

The Interplay Between Students' Habit in Watching English Movie and Listening on TOEFL Test

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Abstract: The habit of watching English movie provides an opportunity to learn language skills. Movies can be difficult for students to understand because they speak more quickly than they do in everyday conversation or English, but they can also be entertaining and help to improve specific English language skills, like listening. To measure English language skills, especially listening, reading and structure, the English language test or TOEFL has recently become a very important thing to master in facing global competition and has become a prerequisite for graduation on various campuses in Indonesia. The purpose of the study was to determine whether students' habits of watching English-language films and their listening comprehension on the TOEFL were related. The students were members of the English Education Department at UIN Alauddin Makassar. The study design used a quantitative approach and the correlation method. The researcher employed tests and questionnaires to gather data. The study's participants consisted of third-semester English Education Department students at UIN Alauddin Makassar. There were one hundred students in the study's sample. In this study, random sampling was the method used for sampling. The method of using a questionnaire to gather information about students' viewing habits of English-language films. The TOEFL exam was the method used to gather listening data. This data analysis method made use of the Pearson product moment correlation. The results of the study indicate a significant positive correlation ($r_{xy} = 0.826 > r_{table} = 0.196$) between students' listening and watching habits in English during the TOEFL exam at UIN Alauddin Makassar. As a result, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This statement indicates that there is a positive and significant relationship between students' habit of watching English-language movies and their ability to listen on the TOEFL exam.

Keywords: Correlation, Habit, Movies, Listening, TOEFL Test

INTRODUCTION

The four language skills are a collection of four aptitudes that enable a person to understand and utilize spoken language for appropriate and successful interpersonal communication. Speaking,

Writing, Listening, and Reading are these abilities. The four skills are typically learned in the following order when learning a first language: speaking, listening, and possibly reading and writing.

Tendiami (2017) said that A foreign language learning activity teaches learners four skills, one of which is listening. However, it is not uncommon for students to become disinterested in the listening activity as a result of the teacher's repeated use of the same technique in the classroom. Nurpahmi (2015, pp. 29-30) suggests "many students find listening difficult. Listening tasks can be very disheartening and demotivating, especially if students have had a previous negative experience". One of the skills that is tested on the TOEFL is listening. The English proficiency of non-native speakers is evaluated using the Test of English as a Foreign Language (TOEFL). Universities and English language schools typically demand it. This test may also be required by institutions like government agencies, businesses, or scholarship programs. Currently, the TOEFL exam is available on paper and on computers (Deborah, 2001).

If Indonesian students are interested in studying at the University of the United States of America or other universities where instruction is conducted in English, the TOEFL is a prerequisite exam. But a lot of language learners struggle with the TOEFL's listening section, especially those who wish to finish their degrees at universities like UIN Alauddin Makassar where passing the exam is one of the requirements. As for the TOEFL test, there are a few issues with listening comprehension. First, there are issues with the listening material, such as the length of spoken text, unknown words, ambiguous pronunciation, speakers' pace, and grammatical structure. Second, there are issues with the listeners' personal problems, which arise from both the listeners' poor English language proficiency and the

listening material. Third, there are issues with the environment, such as noise and poor quality CD players. According to Wilson and Dorman (2008), teacher talk, student talk, guest speakers, textbook recordings, song television, video, DVD and radio are the different sources of listening based on teaching listening. These are the sources that are able to be one of the inputs. Krashen (1982) suggested that in order for someone to learn a language, they need to be exposed to comprehensible input, or language in a way that makes sense to them.

In this research, several related research findings have been used as reference material in recent decades. Some researchers were implementing and describing the correlation between habit and variable like vocabulary, speaking and listening. Rahmalia (2020), in her thesis "*Correlation between Students Habit in Watching English Movies and Vocabulary Mastery of The Students in English Education Study Program of IAIN Palangka Raya*" found that the practice of viewing movies offers chances to study grammar, pick up new vocabulary, and sharpen existing vocabulary. Movies can be entertaining and help to reinforce certain aspects of English, but they can also be challenging for pupils to understand because they frequently move more quickly than the instructor's speech. The results of the study show that vocabulary competence and students' habit of watching English-language movies are positively but not significantly correlated.

Dwi Safitri (2020) in her Thesis "*The Correlation Between Listening Ability And The Student's Speaking Performance In English At The Eighth Graders Of Junior High School In Smp N 3 Batanghari East Lampung*",

she found that because there is a considerable association between speaking performance and listening capacity that affects the learning process, the study's findings suggest that listening ability is an internal aspect that students need to comprehend.

Further research from Ginoga (2020) in her thesis "*Using English Songs In Improving Listening Skill At Eighth Grade Students In Mts Negeri 1 Manado*", In her first cycle, she received an average score of 68.62 out of a possible 24,13%, and in her second cycle, she received an average score of 80.84 out of a possible 93.10%. Meanwhile, the first cycle's observations indicated that the students' listening abilities were inadequate, and some of them had trouble following along with the songs that were played to them. Students showed in the second cycle that they had become more proficient listeners by using English music. The eight grade kids at Mts Negeri 1 demonstrated increased listening abilities, according to the results.

Since movie can be one of those input, It can be seen that students nowadays are very familiar with movies. The majority of students have seen at least one film. Some of them do it as a hobby, spending a lot of time in front of the TV, computer, handphone, laptop, or even going to the cinema. Aside from being a hobby, watching movies can also be used as a learning tool. As language learning methodologies evolve, it is crucial to explore innovative and effective approaches. The integration of multimedia, such as movies, into language education has gained popularity. Understanding the correlation between movie-watching habits and listening ability can

provide insights into optimizing language learning experiences.

The study about the correlation between habit on watching English movie has a potential on the students listening ability especially for Listening in TOEFL test. Seeing that the students at UIN Alauddin Makassar have some problems with Listening in TOEFL test and they also have habit on watching movie then, this research aims to explore a potential positive influence from habit on watching English movie especially on listening ability on TOEFL test.

Due to the background above, the researcher divides the aims of this research into three points, they are: To reveal the Students' habit on watching English Movie and the students' listening in TOEFL test; To identify the significant correlation between students habit on watching English movies and Listening in TOEFL test and To reveal the differences between students who watch movie using English subtitle, Indonesia subtitle and watching without subtitle with their TOEFL score in listening section.

LITERATURE REVIEW

Theory of Habit

Richard and Renandya (2002) stated that A habit is a regular pattern of behavior that, through repetition, has become nearly instinctive. Someone is not giving an action their full conscious attention when they do it out of habit. Similarly, Graybiel (2008) stated that habit is the result of repeated actions that develop into a patterned behavior that, due to its frequent repetition, will become the norm. Habit learning is a type of learning that results

from a procedural learning brain system that differs from declarative learning brain systems in terms of encoding facts and episodes. On the other hand according to Wagner (1979) habits are patterns of behavior that are frequently performed and typically have subconscious causes.

Due to the explanation above, the researcher draws the conclusion that a habit is something that is repeated and ongoing based on the definitions given above. The habit being studied in this study is the students' regular practice of watching English-language movies at any time or place. A habit can be practiced at home, at school, while traveling, and other location or anywhere.

Theory of Movie

Aufa (2017) stated that a movie, also known as a motion picture or film, tells a story through moving pictures. It is created by using cameras to capture photographic images and then applying animation or visual effects to create images. A movie captures the physical world, but its perspective differs from that of everyday life.

In addition to learning a lot of English, the students can enjoy themselves. Movies are used for more than just amusement; they can also teach. Because it encourages students to use both their receptive and productive skills, It may serve as a helpful go-between for instruction and learning process. A movie can impart knowledge, clarify complicated ideas and procedures, impart skills, and shape attitudes.

Theory of Listening

The first language a person learns in life is listening, and most people use it for the rest of their lives (Richards, 2008). A person learns to listen in the preschool years as a result of their attempts to make sense of their environment, the construction of a universe comprising the thoughts, feelings, and knowledge of this age, and the maturation of the basic mental structures. The reception of speech at the syntactic, lexical, pragmatic, and discourse levels is called comprehension. Understanding is the final element (Garnham, 2013). Similarly, According to Petrie (2011) Listening manifests itself in nearly every situation in which learning can take place. In this regard, the time spent for improving listening skills will not be a waste of time.

It is reasonable to argue that there is a close correlation between academic success and listening comprehension given that students must pay attention to the teacher's explanations in order to comprehend the material being lectured.

METHOD

To conduct the research, the researcher used a quantitative approach with correlational method. According to Cresswell (2009), when the correlation method is used in a research, researchers basically using numbers to see if two or more things are related and help researcher figures out if there is a connection between these different factors. This method allows researcher to measure and describe how much one thing might be linked to another. It provides a numerical estimate of how related two or more variables are (Cresswell, 2012). This study

is intended to investigate the correlation between students' habit on watching English Movie and Listening in TOEFL test. The researcher conducted this research in the middle of December 2023 until January 2024 at English Education Department of UIN Alauddin Makassar. Thus, In this research the researcher took the population from students in the third semester of English Education Department, in academic year 2023/2024 in UIN Alauddin Makassar with the total of the students are 105 students. The Probability Sampling namely simple random sampling was used by the researcher in this study. Thus, only 100 students were chosen as the research's samples. In carrying out the research, the researcher collected data through two steps which were distributing questionnaire and conducting listening test.

The researcher used a quantitative approach to analyze the data, first scoring the questionnaires from the participants before distributing them into a grouped distribution table. Following the acquisition of the questionnaire and listening test scores, the researcher employed the statistical procedure known as Product Moment Correlation.

FINDINGS AND DISCUSSION

The findings of research consisted of two main parts based on two problem statements, they are (1) What are the students' habit on watching English Movie and the students' listening in TOEFL test at the Students in English Education Department of UIN Alauddin Makassar? (2) Is there any significant

correlation between students habit in watching English movies and their Listening in TOEFL test at the students in English Education Department of UIN Alauddin Makassar?

The findings of those two research questions are described in the following lines.

- a. The Students' habit on watching English Movie's results.

Behavior	Category	Interval	Frequency	Percentage %
a. Intention/Frequency	High	>/ 3,6	61	61
	Medium	2,0 - 3,5	39	39
	Low	<1.9	-	0
b. Attitude	High	>/ 3,6	51	51
	Medium	2,0 - 3,5	49	49
	Low	<1.9	-	0
c. Automaticity	High	>/ 3,6	61	61
	Medium	2,0 - 3,5	24	24
	Low	<1.9	15	15

Table 4.8 The Classification of The Students' Habit Behavior

Due to the data above, it can be seen that in group Intention/frequency from table Behavior there were 61% students on High category and 39% were on Medium category. Meanwhile in group Attitude there were 51% students on High category and 49% students on Medium. In group Automaticity there were 61% students on High category, 24% on Medium category and 15% on low category.

Behaviour	Category	Interval	Frequency	Percentage %
a. Materials	High	>/ 3,6	-	0
	Medium	2.0 - 3,5	100	100
	Low	<1.9	-	0
b. Competence	High	>/ 3,6	51	51
	Medium	2.0 - 3,5	49	49
	Low	<1.9	-	0
c. Image	High	>/ 3,6	51	51
	Medium	2.0 - 3,5	49	49
	Low	<1.9	-	0

Table 4.9 The Classification of The Students' Habit Practice

Due to table 4.9, it can be seen that in group Materials from Table Practice, there were 100% on Medium Category. In group Competence there were 51% on High Category and 49% on Medium category. Meanwhile in group Image, there were 51% students on High category and 49% on Medium.

b. The result of students' listening in TOEFL test

N	Valid	100
	Missing	100
Mean	453.3000	
Median	480.0000	
Mode	500.00	
Std. Deviation	66.60687	
Variance	4436.475	
Range	230.00	
Minimum	310.00	
Maximum	540.00	
Sum	45330.00	

Table 4.10 Statistics

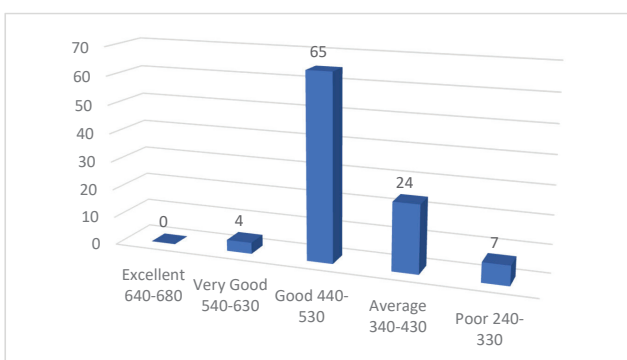
As we can see in the table above, in terms of students' listening in TOEFL test score, the mean was 453.3, the median was 480 and the mode was 500.

Table 4.11 The Distribution Frequency and presentation score of the students' Listening in TOEFL test.

No.	Category	Predicate	Frequency	Percentage
1	640-680	Excellent	-	-
2	540-630	Very Good	4	4%
3	440-530	Good	65	65%
4	340-430	Average	24	24%
5	240-330	Poor	7	7%
	Total		100	100%

Based on the aforementioned data, it makes sense that 4% of students obtained scores between 540 and 630 with predicate very good. 65% students who acquired score 440-530 with predicate Good. 24% students who acquired score 340-430 with predicate average, and 7% students who acquired 240-330 with predicate poor.

Figure 4.1 The Frequency of Students' Listening in TOEFL test



Testing Normality (One Sample Kolmogorov-Smirnov Test

Table 4.12 One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			100
Normal Parameters ^{a,b}	Mean		.0000000
	Std. Deviation		37.55356883
Most Extreme Differences	Absolute		.081
	Positive		.076
	Negative		-.081
Test Statistic			.081
Asymp. Sig. (2-tailed) ^c			.106
Monte Carlo Sig. (2-tailed) ^d	Sig.		.108
	99% Confidence Interval	Lower Bound	.100
		Upper Bound	.116

- Test distribution is Normal.
- Calculated from data.
- Lilliefors Significance Correction.
- Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

The results of the calculation using the SPSS 26 Program indicated that the listening size's asymptotic significance normality was 0.106. Next, the Kolmogorov-Smirnov table was consulted to determine the normalcy, with a significance level of 5% ($\alpha = 0.05$). Since the listening size test's asymptotic significance is $0.106 > \alpha = 0.05$, it can be said that the data are distributed normally.

Test of Homogeneity

Table 4.13 Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Habit on Watching English Movie	Based on Mean	2.621	16	77	.053
	Based on Median	.732	16	77	.754
	Based on Median and with adjusted df	.732	16	24.170	.738
	Based on trimmed mean	2.196	16	77	.052

The asymptotic significance homogeneity of variance for the listening size was 0.758, based on the computation

performed using the SPSS 26 Program. Following that, the Levene test table ($\alpha = 0.05$) was utilized to investigate the homogeneity of variance. According to the fact that the listening size's significance homogeneity of variance is greater than α ($0.758 > 0.05$), the population that makes up the data is assumed to be homogeneous.

Table 4.15 Correlations between Habit Behavior, Habit Practice and TOEFL

		TOEFL	BEHAVIOR	PRACTICE
TOEFL	Pearson Correlation	1	.831**	.797**
	Sig. (2-tailed)		.000	.000
	N	100	100	100
BEHAVIOR	Pearson Correlation	.831**	1	.960**
	Sig. (2-tailed)	.000		.000
	N	100	100	100
PRACTICE	Pearson Correlation	.797**	.960**	1
	Sig. (2-tailed)	.000	.000	
	N	100	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, it can be seen that firstly "The significance of behavior has a significant influence on their listening ability among the students in the English Education Department of UIN Alauddin Makassar, with a correlation coefficient of 0.831, indicating very high validity." Secondly, "The significance of practice has a significant influence on the listening ability of the students in the English Education Department of UIN Alauddin Makassar, with a correlation coefficient of 0.797, indicating high validity."

Table 4.16 The Correlations

		TOEFL	Habit on Watching
TOEFL	Pearson Correlation	1	.826**
	Sig. (2-tailed)		.000
	N	100	100
Habit On Watching	Pearson Correlation	.826**	1
	Sig. (2-tailed)	.000	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.16 indicates that the listening skills of students in the English Education Department at UIN Alauddin Makassar are significantly impacted by their habit of watching English movies, with a correlation coefficient of 0.826. Using SPSS 26, the calculation above revealed that the rvalue was 0.826. Then the r_{value} was consulted with the table of the interpretation coefficient correlation r as follows :

Table 4.17 Coefficient Correlation Interpretation

Interval	Category
0.00 – 0.199	Very poor
0.20 – 0.399	Poor
0.40 – 0.599	Fair

0.60 – 0.799	High
0.80 – 1.00	Very high

It is evident from the interpretation coefficient correlation table above that the correlation level of “very High” was reached by the rvalue (0.862). This indicated that there was a very high correlation between the sample’s listening score on the TOEFL exam and the students’ habit of watching English-language movies. The calculation’s outcome, which was determined by the product moment mentioned above, indicated that the correlation index was 0.826.

Then, the degree of freedom with formula, as follow :

$$df = N - nr$$

it was known $N = 100$

$$nr = 2$$

$$df = 100 - 2 = 98$$

And then to know the contribution of the variable X to the variable Y used the formula using spss 26 as below:

Table 4.18 Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.826 ^a	.682	.679	37.74468	.682	210.292	1	98	.000

a. Predictors: (Constant), Habit on Watching English movie

b. Dependent Variable: TOEFL

According to the above table, the contribution of variable X, or students' habit of watching English Movie to the listening section of the TOEFL test for students at UIN Alauddin Makassar during the academic years 2023–2024 is 0.679, or 67.9%. To find out how much endogenous variables can simultaneously explain exogenous variables, the coefficient of determination test is used. The prediction model of the suggested research model is better the higher the R² value. To ascertain and forecast the extent to which the combined contribution of the independent variables has an impact on the dependent variable, the coefficient of determination test (R²) is utilized. The coefficient of determination has a value between 0 and 1. If the value of the independent variable is near to 1, almost all the information needed to predict the dependent variable is provided by it. However, a declining R² value suggests that the independent variables' ability to explain the dependent variable is getting more and more limited (Gozhali,2016).

According to Chin (1998), If the R-square value is more than 0.67, it is classified as strong; if it is more than 0.33 but less than 0.67, it is classified as moderate; and if it is more than 0.19 but less than 0.33, it is classified as weak. Due to the Table 4.18 Model Summary, it can be seen that variable X (students' habit on watching English Movie) gives the contribution to variable Y (the students' Listening in TOEFL Test) namely 0.0679 or 67,9%. So, it can be concluded that the R-square in this research is in category Strong.

- The Differences among the students who watch movie without subtitle, using English subtitle and Using Indonesian subtitle.

One of the best ways to improve comprehension of the meaning of the most watched conversations is to watch English-language movies with subtitles. Actually, it is beneficial for the students to understand the significance of the dialogue and the narrative in the film. Additionally, it's important to keep pragmatics in mind when viewing English-language films. In this case, pragmatic knowledge is beneficial in a number of ways. For example, students can talk about the meaning of words, assumptions, objectives, and the kinds of actions people do when they speak.

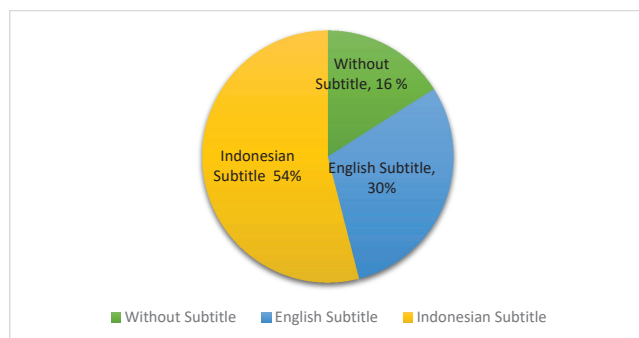
Due to the table 4.20 Watching Movie without subtitle, it can be seen that there are 3 students that got category Very Good in their TOEFL test with range score 540-630. 12 students were in Good category with range score 440-530. In addition, there was only 1 student who got score in range 340-430 in category average. In addition, no students were in category Poor. The total students who choose watching English Movie are 16 students. It meant only 16% students from the total students who choose watching English movie without subtitle.

Meanwhile due to table 4.21 and table 4.22 It can be seen from the table that the total students who choose watching English movie With English Subtitle are 30 students. There are only 1 student who watch English movie with English subtitle and get TOEFL score between 540-680 in category Very Good. There are 29 students get score between 440-530 in category Good. Meanwhile There are No

students get score between 340-430 in category Average and 240-330 in category Poor.

In addition the total students who choose watching English movie With Indonesian Subtitle are 54 students. There is only 1 student who watch English movie with English subtitle and get TOEFL score between 540-680 in category Very Good. There are 29 students get score between 440-530 in category Good. Meanwhile There are No students get score between 340-430 in category Average and 240-330 in category Poor.

Figure 4.2 The percentage of Students' preference in watching Movie using Subtitle and Non-Subtitle



CONCLUSION

The entire calculation of variable X (students' habit of watching English movies) and variable Y (listening on the TOEFL exam) showed a very high correlation, according to the calculations made using the SPSS 26 program. With a rxy result of 0.826, very high validity was indicated. As can be observed, Ha was accepted and Ho was rejected, with rvalue > rtable (0.826 > 0.196). Thus, there is a strong and positive correlation between the two variables. The correlation index value (0.826) places the rvalue in the high category (between 0.800 and 0.1000). The

study's findings show that students' viewing habits of English-language movies and their listening on the TOEFL exam at UIN Alauddin Makassar's English Education Department exhibit a significant positive correlation in the very high category.

The researcher would like to propose some suggestions for the students, teachers/ lecturers, and the next researcher. For the Students, The students should practice hard to improve their habit on watching English movies in order to make them better in listening ability especially in TOEFL listening section. Meanwhile, For the Teachers/ Lecturers, they are expected to motivate and facilitate their students in improved their listening ability toward watching English movies. The results of this research are expected to serve as one of the literature sources and pieces of information in the creation of a media for the students in Listening Class and for the next researchers are expected to compose or investigate about other skills and component of English and explore knowledge in order to give more benefits on the research result. Furthermore, expanding the review of recent literature is encouraged.

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