

**A CORRELATIONAL STUDY ON THE THIRD SEMESTER TBI
STUDENTS' HABITS OF WATCHING ENGLISH MOVIES AND
ENGLISH LISTENING SKILL**

THESIS

This reserach submitted to fulfill the requirement for 'Sarjana'
degree in English Study Program



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Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih.

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The researcher finished this thesis entitled "A Correlational Study On The Third Semester TBI Student's Habits Of Watching English Movies and English Listening Skill". This thesis is presented in order to fulfil of the requirement for the degree of strata I in English study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Because of those reason, the writer would like to presents his deepest appreciation to:

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MOTTO

“ THERE WILL BE A RAINBOW AFTER THE RAIN “

“ONLY I CAN CHANGE MY LIFE. NO ONE CAN DO IT FOR ME”

DEDICATION

-  Allah is only the reason why I can finish this thesis. Immeasurable *syukur* for letting me finish this thesis as soon as my hope. There is no miracle except by You, Allah. In the name of Allah and His Messenger Prophet Muhammad Shalallahu Alaihi Wassallam, I would like to dedicate this thesis for:
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PREFACE

This thesis is submitted as a part of completion for the “Sarjana Degree” in Institut College for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, thus, she really appreciates any suggestions and criticism for the better of the thesis.

Finally yet importantly, the writer hopes this thesis will be useful to those who are interested in this field of study.

Curup, Januari 2022

Writer

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ABSTRACT

Ade Elcha Putri Siska, 2022. “A CORRELATIONAL STUDY ON THE THIRD SEMESTER TBI STUDENT’S HABITS OF WATCHING ENGLISH MOVIES AND ENGLISH LISTENING SKILL”

Advisor : Jumatul Hidayah, M. Pd

Co- Advisor : Hadi Suhermanto, M. Pd

This study aimed at investigating a demographic description of the third semester TBI students’ habits of watching English movies, a demographic description of their English listening skills, and the correlation between their habits of watching English movies and their English listening skills. A pair of hypotheses was formulated according to two variables, habits of watching English movies and English listening skill.

This study adopted a quantitative method with a correlational design to work on two variables, namely habits of watching English movies as an independent variable and English listening skill as a dependent variable. There were 63 TBI students of IAIN Curup who became the population. During the conduction of this study, they were taking their third semester program. A convenient sampling technique was deployed to select the sample in a way that those who filled in the two distributed instruments became the official respondents. As the foregoing, there were 46 students who fulfilled the requirement to be the sample. The data were collected using two valid and reliable instruments, namely the questionnaire of habits of watching English movies and the TOEFL-based English listening test. Descriptive statistic and statistical-correlation techniques were employed to analyze the data.

This study revealed three sets of data. First, the demographic description of the third semester TBI students’ habits of watching English movies demonstrated that they had moderate habits of watching English movies with the percentage of 75%. Second, in terms of English listening skill, their demographic data illustrated that they had moderate-to-low English listening skills with the percentage of 28.65%. Such a moderate-to-low level was identified from the data of frequency distribution, but this level was not a good level. The two sets of demographic descriptions implied an imbalanced condition. Third, this imbalance was further statistically proven after the hypothesis testing had been done. The hypothesis testing indicated the pattern of no correlation between the third semester TBI students' habits of watching English movies and their English listening skills as evidenced by r_{xy} (0.002617) lower than r_{table} (0.2907). In the discussion section, the researcher provided some theoretical, practical, and contextual reasons concerning the pattern of no correlation between the two variables amid student respondents in this study. An implication was also provided at the end of the discussion section. Furthermore, this study was ended by a conclusion and suggestions for a couple of parties.

Keywords: Habits of watching English movies, English listening skill, a correlational study.

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CHAPTER I

INTRODUCTION

A. Background of the Research

Listening is critical for English learning because it provides aural information that serves as the basis for language acquisition and helps students to participate in spoken conversation. Because listening is the first language mode that toddlers acquire, mastering it is important. It serves as the basis for all aspects of language, such as speaking, reading, and writing, and so plays a life-long role in the communication process.¹ People spend 45 percent of their communication time listening. Speaking accounts for 30% of communication time, whereas reading accounts for 16% and writing accounts for 9%.² Because individuals spend the bulk of their time listening, this discovery has proven that listening is a fundamental language ability that plays an important role in human existence.

Listening is an essential skill in language acquisition because it supports the development of other language abilities such as speaking, reading, and writing. A student just needs to set aside some time to practice listening. People can generate language by listening to or speaking it. Listening as a receptive skill should be taught since it can lead to productive abilities.³ People can generate words or reply after hearing the information. Listening entails not just hearing but also comprehending, paying great attention, analyzing, and evaluating verbal

¹ Andy Noces Cubalit, "Listening Comprehension Problems of Thai English Learners," in *Proceedings of the Third International Conference on Language, Literature & Society*, 2016, 207–14.

² Doris L. Cost and Marcia H. Bishop, "Listening: Can Ability Be Improved?," *Journal of Applied Business Research (JABR)* 6, no. 1 (1990): 105–9.

³ S. Sreena and M. Ilankumaran, "Developing Productive Skills through Receptive Skills—a Cognitive Approach," *International Journal of Engineering & Technology* 7, no. 4.36 (2018): 669–73.

messages, and perhaps acting on what has been heard.⁴

The growth of technology in education has resulted in a wide range of media that may be used to learn English. People may profit from technology developments by using media that they are acquainted with and utilize on a daily basis, avoiding saturation of the learning process with the same learning paradigm. They can also develop their listening skills by using audio-enhanced literature. Nowadays, a range of media, such as music, video, movie or film, and so on, may be used to improve one's listening abilities.⁵ Audio-visual media such as films, videos, or DVDs can be used to teach listening.⁶ Films may be used to improve listening abilities by combining sound, spoken words, and moving pictures. Furthermore, in their study, Herrero asserted that cinema as a medium for language learning should support at least four educational values: listening, speaking, reading, and writing.⁷ True, effective listening comprehension is tough to get. This can be difficult for English foreign language students since a variety of variables might impede the message. For example, students must deal with colloquialisms, shorter forms, and repetition. They must properly analyze inflection, intonation, and word stress in order to improve meaning and complexity. In order to increase their listening comprehension, they must also have prior knowledge of the subject. As a consequence, English films provide an excellent chance for students to improve their listening abilities.

⁴ Abbas Pourhossein Gilakjani and Mohammad Reza Ahmadi, "A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement," 2011.

⁵ Hiral Joseph Macwan, "Using Visual Aids as Authentic Material in ESL Classrooms," *Research Journal of English Language and Literature (RJELAL)* 3, no. 1 (2015): 91–96.

⁶ Merita Ismaili, "The Effectiveness of Using Movies in the EFL Classroom—A Study Conducted at South East European University," *Academic Journal of Interdisciplinary Studies* 2, no. 4 (2013): 121.

⁷ Carmen Herrero and Manuela Escobar, "A Pedagogical Model for Integrating Film Education and Audio Description in Foreign Language Acquisition," *Translation and Translanguaging in Multilingual Contexts* 4, no. 1 (2018): 30–54.

Movies are both engaging and inspirational to the majority of students. Furthermore, unlike many audio cassettes or written texts, movies have a stronger influence on bringing the outside world inside the classroom. There's also the fact that a film may function on several levels, capturing viewers' attention with both words and pictures. English movies are without a doubt one of the mediums that may be used to learn English. Students can have a better understanding of a spoken language by viewing movies because they can see the environment and the actors' expressions in an audio-visual manner. It's an excellent technique to assist students improve their listening abilities. It has the ability to enhance students' hearing sensitivity.

The relevance of English listening abilities and English movies described above is congruent with the phenomena seen among IAIN Curup third-semester TBI students. During a preliminary study conducted through interviews, some students emphasized the significance of habits of watching English movies and English listening skill. The following are excerpts from interviews extracted from the preliminary data of the research.

The first students said that One of her hobbies is to kill her spare time with watching English movies. Some of her favorite movies are Lord of the Rings and Harry Potter with British dialect. Other movies with American dialect are Justice League and Iron Man. Tony Stark in Iron Man is kind of inspirational. she find herself quite enjoyable to listen to English dialogues in the movies .The second students also said To be honest, he watch English movies three times a week on average. Because he love getting inspiration form movies. he also feel that he get some benefits from watching English movies. One of which is that he don't really

have difficulties in understanding English conversations that he listen to .the third students stated that In the previous semester, her English listening skill was low. Someday, a friend of mine suggested me that she had to watch English movies frequently. You know what? In this semester, she got A in her listening class.the fourth students said she don't feel that shehave problem with her English listening skill. The fourth students also said In this semester, listening materials are quite easy. Maybe, it's because his habits of watching English movies. But, he don't know if it comes to TOEFL listening.

Based on theoretical elaborations and the phenomenon encountered amid some of the third semester TBI students at IAIN Curup demonstrate the importance of listening skill and English movies as well as the possible relation between these variables. However, a scientific work on the relatedness of these variables has not been done, or such a correlation between these variables has not been scientifically proven in the context of TBI students at IAIN Curup. Therefore, a study on these variables is needed. Hence, this study aims to examine the correlation of these variables by proposing the following title "A correlational study on the habits of watching English movies and English listening skill".

B. Hypotheses

Based on the possible theoretical correlations between habits of watching English movies and English listening skills as presented in the research background above, the writer therefore proposes a pair of hypotheses as follows:

H1: There is a positive correlation between the third semester TBI students' habits of watching English movies and their English listening skills.

Ho: There is no correlation between the third semester TBI students' habits of watching English movies and their English listening skills.

C. Research Questions

According to the research background and formulated hypotheses above, following research questions are formulated to be answered statistically and to confirm or test the working hypotheses.

1. How are the third semester TBI students' habits of watching English movies?
2. How are the third semester TBI students' English listening skills?
3. Is there any correlation between the third semester TBI students' habits of watching English movies and their English listening skills?

D. Objectives of the Research

Aligned with the research questions as the oriented problems, the current study aims to work on the following objectives.

1. To investigate the third semester TBI students' habits of watching English movies
2. To investigate the third semester TBI students' English listening skills
3. To examine the correlation between the third semester TBI students' habits of watching English movies and their English listening skills

E. Delimitation of the Research

This research is delimited to two variables, namely the habit of watching English movies and English listening skill. With this scope limitation, this

research is intended to be conducted within the population of third semester TBI students at IAIN Curup.

F. Significances of the Research

After doing the research, the author intends to offer some benefits of this study. The findings of this study allow the author to determine whether students' habits of watching English movies have a correlation with their listening ability.

Furthermore, the study's findings can be used to learn more about: (1) the habits of watching English movies of third semester TBI students at IAIN Curup and (2) their listening ability. This information can perhaps be used as a starting point for determining whether increasing students' listening capacity by engaging the factor of watching movies is important.

For English foreign language teachers or lecturers, the findings of this study could help them enhance their teaching and learning processes, particularly when it comes to teaching and learning listening skills, by focusing more on improving students' motivation by encouraging students to take time to watch English movies for the sake of improving their English listening skills.

The results can also be used by English foreign language learners as proof that their habit of viewing English movies helps them improve their listening skills since they can use English movies as a medium to develop their listening skills.

The results can be used by both English foreign language teachers and English foreign language learners to enrich ways of exercising listening skills and to consider approaches to improve students' listening skills through watching

English movies. Furthermore, the findings of the study reveal that listening ability is influenced by a variety of factors, one of which is the habit of watching English films. Finally, other researchers might utilize the findings as a starting point for additional research into the elements that influence listening ability.

CHAPTER II

LITERATURE REVIEW

A. Listening skill

1. The Concept of Listening Skill

According to Vandergrift and Goh, listening is the most important communication skill for assimilation of information, yet it is also the most undervalued in foreign language instruction.⁸ However, such a remark is in direct opposition to what is now taking on in the actual world. There has been a greater focus in teaching listening skills in recent years than in prior years. Listening is becoming a more prevalent component of university entrance examinations, exit exams, and other exams, recognizing the importance of listening aptitude in second language acquisition.⁹

When asked to describe listening in one word, some students will say hearing; nevertheless, hearing is a bodily process. Roth goes into greater detail regarding the differences between hearing and listening.¹⁰ He claims that hearing is simply the ability of the ear to detect noises in the environment, whereas listening is a more deliberate effort to analyze the sounds, requiring mental concentration. Thus, listening entails more than just hearing words. People hear a variety of noises in their environment, but they do not listen to all

⁸ Larry Vandergrift and Christine Goh, “22 Teaching and Testing Listening Comprehension,” *The Handbook of Language Teaching*, 2009, 395.

⁹ Inn-Chull Choi, “The Impact of EFL Testing on EFL Education in Korea,” *Language Testing* 25, no. 1 (2008): 39–62.

¹⁰ Wolff-Michael Roth, “Hearing and Listening,” in *First-Person Methods* (Springer, 2012), 61–74.

of them. Following and comprehending the sound is what listening entails. It's listening with a goal in mind.

Listening is a kind of communication and an active process. When individuals listen, they must first decipher the meaning of what is being said before responding. Hearing, creating meaning from, and responding to spoken and/or nonverbal cues is the process of listening.¹¹ Furthermore, Listening, according to Hamouda, is the capacity to identify and interpret spoken discourse, which involves understanding a speaker's accent or pronunciation, grammar, and vocabulary, as well as understanding what he is saying.¹²

Listening is covered as a receptive skill. The receptive skills such as listening and reading, which are used in language learning, permit the productive skills of speaking and writing. It is consistent with Rost's definition of listening as the receptive use of language that focuses more on meaning than language because the purpose is to make sense of the speech.¹³ This can be done in the classroom by listening to the teacher, a CD, other students, or even watching a movie or video. It is the process of deciphering communications conveyed by another.

Overall, such comments imply that listening is an active process of interpretation that comprises comprehending a speaker's accent or pronunciation, syntax and vocabulary, and interpreting his meaning. It also

¹¹ Babita Tyagi, "Listening: An Important Skill and Its Various Aspects," *The Criterion An International Journal in English* 12 (2013): 1–8.

¹² Arafat Hamouda, "Listening Comprehension Problems-Voices from the Classroom.," *Language in India* 12, no. 8 (2012).

¹³ Michael Rost, "L2 Listening," in *Handbook of Research in Second Language Teaching and Learning* (Routledge, 2005), 527–52.

necessitates mental focus. It is a receptive skill that supports the productive skill so that people can communicate in society through language.

2. The Processes of Listening

When it comes to listening to a monologue or dialogue, a lot happens. Much of it happens nearly unconsciously and virtually simultaneously. This is not to say, however, that listening is a passive skill. People are unable to simply respond and assimilate the information. They must go through various steps before they can respond appropriately to the speaker.¹⁴ Instead, they use aural and visual signals to choose, alter, and interpret the message. The listening process is divided into five phases by Tyagi. They're hearing, understanding, remembering, evaluating, and responding.¹⁵

a. Hearing

Sound waves stimulate the sensory receptors in the ear, causing a bodily reaction; hearing is the experience of sound waves. Attention is a critical requirement for effective hearing because the brain selects through inputs and enables just a few to come into focus. This selective perception is referred to as attention, and it is a crucial requirement for efficient listening.

b. Understanding

This step assists people in comprehending symbols they have seen and heard; they must analyze the meaning of the stimuli they have perceived; symbolic stimuli include not only words but also sounds like applause and sights like blue uniforms that have symbolic meaning; the meanings

¹⁴ Tony Lynch and David Mendelsohn, "Listening," in *An Introduction to Applied Linguistics* (Routledge, 2013), 190–206.

¹⁵ Tyagi, "Listening."

attached to these symbols are a function of their past associations as well as the context in which the symbols occur; the meanings attached to these symbols are a function of their past associations as well as the context in which the symbols occur. The listener must understand both the sender's intended meaning and the context assumed by the sender in order to have effective interpersonal communication.

c. Remembering

Remembering is an important element of the listening process because it shows that a person has not only heard and digested a message, but has also kept it in their mental storage bank. One's attention and memory are both selective when listening. What is remembered may differ greatly from what was seen or heard at the time.

d. Evaluating

Only active listeners participate at this level of listening. The active listener weighs evidence, separates fact from opinion, and determines the presence or absence of bias or prejudice in a message at this point; the effective listener ensures that this activity does not begin too soon; starting this stage of the process before a message is completed requires that people no longer hear and attend to the incoming message.

e. Responding

Because the speaker has no other way of knowing whether or not a message has been received, the receiver must complete the process with a vocal or nonverbal response. This is the sender's only visible way of determining the degree of message delivery success.

Furthermore, based on the preceding idea, listening may be described as a complicated process. That is the procedure that proceeds sequentially through the first two phases – hearing and comprehending. Then, depending on the situation, responding, assessing, and/or remembering may or may not occur. Some folks do not pass these last three phases because they are not excellent listeners. This is due to the fact that only engaged listeners participate in these phases of listening. For example, the listener may prefer to respond immediately or remember the message and respond later.

3. The Goal of Listening

People typically know why they are listening and have some sense of what they are going to hear. Their motivations and expectations assist them in comprehending the words they hear.¹⁶ In other words, the reason individuals are listening will influence their comprehension of the things they listen to.

People pay attention to something because they have a certain aim or objective in mind. According to Cunningsworth, the objective of listening education is to equip students to hear genuine speech in order to communicate in English.¹⁷ The goal of classroom listening comprehension exercises, according to Ur, is for students to learn how to operate effectively in real-life listening situations.¹⁸ The goal of teaching listening comprehension is said to

¹⁶ Gilakjani and Ahmadi, “A Study of Factors Affecting EFL Learners’ English Listening Comprehension and the Strategies for Improvement.”

¹⁷ Alan Cunningsworth and Brian Tomlinson, *Evaluating and Selecting EFL Teaching Materials* (Heinemann Educational, 1984).

¹⁸ Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: Cambridge University Press, 1997). P. 95.

be (or should be) to help English learners cope with hearing in everyday situations.

Knowing the objective before listening allows students to better focus on particular language, eliminating the need to listen to every word they hear, which leads to inefficient comprehension. For example, by telling students about the lesson's aim and topic, students will prepare themselves with particular language relating to the topic supplied by the teacher.

To summarize, the goal of listening activity is to help students understand actual speech so that they can communicate in real-life listening situations. Furthermore, their motivations and expectations will help them understand what they hear.

4. Strategies in Listening

According to Ur, learning strategies are unique ideas or actions that people utilize to help them grasp, acquire, or remember new knowledge.¹⁹ Listening strategies, on the other hand, are approaches or activities that directly contribute to the understanding and memory of listening data.²⁰ Listening strategies are classified based on how the listener processes input.

Bottom-up and top-down processing are terms used by Richards to describe two types of processes involved in comprehending spoken speech.²¹

Bottom-up processing is the process of interpreting a message based on the incoming information. Starting with the incoming input, comprehension is

¹⁹ Ur.

²⁰ Xiaoli Bao, "A Study on Listening Strategies Instructed by Teachers and Strategies Used by Students," *International Journal of English Linguistics* 7, no. 2 (2017): 186–95.

²¹ J. C. Richards, *Teaching Listening and Speaking from Theory to Practice* (New York: Cambridge University Press, 2008).

assessed at various levels of organization – sounds, words, phrases, sentences, and texts – until meaning is determined. Top-down processing, on the other hand, refers to the use of prior knowledge to understand the meaning of a message. Bottom-up processing involves moving from meaning to language, whereas top-down processing involves moving from language to meaning.

Listening comprehension, according to Tsui, is the result of the interaction of bottom-up and top-down listening strategic abilities.²² Decoding is a bottom-up strategy in which listeners create a message from sounds, words, and phrases. The top-down strategy entails making assumptions about what the speaker intended based on prior knowledge.

Furthermore, Ghoneim explained these two listening strategies in further detail.²³ Listener-based top-down strategies are those in which the listener draws on prior knowledge of the topic, the setting or context, the type of text, and the language. This prior knowledge triggers a set of expectations that aid the listener in interpreting what is heard and anticipating what will happen next. According to them, top-down strategies include:

- listening for the main idea
- predicting
- drawing inferences
- summarizing

²² Amy BM Tsui and John Fullilove, “Bottom-up or Top-down Processing as a Discriminator of L2 Listening Performance,” *Applied Linguistics* 19, no. 4 (1998): 432–51.

²³ Nahed Mohamed Mahmoud Ghoneim, “The Listening Comprehension Strategies Used by College Students to Cope with the Aural Problems in EFL Classes: An Analytical Study.,” *English Language Teaching* 6, no. 2 (2013): 100–112.

Bottom-up strategies are based on text and rely on the message's language, or the combination of sounds, words, and grammar, to generate meaning. The following are examples of bottom-up strategies:

- listening for specific details
- recognizing cognates
- recognizing word-order patterns

Finally, based on those ideas, there are two types of learning methods that learners might employ in order to grasp the information listened. There are two types of strategies: bottom-up and top-down. The bottom-up strategy begins by constructing the message from sounds, words, and phrases in order to ascertain the speaker's intent. Top-down strategy, on the other hand, relies on the listener's prior knowledge to decipher the meaning of a communication.

5. Types of Listening

Listening is the most commonly used ability in everyday life. Listening comprehension lays the groundwork for one's ability to communicate verbally, read, and write. Students must actively listen to improve their listening abilities, which entail paying attention to what others are listening to. Listening to stories, news, music, and so on in the foreign language, as well as watching films and movies in the foreign language, will certainly increase learners' listening abilities.

It is preferable for students to determine the aim of their hearing before beginning to listen. Knowing the purpose, learners will be able to focus on the

key aspects while also achieving the objective. To increase their listening abilities, students might use listening methods that aid in the listening process.

Brown distinguished three categories of listening depending on their intended goals.²⁴ The first is referred to as "listening for the primary concept." It is also known as hearing for gist, which indicates that the objective of listening is to hear something in order to comprehend the primary concept of the text. The second type of hearing is listening for particular information or listening for details. It is important for children to realize that listening for particular information does not imply understanding every word and selectively selecting the information they require. Rather, it entails comprehending the job and focusing on it in order to capture specific information, such as important phrases. Following that is 'listening between the lines,' also known as 'understanding implications.' It is frequently the most difficult for students to grasp, both because it is abstract and because students have little experience with it.

Brown also distinguishes four categories of listening based on the goal of the hearing.²⁵ These four kinds are as follows:

1) Inactive listening

People hear the words, but their minds wander and no communication occurs.

²⁴ Brown H. Douglas, "Language Assessment Principles and Classroom Practice," NY: Pearson Education, 2004.

²⁵ Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2nd Ed (San Francisco: USA, 2001).

2) Selective listening

Selective listening refers to hearing only what people want to hear or expect to hear rather than what is being said. They hear part of the message and immediately start formulating their response or second-guessing the speaker without waiting for the speaker to finish.

3) Active listening

Active listening is a method of listening to and responding to another person that promotes mutual understanding. People pay close attention to content and intent.

4) Reflective listening

This is one of the most difficult kinds of listening. It entails actively listening, interpreting what is said, and observing how it is said. People work together to ensure that everyone understands what the speaker is saying.

In conclusion, it is preferable for learners to establish the objective of the listening activity itself when participating in listening activities. Thus, by establishing a goal, learners will be able to better grasp what the speaker is saying and respond appropriately to the conversation.

6. Macro and Micro Skills of Listening

Listening is one of the most difficult abilities to acquire and develop since the instructor has no influence over how the students listen. There are specific talents required in learning the listening skill, known as micro and

macro skills, which are not simple to acquire. Before students can truly develop their listening abilities, they must put in a lot of time and effort.

Brown provides macro skill of listening as follows:

Micro skills:

- 1) Retain chunk of language of different lengths in short –term memory
- 2) Discriminate among the distinctive sound of English
- 3) Recognize English stress patterns, word in stressed and unstressed positions, rhythmic structure, intonation contours, and their role in signaling information
- 4) Recognize reduced form of words.
- 5) Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance (use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- 6) Process speech at different rates of delivery.
- 7) Process speech containing pauses, errors, corrections, and other performance variables.
- 8) Recognize grammatical word classes (nouns, verb, etc.), system (e.g. tense, agreement, pluralization, etc.), patterns, rules, and elliptical forms.
- 9) Detect sentence constituents and distinguish between major and minor constituent.
- 10) Recognize that a particular meaning may be expressed in different grammatical forms.
- 11) Recognize cohesive devices in spoken discourse.

Macro skills

- 12) Recognize the communicative functions of utterance, according to situational participant, goals.
- 13) Infer situations, participants, goals using real word knowledge.
- 14) From events, ideas, and so on, described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relation as main idea, supporting idea, new information, generalization and exemplification.
- 15) Distinguish between literal and implied meanings
- 16) Use facial, features, kinesics, body language, and other non verbal clues to decipher meanings.
- 17) Develop and use a battery of listening strategies, such as detecting key word, guessing the meaning of word from context, appealing for help, and signaling comprehensions or lack thereof.²⁶

According to the explanations, there are two key abilities to consider while teaching listening. There are two types of skills: micro skills and macro skills. These two abilities are inextricably linked and cannot be separated. As a result, if students truly want to enhance their listening abilities, they must focus on both micro and macro skills.

Macro skills are simpler to grasp since they simply refer to a learner's comprehension of what is being spoken. Meanwhile, micro skills are a little more difficult to grasp since they need learners to consider factors like

²⁶ Brown.

language selection, how the message is provided, and why. It also involves tone, attitude, deeper meaning, and a plethora of other factors.

7. TOEFL-based listening as the standardized assessment

One of the standardized assessments to measure a non-native English user's listening skill is TOEFL. There are several indicators of English listening skills oriented by TOEFL. However, the indicators are not always consistent because the development of TOEFL listening questions are dynamic according to the works of the developers who are the expert American linguists. According to Deborah Philips²⁷, the possible indicators of TOEFL listening are as follows:

Listening Part A

- Draw conclusion about who, what, and where
- Listen to who and what in passives
- Listen to who and what with multiple nouns
- Listen to negative expressions
- Listen to double negative expressions
- Listen to almost negative expressions
- Listen to negatives with comparatives
- Listen to expressions of agreements
- Listen to expressions of uncertainty and suggestions
- Listen to emphatic expressions of surprise
- Listen to wishes

²⁷ Deborah Phillips, *Longman Complete Course for the Toefl Test: Preparation for the Computer and Paper Tests* (Prentice Hall College Div, 2001).

- Listen to untrue condition
- Listen to two- or three-part verbs
- Listen for idioms

Part B

- Listen to find main idea
- Listen to find specific information
- Listen to find implicit information

Part C

- Listen to find main idea
- Listen to find specific information
- Listen to find implicit information

However, in this study, because the TOEFL listening test is used by adopting the already-made test taken from TOEFL package, the indicators of listening skills might be different from those presented by Deborah Philips. The indicators of TOEFL based listening skills can be seen in chapter 3.

B. Habits of Watching English movies

1. The Concept of Habit

When humans learn something new, their brains form connections that form neural pathways. When individuals repeat the same activities on a regular basis, their brain recognizes the pattern and creates a route. This pathway, as opposed to a new set of discrete activities, is a more efficient method for the brain to process the routine. That has become a habit.

When we look at living organisms from the outside, one of the first things that strikes us is how habitless they are.²⁸ Such a remark is consistent with Bissonnette's observation as cited in Murray that there is no denying the reality that we are creatures of habit. She discovered considerable evidence indicating some psychologists estimate up to 95 percent of people's behavior is established by habit, which is mostly unconscious and becomes automatic through repetition.²⁹

According to Meloy et al, any sequence of action that has been repeatedly repeated tends to perpetuate itself, so that people are automatically prompted to think, feel, or do what they have previously been accustomed to think, feel, or do under similar circumstances, without any consciously formed purpose or anticipation of results.³⁰ People tend to *do something* in which it is habitually exercised. The more frequently the process is repeated, the easier the movement becomes.

Carlisle defines habit as an effect of repeated acts. A habit is a disposition or condition of the mind or body acquired through custom or the repeated performance of the same act.³¹ It is an automatic pattern of behavior in response to a specific situation; it can be inherited or learned through repeated exposure. In habitual activity, an act is frequently performed automatically and repeatedly, sometimes unconsciously (as in a tic), sometimes for leisure (such as hobby). Habits are also a series of steps that are learned

²⁸ Renee Tursi, "William James's Narrative of Habit," *Style* 33, no. 1 (1999): 67–87.

²⁹ Stuart Murray, *Representing Autism: Culture, Narrative, Fascination* (Oxford University Press, 2008).

³⁰ J. Reid Meloy et al., "The Role of Warning Behaviors in Threat Assessment: An Exploration and Suggested Typology," *Behavioral Sciences & the Law* 30, no. 3 (2012): 256–79.

³¹ Clare Carlisle, *On Habit* (Routledge, 2014).

gradually and sometimes without conscious awareness. When one performs an act as a habit, it reduces the conscious attention with which it is performed. It implies that he or she is unaware of what he or she is doing because the acts are frequently repeated by him or her.

It all starts in the mind. Intentional thoughts transform into intentional actions. Intentional actions are transformed into repetitive actions. Repetitive actions eventually become automatic. Automatic actions develop into habits. Gardner et al. also state that repeated action can result in the formation of habits and identification as the type of person who performs the behavior.³²

According to those definitions of habit, habit is an effect of repeated acts that becomes a patterned behavior, and it reduces the conscious attention with which one's acts are performed. Because of its frequent repetition, the habit tends to settle in one's behavior, which will become a habitual manner.

2. The Aspect of Habit

Exercise, according to Kraftl, may be used to form habits. In order to become a habit, repetition must be increased and strengthened.³³ Furthermore, he lists the following as the primary elements influencing habit formation:

- a. The number of repetitions, as each repetition reinforces the disposition left by the previous exercise;

³² Benjamin Gardner, Gert-Jan de Bruijn, and Phillippa Lally, "Habit, Identity, and Repetitive Action: A Prospective Study of Binge-Drinking in UK Students," *British Journal of Health Psychology* 17, no. 3 (2012): 565–81.

³³ Peter Kraftl, "The Force of Habit: Channelling Young Bodies at Alternative Education Spaces," *Critical Studies in Education* 57, no. 1 (2016): 116–30.

- b. Their frequency: a long interval of time allows the disposition to deteriorate, whereas a short interval fails to provide adequate rest, resulting in organic and mental fatigue.
- c. Their consistency: change must be slow and gradual, with new elements introduced gradually at the very least.
- d. The interest taken in the actions, the desire to succeed, and the attention given;
- e. The pleasure or feeling of success that results from the action that becomes associated with the idea of the action.

There are no universal rules that can be applied to determine such parameters precisely. The frequency with which activities must be repeated and the rate at which complexity can be increased will be determined not only by actual psychological variables of interest, attention, and application, but also by the nature of the acts to be performed and inherent aptitudes and tendencies. Habits can be reduced or eliminated in two ways: negatively, by not exercising them, and positively, by acting in the opposite direction, hostile to the current habits.

3. Watching English Movies

Most teachers aim to offer their students something realistic to listen to in order to prepare them for real-life listening situations.³⁴ As a result, there is a lot of demand in so-called genuine materials. Authentic listening materials are voice recordings made in real-life circumstances, frequently without the

³⁴ Zerin Alam, "Developing Listening Skills for Tertiary Level Learners," *Dhaka University Journal of Linguistics* 2, no. 3 (2009): 19–52.

speakers' awareness at the time, so that students are immersed in a completely natural learning environment.

There are several types of genuine resources that may be utilized to learn a language. Examples of authentic content include video, film/movie, television, and so forth. Because the speech is a sample of real English, the English heard in this sort of original content is genuine. Students will find it more fascinating and rewarding if they can grasp what these native English speakers are saying.

Regular viewing of videos, movies, or TV shows created for English-speaking youngsters can provide a lot of benefits. Such items are often rich in terms of children's interest. They offer a plethora of verbal information in a visually supportive environment.³⁵

Film is a turbocharged medium of communication and a strong information carrier.³⁶ It's jam-packed with messages, pictures, and ambiguity, making it a fertile landscape for language learners to explore and rework in the classroom.

Students always love watching movies in the classroom. Even if only a few scenes are used, an English language film equips students with natural and realistic English.³⁷ Films or scenes in English can be a source of activities including vocabulary-building assignments, classroom debate, writing, and

³⁵ Wael Abdulrahman Almurashi, "The Effective Use of YouTube Videos for Teaching English Language in Classrooms as Supplementary Material at Taibah University in Alula," *International Journal of English Language and Linguistics Research* 4, no. 3 (2016): 32–47.

³⁶ Leonardo Lucena Parisi and Nick Andon, "The Use of Film-Based Material for an Adult English Language Course in Brazil," *Trabalhos Em Linguística Aplicada* 55 (2016): 101–28.

³⁷ Solanki D. Shyamlee and Muhammad Phil, "Use of Technology in English Language Teaching and Learning: An Analysis," in *International Conference on Language, Medias and Culture*, vol. 33, 2012, 150–56.

listening comprehension. One highly successful method of giving students control over foreign language material is through the use of a movie.

Furthermore, taking these ideas into account, the author describes English film as a medium of communication that delivers genuine and real English. As a result, viewing an English film is like seeing an actual English spoken discourse that is rich in messages and visuals that may be utilized as a source of activities like vocabulary-building exercises, classroom discussion, writing, and listening comprehension.

4. The benefits of Watching English Movies

Nowadays, English is a worldwide language used by individuals from many different nations and cultural backgrounds.³⁸ Because culture has such an impact on communication, it is beneficial for instructors to provide lessons and activities that demonstrate how different dialects, styles of address, conventions, taboos, and other cultural aspects influence interaction among different groups. Films are an excellent medium for not just practicing English but also facilitating intercultural learning.³⁹ Numerous films or movies provide good instances of intercultural dialogue and are valuable tools for teachers. Additional reasons for instructors to include movies in class and encourage their students to watch movies in English include:

- a. Movies mix enjoyment with learning by conveying a story in a way that catches and retains the viewer's interest.

³⁸ Fan Gabriel Fang, "World Englishes or English as a Lingua Franca: Where Does English in China Stand?," *English Today* 33, no. 1 (2017): 19–24, <https://doi.org/10.1017/S0266078415000668>.

³⁹ Le Bach Truong and Ly Thi Tran, "Students' Intercultural Development through Language Learning in Vietnamese Tertiary Education: A Case Study on the Use of Film as an Innovative Approach," *Language and Intercultural Communication* 14, no. 2 (2014): 207–25.

- b. Films target several sensory and cognitive pathways at the same time. For example, spoken language is supplemented with visual components that help students grasp the dialogues and storylines.
- c. Students are introduced to how individuals actually speak.
- c. Movies engage viewers, appeal to their emotions, and allow them to sympathize with the protagonists.
- e. Subtitles in English are generally included with DVDs, which aids comprehension and enhances their vocabulary knowledge as well as their overall language abilities in English.⁴⁰

Many studies suggest that using a movie in the classroom may foster highly favorable associations with language learning. According to Scacco, "my experience suggested that using a book and its associated video may give the language instructor with so many potential exercises that a whole course might be constructed around just one title."⁴¹ All of the typical film-related classroom exercises may be utilized to improve listening and speaking abilities.

According to Kern, cinema or video is very well adapted to depicting the relationship between language and the real world in which communication is vital.⁴² Movies may help students in a variety of ways, in addition to giving visual information that improves comprehension and memory.⁴³ First and foremost, movies inspire students. Movies teach language in a dynamic,

⁴⁰ Waheeb S. Albiladi, Fahad H. Abdeen, and Felicia Lincoln, "Learning English through Movies: Adult English Language Learners' Perceptions," *Theory and Practice in Language Studies* 8, no. 12 (2018): 1567–74.

⁴¹ John Scacco, "Beyond Film: Exploring the Content of Movies.," in *English Teaching Forum*, vol. 45 (ERIC, 2007), 10–15.

⁴² Richard Kern, "Technology as Pharmakon: The Promise and Perils of the Internet for Foreign Language Education," *The Modern Language Journal* 98, no. 1 (2014): 340–57.

⁴³ Uena Apulisa, "The Correlation between English Department Students' Habit in Watching English Movies and Their Vocabulary Knowledge," *JEE (Journal of English Education)* 7, no. 1 (2021): 65–76.

engaging manner that piques the students' attention. The mix of moving images and music communicates language more fully and vividly than any other educational media. Seeing the scenario on film is the next best thing to being there in person.

Second, films show language in context. Movies depict communication in vivid, realistic situations. The entire issue is instantly evident to the kids. This not only relieves the instructor of the burden of explanation and translation, but it also allows students to see and hear how various language elements are utilized in certain contexts. Third, films depict human behavior and relationships. Movies depict the contrasts in how people behave in informal connections involving friends and family and how they behave in more formal relationships. The visual feature of the film also helps students to witness how individuals behave whether they are pleased, sad, furious, and so on. Fourth, films depict nonverbal components of communication. Movies allow students to witness body language, gestures, facial expressions, and postures that augment, alter, or otherwise color the speaker's words.

Fifth, movies give cultural information. Movies depict how people live and interact with one another in their particular cultural setting. Sixth, films may be thoroughly examined. Visual aspects such as location, clothes, and body language, as well as sound components such as pronunciation, intonation, and emphasis, can be chosen and explored in depth. Seventh, films encourage the use of language. Movies prepare students to communicate in the target language. Furthermore, based on the reasons, it can be inferred that English movies give numerous benefits for English movie fans, particularly in the

context of language acquisition, as they enhance intercultural learning and may be utilized as a medium to practice English.

To summarize, it can be stated that the practice of viewing English movies can help learners enhance their English abilities significantly. Finally, the writer defines habit of watching English movies as an effect of repeated acts of watching English movies done frequently that becomes an unconscious uniformity patterned behavior and done automatically due to the interest of it, which can then give people pleasure. As a result of the above idea, it can be inferred that the habit of viewing English movies may be characterized by its repetition, frequency, uniformity, interest, effect, goal, and automaticity.

5. Students' Habit in Watching English Movie Related to Their Listening Skill

It takes time and effort to improve one's listening abilities. If a person is listening to an English discussion or news and does not comprehend the substance, he will quickly lose interest. To begin, one should practice listening to brief conversations rather than extensive ones.

Ur provides several examples of listening exercises that students might utilize.⁴⁴ One of them is in the realm of entertainment, such as movies, theater, and video games. She claims that, similar to tales, if the information is truly engaging (interesting, exciting, hilarious, or tragic), learners will be inspired to make the effort to comprehend without any additional job.

⁴⁴ Ur, *A Course in Language Teaching: Practice and Theory*.

Modern technology such as tape recorders, CDs, radios, televisions, and other forms of media may be utilized to develop listening skills and play an essential part in language acquisition. They may be utilized in a variety of ways both in and out of the classroom to assist students in improving their abilities. Using genuine resources helps learners comprehend how local people pronounce their words, allowing them to become acquainted with the accents and words used by the speaker. It can also aid in the comprehension of colloquial language. A large portion of the language is utilized in informal talks. Movies are the best way to acquire acquainted with various dialects, speech patterns, and voice kinds. Students can enhance their language and listening skills by viewing movies.

Despite the fact that the video is in English, learners can employ English subtitling to reinforce and facilitate the acquisition of vocabulary and idiomatic phrases. Furthermore, English subtitling is a valuable tool for basic and intermediate EFL students in comprehending films. Similarly, Danan states that the English subtitle option assists learners in expanding their vocabulary by both hearing to and seeing new terms.⁴⁵ Meanwhile, if instructors regard cinema to be a text without written words, then their students' previous knowledge is critical to their interpretation of the message given by a film.⁴⁶

Many language students watch movies outside of class, but few see this as a chance to improve their listening skills (perhaps because they become used to reading the subtitles of English movies). Going to the movies is considered entertainment and does not always count as learning. Teachers, on the other

⁴⁵ Martine Danan, "Captioning and Subtitling: Undervalued Language Learning Strategies," *Meta: Journal Des Traducteurs/Meta: Translators' Journal* 49, no. 1 (2004): 67–77.

⁴⁶ Scacco, "Beyond Film."

hand, can sensitize their students in the language classroom to how they might utilize movies to assist them enhance their second language listening abilities.

Using movies or videos in the classroom gives students access to more information when they are listening. That is, the students can now see what is going on as well as hear the text. Learners can improve their listening abilities in a more diverse linguistic setting by doing so.

Once learners have acquired the practice of watching and listening to English language movies with some level of attention, they will get accustomed to listening for pleasure, and they may then go to more critical post-viewing tasks. Furthermore, the more they watch English movies, the better their hearing comprehension will be and the better their listening talent will develop. As a result, the author thinks that there is a substantial relationship between habitual viewing of English films and hearing ability.

C. Related Findings

Because listening is the skill that people use the most in everyday life, there have been some studies that support listening skill, but only a few of them have a relevant topic with this research.

Safranj investigated how students improve their listening comprehension through movies with and without subtitles, as well as their views about this instructional method. In 2013, 38 students from an English language private school in Novi Sad were evaluated on their listening abilities using a pretest and a posttest. In order to rate, a five-point Likert scale was used. After completing the questionnaire, the best and worst students' attitudes regarding this approach were

chosen for interviews. Finally, interviews were conducted to elicit students' positive and negative feelings about the approach. All of this was done over the course of one academic year, and the study revealed that the students required more time to learn as well as more advice. Clearly, utilizing movies to increase kids' listening skills proven to be a successful method. The majority of them improved their listening abilities and learned more than vocabulary, developed a better understanding of another culture, felt more comfortable and had fun while studying in class.⁴⁷

Qiang, Hai, Wolff conducted a study on the use of movies or other captioned film as part of teaching English as a foreign language in China. As a result, they embarked on a four-year experiment to assess the efficacy of using English-language movies in business education. This experiment demonstrated that a careless use of movies was, in fact, an abuse of them. The appropriate and effective use of motion pictures necessitates a number of elements: (1) movies that are educational, informative, and entertaining at the same time; (2) a workbook linked to such movies that allows students to prepare ahead of time; and (3), most importantly, a variety of classroom activities to induce and elicit timely and optimal output from the students, so that talking becomes an enjoyable activity. Dubbing, tale recounting, acting, arguing, debating, and role playing are just a few of the successful strategies a teacher may use to engage students.⁴⁸

Badruddin and Zainuddin conducted a study to see if there was a link between students' habit of viewing English movies and vocabulary mastery in the

⁴⁷ Jelisaveta Safran, "Advancing Listening Comprehension through Movies," *Procedia-Social and Behavioral Sciences* 191 (2015): 169–73.

⁴⁸ Niu Qiang, Teng Hai, and Martin Wolff, "China EFL: Teaching with Movies," *English Today* 23, no. 2 (2007): 39–46.

second year of SMAN 1 Anggeraja in the academic year 2015/2016. This research is a correlation study. A questionnaire and a vocabulary test were employed as tools. The study revealed a substantial correlation between students' habit and vocabulary proficiency in viewing English movies to 0.766 at the significance level of 0.05 and the crucial value of r table 0.339. The connection between students' habit of viewing English movies and vocabulary acquisition was significant since the coefficient correlation was more than the r table's crucial value ($0.766 > 0.339$). It implies that there is a substantial relationship between students' habits of viewing English movies and their Vocabulary Mastery in the Second Year of SMAN 1 Anggeraja.⁴⁹

Based on the past study findings, it is possible to anticipate that the habit of viewing English movies and listening competence have a favorable association. It indicates that the habit of watching English movies enhances listening skills.

D. Hypothesis

Based on various theories above, the writer proposes the hypotheses as follows:

H1: There is a positive correlation between the third semester TBI students' habits of watching English movies and their English listening skills.

Ho: There is no correlation between the third semester TBI students' habits of watching English movies and their English listening skills.

⁴⁹ Dahniar Badruddin and Masyhud Zainuddin, "The Correlation between Student's Habit in Watching English Movie and Vocabulary Mastery at the Second Year of Sman 1 Anggeraja," *ETERNAL (English, Teaching, Learning, and Research Journal)* 2, no. 1 (2016): 110–21.

CHAPTER III

RESEARCH METHOD

A. Kind of the Research

In this study, the researcher employed the correlational research method. The researcher chose this technique because of the researcher's curiosity about the strength of the relationship between two variables based on a correlational coefficient. A correlational coefficient is a metric that indicates the degree and direction of a connection between two or more variables.

According to Wallen, a correlational study is a type of research study that investigates connections between several items.⁵⁰ In general, it allows us to draw conclusions regarding correlation—that is, the degree to which two or more variables are interconnected, so that when one variable rises, the other either increases or declines in a relatively predictable manner. It allows the researcher to anticipate one variable based on knowledge of another, but not to reach a conclusion regarding a cause-effect link. Similarly, Gall et al explain that in correlational research, the researcher attempts to demonstrate a link between two or more variables that are difficult to manipulate and control experimentally. Rather of a cause–effect link, an association or correlation is developed.⁵¹

In a correlational research, there are three possible outcomes. There are correlations that are positive, negative, and none. When the scores on two variables tend to move in the same direction, there is a positive correlation; when

⁵⁰ Jack R Fraenkel, Norman E Wallen, and Helen H Hyun, *How to Design and Evaluate Research in Education* (1221 Avenue of the Americas, New York, NY 10020: McGraw-Hill Companies, Inc, 2012), <https://doi.org/10.1017/CBO9781107415324.004>.

⁵¹ Meredith D Gall, Joyce P Gall, and Walter R Borg, *Educational Research: An Introduction*, 7th ed. (USA: Allyn and Bacon, 2003).

the scores on two variables tend to move in opposing ways, there is a negative correlation. The degree of correlation is represented by a number between -1 and 1. A perfect positive correlation would provide a score of one. A perfect inverse correlation would provide a score of -1. Meanwhile, if there is no correlation, the score is 0.

The author in this study investigated the correlation between two variables: one dependent variable (X) and one independent variable (Y). An independent variable is a variable that is assumed to cause a change in another variable, whereas a dependent variable is the variable that the researcher analyzes to identify the effect of one or more independent variables.⁵² The two variables of this study are shown below:

- a. The independent variable (predicator variable)
 - i. The habits of watching English movies by the third semester students of English Education Department at IAIN Curup
- b. The dependent variable (criterion variable)
 - i. English listening skills of the third semester students of English Education Department at IAIN Curup.

B. Population and Sample

The population is the total number of individuals in the study from whom the sample is drawn. In the other term, the sampled group is referred to as the

⁵² Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education, Research Methods in Education* (New York: Routledge, 2011), https://doi.org/10.1111/j.1467-8527.2007.00388_4.x.

population.⁵³ The group studied in this study included all third semester students from the English Education Department at IAIN Curup. The data of student population can be seen in table 1 below. It is worth noting that the students' names are labeled by their initials to guarantee their confidentiality.

Table 1
The Data of Student Population

No.	Name	Classes
1	CK	TBI 3A
2	NS	TBI 3A
3	AN	TBI 3A
4	IM	TBI 3A
5	PT	TBI 3A
6	SPS	TBI 3A
7	RD	TBI 3A
8	RVRD	TBI 3A
9	RP	TBI 3A
10	NAD	TBI 3A
11	PL	TBI 3A
12	SW	TBI 3A
13	MK	TBI 3A
14	GA	TBI 3A
15	DA	TBI 3A
16	DCP	TBI 3A
17	UH	TBI 3A
18	RMP	TBI 3A
19	RT	TBI 3A
20	DPS	TBI 3B
21	AS	TBI 3B
22	WC	TBI 3B
23	KFFR	TBI 3B
24	WI	TBI 3B
25	AO	TBI 3B
26	YRP	TBI 3B
27	VO	TBI 3B
28	REA	TBI 3B
29	SI	TBI 3B
30	CN	TBI 3B
31	MF	TBI 3B
32	DMS	TBI 3B
33	SM	TBI 3B

⁵³ Donald Ary et al., *Introduction to Research in Education, Measurement*, 8th ed., vol. 4 (USA: Wadsworth, Cengage Learning, 2010), <https://doi.org/10.1017/CBO9781107415324.004>.

34	SA	TBI 3B
35	RA	TBI 3B
36	FSN	TBI 3B
37	PS	TBI 3C
38	KW	TBI 3C
39	EF	TBI 3C
40	MW	TBI 3C
41	IS	TBI 3C
42	SN	TBI 3C
43	NS	TBI 3C
44	PH	TBI 3C
45	LP	TBI 3C
46	AS	TBI 3C
47	MT	TBI 3C
48	MA	TBI 3C
49	NA	TBI 3C
50	SA	TBI 3C
51	AF	TBI 3C
52	SP	TBI 3D
53	MS	TBI 3D
54	DWC	TBI 3D
55	SY	TBI 3D
56	YPU	TBI 3D
57	MH	TBI 3D
58	BN	TBI 3D
59	AA	TBI 3D
60	SA	TBI 3D
61	DA	TBI 3D
62	ZNJP	TBI 3D
63	ETN	TBI 3D

The researcher further selected the sample members using a convenient sampling technique. Wallen defined a sample as a representative fraction of a population.⁵⁴ A sample is a collection of components drawn from a broader population according to predefined criteria. A sample is always fewer in number than a population, and it is sometimes even much fewer. In this study, the author selected a convenient sampling technique to gain a sample from the entire population.

⁵⁴ Fraenkel, Wallen, and Hyun, *How to Design and Evaluate Research in Education*.

Sampling is the process of selecting a group of participants for a research so that the individuals represent the broader population from which they are drawn.⁵⁵ Sampling entails selecting a few things from a particular group to study in order to get data from which valid inferences about the full mass may be formed. In this study, the convenient sampling technique was applied by selecting all respondents who filled in the given instruments, e.g. both questionnaire of watching movie habits and English listening test. As a result, from 63 students, there were only 46 students which could be the samples of this study because there were only 46 students who both filled in the questionnaire and took the English listening test. The sample can be seen in table 2.

Table 2
The Data of Student Sample

No.	Name	Classes
1	CK	TBI 3A
2	NS	TBI 3A
3	IM	TBI 3A
4	PJ	TBI 3A
5	SPS	TBI 3A
6	RVRD	TBI 3A
7	NAD	TBI 3A
8	SW	TBI 3A
9	MK	TBI 3A
10	DA	TBI 3A
11	DCP	TBI 3A
12	UH	TBI 3A
13	AS	TBI 3B
14	WC	TBI 3B
15	AO	TBI 3B
16	YRP	TBI 3B
17	VL	TBI 3B
18	REA	TBI 3B
19	SR	TBI 3B
20	CN	TBI 3B
21	MF	TBI 3B

⁵⁵ Oisín Tansey, "Process Tracing and Elite Interviewing: A Case for Non-Probability Sampling," in *Methoden Der Vergleichenden Politik-Und Sozialwissenschaft* (Springer, 2009), 481–96.

22	DMS	TBI 3B
23	RA	TBI 3B
24	FSN	TBI 3B
25	KW	TBI 3C
26	ES	TBI 3C
27	MY	TBI 3C
28	IS	TBI 3C
29	SN	TBI 3C
30	NS	TBI 3C
31	LP	TBI 3C
32	AS	TBI 3C
33	MT	TBI 3C
34	SA	TBI 3C
35	DA	TBI 3D
36	SP	TBI 3D
37	MS	TBI 3D
38	YDC	TBI 3D
39	SY	TBI 3D
40	YPU	TBI 3D
41	MH	TBI 3D
42	BN	TBI 3D
43	AA	TBI 3D
44	SA	TBI 3D
45	ZNJP	TBI 3D
46	ETN	TBI 3D

C. Techniques of Collecting Data

Before analyzing the data, the writer collected the data to carry out the research. The main techniques of collecting the data were questionnaire of habits of watching English movies and the English listening test. Detailed explanations of the research instruments are as follows:

1. Research Instruments

In order to get the data as accurately as possible, the researcher used some research instruments. They are questionnaire and test.

a. Questionnaire

Questionnaire was used to assess the third semester TBI students' habits of watching English movies. The questionnaire of habits of watching English movies was developed according to the indicators of habit theory as explained by Kraftl.⁵⁶ He listed five primary elements influencing habit formation (see the following table 3). His theory was constructed and bound by English movies which became the object of habit. Each indicator of habit was used to formulate three items of questionnaire. So, the number of questionnaire items was 15 items.

Table 3
The Blueprint of the Questionnaire of Habits of Watching English Movies

Indicators of habits	English movies	The formulation of items
a. The number of repetitions, as every repetition strengthens the disposition left by previous exercise;	1. American movies	Item 1 (a + 1) Item 2 (a + 2) Item 3 (a + 3) Item 4 (b + 1) Item 5 (b + 2)
b. Their frequency: too long an interval of time allows the disposition to weaken, whereas too short an interval fails to give sufficient rest, and results in organic and mental fatigue;	2. British movies	Item 6 (b + 3) Item 7 (c + 1) Item 8 (c + 2) Item 9 (c + 3) Item 10 (d + 1) Item 11 (d + 2) Item 12 (d + 3) Item 13 (e + 1) Item 14 (e + 2)
c. Their uniformity: at least change must be slow and gradual, new elements being added little by little;	3. English movies with no specific dialects	Item 15 (e + 3)
d. The interest taken in the actions, the desire to succeed, and the attention given;		
e. The resulting pleasure		

⁵⁶ Kraftl, "The Force of Habit."

or feeling of success which becomes associated with the idea of the action.		
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The complete set of questionnaire for the habits of watching English movies can be seen in table 4 below.

Table 4
The Questionnaire of the Habits of Watching English Movies

No	Items	SA	D	A	SDA
1	I watch American movies at least once a week to make me accustomed to the style of American English				
2	I watch British movies at least once a week to make me familiar with the style of British English				
3	Because I realize that there are many English varieties besides American and British varieties, I also watch English movies from the countries other than America and England for the sake of making me familiar with various English varieties.				
4	While watching an American movie for English listening practice, I don't have to watch it till the end because my target is English learning practice in a controlled way.				
5	I limit my time to watch a British movie as my listening practice because too long time spent for watching will not be effective for my English listening practice.				
6	I manage my time to watch English movies with various varieties according to my ability to concentrate.				
7	When watching an American movie, I repeat scene by scene to make me sure that I can understand the actors' and actress' English dialogues.				
8	When watching a British movie, I repeat scene by scene to make me sure that I can understand the actors' and actress' English dialogues				
9	When watching a non-Anglophone English movie, I repeat scene by scene to make me sure that I can understand the actors' and actress' English dialogues				
10	I always concentrate my attention on the English pronunciation features of the people in the American movies that I watch for the sake of improving my listening skill.				
11	I always concentrate my attention on the English pronunciation features of the people in the British movies that I watch for the sake of improving my listening skill.				
12	I always concentrate my attention on the English pronunciation features of the people in the non-				

	Anglophone English movies that I watch for the sake of improving my listening skill.				
13	My interest in watching American English movies increase because I perceive that I improve my English listening skill gradually in the stepwise processes of this habit of watching movies.				
14	My enjoyment in watching British English movies increase because I perceive that I improve my English listening skill gradually in the stepwise processes of this habit of watching movies.				
15	My curiosity in watching non-Anglophone English movies increase because I perceive that I improve my English listening skill gradually in the stepwise processes of this habit of watching movies.				

b. Test

To test the English listening skill, the researcher used the English listening test adopted from a TOEFL listening section test retrieved from the TOEFL package. The indicators of listening skill according to the TOEFL package can be seen in table 5. The match between the indicators and the listening script can be seen table 6. Lastly, the test sheet is displayed in table 7 as follows:

Table 5. Indicators of Listening Skill According to the Adopted TOEFL Test

No	Indicator	Items
1	Draw conclusion about “what”	1, 7, 8, 9, 14, 15, 16, and 19
2	Listen to an implied suggestion	3, 5, 6, 10, 12, and 17
3	Listen to an explicit suggestion	20, 22 and 25
4	Listen to an idiomatic expression	4, 18, 21, 23, and 27
5	Listen to a rejection	2
6	Listen to a negative expression	11
7	Listen to a wish	13
8	Listen to an implied expression	24, 28 and 29
9	Listen to an analogy	26
10	Listen to an expression of cancelling a plan	30
11	Listen to main idea	31, 36, 39, 43, and 47
12	Listen to specific information	32, 34, 35, 37, 38, 40, 41, 42, 45, 46, 48, 49, and 50
13	Listen to compare and contrast	44

14	Liten to implied information	33
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Table 6. The Script of Listening Test and the Indicators Adopted From TOEFL

Part A

1. M: I spent my summer vacation at north in Montana, the views of the mountain there was so beautiful. I think it would be great to live there all year around.
 W: You've got to be kidding, I'm from there and believe me. In the winter time, it's so cold out that you could care less about the scenery.
 Q: What does the woman mean? (*indicator: Draw conclusion about "what"*)
2. W: Are you going to the dance tonight?
 M: I'd like to, but I've already made plans.
 Q: What does the man mean? (*Indicator: listen to rejection*)
3. W: I heard the basketball game is going to be on TV tonight. Do you have any idea what channel it could be on?
 M: Um, it might be on seven, but I'm not sure, the TV section of the newspaper is over there on the table
 Q: What does the man imply? (*indicator: listen to an implied suggestion*)
4. M: So, have you finished reviewing all the material for our psychology exam
 W: Just about, but I still have brush up on a few facts I'm not sure of.
 Q: What does the woman mean? (*indicator: listen to an idiomatic expression*)
5. W: My parents are coming to see me this weekend, it's their first time here and they're really excited to finally see the town.
 M: Well you know, some of the restaurants here are really pretty good, especially the ones down by the harbor.
 Q: What does the man suggest the woman do? (*indicator: listen to an implied suggestion*)
6. M: You know that promotion I thought I was going to get at the bookstore? Well I didn't, so I'm going to see my boss tomorrow and tell her I've had it.
 W: Oh, I understand that you are upset, but, you know there just aren't a lot of part-time jobs out there right now. Try to keep that in mind before doing anything drastic, OK?
 Q: What does the woman imply the man should do? (*indicator: listen to an implied suggestion*)
7. M: Didn't you finish the experiment yet? It was due on Friday
 W: I am having so many problems. The professor has given me an extension.
 Q: What does the woman mean? (*indicator: draw conclusion about "what"*)
8. M: Does my stomach hurt? I haven't felt very well all day.
 W: Mine's been feeling a little funny too. It began after we ate that seafood last night.
 Q: What does the woman mean? (*indicator: draw conclusion about "what"*)

9. W: I can't believe that you missed the class again. Didn't professor Odell say something to you about it last time?
M: Well, this time is different, I had a good excuse. My car ran out of gas.
Q: What does the man imply? (*indicator: draw conclusion about "what"*)
10. M: Are you going to the conference in Chicago? I've already booked my hotel room.
W: Why pay for hotel? My brother's got plenty of room in his place.
Q: What does the woman imply the man should do? (*indicator: listen to an implied suggestion*)
11. W: Hey, do you have Amy's new phone number
M: She couldn't remember when I saw her earlier today, so she said she'd call me this afternoon and give it to me then.
Q: What does the man mean? (*indicator: listen to a negative expression*)
12. M: Do you know if you'll have any more blue shirts with the school's logo available before the big football game on Saturday?
W: If you come back tomorrow, right after the store opens, you should have better luck then.
Q: What does the woman imply? (*indicator: listen to an implied suggestion*)
13. W: I invited Bob for Friday, and he said he'd come if he isn't working
W: If Bob comes, it's sure to be a good party.
Q: What can be inferred about Bob? (*indicator: listen to a wish*)
14. W: Why are you so late? I told you the movie started at seven, didn't I?
M: Sorry, I got to talking with some people after class and before I know it, well, you can see what happened.
Q: What does the man imply? (*indicator: Draw conclusion about "what"*)
15. W: Nancy just got that special tennis racket she ordered through the mail
M: Finally, that was a long time she had to wait, I bet she'd go out and use it right away.
Q: What does the man mean? (*indicator: Draw conclusion about "what"*)
16. W: You must be really happy getting such a good grade in such a difficult course.
M: You bet I am, and what's even more surprising is how much I enjoy the class.
Q: What does the man imply? (*indicator: Draw conclusion about "what"*)
17. M: Sorry, I'm late, I had to stop at home after class to put on the suit and tie. You know, cause it's an awards ceremony?
W: You probably should not have bothered, I mean look around you, half of the guys here are in jeans and sweaters.
Q: What does the woman mean? (*indicator: listen to an implied suggestion*)
18. W: This campus offers a wide range of extra-curricular activities, whether your interests are athletics, clubs, or committee-centered organizations.

M: Thanks, I'm sure I'll get involved in it eventually. But since it is my first year that I'm taking extra courses, I'm really pushing it as it is

Q: What does the man mean? (*indicator: listen to an idiomatic expression*)

19. M: If I can borrow your Spanish notes this weekend, I'd be in a lot better shape for the quiz on Monday

W: I'm afraid that's out of the question, don't forget I have the same quiz.

Q: What will the woman probably do? (*indicator: draw conclusion about "what"*)

20. W: It looks like you've just bruised the bone in your foot. Try to stay off a couple of days until the swelling goes down.

M: Hoo! I was afraid it was broken, thanks a lot Dr. Martin?

Q: What can be inferred about the man? (*indicator: listen to a suggestion*)

21. W: Wow! We've been working on this project for over five hours, do you think we should keep going?

M: Well, I don't know about you, but I'm ready to call it a day.

Q: What does the man mean? (*indicator: listen to an idiomatic expression*)

22. M: I don't know what to do about my job, every evening the boss asks us to work later and later, I don't mind the extra pay, but I'm just about to stretch to my limit.

W: Hum, well, maybe you should say something, he might not realize you're also a fulltime student.

Q: What does the woman suggest the man do? (*indicator: listen to a suggestion*)

23. W: Betsy really lost her temper in that meeting. She's gonna have to learn to be a lot more diplomatic than that.

M: You are right, but you have to give a credit for taking a stand.

Q: What does the man imply? (*indicator: listen to an idiomatic expression*)

24. W: Wow! This paper looks like it was typed on a typewriter. How did you get your computer and printer in making a look like this?

M: I didn't, sometimes I think I am the last person on campus who doesn't use a computer.

Q: What does the man mean? (*indicator: listen to an implied expression*)

25. M: I am having such a hard time with the history assignment. It's taking forever. How about you?

W: I'm struggling too, what if we put our heads together?

Q: What does the woman suggest she and the man do? (*indicator: listen to a suggestion*)

26. W: Can you believe the bus driver just yelled at me like that?

M: And just what did you think what would happen when you spill the coffee all over the floor?

Q: What does the man mean? (*indicator: listen to an analogy*)

27. W: I'm really impressed by how well Mary is doing at school
 M: She said that she owes a lot to the support of her parents.
 Q: What does the man mean? (*indicator: listen to an idiomatic expression*)
28. M: Hello, I was wondering if graduate students are allowed to use the copy machine in the faculty resource room?
 W: I'm not sure, But if you leave me your name and number, I'll find out and get back to you.
 Q: What will the woman probably do? (*indicator: listen to an implied expression*)
29. M: Do you think John would lend me 15 dollars until tomorrow?
 W: Are you kidding? He's always broke, besides, he still owes me ten from last week.
 Q: What can be inferred about John? (*indicator: listen to an implied expression*)
30. M: We still haven't decided on the time for lunch tomorrow.
 W: Oh, I forgot to tell you. I won't be able to make it after all.
 Q: What does the woman mean? (*indicator: listen to an expression of cancelling a plan*)

Part B

- M: I don't know, Susan, I don't feel like I am reaching my freshman class this semester.
 W: Why do you say that?
 M: It's just they think of grades over was non-comprehension, even when I'm talking about the basics, they not especially motivated either, I know the class is a first year science requirement for most of them. But I've got to do something.
 W: Jane, you know Jane White, she teaches physics, she just told me about how she livens up her classes.
 M: What did she do?
 W: Well, basically, she takes something they are interested in, like music, and tries to relate principal of science to that. Otherwise, the concepts seem to go right over their heads.
 M: Do you mean, for example, she'd use rock and roll to demonstrate the principles of acoustics in physics?
 W: Exactly, in fact, she said she had used music, and she'd used movies, especially, science fiction in her classes too.
 M: Sounds like her methods worth a try. But I need a few more details. Maybe I'll go and see her tomorrow. Thanks
31. What is the man's complaint? (*indicator: listen to the main idea*)
 32. What kind of class does the man probably teach? (*indicator: listen to specific information*)
 33. What does the man imply is the reason for his problem? (*indicator: listen to implied information*)
 34. What does Jean White do to improve her classes? (*indicator: listen to specific*)

information)

35. What is the man's response to Jean White's teaching method? (*indicator: listen to specific information*)

M: Ouch, how can the sand be so hot when the water's still cold? My feet feel like getting blisters.

W: Now, Mark, were you sleeping when professor Book gave that lecture on specific heat in physics class?

M: I didn't come to San Diego on spring break to talk about professor Book's physics class.

W: I know, me neither, I was just answering your question, that's all.

M: What question?

W: You weren't even paying attention to your own question

M: I was just complaining about the hot sand. Considering what the water's like, I wonder how the sand can be so hot?

W: Well, professor Book's lecture on specific heat might give you a clue. Water has a higher specific heat than sand.

M: Then why is the sand so much hotter if water has a higher specific heat?

W: Don't you remember? Specific heat is the energy need to raise the temperature of something. If something has a high specific heat, like water, it takes more energy to raise its temperature.

M: I see. So you are saying that something with a high specific heat, like water, doesn't get hot as fast as something with a low specific heat, like sand, right?

W: Right. So sand gets hot faster during the day, that's why it's so hot while the water's still cool.

M: I guess you are right, I should pay more attention in class.

36. What is the woman trying to explain to the man? (*indicator: listen to the main idea*)

37. What is the man complaining about? (*indicator: listen to specific information*)

38. What does the woman say about the water? (*indicator: listen to specific information*)

Part C

Good evening, I am Steve Johnson and I represent the American Elm Society. Today I'd like to introduce you to some of the problems faced by elm trees. Many of you are familiar with this huge tree. It's found in many areas of US and Canada in cities and small towns. Well, as you may know, the American elm has been threatened by a dangerous disease. The disease is caused by a fungus, when that fungus infects the tree, it blocks the circulation of water inside the tree. As a result, the tree cells don't receive water and without water, of course they can't survive. The tree's leaves become dry, fall off, and eventually the tree dies. You may be interested in how the disease is transmitted, well, a very small insect called elm bug beetle brings the fungus with it. The beetle uses the tree to reproduce itself. The female builds channels in the wood for the eggs, at the same time, it infects the tree with fungus. The worst thing is that the process seems unstoppable, because once the beetle leaves the infected tree it carries the fungus on its body and poisons a healthy tree. Of course, we are trying to fight the disease, in the past, infected trees were

simply cut down. That method reduces the number of the infected trees but it never stop the disease. Now experts are trying to get to the root of the problem, they are working on ways to control the beetle that spreads the disease.

39. What is the talk mainly about? (*indicator: listen to the main idea*)
40. What is causing the death of the infected elm trees? (*indicator: listen to specific information*)
41. According to the speaker, what causes the healthy elm tree to become weak? (*indicator: listen to specific information*)
42. According to the speaker, how do experts hope to limit the spread of the disease in the future? (*indicator: listen to specific information*)

So, now we are in the room with naïve art, produced in the United States during 18th and 19th centuries. At that time, people of many nations had come together to form a single nation. The future of these people was unknown and they didn't share a history together. The absence of tradition created a need for inventing a new one. These were some of the factors allowed naïve art to grow as an art form in the United States. Because everything was new and without past, there was no such thing as art education. That's how these artists got to be called naïve artists. Most of you probably already know the French word naïve meaning not have much world knowledge. So, unlike professional artists, naïve artists didn't have formal training in different academics and studios. Instead, since they were eliminated by tradition, they made their own rules, were generally self-taught and their paintings had a true feeling for color form and world around them. There's very little "known" about early naïve artists in the United States because many of them did not sign their works. However, we do know that they followed similar themes. Many naïve artists started out as portrait painters. They travel from town to town and made portraits for different families especially in the days before photography. People generally wanted portraits as evidence of their existence for future generations. Compared to French naïve paintings that are less realistic, naïve artists in United States painted images that were neat, positive, extremely accurate and almost photographic. Now, in the next room, let's take a look at naïve artists' work in France.

43. What does the speaker mainly discuss? (*indicator: listen to main idea*)
44. How did naïve artists differ from professional artists? (*indicator: listen to compare and contrast information*)
45. How did the speaker describe the paintings of the American naïve artists? (*indicator: listen to specific information*)
46. According to the speaker, what factor makes learning about early naïve artists difficult? (*indicator: listen to specific information*)

The focus of today's class is on an important element in the development of United States cities, something the modern cities need to survive: efficient transportation. The rapid growth of cities in 19th century created a serious problem. Growth obviously made greater distances between people's home and their work places. People could no longer rely on walking. By the mid 19th century, some United States cities had used railways drawn by horses, but they were very slow. The city planners understood that without improved transportation cities could not grow

any larger and they worked on invention of system in trolley cars on cables, powered by steam engines. These cables were able to pull cars up the steep hills of San Francisco and so other large cities installed similar systems in 1880s. But although faster than horses, these cable cars still weren't fast enough to solve the transportation problems of United States cities. Our real breakthrough came thanks to electricity. Electric trolleys move twice as fast as the old horse drawn railways and they were quite and clean. They designers of electric trolleys came up with the new control system that allowed each part to be powered independently and have its own breaks, what's safer and more efficient than cable cars. Electricity also helped the next great advance in urban transportation, the subway. It solved one problem that the early English subways suffered from, unbearable smoke of steam engines that made breathing in the subway tunnels almost impossible.

47. What is the talk mainly about? (*indicator: listen to main idea*)
48. According to the professor, what problem did many people face as cities grew larger? (*indicator: listen to specific information*)
49. Other than their speed, in what way were electric trolley cars better than cable cars? (*indicator: listen to specific information*)
50. According to the professor, what major advantage for the subway did electricity offer? (*indicator: listen to explicit information*)

Table 7
English listening test adopted from TOEFL

SECTION 1: LISTENING COMPREHENSION

- | | |
|---|---|
| <p>1. (A) She likes the view of the mountains in winter.
(B) She has never been in Montana.
(C) The man should take a winter vacation.
(D) The man would not enjoy living in Montana all year.</p> <p>2. (A) He plans to go to the dance.
(B) He does not enjoy dancing.
(C) He has something else to do tonight.
(D) He plans to go to the next dance.</p> <p>3. (A) The woman should go to the game with him tonight.
(B) The game will not be on television.
(C) The results of the game were announced in the newspaper.
(D) The woman can find the information about the game in the newspaper.</p> <p>4. (A) She just finished studying for the exam.
(B) She is not certain what material will be covered on the exam.
(C) She needs to prepare a little more for the exam.
(D) She is willing to help the man study for the exam.</p> <p>5. (A) Go out to eat with her parents.
(B) Find a place to live near the harbor.
(C) Get a job at a restaurant.
(D) Introduce him to her parents.</p> <p>6. (A) Let his boss know that he plans to quit.
(B) Ask his boss to give him more time off.
(C) Recommend the woman for a promotion.
(D) Reconsider his decision about his job.</p> <p>7. (A) She is going to start a new experiment.
(B) She is planning to start the experiment on Friday.
(C) She received additional time to finish the experiment.
(D) She does not plan to finish the experiment.</p> <p>8. (A) She thinks the man is funny.
(B) She will meet the man for dinner tonight.
(C) She got sick from last night's dinner.
(D) She feels better than she did last night.</p> <p>9. (A) He has already spoken to Professor Odell.
(B) Professor Odell will probably excuse his absence.</p> | <p>(C) He has never missed Professor Odell's class.
(D) Professor Odell was not in class today.</p> <p>10. (A) Ask her brother for a ride to the conference.
(B) Find a different hotel.
(C) Pay for the conference in advance.
(D) Cancel his hotel reservation.</p> <p>11. (A) He forgot to phone Amy earlier today.
(B) He does not know Amy's new phone number.
(C) Amy's phone number has not changed.
(D) The woman should ask Amy for the phone number.</p> <p>12. (A) The store will have more shirts tomorrow.
(B) The store will not be selling blue shirts anymore.
(C) The man should check other stores for the shirt.
(D) The shirts will be less expensive after the game.</p> <p>13. (A) He likes to give parties.
(B) He does not like to attend parties.
(C) He does not work on Fridays.
(D) People enjoy his company.</p> <p>14. (A) His class lasted longer than usual.
(B) He got lost on the way to the movie.
(C) He did not know what time the movie started.
(D) He did not pay attention to the time.</p> <p>15. (A) He is much less patient than Nancy.
(B) The woman should play tennis with Nancy.
(C) Nancy will go play tennis soon.
(D) Nancy should pick up her racket at the post office.</p> <p>16. (A) His grade was not as good as the woman's grade.
(B) He thinks the course was easy.
(C) He expected to get a good grade.
(D) He did not expect to like the course.</p> <p>17. (A) The man looks very nice in a suit and tie.
(B) The man did not need to change clothes.
(C) She likes the sweater the man is wearing.
(D) She does not think jeans are appropriate.</p> |
|---|---|

- (C) What happened in today's physics class.
(D) What is meant by specific heat.
37. (A) The cold water.
(B) The hot sand.
(C) His physics class.
(D) His college.
38. (A) Its temperature does not change very much from season to season.
(B) Its specific heat is hard to measure.
(C) It takes quite a lot of energy to raise its temperature.
(D) It becomes warmer as it comes in contact with sand.
39. (A) The growth of the American Elm Society.
(B) Growing new kinds of elm trees.
(C) The importance of elm trees.
(D) A problem affecting the American elm.
40. (A) Their inability to circulate water.
(B) Their increased sensitivity to heat.
(C) Low reproductive rates.
(D) Heavy pollution in the atmosphere.
41. (A) It is damaged by extremely dry weather.
(B) It loses water to stronger trees.
(C) Insects destroy the tree's bark.
(D) Certain beetles introduce a fungus to the tree.
42. (A) By controlling the carriers of the disease.
(B) By growing a stronger kind of the elm.
(C) By watering infected elm trees.
(D) By cutting down all infected elms.
43. (A) Why naive art is so popular today.
(B) The influence of French art on American art.
(C) Some characteristics of naive American art.
(D) The education of naive artists.
44. (A) They painted in their spare time.
(B) They lacked formal art training.
(C) They used a more traditional approach to color.
(D) They followed rules established by art schools.
45. (A) They lack bright colors.
(B) They are realistic depictions.
(C) They follow ancient traditions.
(D) They are inferior to French naive paintings.
46. (A) Their works were unsigned.
(B) Many of their works were destroyed.
(C) They never stayed in one place for a long time.
(D) They worked for only a few years.
47. (A) Why American industries grew rapidly in the nineteenth century.
(B) How advances in transportation helped American cities develop.
(C) Transportation between the cities of the United States.
(D) Great American inventors of the nineteenth century.
48. (A) It was no longer possible to keep horses.
(B) It was difficult to find jobs.
(C) They could no longer walk to work.
(D) They had to pay more for their housing.
49. (A) They could be controlled independently.
(B) They were fire resistant.
(C) They could keep operating for a longer period of time.
(D) They offered more room for passengers.
50. (A) It made the subways much quieter.
(B) It brought electric light to the tunnels.
(C) It allowed passengers to breathe cleaner air in the tunnels.
(D) It allowed subways to be repaired inexpensively.

18. (A) He has been spending too much time doing sports.
(B) He is already a member of several social organizations.
(C) His classes already involve a lot of community work.
(D) He is very busy with his academic work.
19. (A) Study her notes over the weekend.
(B) Give the man her notes until Monday.
(C) Take the quiz before the man does.
(D) Ask to have the quiz postponed.
20. (A) He cannot walk because his foot is broken.
(B) He will have to see the doctor again.
(C) He needs to take some medicine.
(D) He feels relieved about his injury.
21. (A) He does not want to continue on the project today.
(B) He will work on the project without the woman.
(C) He does not know when the project is due.
(D) It will take five hours to finish the project.
22. (A) Look for another job.
(B) Talk to his boss about his schedule.
(C) Start work later in the day.
(D) Ask his boss for a raise in pay.
23. (A) He thinks Betsy should take a business class.
(B) He got angry with Betsy at the meeting.
(C) He admires Betsy for expressing her opinion.
(D) He did not understand what Betsy said.
24. (A) He cannot afford to buy a computer.
(B) He was the last person to leave the computer lab.
(C) He is worried about turning his paper in late.
(D) He used a typewriter for his paper.
25. (A) Gather more information from other students they know.
(B) Help each other with the assignment.
(C) Ask a professor to help them.
(D) Take some time off to rest.
26. (A) The driver's reaction was understandable.
(B) Drinking coffee is not allowed on the bus.
(C) Some of the woman's coffee spilled on the driver.
(D) The driver should not have yelled at the woman.
27. (A) Mary owes money to her parents.
(B) Mary does well because of her parents.
(C) Mary needs more support from her parents.
(D) Mary's parents want her to change schools.
28. (A) Inform the man about the policy.
(B) Copy the message for the man.
(C) Show the man how to use the copy machine.
(D) Call the man after she talks to the students.
29. (A) He does not like to borrow money.
(B) He has a lot of money to lend.
(C) He rarely lends money.
(D) He lent ten dollars to the woman.
30. (A) She will not have time to prepare lunch.
(B) She would rather wait until tomorrow to decide.
(C) She does not remember discussing the matter.
(D) She has to cancel her plans to have lunch with the man.
31. (A) Students refuse to listen to his lectures.
(B) Very few students registered for his class.
(C) Students do not seem to understand his lectures.
(D) Too many students failed his class.
32. (A) Musicology.
(B) Advanced physics.
(C) Film study.
(D) Introductory science.
33. (A) His students are not really interested in science.
(B) His students are science majors who already know the material.
(C) His students have difficulty understanding English.
(D) His students find the lab work too difficult.
34. (A) She relates ideas to students' outside interests.
(B) She plays music to relax students.
(C) She creates unusual videos of her students.
(D) She applies scientific principles to filmmaking.
35. (A) He feels unqualified to try it.
(B) He wants more information about it.
(C) He has already tried it.
(D) He does not think it will work.
36. (A) What causes blisters on feet.
(B) How to stay cool on a hot day.

Table 8 below presents the key answer of the above listening test. Subsequently, the audio of the test has been saved by the researcher.

Table 8
The Key Answer of English Listening Test

1. D	11. B	21. A	31. C	41. D
2. C	12. A	22. B	32. D	42. A
3. D	13. D	23. C	33. A	43. C
4. C	14. D	24. D	34. A	44. B
5. A	15. C	25. B	35. B	45. B
6. D	16. D	26. A	36. D	46. A
7. C	17. B	27. B	37. B	47. B
8. C	18. D	28. A	38. C	48. C
9. B	19. A	29. C	39. D	49. A
10. D	20. D	30. D	40. A	50. C

2. Instrument Validity and Instrument Reliability

The words validity and reliability are critical in research.⁵⁷ The correlation approach is useful for determining the reliability and validity of instruments. A good instrument must be trustworthy and valid. The instruments must first be tested to determine their validity and reliability.

a. Validity

Fraenkel stated that the concept of validity refers to the extent to which our observations indeed reflect the phenomena or variables of interest to us.⁵⁸ Validity is the extent to which an assessment instrument measure what it is supposed to measure. In this study, to determine the validity of the instruments, the researcher took two steps. The first step was to gain a content validity, and the second step was to pursue the construct validity. For the first step, the researcher got help from one of English lecturers of

⁵⁷ Egon G. Guba, "Criteria for Assessing the Trustworthiness of Naturalistic Inquiries," *Educational Communication and Technology* 29, no. 2 (1981): 75–91, <https://doi.org/10.1007/bf02766777>.

⁵⁸ Fraenkel, Wallen, and Hyun, *How to Design and Evaluate Research in Education*.

TBI IAIN Curup who had adequate experiences in validating the instrument content. Both drafts of questionnaire and listening test were given to the validator for getting checked and revised. The validator's comments can be seen in the appendix. For the second step, it was construct validity by deploying Pearson Product Moment formula as follows:

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

Where:

- r_{xy} : the coefficient of correlation between variable X and Y
- X : the independent variable
- Y : the dependent variable
- n : the number of the sample
- $\sum XY$: the sum product between X and Y
- $\sum X^2$: the sum of square predictor X
- $\sum Y^2$: the sum of square criterion Y

The researcher firstly tried out both questionnaire and listening test to 17 students, who were part of the population but were not incorporated as the sample of this study. The results of try-out were further computed by using the above Pearson Product Moment formula aided by SPSS 16 program to help the researcher get easier and accurate computation. The computation result for the questionnaire indicated that all questionnaire items were considered valid because the value of r of each item exceeded the value of r table (0.5140) obtained from the criteria of (df = N-2 (13), with sig 5%). The obtained values of r of all items ranged from 0.62 to 0.82. Subsequently, the computation result for the English listening test also indicated that all items were considered valid because the value of r of each item exceeded the value of r table (0.2787) obtained from the criteria of (df

= N-2 (48), with sig 5%). The obtained values of r of all items ranged from 0.40 to 0.7. Conclusively, both questionnaire of watching English movie habits and English listening test used as the instruments of this study were valid.

b. Reliability

Wallen explained that the concept of reliability refers to the extent to which our observations are stable, dependable, and can be replicated.⁵⁹ Reliability is the extent to which the assessment instrument yields consistent results for each student.

Reliability refers to consistency or stability. With respect to educational testing and assessment, reliability refers to the consistency or stability of the scores we get from our tests and assessment procedures.⁶⁰ The researcher in this research used Cronbach Alpha formula to assess the reliability of instruments by getting aid from the program of SPSS 16 for doing accurate computation:

$$\alpha = \frac{n}{n-1} \left(1 - \frac{\sum Vi}{V_{test}} \right)$$

- n = number of questions
- Vi = variance of scores on each question
- Vtest = total variance of overall scores (not %'s) on the entire test

According to the SPSS 16-based computation, the questionnaire of habits of watching English movies was reliable because the obtained value of alpha was 0.85, which was higher than 0.70. In a similar result, the

⁵⁹ Fraenkel, Wallen, and Hyun.

⁶⁰ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif Dan R&D* (Bandung: Alfabeta, 2014).

English listening test was also reliable because the obtained value of alpha was 0.91, which was higher than 0.70. It was conclusive to say that both questionnaire and English listening test used as the instruments of this study were reliable.

D. Technique of Data Analysis

After data collection, the data were then processed to determine the degree to which the third semester TBI students' habits of watching English movies correlated with English listening skill. However, before the correlational analysis was done, the prerequisite test had to be conducted in prior.

1. Pre-Requirement Test

In this research, before analyzing the hypotheses, the researcher had to find the normality data of the sample first.

a. Normality Test

Normality test is one of the pre-requirement tests before doing statistical correlation. This normality test was necessary to be done because the result would determine which formula of correlation to be used. Principally, if the data are normal, the correlational formula is The Pearson Product Moment Formula. Otherwise, if the data are not normal, the correlational formula is Spearman's rank correlation coefficient. The researcher used Lilliefors test for data normality by using Excel computation (the result can be seen in the fourth chapter). Principally, $L_o < L_{table}$, it means that the data is in normal distribution.

2. Hypothesis Testing

The researcher used Pearson's Product Moment Correlation Coefficient, which was computerized using the Microsoft Office Excel Program, to test the hypotheses if there was a positive correlation between the third semester TBI students' habits of watching English movies and their English listening skills, or not. The Pearson's Product Moment Correlation Coefficient was utilized because the normality test result (see chapter IV) had indicated that the data of both variables were normally distributed. The interpretation of the correlation result can be relied on the following table 9, adopted from Sugiyono⁶¹.

Table 9
The Interpretation of r Value

r value	Interpretation
0.800 – 1.00	very strong
0.600 – 0.79	Strong
0.400 – 0.599	Medium
0.200 – 0.399	Low
0.000 – 0.199	very low (no correlation)

⁶¹ Sugiyono.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter provides the data solicited from the questionnaire negotiating the habits of watching English movies and those garnered from listening test. The data presentation is split into three sections associated with the formulated research foci: 1) descriptive data of questionnaire negotiating the habits of watching English movies, 2) descriptive data of English listening skills, and 3) the correlational computation between the questionnaire's data and listening test data. It is worth noting that, due to the use of a convenient sampling technique in selecting the respondents, the number of samples taking part in this study is fewer than that of the population. Out of 63 students in the population of the third semester TBI students as identified from classes TBI 3 A, B, and C, there were only 46 students who filled in the distributed questionnaire alongside taking the listening test. Meanwhile, the rest 17 students did not complete the two instruments. Some of them only filled in the given questionnaire without taking the listening test, or vice versa. Therefore, the data of such students were not processed in this study. Broadly speaking, this study only processed the data from 46 students. Also, to meet the research ethic, in the way the respondents' data are presented in this chapter, the respondents' names are written anonymously by labeling them with mere codes, e.g., student 1, student 2, student 3, and so on.

A. Results

1. Third Semester TBI Students' Habits of Watching English movies

The data of third semester TBI students' habits of watching English movies were collected using the questionnaire containing 15 items. The raw data of calculation can be seen in the appendix on page 110.

According to the raw data calculation, on the first item which reads "*I watch American movies at least once a week to make me accustomed to the style of American English*", 11 students strongly agreed with it; 34 students agreed with it; 1 student disagreed with it; and no student strongly disagreed with it. On the second item which reads "*I watch British movies at least once a week to make me familiar with the style of British English*", 5 students strongly agreed with it; 37 students agreed with it; 2 students disagreed with it; and 2 students strongly disagreed with it. On the third item which reads "*Because I realize that there are many English varieties besides American and British varieties, I also watch English movies from the countries other than America and England for the sake of making me familiar with various English varieties*", 7 students strongly agreed with it; 36 students agreed with it; 2 students disagreed with it; and 1 student strongly disagreed with it.

Concerning item 4 which reads "*While watching an American movie for English listening practice, I don't have to watch it till the end because my target is English learning practice in a controlled way*", 8 students strongly agreed with it; 22 students agreed with it; 14 students disagreed with it; and 2 students strongly disagreed with it. On item 5 which reads "*I limit my time to watch a British movie as my listening practice because too long time spent for*

watching will not be effective for my English listening practice”, 4 students strongly agreed with it; 28 students agreed with it; 10 students disagreed with it; and 10 students strongly disagreed with it. On item 6 which reads *“I manage my time to watch English movies with various varieties according to my ability to concentrate”*, 7 students strongly agreed with it; 31 students agreed with it; 5 students disagreed with it; and 3 students strongly disagreed with it.

Corresponding to item 7 which reads *“When watching an American movie, I repeat scene by scene to make me sure that I can understand the actors’ and actress’ English dialogues”*, 8 students strongly agreed with it; 33 students agreed with it; 5 students disagreed with it; and no student strongly disagreed with it. On item 8 which reads *“When watching a British movie, I repeat scene by scene to make me sure that I can understand the actors’ and actress’ English dialogues”*, 8 students strongly agreed with it; 32 students agreed with it; 5 students disagreed with it; and 1 student strongly disagreed with it. On item 9 which reads *“When watching a non-Anglophone English movie, I repeat scene by scene to make me sure that I can understand the actors’ and actress’ English dialogues”*, 6 students strongly agreed with it; 31 students agreed with it; 8 students disagreed with it; and 1 student strongly disagreed with it.

Regarding item 10 which reads *“I always concentrate my attention on the English pronunciation features of the people in the American movies that I watch for the sake of improving my listening skill”*, 9 students strongly agreed with it; 35 students agreed with it; 2 students disagreed with it; and no student strongly disagreed with it. On item 11 which reads *“I always concentrate my*

attention on the English pronunciation features of the people in the British movies that I watch for the sake of improving my listening skill”, 9 students strongly agreed with it; 32 students agreed with it; 3 students disagreed with it; and 2 students strongly disagreed with it. On item 12 which reads “*I always concentrate my attention on the English pronunciation features of the people in the non-Anglophone English movies that I watch for the sake of improving my listening skill*”, 4 students strongly agreed with it; 36 students agreed with it; 6 students disagreed with it; and no student strongly disagreed with it.

Associated with item 13 which reads “*My interest in watching American English movies increase because I perceive that I improve my English listening skill gradually in the stepwise processes of this habit of watching movies*”, 10 students strongly agreed with it; 35 students agreed with it; no student disagreed with it; and 1 student strongly disagreed with it. On item 14 which reads “*My enjoyment in watching British English movies increase because I perceive that I improve my English listening skill gradually in the stepwise processes of this habit of watching movies*”, 9 students strongly agreed with it; 33 students agreed with it; 3 students disagreed with it; and 1 student strongly disagreed with it. On item 15 which reads “*My curiosity in watching non-Anglophone English movies increase because I perceive that I improve my English listening skill gradually in the stepwise processes of this habit of watching movies*”, 5 students strongly agreed with it; 35 students agreed with it; 4 students disagreed with it; and 2 students strongly disagreed with it.

The data displayed in table 8 represented the scores within the scale of 15 as the maximum score because the total item of questionnaire was 15 items.

The raw data (see appendix on page 111) could be transformed into descriptive data as presented in table 10 with the frequency distribution as shown in table 11.

Table 10
Descriptive Data of Third Semester TBI Students' Habits of Watching English Movies

No	Domains	Scores
1	Mean	11.25
2	Standard Deviation	1.143824
3	Max	14.25
4	Min	7.75
5	Range	6.5
6	Median	11.25
7	Mode	11.25
8	N	46
9	Class	$6.523682 = 7$
10	Interval	$0.99637 = 1$
11	The Percentage of all students' habits of watching English movies	$11.25/15 \times 100 = 75\%$

Table 10 demonstrates that the average score of 46 students' habits of watching English movies (with the continuum of 15 items) was 11.25 with the standard deviation of 1.143824. Based on the distribution of raw data, the maximum score was 14.25; the minimum score was 7.75; the median was 11.25; and the mode was also 11.25. In order to draw the table of frequency distribution (see table 11), the value of range was needed. The value of range was gained from the friction between maximum and minimum scores (14.25-7.75). The computation indicated that the value of range was 6.5. N represented the number of students which was 46 students. To draw the table of frequency distribution (see table 11), the values of class and interval were needed. The statistical formula for finding the value of class was $1+(3.322*(\text{the number of$

students))⁶². It meant $1+(3.322*\text{LOG}46)$ with the result of 6.523682 or equal to 7. Subsequently, the value of interval was gained from the value of range minus that of class. The result was 0.99637 or equal to 1. The Percentage of all students' habits of watching English movies was gained from the calculation of mean divided by total items and multiplied by 100, or $(11.25/15 \times 100)$. The percentage was 75%. To give judgment whether the foregoing mean (11.25) or the percentage (75%) was categorized as high, moderate, or low, the table of frequency distribution was needed to be drawn. The frequency distribution can be seen in table 11 below.

Table 11
Frequency Distribution of Third Semester TBI Students' Habits of Watching English Movies

Category	Class Interval		Frequency	Class Boundaries	Midpoint	Percentage
Very poor	7.75	7.75	1	7.25-8.25	7.75	2%
Poor	8.75	8.75	1	8.25-9.25	8.75	2%
Moderate	9.75	9.75	2	9.25-10.25	9.75	4%
Moderate	10.75	10.75	8	10.25-11.25	10.75	18%
Moderate	11.75	11.75	23	11.25-12.25	11.75	51%
Good	12.75	12.75	7	12.25-13.25	12.75	16%
Very good	13.75	13.75	3	13.25-14.25	13.75	7%
	Σ		45			100%

As shown in table 11, the table of frequency distribution contained some data already computed in table 10, such as class interval (1). The class interval was distributed according to the continuum of the minimum class boundary (7.25 gained from the minimum score in table 10 of $7.75 - 0.5$) and the

⁶² Joseph F. Healey and Steven G. Prus, *Statistics: A Tool for Social Research*, Third Canadian edition (Nelson College Indigenous; Nelson Education, 2015).

maximum class boundary (14.25 as the highest score shown by table 10). The data in the column of frequency was got from the raw data (see appendix on page 111) considered based on the class interval. The data of midpoints were obtained from the average of class boundaries. The data in the column of percentage indicated the percentage of frequency. According to table 11, the mean of students' habits of watching English movies (11.25) was placed in the continuum between the class intervals of 10.75 in line 4 and 11.75 in line 5. This continuum was categorized as moderate.

Data depiction of the above table 11 of frequency distribution can also be viewed from the following histogram in figure 1 and polygon in figure 2.

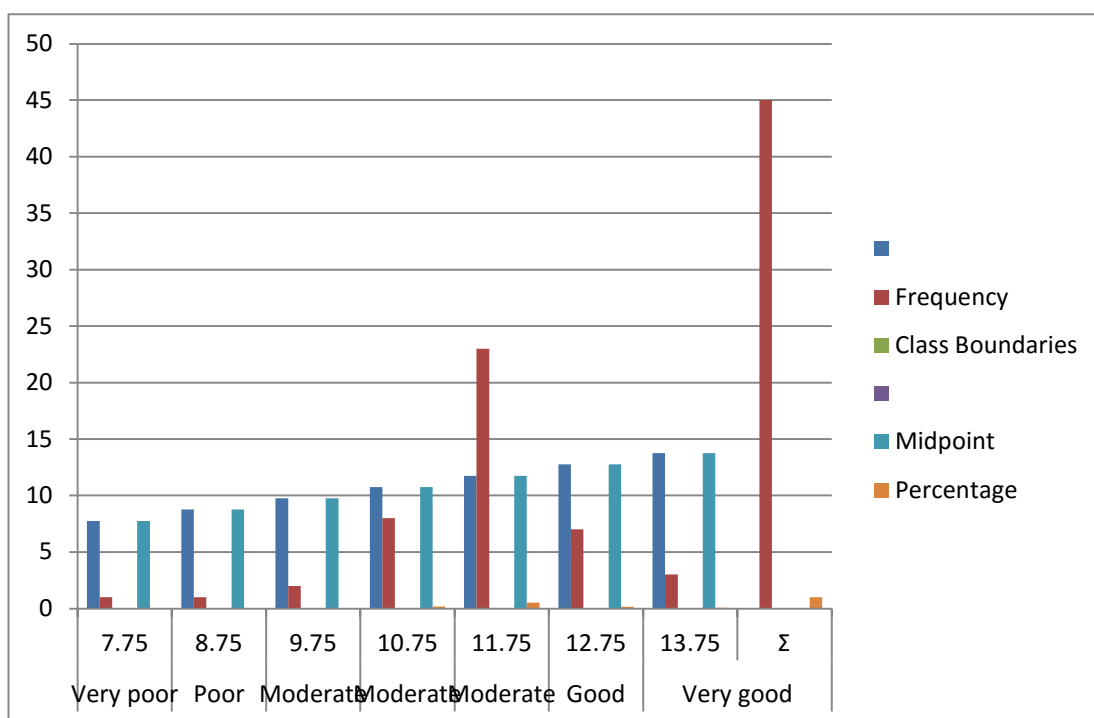


Figure 1
Histogram of Third Semester TBI Students' Habits of Watching English Movies

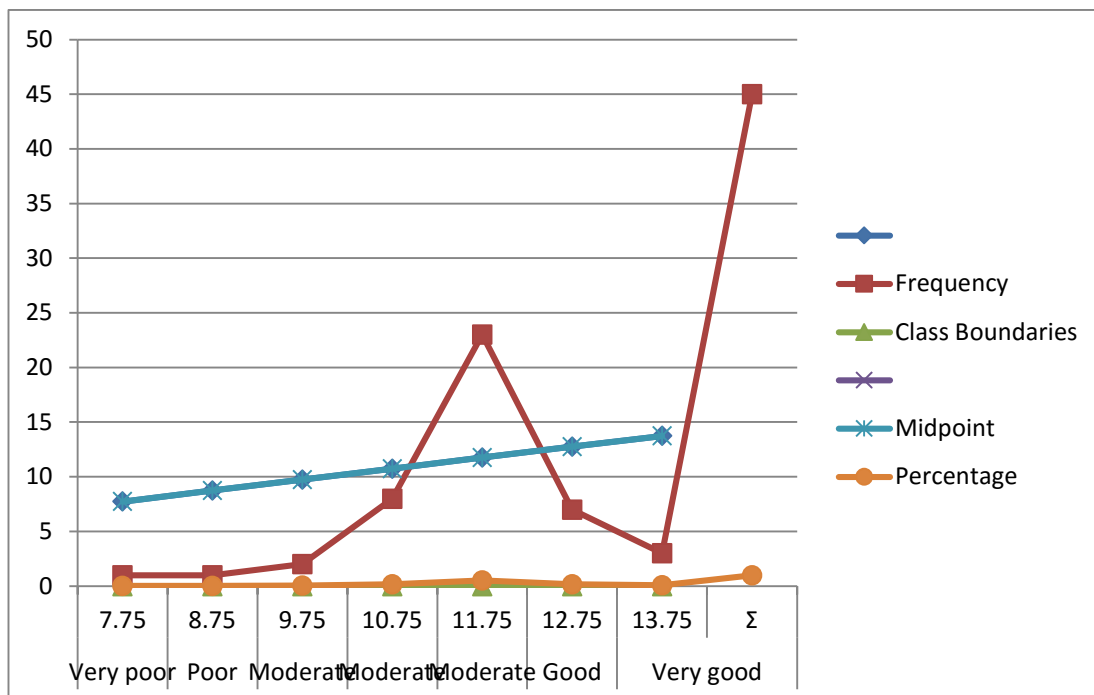


Figure 2
Polygon of Third Semester TBI Students' Habits of Watching English Movies

As displayed in the descriptive data, table of frequency distribution, histogram, and polygon, among the sample of 46 third semester TBI students, it could be seen that 3 students had very good habits of watching English movies; 7 students had good habits of watching English movies; 33 students had moderate habits of watching English movies; 1 student had poor habits of watching English movies; and 1 student had very poor habits of watching English movies. The average of the total score after making conversion to ordinal number was 11.25. The median was 11.25, and the mode was also 11.25. Subsequently, the standard deviation was 1.143824.

Based on the computation of the third semester TBI students' overall habits of watching English movies, it could be concluded that their habits of watching English movies were classified into a moderate level (75%).

2. Third Semester TBI Students' English Listening Skills

The data of the third semester TBI students' English listening skills were garnered from 50-item TOEFL ITP package listening section test. The score if all answers were correct was 50. The raw data can be seen in appendix on page 115, and the descriptive data can be seen in table 12.

Table 12
Descriptive Data of Third Semester TBI Students' English Listening Skills

No	Domain	Scores
1	Mean	14.3261
2	Standard Deviation	3.7122
3	Max	22
4	Min	7
5	Range	15
6	Median	14.5
7	Mode	12
8	N	46
9	Class	$6.52368152 = 7$
10	Interval	$2.29931519 = 3$
11	The Percentage of all students' English listening skills	$14.3261/50 \times 100 = 28.65\%$

Table 12 demonstrates that the average score of 46 students' listening skills (with the continuum of 50 items) was 14.3261 with the standard deviation of 3.7122. Based on the distribution of raw data, the maximum score was 22; the minimum score was 7; the median was 14.5; and the mode was 12. In order to draw the table of frequency distribution (see table 13), the value of range was needed. The value of range was gained from the friction between maximum and minimum scores (22-7). The computation indicated that the value of range was 15. N represented the number of students which was 46 students. To draw the table of frequency distribution (see table 13), the values

of class and interval were needed. The statistical formula for finding the value of class was $1+(3.322*(\text{the number of students}))^{63}$. It meant $1+(3.322*\text{LOG}46)$ with the result of 6.52368215 or equal to 7. Subsequently, the value of interval was gained from the value of range minus that of class. The result was 2.29931519 or equal to 3. The Percentage of all students' listening skills was gained from the calculation of mean divided by total items and multiplied by 100, or $(14.3261/50 \times 100)$. The percentage was 28.65%. To give judgment whether the foregoing mean (14.3261) or the percentage (28.65%) was categorized as high, moderate, or low, the table of frequency distribution was needed to be drawn. The frequency distribution can be seen in table 13 below.

Table 13
The Frequency Distribution of Third Semester TBI Students' English Listening Skills

Category	Class Interval		Frequency	Class Boundaries	Midpoint	Percentage
Very poor	7	9	5	6.5-9.5	8	11%
Poor	10	12	11	9.5-12.5	11	24%
Moderate	13	15	11	12.5-15.5	14	24%
Moderate	16	18	13	15.5-18.5	17	28%
Moderate	19	21	5	18.5-21.5	20	11%
Good	22	24	1	21.5-24.5	23	2%
Very good	25	27	0	24.5-27.5	26	0%
	Σ		46			100%

As shown in table 13, the table of frequency distribution contained some data already computed in table 12, such as class interval (3). The class interval was distributed according to the continuum of the minimum class boundary (6.5 gained from the minimum score in table 12 of $7 - 0.5$) and the maximum class boundary (27.5 gained from the maximum score in table 12 of $27 + 0.5$). The data

⁶³ Healey and Prus.

in the column of frequency was got from the raw data (see appendix on page 115) considered based on the class interval. The data of midpoints were obtained from the average of class boundaries. The data in the column of percentage indicated the percentage of frequency. According to table 13, the mean of students' listening skills (14.3261) was placed in the continuum between the class intervals of 13 and 15 in line 3. This continuum was categorized as moderate but the lowest moderate level, or it could be said as the moderate-to-low level.

The possible reason of the third semester TBI students' moderate-to-low level of English listening skills fell into the high level of TOEFL as the standardized instrument to assess English listening skills. In a practical way, a couple of academicians, for example Fahim, Bagherkazemi, and Alemi⁶⁴, Motallebzadeh and Mamdoohi⁶⁵, and Rukmini⁶⁶, have explained that TOEFL practically not only measure EFL learners' English skills but also measure their cognitive abilities to think effectively and critically. It meant that the listening TOEFL test used as an instrument of this study comprised two domains of skills, namely English listening skills and thinking skills. Therefore, the fact that the TOEFL listening scores of third semester TBI students were moderate-to-low could be caused by the challenging thinking skills contained in listening TOEFL test that impeded their success in reaching good scores of listening skills.

⁶⁴ Mansoor Fahim, Marzieh Bagherkazemi, and Minoos Alemi, "The Relationship between Test Takers' Critical Thinking Ability and Their Performance on the Reading Section of TOEFL.," *Journal of Language Teaching & Research* 1, no. 6 (2010).

⁶⁵ Khalil Motallebzadeh and Neda Mamdoohi, "Language Learning Strategies: A Key Factor to Improvement of TOEFL Candidates' Reading Comprehension Ability," *International Journal of Linguistics* 3, no. 1 (2011): 1–10.

⁶⁶ Dwi Rukmini, "Cognitive and Structure-Proposition-Evaluation Strategies in Teaching TOEFL Reading Comprehension to High Low Motivated Students," *English Education Journal* 8, no. 3 (2018): 308–16.

However, the researcher also had specific reasons for using a TOEFL listening package for testing students instead of other kinds of listening tests. First, the third semester TBI students were higher education students, in which their academic demography had met those to be tested with a proficiency test at the level of TOEFL. The foregoing could be seen by many academic institutions which had used TOEFL as the standardized test for higher education students. Therefore, using a listening TOEFL package as an instrument in this study was not something wrong. Second, the TOEFL listening package is a well-established instrument whose content validity has been well-pursued because such a test has been developed by American linguists. If using another kind of listening test, or if the listening test was made by the researcher's own version, the test would suffer from content validity because of limited sources to design audio-input test.

A comprehensive depiction of data as displayed by the table of distribution can also be viewed in the following histogram in figure 3 and the polygon in figure 4.

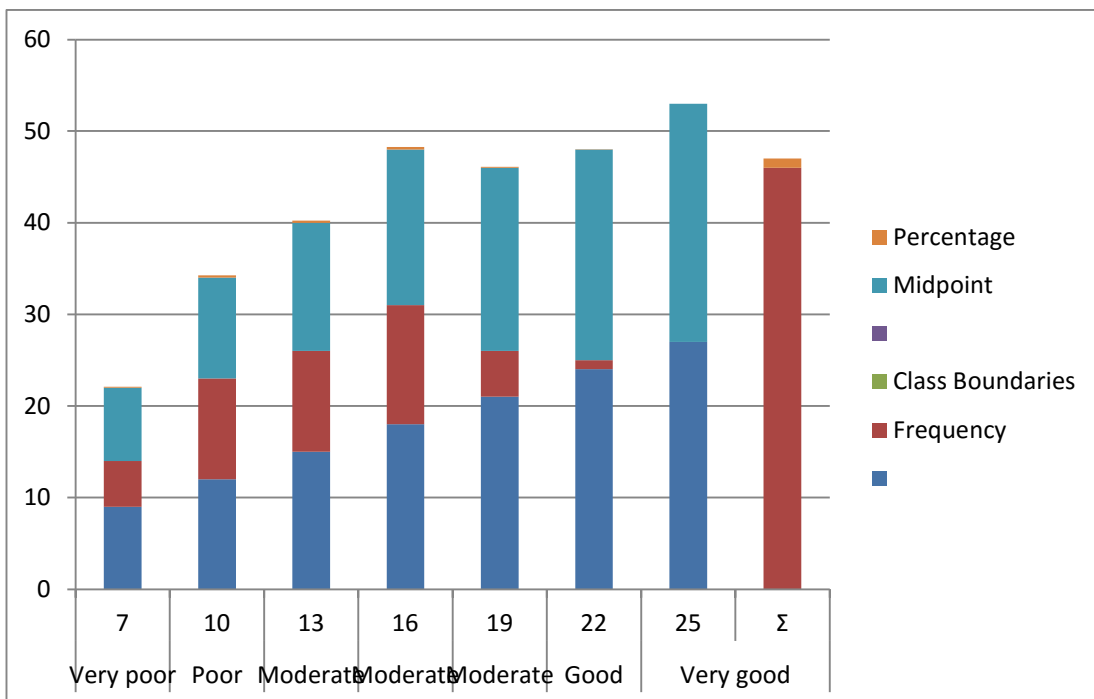


Figure 3
Histogram of Third Semester TBI Students' English Listening Skills

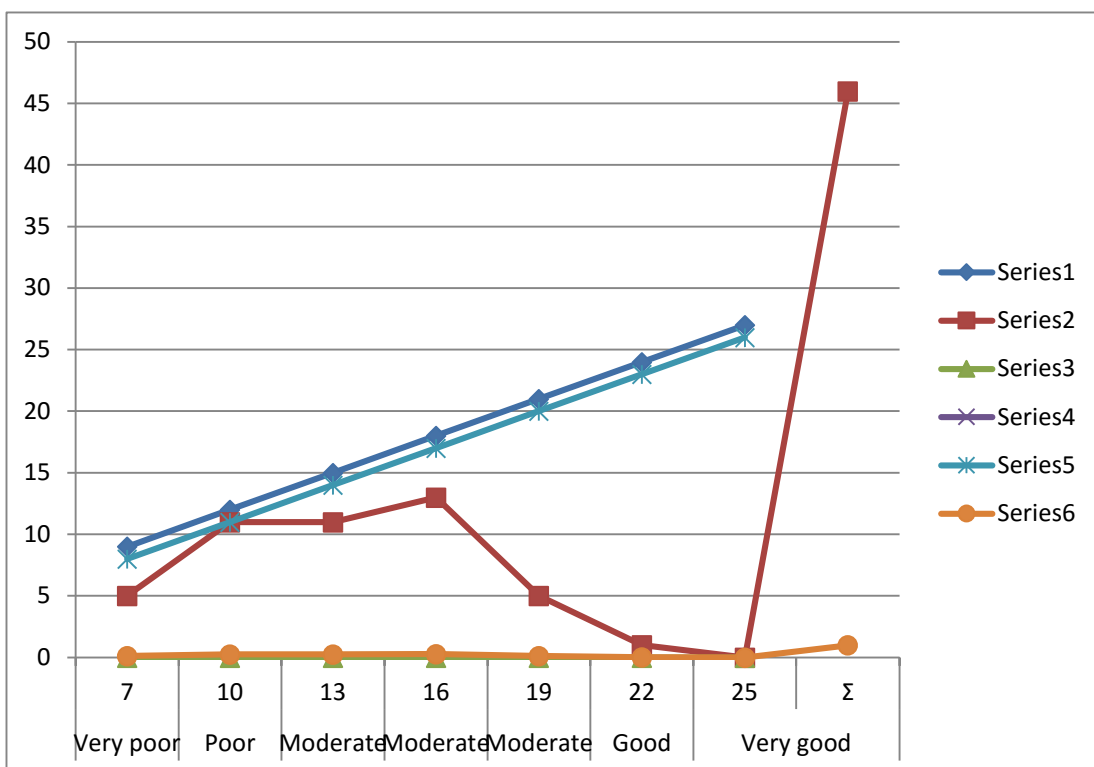


Figure 4
Polygon of Third Semester TBI Students' English Listening Skills

As displayed in the descriptive data, table of frequency distribution, histogram, and polygon, among the sample of 46 third semester TBI students, it could be seen that no student had a very good English listening skill; 1 student had a good English listening skill; 29 students had moderate English listening skills; 11 students had poor English listening skills; and 5 students had very poor English listening skills. The average of the total score after making conversion to ordinal number was 14.3261. The median was 14.5, and the mode was 12. Subsequently, the standard deviation was 3.7122.

Based on the computation of the third semester TBI students' overall English listening skills, it could be concluded that their English listening skills were classified into a moderate-to-low level with the percentage of only 28.65%. However, according to data distribution in table 11, this percentage represents the mean of 14.3261, which is still categorized as moderate with the lowest level of moderateness.

3. The Correlation between Third Semester TBI Students' Habits of Watching English Movies and their English Listening Skills

The data related to the correlation between third semester TBI students' habits of watching English movies and their English listening skills were gathered from hypothesis testing. To restate, based on reviews of literature and the rationale elaborated in this study, there was a pair of hypotheses. H_1 : There is a positive correlation between the third semester TBI students' habits of watching English movies and their English listening skills. H_0 : There is no

positive correlation between the third semester TBI students' habits of watching English movies and their English listening skills. Nonetheless, as part of the requirement of doing correlational research, a pre-requisite test must be done before testing the hypothesis. The pre-requisite test in this study was conducted to confirm whether the data of this study were normal or not because the normality or abnormality of data could lead the researcher to choosing a different formula of correlation. **Principally, if the data are normal, the correlation formula is Pearson's Product Moment Correlation Coefficient. Otherwise, if the data are not normal, the correlation formula is Spearman's rank correlation coefficient.**

a. Normality Test

Normality test was used to figure out whether the sample of the study was in normal distribution or not.

i. Normality test of Third Semester TBI students' habits of watching English movies

The computation of normality test for habits of watching English movies can be seen in appendix on pages 116. According to the calculation, it could be concluded that L Count was lower than L table ($0.1309 < 0.1478$), the data of third semester TBI Students' habits of watching English movies were normally distributed.

ii. Normality test of Third Semester TBI students' English Listening Skills

The computation of normality test for English listening skills can be seen in appendix on pages 118. According to the calculation, it could

be concluded that L Count was lower than L table ($0.0824 < 0.1478$), the data of third semester TBI Students' English listening skills were normally distributed.

Because the data of both habits of watching English movies and English listening skills were normally distributed, the researcher further used the Pearson's Product Moment Correlation Coefficient as the formula to test the working hypotheses.

c. Hypothesis Testing

Based on reviews of literature and the rationale elaborated in this study, there was a pair of hypotheses. H_1 : There is a positive correlation between the third semester TBI students' habits of watching English movies and their English listening skills. H_0 : There is no positive correlation between the third semester TBI students' habits of watching English movies and their English listening skills. The correlation was tested by employing the formula of Pearson Product Moment. The researcher utilized Microsoft Office Excel Program as a tool for doing calculation in an accurate way. The computation results can be seen in the following presentation as displayed in table 18.

Table 18
The Correlation between Habits of Watching English Movies and English Listening Skills

No	X1	Y	X1 after scoring	Y after scoring	No	X	Y	XY	X ²	Y ²
1	9.75	22	65	44	1	65	44	2860	4225	1936
2	10.5	21	70	42	2	70	42	2940	4900	1764
3	10.75	19	72	38	3	72	38	2723.333	5136.111	1444
4	11	18	73	36	4	73	36	2640	5377.778	1296

5	11.75	14	78	28	5	78	28	2193.333	6136.111	784
6	7.75	12	52	24	6	52	24	1240	2669.444	576
7	9.75	12	65	24	7	65	24	1560	4225	576
8	11.75	11	78	22	8	78	22	1723.333	6136.111	484
9	10.25	11	68	22	9	68	22	1503.333	4669.444	484
10	10.25	10	68	20	10	68	20	1366.667	4669.444	400
11	10	10	67	20	11	67	20	1333.333	4444.444	400
12	11	9	73	18	12	73	18	1320	5377.778	324
13	13	17	87	34	13	87	34	2946.667	7511.111	1156
14	11.25	16	75	32	14	75	32	2400	5625	1024
15	11.5	15	77	30	15	77	30	2300	5877.778	900
16	11	15	73	30	16	73	30	2200	5377.778	900
17	12	14	80	28	17	80	28	2240	6400	784
18	12.25	14	82	28	18	82	28	2286.667	6669.444	784
19	12	13	80	26	19	80	26	2080	6400	676
20	11.25	13	75	26	20	75	26	1950	5625	676
21	10.25	13	68	26	21	68	26	1776.667	4669.444	676
22	11.25	10	75	20	22	75	20	1500	5625	400
23	11.5	9	77	18	23	77	18	1380	5877.778	324
24	13	9	87	18	24	87	18	1560	7511.111	324
25	11.25	19	75	38	25	75	38	2850	5625	1444
26	11	19	73	38	26	73	38	2786.667	5377.778	1444
27	8.25	18	55	36	27	55	36	1980	3025	1296
28	12	18	80	36	28	80	36	2880	6400	1296
29	11.5	17	77	34	29	77	34	2606.667	5877.778	1156
30	10.75	17	72	34	30	72	34	2436.667	5136.111	1156
31	11.25	17	75	34	31	75	34	2550	5625	1156
32	12.25	16	82	32	32	82	32	2613.333	6669.444	1024
33	12.75	16	85	32	33	85	32	2720	7225	1024
34	11.25	15	75	30	34	75	30	2250	5625	900
35	11.25	21	75	42	35	75	42	3150	5625	1764
36	14.25	17	95	34	36	95	34	3230	9025	1156
37	13	16	87	32	37	87	32	2773.333	7511.111	1024
38	11	16	73	32	38	73	32	2346.667	5377.778	1024
39	11.25	15	75	30	39	75	30	2250	5625	900
40	11.25	14	75	28	40	75	28	2100	5625	784
41	12.5	12	83	24	41	83	24	2000	6944.444	576
42	10.5	12	70	24	42	70	24	1680	4900	576
43	11.75	12	78	24	43	78	24	1880	6136.111	576
44	11.25	11	75	22	44	75	22	1650	5625	484
45	11.25	7	75	14	45	75	14	1050	5625	196
46	11.25	7	75	14	46	75	14	1050	5625	196

					Σ	3450	1318			
The Interpretation of r Value										
N	46									
ΣX^2	261366.7	0.800 – 1.00				very strong				
$(\Sigma X)^2$	11902500	0.600 – 0.79				Strong				
ΣY^2	40244	0.400 – 0.599				Medium				
$(\Sigma Y)^2$	1737124	0.200 – 0.399				Low				
$\Sigma X\Sigma Y$	4547100	0.000 – 0.199				very low (no correlation)				
ΣXY	98856.67									
r_{xy}	0.002617									
r_{table}	0.2907									
<p>Interpretation: Because r_{xy} (0.002617) is lower than r_{table} (0.2907), it can be concluded that there is no correlation between third semester TBI students' habits of watching English movies and their English listening skills.</p>										

Based on the above calculation, it could be construed that r_{xy} (0.002617) was lower than r_{table} (0.2907). It meant that there was no correlation between the third semester TBI students' habits of watching English movies and their English listening skills. The correlation was identical to null because r_{xy} (0.002617) was in the range of (0.000 – 0.199). This result is interesting because this result rejects the H1 hypothesis and accepts the H0 hypothesis which reads: **There is no positive correlation between the third semester TBI students' habits of watching English movies and their English listening skills.** In the discussion section, the researcher will explain the theoretical, practical, and contextual reasons why this study has revealed no correlation between third semester students' habits of watching English movies and their English listening skills.

d. Summary of the Study Results

Viewed from the overall data of this study, there are three main results. First, the third semester TBI students have got moderate habits of watching English movies. the percentage of all students' habits of watching English movies reaches 75%. Second, the third semester TBI students have got moderate-to-low English listening skills. The percentage of all students' English listening skills of 28.65%. Lastly, third, there is no correlation between the third semester TBI Students' habits of watching English movies and their English listening skills. No pattern of correlation is shown by the computation result that r_{xy} (0.002617) is lower than r_{table} (0.2907).

B. Discussion

1. Highlights of the Study Results

Initiated by the existing theoretical findings and argumentations which state that there could be a possible relation between the habits of watching English movies and English listening skills, this study has been designed, using a correlational research method, to propose a pair of working hypotheses which read: H_1 : There is a positive correlation between the third semester TBI students' habits of watching English movies and their English listening skills, and H_0 : There is no positive correlation between the third semester TBI students' habits of watching English movies and their English listening skills. Such paired hypotheses were formulated as the temporary answers formulated from taking the benefits of previous theories supporting the possible relations between habits of watching English movies and English listening skills.

However, hypotheses were mere temporary answers. Therefore, the researcher had to test such hypotheses by collecting the data in field within the context of third semester TBI students of at IAIN Curup. The data were further statistically processed and used as to confirm if the hypothesis one could be accepted, or otherwise, the hypothesis null would be accepted.

There are some theories demonstrated by the previous sources in the literature that the researcher has highlighted in the introduction and literature review sections, which support the hypothesis one of this study. For example, Macwan explained that people may get the benefits from technology developments by using media that they are acquainted with and utilize on a daily basis, avoiding saturation of the learning process with the same learning paradigm. They can also develop their listening skills by using audio-enhanced literature. Nowadays, a range of media, such as music, video, movie or film, and so on, may be used to improve one's listening abilities.⁶⁷ Regardless of addressing its generality without addressing specific characteristics of videos or films to be used as the media for listening skills, at least, Macwan's study has informed the possible relation between the habits of watching movies and English listening skills. Another theoretical argumentation lying beyond the hypothesis one of this study is Ismaili's research, explaining that audio-visual media such as films, videos, or DVDs can be used to teach listening, and films may be used to improve listening abilities by combining sound, spoken words, and moving pictures.⁶⁸ His research has successfully demonstrated the possible relation between habits of watching English movies and English listening skills

⁶⁷ Macwan, "Using Visual Aids as Authentic Material in ESL Classrooms."

⁶⁸ Ismaili, "The Effectiveness of Using Movies in the EFL Classroom—A Study Conducted at South East European University."

in the context of European students. By taking the benefit of generalization of his quantitative study, the researcher in the present study has got a theoretical support to highlight the hypothesis one. Subsequently, in their study, Herrero and Escobar asserted that cinema as a medium for language learning can support English listening skill, which can later on give good impacts on speaking, reading, and writing skills as well.⁶⁹ Herrero's study has even provided the researcher in the present study with a promising theory that supports the hypothesis one.

However, after doing data analysis, the current study did not end up with accepting the hypothesis one indicating a correlational pattern between habits of watching English movies and English listening skills. This study ended with accepting the hypothesis null stating no correlation among these variables. As to highlight the data revealed in this study. First, this study encountered that the third semester TBI students' habits of watching English movies were at the moderate level demonstrated by the mean percentage of 75%. Second, in a slightly different pattern, this study found that the third semester TBI students' English listening skills, after getting tested by using TOEFL package listening section, only reached a moderate-to-low level with the average percentage of 28.65%. Basically, this percentage was quite low, but because the class interval of data distribution statistically took seven classes, the percentage of 28.65% was still categorized as moderate but with the lowest moderateness. The lowest level of moderateness as such did not depict a good level for English listening skills. It inclined to indicate the on average the third semester TBI students had

⁶⁹ Carmen Herrero and Manuela Escobar, "A Pedagogical Model for Integrating Film Education and Audio Description in Foreign Language Acquisition," *Translation and Translanguaging in Multilingual Contexts* 4, no. 1 (2018): 30–54.

insufficient English listening skills (at the level of TOEFL). Thus, the previous descriptive data basically have demonstrated imbalanced conditions between the habits of watching English movies (at the moderate level) and English listening skills (at the moderate-to-low level). Subsequently, such an imbalanced condition was finally confirmed by statistical computation after the Pearson's Product Moment formula had been used. The result of correlational computation indicated the pattern of (r_{xy} : 0.002617) lower than (r_{table} : 0.2907). The final result accepted the hypothesis null stating no correlation between habits of watching English movies and English listening skills in the context of third semester TBI students at IAIN Curup.

It is important to be noted that the final result of this study, stating no correlation between habits of watching English movies and English listening skills, is the result in the context of third semester TBI students at IAIN Curup. Other studies probably reveal different results according to their contexts. However, with such a result, it is considerable that the result of this study has successfully rejected the theories highlighted by Macwan⁷⁰, Ismaili⁷¹, and Herrero and Escobar⁷² as previously highlighted to be the ground of the hypothesis one of this study. The following presentation provides theoretical, practical, and contextual reasons why this study has rejected the hypothesis one or has demonstrated no correlation between the habits of watching English movies and English listening skills.

⁷⁰ Macwan, "Using Visual Aids as Authentic Material in ESL Classrooms."

⁷¹ Ismaili, "The Effectiveness of Using Movies in the EFL Classroom—A Study Conducted at South East European University."

⁷² Herrero and Escobar, "A Pedagogical Model for Integrating Film Education and Audio Description in Foreign Language Acquisition," 2018.

2. Theoretical Reasons for No Correlation between Habits of Watching English Movies and English Listening Skills

The basic theory of second language acquisition about learning input was popularized by Stephen Krashen with his comprehensible input theory.⁷³ His theory stated that a second language can be acquired as long as the students are exposed to input which is comprehensible, or at least the students can reach the level of such input by using their current language skill. Also, such input can be well-accessed if the students have low affective filters, such as stressfulness, demotivation, or fear. It means that the more confident and motivated the students are, the easier process the students can acquire language input by making use of their current language level. If the language input in Krashen's theory is associated with English movies as the source of input the third semester TBI students used for self-learning of English listening skills, it means that the TBI students had to meet the requirement that they had to possess adequate listening skills in their current states to reach and processes the English input in the movies they watched. Meanwhile, this is beyond the current research to identify the proximity of TBI students' listening skills to the movies they watched in their own free time. It was very possible to argue that although TBI students mostly had moderate habits of watching English movies, it did not mean that they watched the movies with good understanding. It could be possible too if they watched the movies using Indonesian subtitles with could make no sense of learning English listening skill in that way. It could also be possible that if they watched English movies only for pleasure with

⁷³ S.D. Krashen, *Second Language Learning* (New York: Pegamon, 1982).

paying no serious attention to assist them in improving their listening skills. Many contextual factors could exist during their habits of watching English movies, in which such factors could hinder their probability for acquiring English listening skills better. Therefore, no correlation between these variables is logical and very possible to happen.

Concerning the use of audio-video sources (e.g. in this study, English movies) for improving listening skills, research demonstrated that the process of using such sources cannot be simply done by listening or watching the sources. In this sense, the students have to establish active interactions with the sources. It means that there should be some further practices done to comprehend and get the benefits from the input rather than simply watching the input without further practices. For example, a study conducted by Rio Sugiarto, Prihantoro, and Sarwo Edy has demonstrated that a set of language input can be acquired after doing controlled practices such as a shadowing technique as the technique they have brought in their study.⁷⁴ Their study has successfully demonstrated that learning a set of language input by controlled practices to train the production of language output can improve the targeted language skill. Brought into the context of the current study, it could be possible that the third semester TBI students would get good improvements of their English listening skills if they not only watched the English movies as to kill their spare time but also used such movies for doing a shadowing technique to make them more familiar with natural English use, leading to making them easier to catch complex English utterances in listening processes. However, it

⁷⁴ R. Sugiarto, P. Prihantoro, and S. Edy, "The Impact of Shadowing Technique on Tertiary Students' English Pronunciation," *Linguists : Journal Of Linguistics and Language Teaching*, no. 6 (2020): 114–25.

is beyond the current research's scope to probe into their independent practices after watching English movies. Therefore, it was very possible to happen that the third semester TBI students only used English movies for enjoyment but not specifically, intentionally, and deliberately for independent listening practices. This condition made it possible that in their context there was no correlation between habits of watching English movies and English listening skills.

3. Practical Reasons for No Correlation between Habits of Watching English Movies and English Listening Skills

In this section, the researcher would like to argue and provide the practical reasons why this study has found out no correlation between habits of watching English movies and English listening skills. In this study, the researcher used TOEFL as the standard of listening test. In a practical way, a couple of academicians, for example Fahim, Bagherkazemi, and Alemi⁷⁵, Motallebzadeh and Mamdoohi⁷⁶, and Rukmini⁷⁷, have explained that TOEFL practically not only measure EFL learners' English skills but also measure their cognitive abilities to think effectively and critically. It means that the listening TOEFL test used as an instrument of this study comprises two domains of skills, namely English listening skills and thinking skills. Therefore, the fact

⁷⁵ Mansoor Fahim, Marzieh Bagherkazemi, and Minoor Alemi, "The Relationship between Test Takers' Critical Thinking Ability and Their Performance on the Reading Section of TOEFL.," *Journal of Language Teaching & Research* 1, no. 6 (2010).

⁷⁶ Khalil Motallebzadeh and Neda Mamdoohi, "Language Learning Strategies: A Key Factor to Improvement of TOEFL Candidates' Reading Comprehension Ability," *International Journal of Linguistics* 3, no. 1 (2011): 1–10.

⁷⁷ Dwi Rukmini, "Cognitive and Structure-Proposition-Evaluation Strategies in Teaching TOEFL Reading Comprehension to High Low Motivated Students," *English Education Journal* 8, no. 3 (2018): 308–16.

that the TOEFL listening scores of third semester TBI students are moderate-to-low can be caused by the challenging thinking skills contained in listening TOEFL test that impede their success in reaching good scores of listening skills. Thus, it is very possible that this study's result, indicating no correlation between habits of watching English movies and English listening skills (tested by TOEFL listening package), is logical because English movies could perhaps help students with their English listening skills but could not always help them with thinking skills. Meanwhile, the students' TOEFL listening test indeed needs both good English listening skills and thinking skills.

The researcher could also argue that the possible correlation of habits of watching English movies and English listening skills could occur if the listening test used another type of listening test instead of TOEFL. If such a condition was made, the result could be different from the current result. However, the research also had specific reasons for using a TOEFL listening package for testing students in this study. First, the third semester TBI students are higher education students, in which their academic demography has met those to be tested with a proficiency test at the level of TOEFL. The foregoing can be seen by many academic institutions which have used TOEFL as the standardized test for higher education students. Therefore, using a listening TOEFL package as an instrument in this study is not something wrong. Second, the TOEFL listening package is a well-established instrument whose content validity has been well-pursued because such a test has been developed by American linguists. If using another kind of listening test, or if the listening

test is made by the researcher's own version, the test will suffer from content validity because of limited sources to design audio-input test.

4. Contextual Reasons for No Correlation between Habits of Watching English Movies and English Listening Skills

In this section, the researcher would like to argue about various characteristics of English movies. As we know, movies are considerably various in terms of genres, such as actions, drama, romance, documenters, Schi-fi, and many others. Controlling the movie genres as watched by the third semester TBI students are far beyond the current research. Therefore, it is very possible that the movies watched by students were not ones suitable for English listening input so that the habits of watching those movies (e.g. action movies) did not contribute so much to their English listening skills. The foregoing condition is very possible to happen, so uncontrollable genres of movies watched could potentially make no pattern of correlation between the habits of watching English movies and English listening skills.

Another contextual case, which is possible to be the constraint leading to no correlation between habits of watching English movies and English listening skills, is the third semester TBI students' levels of English listening skills. During the conduction of this study, they were just the second year students taking their third semester program. It was very possible that they had no experiences taking a listening TOEFL test. This condition could be a contextual reason beyond their moderate-to-low listening skills, leading to no pattern of correlation between their habits of watching English movies and

their English listening skills. However, as the researcher argued in the previous section of discussion. The researcher used the generalizability of standardized test principle for EFL learners in the context of higher education. That is why the researcher decided to use TOEFL listening package as the research instrument.

There are some implications the researcher can draw from the current study's results. First, English movies can be good to be used as independent learning sources for improving English listening skills, but the students have to consider selecting suitable genres which can provide adequate input of English utterances and which do not impede the processes of listening during practice. Second, using English movies as learning sources for English listening skills cannot be done by simply watching the movies without independently backing the processes up with further practices. Doing a shadowing technique can help students control their listening practices in a manageable and controlled way. Third, to improve English listening skills, it seems that only using English movies are still not enough because students have to also use other listening input which can help them with not only listening skills but also thinking skills. As we know, most of the standardized tests for English listening skills are constructed on the basis two domains, language domain and thinking domain. Movies can be good for English input, but other sources are still needed to help students with thinking input.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter provides the conclusion and suggestions of this study. The conclusion is drawn based on the data gained from three research questions whose orientations are to present descriptive depiction of the third semester TBI students' habits of watching English movies, the descriptive depiction of their English listening skills, the correlation between their habits of watching English movies and their English listening skills, and some theoretical, practical, and contextual reasons lying beyond the study's results. Subsequently, suggestions are offered to several parties.

A. Conclusion

There are three sets of main results of this study. First, this study has revealed that the third semester TBI students have got moderate habits of watching English movies. Their descriptive demography in terms of habits of watching English movies indicates the mean of 11.25, standard deviation of 1.143824, max of 14.25, min of 7.75, range of 6.5, median of 11.25, mode of 11.25, N of 46, class of $6.523682 = 7$, interval of $0.99637 = 1$, and the percentage of all students' habits of watching English movies of 75%. Such demographic data (75%) indicate a moderate level of habits of watching English movies.

Second, this study has revealed that the third semester TBI students have got moderate-to-low English listening skills. Their descriptive demography in terms of English listening skills indicates the mean of 14.3261, standard deviation of

3.7122, max of 22, min of 7, range of 15, median of 14.5, mode of 12, N of 46, class of $6.52368152 = 7$, interval of $2.29931519 = 3$, and the percentage of all students' English listening skills of 28.65%. Such demographic data (28.65%) clearly indicate a moderate-to-low level of English listening skills.

Third, this study demonstrates that there is no correlation between the third semester TBI Students' habits of watching English movies and their English listening skills. No pattern of correlation is shown by the computation result that r_{xy} (0.002617) is lower than r_{table} (0.2907). There are theoretical, practical, and contextual reasons lying beyond and supporting the present study's result with no correlational pattern of the two variables. Theoretically, the comprehensible input theory allows the occurrence of second language acquisition if the given input can be accessed by students' current knowledge and language skills. As an implication, if the third semester TBI students in this study cannot make use of their current English listening skills to comprehend the English movies they watch, no desirable improvement of English listening skill can happen. So it is possible to reveal no pattern of correlation between the two variables in the context of this study because measuring students' comprehension of the movies they watch at their own personal paces is beyond this study's scope.

Practically, the TOEFL-based listening test used as the instrument of this study calls for the mastery of both English listening skill and thinking skill. Meanwhile, the English movies the students watch do not always guarantee that such movies can give thinking skill input even though such movies give English listening input. No correlation is possible because the students might have sufficient English listening decoding skills due to watching English movies but

might have insufficient thinking skills as targeted by TOEFL-based listening test. In the other condition, the selection of TOEFL-based listening test is not a mistake because the students demographically are higher education students whose general measurement of their language proficiency at their levels is mostly oriented towards TOEFL-based proficiency test.

Contextually, no correlational pattern between habits of watching English movies and English listening skills in this study is possible because English movies have various genres whose centrality is not always relevant to expose students with English input in the sense of learning listening skills. Also, the third semester TBI students with their mere second year program seem to have no experiences to take TOEFL-based English listening test besides their status as higher education students that should have been tested by TOEFL-based listening test.

B. Suggestion

This study offers some suggestions for several parties, namely TBI Students specifically and other English students in general, TBI English lecturers specifically and other English educators, and further researchers.

1. TBI Students and other English students

The result of this study, indicating no correlational pattern of watching English movies and English listening skills, can be a reflective learning resource for TBI students and other English students. By learning this thesis, TBI students and other English students can get additional benefit regarding

the information that English movies can be good sources if learning, but simply using movies without controlled practice while or after watching English movies, the English listening skill will not improve much as expected. Therefore, using movies as English listening resources added by controlled practice of English listening skill is needed to reach better learning results.

2. TBI Lecturers and other English Educators

The result of this study, indicating no correlational pattern of watching English movies and English listening skills, can be a reflective source and a vicarious experience for both TBI lecturers and English educators. By reading this thesis, both TBI lecturers and English educators can find out a constructive pattern that English listening skills cannot be acquired merely by input domination such as English movies watched by the students of this study. In fact, the acquisition needs controlled and deliberate practice. The TBI lecturers and English educators can play a pivotal role in helping students by providing controlled and deliberate practices of English listening skills besides students' independent learning through watching English movies at their own paces.

3. Further Researchers

The result of this study, indicating no correlational pattern of watching English movies and English listening skills, indicate that further studies in this line should be conducted by incorporating other variables representing controlled and deliberate practice of learning English listening skill, so that a possible and strong correlation can happen between the habits of watching

movies and English listening skill. That is what a comprehensible input theory tells so. It means that further researchers, if striving to replicate similar variables in this line, have to conduct multiple correlational studies by incorporating the variables of habits of watching English movies, English listening skills, and controlled interventions of learning English listening skill.

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APPENDIXES

A. Blueprint of Questionnaire of Habits of Watching English Movies

Indicators of habits	English movies	The formulation of items
a. The number of repetitions, as every repetition strengthens the disposition left by previous exercise;	1. American movies	Item 1 (a + 1) Item 2 (a + 2) Item 3 (a + 3) Item 4 (b + 1) Item 5 (b + 2)
b. Their frequency: too long an interval of time allows the disposition to weaken, whereas too short an interval fails to give sufficient rest, and results in organic and mental fatigue;	2. British movies	Item 6 (b + 3) Item 7 (c + 1) Item 8 (c + 2) Item 9 (c + 3) Item 10 (d + 1) Item 11 (d + 2) Item 12 (d + 3) Item 13 (e + 1) Item 14 (e + 2)
c. Their uniformity: at least change must be slow and gradual, new elements being added little by little;	3. English movies with no specific dialects	Item 15 (e + 3)
d. The interest taken in the actions, the desire to succeed, and the attention given;		
e. The resulting pleasure or feeling of success which becomes associated with the idea of the action.		

B. The Questionnaire of the Habits of Watching English Movies

No	Items	SA	D	A	SDA
1	I watch American movies at least once a week to make me accustomed to the style of American English				
2	I watch British movies at least once a week to make me familiar with the style of British English				
3	Because I realize that there are many English varieties besides American and British varieties, I also watch English movies from the countries other than America and England for the sake of making me familiar with various English varieties.				

4	While watching an American movie for English listening practice, I don't have to watch it till the end because my target is English learning practice in a controlled way.				
5	I limit my time to watch a British movie as my listening practice because too long time spent for watching will not be effective for my English listening practice.				
6	I manage my time to watch English movies with various varieties according to my ability to concentrate.				
7	When watching an American movie, I repeat scene by scene to make me sure that I can understand the actors' and actress' English dialogues.				
8	When watching a British movie, I repeat scene by scene to make me sure that I can understand the actors' and actress' English dialogues				
9	When watching a non-Anglophone English movie, I repeat scene by scene to make me sure that I can understand the actors' and actress' English dialogues				
10	I always concentrate my attention on the English pronunciation features of the people in the American movies that I watch for the sake of improving my listening skill.				
11	I always concentrate my attention on the English pronunciation features of the people in the British movies that I watch for the sake of improving my listening skill.				
12	I always concentrate my attention on the English pronunciation features of the people in the non-Anglophone English movies that I watch for the sake of improving my listening skill.				
13	My interest in watching American English movies increase because I perceive that I improve my English listening skill gradually in the stepwise processes of this habit of watching movies.				
14	My enjoyment in watching British English movies increase because I perceive that I improve my English listening skill gradually in the stepwise processes of this habit of watching movies.				
15	My curiosity in watching non-Anglophone English movies increase because I perceive that I improve my English listening skill gradually in the stepwise processes of this habit of watching movies.				

C. English Listening Test Adopted from TOEFL

SECTION 1: LISTENING COMPREHENSION

1. (A) She likes the view of the mountains in winter.
(B) She has never been in Montana.
(C) The man should take a winter vacation.
(D) The man would not enjoy living in Montana all year.
2. (A) He plans to go to the dance.
(B) He does not enjoy dancing.
(C) He has something else to do tonight.
(D) He plans to go to the next dance.
3. (A) The woman should go to the game with him tonight.
(B) The game will not be on television.
(C) The results of the game were announced in the newspaper.
(D) The woman can find the information about the game in the newspaper.
4. (A) She just finished studying for the exam.
(B) She is not certain what material will be covered on the exam.
(C) She needs to prepare a little more for the exam.
(D) She is willing to help the man study for the exam.
5. (A) Go out to eat with her parents.
(B) Find a place to live near the harbor.
(C) Get a job at a restaurant.
(D) Introduce him to her parents.
6. (A) Let his boss know that he plans to quit.
(B) Ask his boss to give him more time off.
(C) Recommend the woman for a promotion.
(D) Reconsider his decision about his job.
7. (A) She is going to start a new experiment.
(B) She is planning to start the experiment on Friday.
(C) She received additional time to finish the experiment.
(D) She does not plan to finish the experiment.
8. (A) She thinks the man is funny.
(B) She will meet the man for dinner tonight.
(C) She got sick from last night's dinner.
(D) She feels better than she did last night.
9. (A) He has already spoken to Professor Odell.
(B) Professor Odell will probably excuse his absence.
(C) He has never missed Professor Odell's class.
(D) Professor Odell was not in class today.
10. (A) Ask her brother for a ride to the conference.
(B) Find a different hotel.
(C) Pay for the conference in advance.
(D) Cancel his hotel reservation.
11. (A) He forgot to phone Amy earlier today.
(B) He does not know Amy's new phone number.
(C) Amy's phone number has not changed.
(D) The woman should ask Amy for the phone number.
12. (A) The store will have more shirts tomorrow.
(B) The store will not be selling blue shirts anymore.
(C) The man should check other stores for the shirt.
(D) The shirts will be less expensive after the game.
13. (A) He likes to give parties.
(B) He does not like to attend parties.
(C) He does not work on Fridays.
(D) People enjoy his company.
14. (A) His class lasted longer than usual.
(B) He got lost on the way to the movie.
(C) He did not know what time the movie started.
(D) He did not pay attention to the time.
15. (A) He is much less patient than Nancy.
(B) The woman should play tennis with Nancy.
(C) Nancy will go play tennis soon.
(D) Nancy should pick up her racket at the post office.
16. (A) His grade was not as good as the woman's grade.
(B) He thinks the course was easy.
(C) He expected to get a good grade.
(D) He did not expect to like the course.
17. (A) The man looks very nice in a suit and tie.
(B) The man did not need to change clothes.
(C) She likes the sweater the man is wearing.
(D) She does not think jeans are appropriate.

18. (A) He has been spending too much time doing sports.
 (B) He is already a member of several social organizations.
 (C) His classes already involve a lot of community work.
 (D) He is very busy with his academic work.
19. (A) Study her notes over the weekend.
 (B) Give the man her notes until Monday.
 (C) Take the quiz before the man does.
 (D) Ask to have the quiz postponed.
20. (A) He cannot walk because his foot is broken.
 (B) He will have to see the doctor again.
 (C) He needs to take some medicine.
 (D) He feels relieved about his injury.
21. (A) He does not want to continue on the project today.
 (B) He will work on the project without the woman.
 (C) He does not know when the project is due.
 (D) It will take five hours to finish the project.
22. (A) Look for another job.
 (B) Talk to his boss about his schedule.
 (C) Start work later in the day.
 (D) Ask his boss for a raise in pay.
23. (A) He thinks Betsy should take a business class.
 (B) He got angry with Betsy at the meeting.
 (C) He admires Betsy for expressing her opinion.
 (D) He did not understand what Betsy said.
24. (A) He cannot afford to buy a computer.
 (B) He was the last person to leave the computer lab.
 (C) He is worried about turning his paper in late.
 (D) He used a typewriter for his paper.
25. (A) Gather more information from other students they know.
 (B) Help each other with the assignment.
 (C) Ask a professor to help them.
 (D) Take some time off to rest.
26. (A) The driver's reaction was understandable.
 (B) Drinking coffee is not allowed on the bus.
 (C) Some of the woman's coffee spilled on the driver.
 (D) The driver should not have yelled at the woman.
27. (A) Mary owes money to her parents.
 (B) Mary does well because of her parents.
 (C) Mary needs more support from her parents.
 (D) Mary's parents want her to change schools.
28. (A) Inform the man about the policy.
 (B) Copy the message for the man.
 (C) Show the man how to use the copy machine.
 (D) Call the man after she talks to the students.
29. (A) He does not like to borrow money.
 (B) He has a lot of money to lend.
 (C) He rarely lends money.
 (D) He lent ten dollars to the woman.
30. (A) She will not have time to prepare lunch.
 (B) She would rather wait until tomorrow to decide.
 (C) She does not remember discussing the matter.
 (D) She has to cancel her plans to have lunch with the man.
31. (A) Students refuse to listen to his lectures.
 (B) Very few students registered for his class.
 (C) Students do not seem to understand his lectures.
 (D) Too many students failed his class.
32. (A) Musicology.
 (B) Advanced physics.
 (C) Film study.
 (D) Introductory science.
33. (A) His students are not really interested in science.
 (B) His students are science majors who already know the material.
 (C) His students have difficulty understanding English.
 (D) His students find the lab work too difficult.
34. (A) She relates ideas to students' outside interests.
 (B) She plays music to relax students.
 (C) She creates unusual videos of her students.
 (D) She applies scientific principles to filmmaking.
35. (A) He feels unqualified to try it.
 (B) He wants more information about it.
 (C) He has already tried it.
 (D) He does not think it will work.
36. (A) What causes blisters on feet.
 (B) How to stay cool on a hot day.

- (C) What happened in today's physics class.
(D) What is meant by specific heat.
37. (A) The cold water.
(B) The hot sand.
(C) His physics class.
(D) His college.
38. (A) Its temperature does not change very much from season to season.
(B) Its specific heat is hard to measure.
(C) It takes quite a lot of energy to raise its temperature.
(D) It becomes warmer as it comes in contact with sand.
39. (A) The growth of the American Elm Society.
(B) Growing new kinds of elm trees.
(C) The importance of elm trees.
(D) A problem affecting the American elm.
40. (A) Their inability to circulate water.
(B) Their increased sensitivity to heat.
(C) Low reproductive rates.
(D) Heavy pollution in the atmosphere.
41. (A) It is damaged by extremely dry weather.
(B) It loses water to stronger trees.
(C) Insects destroy the tree's bark.
(D) Certain beetles introduce a fungus to the tree.
42. (A) By controlling the carriers of the disease.
(B) By growing a stronger kind of the elm.
(C) By watering infected elm trees.
(D) By cutting down all infected elms.
43. (A) Why naive art is so popular today.
(B) The influence of French art on American art.
(C) Some characteristics of naive American art.
(D) The education of naive artists.
44. (A) They painted in their spare time.
(B) They lacked formal art training.
(C) They used a more traditional approach to color.
(D) They followed rules established by art schools.
45. (A) They lack bright colors.
(B) They are realistic depictions.
(C) They follow ancient traditions.
(D) They are inferior to French naive paintings.
46. (A) Their works were unsigned.
(B) Many of their works were destroyed.
(C) They never stayed in one place for a long time.
(D) They worked for only a few years.
47. (A) Why American industries grew rapidly in the nineteenth century.
(B) How advances in transportation helped American cities develop.
(C) Transportation between the cities of the United States.
(D) Great American inventors of the nineteenth century.
48. (A) It was no longer possible to keep horses.
(B) It was difficult to find jobs.
(C) They could no longer walk to work.
(D) They had to pay more for their housing.
49. (A) They could be controlled independently.
(B) They were fire resistant.
(C) They could keep operating for a longer period of time.
(D) They offered more room for passengers.
50. (A) It made the subways much quieter.
(B) It brought electric light to the tunnels.
(C) It allowed passengers to breathe cleaner air in the tunnels.
(D) It allowed subways to be repaired inexpensively.

D. Key Answer of TOEFL Listening Test

1. D	11. B	21. A	31. C	41. D
2. C	12. A	22. B	32. D	42. A
3. D	13. D	23. C	33. A	43. C
4. C	14. D	24. D	34. A	44. B
5. A	15. C	25. B	35. B	45. B
6. D	16. D	26. A	36. D	46. A
7. C	17. B	27. B	37. B	47. B
8. C	18. D	28. A	38. C	48. C
9. B	19. A	29. C	39. D	49. A
10. D	20. D	30. D	40. A	50. C

E. Validator's Comments for the Questionnaire and English listening Test

No	Items	SA	D	A	SDA
1	I watch American movies at least once a week to make me accustomed to the style of American English				
2	I watch British movies at least once a week to make me familiar with the style of British English				
3	Because I realize that there are many English varieties besides American and British varieties , I also watch English movies from the countries other than America and England for the sake of making me familiar with various English varieties.				
4	While watching an American movie for English listening practice, I don't have to watch it till the end because my target is English learning practice in a controlled way.				
5	I limit my time to watch a British movie as my listening practice because too long time spent for watching will not be effective for my English listening practice.				
6	I manage my time to watch English movies with various varieties according to my ability to concentrate.				
7	When watching an American movie, I repeat scene by scene to make me sure that I can understand the actors' and actress' English dialogues.				
8	When watching a British movie, I repeat scene by scene to make me sure that I can understand the actors' and actress' English dialogues				
9	When watching a non-Anglophone English movie, I repeat scene by scene to make me sure that I can understand the actors' and actress' English dialogues				
10	I always concentrate my attention on the English pronunciation features of the people in the American movies that I watch for the sake of improving my listening skill.				
11	I always concentrate my attention on the English pronunciation features of the people in the British movies that I watch for the sake of improving my listening skill.				
12	I always concentrate my attention on the English pronunciation features of the people in the non-Anglophone English movies that I watch for the sake of improving my listening skill.				
13	My interest in watching American English movies increase because I perceive that I improve my English listening skill gradually in the stepwise processes of this habit of watching movies.				
14	My enjoyment in watching British English movies increase because I perceive that I improve my English listening skill gradually in the stepwise processes of this habit of watching movies.				

15	My curiosity in watching non-Anglophone English movies increase because I perceive that I improve my English listening skill gradually in the stepwise processes of this habit of watching movies.				
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Catatan dari Validator

1. Konstruksi teori dan indikator bagus
2. Validator menemukan beberapa kesalahan grammar. Validator membantu merubah kesalahan grammar. Bagian yang diwarnai hijau adalah bagian yang validator modifikasi. Nanti gunakan versi yang validator edit untuk uji construct validity
3. Terkait dengan instrument listening yang peneliti kirimkan ke validator, menurut validator instrument itu sudah sangat bagus karena diadopsi dari paket tes TOEFL. Secara konten insyaAllah pasti valid karena yang membuat TOEFL adalah ahli linguistik di Amerika. Selanjutnya silahkan ujitobakan instrument itu untuk menguji construct validitynya dalam konteks sasaran sample.

Validator

Jumatul Hidayah, M. Pd

There is one student who didn't fill in the questionnaire, so there are only 10 students from TBI C taking part as the samples

Habits of watching movie TBI 3D

No	NAME	CLASS	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	
1	Debi Agustina	TBI 3D	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
2	Sanusi Pane	TBI 3D	3	4	4	4	4	4	3	4	4	4	4	4	3	4	4	
3	Mona Safitri	TBI 3D	4	3	4	3	4	4	3	3	3	4	4	4	3	3	3	
4	Yunita Dwi Cahyani	TBI 3D	3	3	3	2	2	3	3	3	2	4	4	3	4	3	2	
5	Sena Yulianti	TBI 3D	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
6	Yeci Putri Utami	TBI 3D	3	3	3	3	3	2	3	3	3	3	3	3	3	4	3	
7	Maya Hernita	TBI 3D	4	4	3	4	3	3	4	4	3	3	3	3	3	3	3	
8	Betty Nurtiati	TBI 3D	3	3	2	2	2	3	3	3	3	3	3	3	3	3	3	
9	Adesia Anjani	TBI 3D	4	3	3	3	3	4	3	3	3	3	3	3	3	3	3	
10	Sela Amanda	TBI 3D	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
11	Zyo Nora Joana Putri	TBI 3D	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
12	Elsia Tri Novianti	TBI 3D	4	3	3	2	3	3	3	3	3	3	3	3	3	3	3	

There are two persons who fulfilled the questionnaire but not took the listening test. So the students' engaged as the participants are 12 students

G. Raw Data of Third Semester TBI Students' Habits of Watching Movies

N	Item															SUM	Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
Student 1	3	3	3	2	3	3	2	3	3	3	2	2	3	2	2	39	9.75
Student 2	3	3	3	2	3	3	3	3	3	3	3	2	3	3	2	42	10.5
Student 3	3	3	3	4	1	3	3	3	4	3	3	3	3	3	1	43	10.75
Student 4	4	3	3	2	2	2	4	4	2	4	3	2	3	3	3	44	11
Student 5	3	3	3	3	3	3	3	4	3	3	4	3	3	3	3	47	11.75
Student 6	3	1	3	1	1	1	3	1	3	3	1	3	3	1	3	31	7.75
Student 7	3	2	3	3	3	3	3	2	2	3	2	2	3	2	3	39	9.75
Student 8	4	3	3	1	3	3	4	4	2	4	4	2	4	4	2	47	11.75
Student 9	3	2	3	2	3	3	3	2	3	3	3	3	3	2	3	41	10.25
Student 10	2	3	3	2	2	3	3	3	3	2	3	3	3	3	3	41	10.25
Student 11	3	3	1	3	3	1	2	3	3	3	3	3	3	3	3	40	10
Student 12	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	44	11
Student 13	4	4	4	2	2	4	3	3	3	4	4	3	4	4	4	52	13
Student 14	3	3	3	2	2	4	3	3	4	3	3	3	3	3	3	45	11.25
Student 15	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	46	11.5
Student 16	3	3	3	3	3	2	2	2	2	3	3	3	4	4	4	44	11
Student 17	3	3	4	3	4	4	2	2	2	3	3	3	4	4	4	48	12
Student 18	4	4	4	4	3	3	3	3	3	3	3	3	3	3	3	49	12.25
Student 19	3	3	3	4	3	3	4	3	3	3	3	3	4	3	3	48	12
Student 20	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45	11.25
Student 21	3	3	3	3	2	3	2	2	2	3	3	3	3	3	3	41	10.25
Student	4	3	3	2	2	2	4	4	2	4	4	2	3	3	3	45	11.25

45																	
Student	4	3	3	2	3	3	3	3	3	3	3	3	3	3	3	45	11.25
46																	

H. Recapitulation of Third Semester TBI Students' Listening Test

Recapitulation of Listening test result for TBI 3A

No	Names	Number of Questions	Correct Answers	Wrong Answers
1.	CicaKristama	50	22	28
2.	NesaSalsabilla	50	21	29
3.	AnisahNurHidayah	50	20	30
4.	Ismail	50	19	31
5.	PutriJunita	50	18	32
6.	SuciPermata Sari	50	14	36
7.	RaduninDarrens	50	13	37
8.	RezikaVikiRahmaDila	50	12	38
9.	RizkiParingga	50	12	38
10.	NofriArioDiansi	50	12	38
11.	Popi Lestari	50	11	39
12.	SeruniWardani	50	11	39
13.	Mikael	50	11	39
14.	Gita Anggraini	50	11	39
15.	DwiAgustina	50	10	40
16.	DrivaCantikaPutri	50	10	40
17.	UmmiHidayati	50	09	41
18.	RidoMarsellaPutri	50	09	41
19.	RisaTriani	50	08	42

Recapitulation of Listening test result for TBI 3B

No	Names	Number of Questions	Correct Answers	Wrong Answers
1.	DelaPuspita Sari	50	17	33
2.	Astria Sari	50	17	33
3.	WindaCreasty	50	16	34
4.	KgsFadhil F. R	50	16	34
5.	Waini	50	15	35
6.	AdelahOktalisa	50	15	35
7.	YongkiRamadhan Putra	50	15	35
8.	VionaLorenza	50	14	36
9.	Rafflesia Era Afta	50	14	36
10.	Sariani	50	13	37
11.	Chantika Nabila	50	13	37

12.	MiftahFarid	50	13	37
13.	Dilla Maya Sari	50	10	40
14.	Sa'diaMahmuda	50	10	40
15.	RosiAfria	50	09	41
16.	Reza	50	09	41
17.	FibriantiSulistiya N	50	09	41

Recapitulation of Listening test result for TBI 3C

No	Names	Number of Questions	Correct Answers	Wrong Answers
1.	PipiSatri	50	21	29
2.	Kiki Widyawati	50	19	31
3.	ElfaSihara	50	19	31
4.	MutiaraYulianda	50	18	32
5.	IsnaSakraina	50	18	32
6.	Sonia Novalisa	50	17	33
7.	Nadia Selfi	50	17	33
8.	Pasha	50	17	33
9.	Lola Pitaloka	50	17	33
10.	Ahmad Syahrin	50	16	34
11.	Mia Tenola	50	16	33
12.	MeilandiaAnggraini	50	15	35
13.	NurulApriani	50	15	35
14.	SitiAisyah	50	15	35
15.	AnggiFinansu	50	13	37

Recapitulation of Listening test result for TBI 3D

No	Names	Number of Questions	Correct Answers	Wrong Answers
1.	Sanusi Pane	50	21	29
2.	Mona Safitri	50	17	33
3.	YunitaDwiCahyani	50	16	34
4.	SenaYulianti	50	16	34
5.	YesiPutriUtami	50	15	35
6.	Maya Hernita	50	14	36
7.	Betty Nurtiati	50	12	38
8.	AdesiaAnjani	50	12	38
9.	Sela Amanda	50	12	38
10.	Debi Agustina	50	11	39
11.	Zyo Nora Joana Putri	50	07	43
12.	Elsia Tri Novianti	50	07	43

I. Raw Data of Third Semester TBI Students' English Listening Skills

N	The number of students' correct answers out of 50 items
Student 1	22
Student 2	21
Student3	19
Student 4	18
Student 5	14
Student 6	12
Student 7	12
Student 8	11
Student 9	11
Student 10	10
Student 11	10
Student 12	9
Student 13	17
Student 14	16
Student 15	15
Student 16	15
Student 17	14
Student 18	14
Student 19	13
Student 20	13
Student 21	13
Student 22	10
Student 23	9
Student 24	9
Student 25	19
Student 26	19
Student 27	18
Student 28	18
Student 29	17
Student 30	17
Student 31	17
Student 32	16
Student 33	16
Student 34	15
Student 35	21
Student 36	17

Student 37	16
Student 38	16
Student 39	15
Student 40	14
Student 41	12
Student 42	12
Student 43	12
Student 44	11
Student 45	7
Student 46	7

J. Demographic Description of Normality Test for Habits of Watching English Movies

Mean	11.2500
Standard Deviation	1.1438
Max	14.25
Min	7.75
Range	6.5
Median	11.25
Mode	11.25

K. Normality Data Computation of TBI Students' Habits of Watching English Movies

N	X	Z	F(z)	S(z)	F(z)-S(z)
1	7.75	-3.0599	0.0011	0.0217	0.0206
2	8.25	-2.6228	0.0044	0.0435	0.0391
3	9.75	-1.3114	0.0949	0.0652	0.0296
4	9.75	-1.3114	0.0949	0.0870	0.0079
5	10	-1.0928	0.1372	0.1087	0.0285
6	10.25	-0.8743	0.1910	0.1304	0.0606
7	10.25	-0.8743	0.1910	0.152173913	0.0388
8	10.25	-0.8743	0.1910	0.1739	0.0171
9	10.5	-0.6557	0.2560	0.1957	0.0604
10	10.5	-0.6557	0.2560	0.2174	0.0386
11	10.75	-0.4371	0.3310	0.2391	0.0919
12	10.75	-0.4371	0.3310	0.2609	0.0701
13	11	-0.2186	0.4135	0.2826	0.1309
14	11	-0.2186	0.4135	0.304347826	0.1091
15	11	-0.2186	0.4135	0.3261	0.0874
16	11	-0.2186	0.4135	0.3478	0.0657
17	11	-0.2186	0.4135	0.3696	0.0439

18	11.25	0.0000	0.5000	0.3913	0.1087
19	11.25	0.0000	0.5000	0.4130	0.0870
20	11.25	0.0000	0.5000	0.4348	0.0652
21	11.25	0.0000	0.5000	0.456521739	0.0435
22	11.25	0.0000	0.5000	0.4783	0.0217
23	11.25	0.0000	0.5000	0.5000	0.0000
24	11.25	0.0000	0.5000	0.5217	0.0217
25	11.25	0.0000	0.5000	0.5435	0.0435
26	11.25	0.0000	0.5000	0.5652	0.0652
27	11.25	0.0000	0.5000	0.5870	0.0870
28	11.25	0.0000	0.5000	0.608695652	0.1087
29	11.25	0.0000	0.5000	0.6304	0.1304
30	11.5	0.2186	0.5865	0.6522	0.0657
31	11.5	0.2186	0.5865	0.6739	0.0874
32	11.5	0.2186	0.5865	0.6957	0.1091
33	11.75	0.4371	0.6690	0.7174	0.0484
34	11.75	0.4371	0.6690	0.7391	0.0701
35	11.75	0.4371	0.6690	0.7609	0.0919
36	12	0.6557	0.7440	0.7826	0.0386
37	12	0.6557	0.7440	0.8043	0.0604
38	12	0.6557	0.7440	0.8261	0.0821
39	12.25	0.8743	0.8090	0.8478	0.0388
40	12.25	0.8743	0.8090	0.8696	0.0606
41	12.5	1.0928	0.8628	0.8913	0.0285
42	12.75	1.3114	0.9051	0.9130	0.0079
43	13	1.5300	0.9370	0.9348	0.0022
44	13	1.5300	0.9370	0.9565	0.0195
45	13	1.5300	0.9370	0.9783	0.0413
46	14.25	2.6228	0.9956	1.0000	0.0044
L Count =					0.1309
L Table at 0.05 confidential level =					0.1478
Conclusion: Because L Count is lower than L table (0.1309<0.1478), the data are normally distributed					

L. Demographic Description of Normality Test for English Listening skills

Mean	14.32609
Standard Deviation	3.712168
Max	22
Min	7
Range	15

Median	14.5
Mode	12

M. Normality Data Computation of TBI Students' English Listening Skills

N	X	Z	F(z)	S(z)	F(z)-S(z)
1	7	-1.9735	0.0242	0.0217	0.0025
2	7	-1.9735	0.0242	0.0435	0.0193
3	9	-1.4348	0.0757	0.0652	0.0105
4	9	-1.4348	0.0757	0.0870	0.0113
5	9	-1.4348	0.0757	0.1087	0.0330
6	10	-1.1654	0.1219	0.1304	0.0085
7	10	-1.1654	0.1219	0.152173913	0.0302
8	10	-1.1654	0.1219	0.1739	0.0520
9	11	-0.8960	0.1851	0.1957	0.0105
10	11	-0.8960	0.1851	0.2174	0.0323
11	11	-0.8960	0.1851	0.2391	0.0540
12	12	-0.6266	0.2655	0.2609	0.0046
13	12	-0.6266	0.2655	0.2826	0.0172
14	12	-0.6266	0.2655	0.304347826	0.0389
15	12	-0.6266	0.2655	0.3261	0.0606
16	12	-0.6266	0.2655	0.3478	0.0824
17	13	-0.3572	0.3605	0.3696	0.0091
18	13	-0.3572	0.3605	0.3913	0.0308
19	13	-0.3572	0.3605	0.4130	0.0526
20	14	-0.0878	0.4650	0.4348	0.0302
21	14	-0.0878	0.4650	0.456521739	0.0085
22	14	-0.0878	0.4650	0.4783	0.0133
23	14	-0.0878	0.4650	0.5000	0.0350
24	15	0.1815	0.5720	0.5217	0.0503
25	15	0.1815	0.5720	0.5435	0.0286
26	15	0.1815	0.5720	0.5652	0.0068
27	15	0.1815	0.5720	0.5870	0.0149
28	16	0.4509	0.6740	0.608695652	0.0653
29	16	0.4509	0.6740	0.6304	0.0435
30	16	0.4509	0.6740	0.6522	0.0218
31	16	0.4509	0.6740	0.6739	0.0001
32	16	0.4509	0.6740	0.6957	0.0217
33	17	0.7203	0.7643	0.7174	0.0469
34	17	0.7203	0.7643	0.7391	0.0252
35	17	0.7203	0.7643	0.7609	0.0035
36	17	0.7203	0.7643	0.7826	0.0183
37	17	0.7203	0.7643	0.8043	0.0400

38	18	0.9897	0.8388	0.8261	0.0128
39	18	0.9897	0.8388	0.8478	0.0090
40	18	0.9897	0.8388	0.8696	0.0307
41	19	1.2591	0.8960	0.8913	0.0047
42	19	1.2591	0.8960	0.9130	0.0170
43	19	1.2591	0.8960	0.9348	0.0388
44	21	1.7978	0.9639	0.9565	0.0074
45	21	1.7978	0.9639	0.9783	0.0144
46	22	2.0672	0.9806	1.0000	0.0194
L Count =					0.0824
L Table at 0.05 confidential level =					0.1478
Conclusion: Because L Count is lower than L table (0.0824<0.1478), the data are normally distributed					

DOCUMENTATION





BIOGRAPHY



Ade Elcha Putri Siska was born in Gunung Kembang on August 22th 1997. She is a daughter of Mr. Sopian Ardi and Mrs. Asmara Juwita. She has three sisters and three brothers. She is the six child in her family. She finished her elementary school at SDN Air Bungin, Sumatera Selatan and graduated in 2009.

Then, She continued her study to Junior High School at SMPN 1 Marga Tunggal, Sumatera Selatan and graduated in 2012. Then, She carried on to Senior High School SMAN 1 Jayaloka, Sumatera Selatan. and graduated in 2015. After that, She decided entering Institute College for Islamic Studies (IAIN) Curup and chose English Study Program as his faculty. She graduated her study on 2022.