hasn't been proven yet. The researcher stated the hypotheses of the research in chapter I. The hypotheses were:

1. H_0 (null hypothesis)

There is no significant correlation between students' frequency on watching English movie with their translation skill.

2. H_a (alternative hypothesis)

There is a correlation between students' frequency on watching English movie with their translation skill.

From the hypotheses, the researcher needed to know whether the null hypothesis is rejected or not. The researcher assumed that the high frequency on students watching English movies, the high their translation skill is. To prove whether the hypothesis was rejected or not, the researcher had criteria of test hypothesis is as follows:

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

If $\rho\text{-value}$ (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 students' frequency on watching English movie and their translation skill.

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

If $\rho\text{-value} > \alpha$, 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 students' frequency on watching English movie and translation skill.

The result of the calculation shows that $\rho\text{-value}$ is 0.057. To know the strength of correlation, correlation coefficient was compared with α (level of significance). The level of significance is 5% (0.05), and 0.057 is bigger than 0.05. In other words, since $\rho\text{-value}$ is bigger than the level of significance, the null hypothesis is not rejected. Therefore, there is no significant correlation between students' frequency of watching English movie and translation skill.

C. Discussion

In this subchapter, the researcher would fully review the result of this research dealing with the findings up to the hypothesis testing. On the basis of the statement in chapter I, the objective of this research is to find

out the correlation between students' frequency on watching English movie and translation skill.

In conducting this research, the researcher computed and analyzed the data by using SPSS 16.0 to find out the correlation. The computation shows that there is correlation between frequency on watching English movie and translation skill that results in low correlation. The result is 0.345. This value is categorized into low correlation based on Riduwan in Saputra (2014:61). Thus, from the computation, it can be concluded that there is correlation, even though it is low or weak.

In addition, the correlation coefficient indicates positive correlation. This means that high on one variable, high on the other; and vice versa. In this case it shows that if students' frequency on watching movie is high, then it is also high on translation skill. On the other hand, if the frequency on watching movie is low, then the translation skill is also low. Therefore, the correlation is positive.

Furthermore, to measure the strength of correlation, p -value is compared with level of significance. Since p -value (0.057) 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 students' frequency on watching English and their translation skill. In other words, even though the correlation coefficient shows low and positive correlation, but it is not statistically proven that there is correlation between two variables.

Regarding the previous studies, the researcher used Zainuddin's study about the correlation between student's habit in watching English movie and vocabulary mastery at the second year of SMAN 1 Anggeraja (2016). His study resulted in that there is a positive correlation between students' habit and vocabulary mastery in watching English movie with the correlation coefficient is 0,776 and the critical value of r table is 0,339. It means that the correlation is significant.

The other study was about the correlation between students' vocabulary mastery and their translation ability of the second year students of senior high school by Novikasari (2011). Her study resulted in that there is a correlation between the students' mastery of vocabulary and their translation ability. The correlation is positive since the higher students' mastery of vocabulary, the higher their translation ability. In addition, the correlation is significant because the correlation coefficient (0,749) is higher than table value (0,391). From those studies, the researcher assumed that there is a correlation between students' frequency on watching English movie and their translation skill since there is underlying cause between those two studies.

However, after conducting research, the researcher found out that there is no significant correlation between students' frequency on watching English movie and their translation skill. It resulted in different way from the researcher expected. Due to this result, the researcher tried to analyze

the reasons why there is no significant correlation between the variables.

The reasons showed as follows:

1. The unclear question in questionnaire number 6 that asked about how often the student watch English movie with subtitle. The question was unclear because the researcher did not state whether the subtitle was in English or Bahasa Indonesia. Therefore, there might be misinterpretation with the question.
2. Most students watched English movie with Bahasa Indonesia subtitle instead of English. This could affect the vocabulary interpretation. When they heard difficult vocabulary in English, they were not paying much attention on it and just read the Bahasa Indonesia subtitle instead. Therefore, they were not familiar with the difficult vocabulary.
3. The students were not familiar with the movies which the researcher used for reference in creating the translation test. In Movie Subtitling class, the students were dealing with indie movie (short movie) rather than normal-length movie whose duration was about 2 hours. Whereas, the researcher used normal-length movie. Therefore, the students probably were not familiar with the movie.

From the explanation, the researcher made conclusion that there is low and positive correlation between students' frequency on watching English movie and their translation skill. However, it is not statistically proven that the correlation is significant so it is considered as not significant correlation. In addition, the finding cannot be generalized to the

6th semester of English Department students of IAIN Tulungagung in the
in the academic year of 2017/2018.