THE CORRELATION BETWEEN WATCHING ENGLISH VIDEO AND LISTENING SKILL

(A Case of the Seventh Grade Students of MTS ISLAMIYAH MALO in the Academic year 2018/2019)

SKRIPSI

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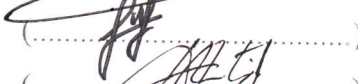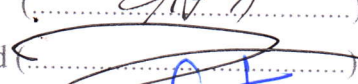### (A Case of the Seventh Grade Students of MTS ISLAMIYAH MALO in the Academic year 2018/2019)

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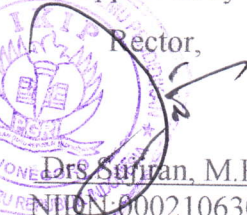
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CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, statement of the problem, purpose of the research, significances of the research, and definition of key terms .

A. Background of the Study

The fact that English is now the main international language is indisputable. In all aspect of international life-trade, science, diplomacy, travel, and education the common language is nglish and it has been used for decades. There are four skills in English that sould be mastered and they are stated in school curriculum. One of them is listening skill. It is a receptive skill that needs to be developed to help the students to understand what they hear or when they communicate with others. Morevore, listening test is now included in students final exam. But in fact, there are still just a few efforts from the teacher to check or even to develop students listening skill if it compares with other skills.

When learning a language, that four-main skill should be learned. Based on those four main skills, listening is the commonly used for gaining information through hearing. It can take a conclusion that listening is an activity to gain information through ears. Nation (2009) stated that listening is the original pioneer to speaking; the early stages of language development in a person's mother tongue (and in the naturalistic acquistion of other

languages) are dependent on listening. Nation (2009) also stated that listening is the early stages to develop aquisition of another language in natural development. The students can absorb every information through hearing something. Listening becomes the first and foremost to acquire in learning the language.

Listening is a psychological phenomenon, which takes place on a cognitive level inside people's heads, and a social phenomeon, which develops interactively between people and the environment surrounding them. It considers listening as a complex process, which needs to be understood in order to teach it, and subsequently, evaluate it before integrating it with phonological aspects and with the skill of speaking (Bueno, Madrid and McLaren, 2006: 282). Because as we know listening is the skill of understanding spoken language, an essential skill, present in most of the actives we carry out throught our lives. Then, there are type of listening: Appreciative listening, Emphatic listening, comprehensive listenig, and critical listening.

There are several problems that are found when listening: the message to be listened, the speaker, the listener, and the physical setting.

1 The Message

Many learners find it more difficult to listen to a taped message than to read the same message on a pice of paper, since the listening passage comes into the ear in the twinkling of an eye, whereas reading material can be read as long as the reader likes. Then, in spontaneous conversation people sometimes use ungrammatical sentence because of nervousness or

hesitation. They   may omit element of sentence or add something redundant. This may make it difficult for the listener to understand the meaning.

2 The Speaker

This redundancy is a natural feature of speech and may be either a help or a hindrance, depending on the students level. It make more difficult for a beginners to understand what the speaker is saying; on the other hand , it may give advanced students more time to "tune in" to speaker's voice and speech style.

3 The Listener

Foreign-language learners usually devote more time to reading than to listening, and so lack exposure to different kinds of listening materials. In the college students majoring in English have no more then four hours regular training one week. Both psychological and physical factors may have a negative effect on perception and interpretation of listening material. It is tiring for students to concentrate on interpreting unfamiliar sounds, words, and sentences for long periods.

4 Physical Setting

Difficulties related to thus factor can be found i the classroom or the laboratory noises whether noises on the recording or environmental ones. This may prevent the learner to listen well.

The potential factors that affected students acquisution when students are learning and teaching English occur mostly in classrooms, rather than during daily communication. They also have difficulties in understanding the lesson.

Their knowledge of English is also affected by their limited ability to listen, speak, read and write the language.

Richards and Renandya (2002: 364) state that a video is an extremely dense medium, one which incorporates a wide variety of visudal elements and a great range of audio experiences in addition to spoken language. The teacher is there to choose appropriate sequence, prepare the students for the viewing experience, focus to students attention on the content, play and replay the video as needed, design or select viewing tasks, and follow up with suitable post viewing activities.

Besides, students will study much about texts, grammar,etc. Ideally, they should have a good or enough vocabulary knowledge to help listening skill, or event just for understanding teacher explanation. But in fact, they still find more difficulties to do that. And mostly it was becausee lack of vocabulary knowledge. It is happend in Seventh Grade of MTS Islamiyah Malo.

They also add that a video potential in language learning is only achieved when it is used as an integral part of course. When the teachers decide to use video as supplementary materials, they must believe that it is closely related with the goals of the course. One way to do this is to bring in the video to introduce or to expand on a theme or topic that is alredy part of the curriculum.

To reach that goal the English teacher is required to build a good English ability of the students in oral form and listening aspect well. Based on the information of the pre-interview with the teacher, the most being obstacle is the lack of students listening skill. To help his students, the teacher conduct

such as drilling activity to convey a large number of English words in every meeting. But the teacher that this way has not been giving a good result and the students were easy to get bored with this teachers method.

Based on the explanation above, the researcher assumed that the students habit in watching English video is related to their English score or specifically in vocabulary knowledge. Seeing this phenomenon as an interesting and useful subject to be examined, the researcher would like to find out the relationship between watching English video and listening skill. So, the resecher chose the title, "The Correlation Between Watching English Video and Listening Skill (A Case of the Seventh Grade Students of MTS Islamiyah Malo)" as his study paper title.

B. Statement of the problem

Is there any positive correlation between watching English video and listening skill of the seventh grade student of MTS ISLAMIYAH MALO?

C. Objective of the Study

The purpose of the study is as the following :

To find out the the correlation between watching English video and listening skill of the seventh grade student of MTS ISLAMIYAH MALO

D. Significances of the Study

This research has benefits which are useful for following parties:

1. For the teachers

The research result gave insformation of the strategies in teaching listening to students. Especially, teach to improve students listening ability and understanding about audio-visual in English video. It is hoped to let the teachers know better which strategies that could be implemented for the students in teaching English. This research is also helpful to offer the way to develop for the listening ability of the students.

2. For the students

To give information or input on how to improve the listening skills and undestanding about English video. Furthermore, students can improve their listening skill after watching English Video.

3. Definition of Key Term

1. Listening skill

Listening is process guided by our intention which is psychologically an excitation of nerve pathways in the brain to organise incoming stimuli in an efficient way with a psychologycall terms, (Rost,2002).

2. Video

A video is not only a great aid to see language-in-use such as comprehension since students are able to see general meanings and moods that are conveyed through expression, gesture, and other visual

clue, but also uniquely bridge the cross cultural understanding (Harmer,

2001).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents related literature dealing with the nature of listening (definition of listening skill, type of listening, and listening problem) then nature of the video (definition of video, the advantages of using video in the teaching and learning process, the use of video in the teaching and learning proces, and type of video), the previous study, and theoretical hypothesis.

A. Listening Skill

1. The Definition of Listening

Listening is one of the most important language skills. Listening is the part in communication, through listening we can share our ideas with other people. Listening is the most frequently used languageskill in everyday life.

The importance of listening is acknowledged by Brown (2001: 247) who stated that "Listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking". It means that, listening is the important thing in daily activities, through listening we can interpret the meaning.

Rivers in Hasyuni (2006: 8) says that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice,

and from this material we creative a significance. Listeners must cope with the sender"s choice of vocabulary, structure, and rate of delivery.

Russel in Hasyuni (2006: 8) also say that listening skill is listening with comprehension, attention and appreciation. Then, listening activity needs integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. Listening skill can be meant as ability to pay attention or to hear something. But, listening is not same as hearing. Hearing is essentially an automatic, passive activity. It is possible to hear sounds without consciously engaging in the process. While, in listening the brain doesn"t automatically translate the words into the message they are conveying. That is essentially what listening is determining the meaning and the message of the sounds or words. It is active process that involves much more than assigning labels to sounds or wor]ds. As mentioned in Nunan (2003: 24) "Listening is an active, purposeful process of making sense of what we hear." It means that, we should interpret the meaning from what we hear, therefore listening is an active skill.

So, it can be concluded that listening is the ability to identify and understand what others are saying. It is also a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. Listening is the active process because listening is not just matter of hearing, listening include many process. Listening is determining the meaning and the message of the sound.

2. Type of Listening Skill

There are type of listening skills ;Appreciative listening, Emphatic listening, comprehensive listenig, and critical listening (Rost, 2002).

a. Appreciative listening

Appreciative listening Includes listening to music for enjoyment to speakers because like theis styles, to choice in theatre, television, radio, or film. It is the response of the listener not the source of the message that defines appreciative listening.

b. Emphatic listening

Listening emphatic means that the listeners is seeking to understand beliefs, emotions of other people in order to get them to expose these deep parts of themselves to us, so we need to demonstrate our empathy in our demeanour toward them, by asking them sensitively to encourage self disclosure.

c. Comprehensive listening

After the stage of discriminating between the different sounds of a message, come this type of listening which is the comprehensive one; seeking to make sense of these sounds. To comprehend, the meaning requires first having a lexicon of word, all rules of grammar and syntax in addition to the visual components of communication.

d. Critical listening

This type of listening deserves much more attention, it is listening to evaluate a message for purpose of accepting or rejecting it. Critical listening in classroom aims at:

1) Separate facts from opinions and help students to prevent opinions from influencing their understanding of the facts.

2) Evaluate speakers qualifications, motives, biases and help students to understand how toweight fact and arguments.

3) Test ideas for effectiveness and appropriateness and help students to test ideas they learn.

4) Recognize the speakers reasoning and help students to understand the speakers logic or lack of logic.

3. Listening Problems

Rost (1994: 119) there are problems related to the listeners about :

a. Lak of concentration and attention

The brain incredibly efficient. As it is proved scientifically, any person talks at a rate of 120 to 150 word a minute and the brain can process about 400 to 800 word a minute. From these statistics it may seem that listening should be very easy, but it is the opposite. So, in the listening process, the learners can take in all the spearker's word and still have plenty of spare. That's way the learners or listeners interrupt their listening with thingking about other things (Stephen,Lucas,1998). The in the classroom context, the same problem has been stated by Rost(1994). "Many pupils have difficulties

following instruction owing to apparent deficits in attention and concentration. Such puplis may not be adapting well to the numerous distractions in a typical classroom".

b. Lack of prior knowledge and proiciency.

To concerned knowledge in this context is the socio-cultural, factual or the contextual knowledge of the target language.

1) Lack of exposure to listening materials since students prefer to read than to listen foreign language(Yagan F,1993).

2) The acuity of hearing, students with some physical problems which prevent them from participating, are unable to hear what is said. They can also be affected by environmental problems such as noise (Rost,1994).

Then there are the learning problems that studentep in constructing a successful listening is to identify the learning problems that students are experiencing as a result of listening to related issues. Ur (1996: 111-112) identifies the learners problems and the solution as follows: .

a. Have understand few word

Some students feel worried and stressed when they miss some words of the text. Here, the teacher needs to give the students practice in selective ignoring of heard information/something, they do naturally in their mother tongue. The teacher should explain this point to the students, and set them occasional tasks that ask them to scan a relatively long task for one two limited items of information.

b. Cannot understand fast, naturally native speaker

The students can only understand if the teacher talks slowly and clearly. They cannot understand fast, natural native-sounding speech. To overcome this problem, the teacher has to expose the students to asmuch spontaneous-informal talk as possible, so they can understand the native speech. The teacher can also provide them with the sorts of discourse at the right level for them.

c. Need to hear thing.

More than once In order to understand, students need more than once to hear the text. In this problem, the teacher can try to use texts that include "redundant" passage and within which the essential information is presented more than once and not too intensively and give the students the opportunity to request clarification oe repetition during the listening.

d. Find it difficult to keep up

The students feel overloaded with incoming information. The solution is not (so much) to slow down the discourse but rather to encourage them to relax, stop trying to understand everything, learn to pick out what is essential and allow them to ignore the rest.

Based on the explanation above, the teacher should be pay attention in listening class. The teacher should be know the students need and choice the topic suitable with the capacity of students. The topic must be interest, so the students not bored in listening class and

can more concentration with the sounds. The teacher should be provide the material and clear pronouncation based on the students ability, so that the students not any problem in listening activity.

B. Video

1. Definition of Video

Richards and Renandya (2002: 364) state that a video is an extremelydense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. The teacher is there to choose appropriate sequences, prepare the students for the viewing experience, focus to students' attention on the content, play and replay the video as needed, design or select viewing tasks, and follow up with suitable post viewing activities.

They also add that a video potential in language learning is only achieved when it is used as an integral part of course. When the teachers decide to use video as supplementary materials, they must believe that it is closely related with the goals of the course. One way to do this is to bring in the video to introduce or to expand on a theme or topic that is already part of the curriculum.

According to Solomon (2004: 349), video segments can illustrate an event or a procedure so that students feel as though they are actually there. With the help of some special equipment, videos can easily be inserted into multimedia presentations.

Smaldino *et al* (2007) states video versions of the moving image are recorded on tape or disc, in the forms that vary in size, shape, speed, recording method, and playback mechanism. They also add any electronic media format that employs "motion pictures" to present a message can be referred as video.

According to them, a video has the basic characteristic of other motion that is the ability to manipulate temporal and spatial perspective. The ability does not only serve dramatic and creative ends but also has important implications for instructions. It permits the users to increase and decrease the amount of time required to observe an event. Motion media also permit the users to view phenomena in microcosm and macrocosm. That is at extremely close range or from vast distance.

According to Harmer (2001), a video is not only a great aid to see language-in-use such as comprehension since students are able to see general meanings and moods that are conveyed through expression, gestures, and other visual clues, but also uniquely bridge the cross cultural understanding. They will see how typical British 'body language' is when inviting someone out or how Americans speak to waiters. He also adds that a video has the power of creation. Students are able to create something memorable and enjoyable when the teacher lets the students use video cameras themselves. Last but not least he mentions that for all of the reasons mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it.

2. The Advantages of using Video in the teaching and Learning Process

The use of videos in the teaching and learning process has the advantages of presenting abstract ideas in realistic concepts which is freely used anytime.Besides, students are able to view a performance over and over again for emulation without any risk (e.g. view directly phenomena of eclipse of the sun, volcanic eruption, etc) or they can observe videos of their own performance or feedback and improvement.

Teachers play a key role in the success or failure of any videos used in the language classroom. It is important for teachers to select the videos, relate the videos to students' needs, promote active viewing, and integrate the videos with other areas of the language curriculum. Videos have advantages of achieving the important goals of motivating students' interest, providing realistic listening practice, stimulating language use, and heightening students' awareness of particular language points or other aspects of communication. They can be improved or destroyed by the way in which the teachers introduce the video and the activities which the students carry out.

According to Alessi (2001: 538), video is a powerful tool for learning and instruction. It is difficult to illustrate human behavior in interpersonal situations, for example, without showing a video. It is hard to show a student the effects of body language on communication using only graphics or still photographs. The movements of athletes or animals are best captured by video. Video here has also been included for motivational reason.

Harmer (2001: 284) states there are many advantages in using videos in the teaching and learning process:

a) Seeing language-in-use, students do not just hear language but they can also see it. They can know the general meaning and moods that are conveyed through expressions, gesture, and other visual clues.

b) Cross-cultural awareness, which is allowing students a look at situations for beyond their classroom. Videos also give students a chance to see such things as what kinds of food people eat in other countries and what they wear.

c) The power of creation, when students use video cameras themselves they are given the potential to create something memorable and enjoyable.

d) Motivation, most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled with communicative tasks.

From the explanations above, it is clear that videos have many advantages. Videos can support the teaching learning process. The students can learn language not only by listening how native speakers pronounce some words but also by observing their facial expressions. They can also learn about culture from other countries what other people in other countries wear, eat, and many more.

3. **The Use of Video in the Teaching and Learning Process**

According to Paul (2000: 163), the effective use of video requires knowledge and planning. Video sessions can easily become lessons in

which teachers switch the video on and themselves off. Instead of being fun and useful, they can be demotivating, frustrating, or boring for the students. Simple switching the video on and letting, or making the students watch and listen is seldom either useful or enjoyable. However, only a little of all the materials available will be suitable for the students and the teaching purposes. Teachers have to select materials with clear objectives, the students' level and interest in mind, and get to know it well before using it. There should be a clear purpose for every video that teachers show, for example, modeling communicative interactions in English, working at language forms, developing listening comprehension, or generating discussion.

He also states that any videos that accompanying course book should be at an appropriate level of difficulty for the students and relevant to the course syllabus. Before using it, teachers have to ask themselves about following questions:

a) Will the students understand the material?

Well enough, either because they are familiar with the language used or because the visual element makes it fairly clear?

b) Will the students enjoy the material, because it is interesting, humorous or relevant to their needs?

c) Do I have some really useful activities with which to exploit the material?

d) Is there any alternative way of achieving my teaching objectives more effectively or in less time than with video?

Smaldino *et al* (2005: 291) states that teachers can use video to provide baseline knowledge for all students. The packaged media can serve as an alternative to teachers.

a. Cognitive skills

Students can observe dramatic recreations of historical events and actual recordings of more recent events. Color, sound and motion make personalities come to life.

b. Demonstrations

Video is great for showing how things work. Demonstrations of motor skills can be more easily seen through media than in real life. If teachers are teaching a step by step process, teachers can show it in real time, sped up to give an overview or slowed down to show specific details.

c. Virtual Field Trips

Videos can take students to places they might not be able to go other wise. Teachers can take their students to the Amazon rain forest, the Jungles of New Guinea to observe the behavior of animals in the field. Teacher and the students can go to those places and many others on video.

d. Documentary

Video is the primary medium for documenting actual events and bringing them into classroom.

e. Dramatization

Video has the power to hold the students spellbound as a human drama unfolds before their eyes.

f. Discussion Basics

By viewing a video together, a diverse group of students can build a common base of experience as a catalyst for discussion.

4. **Types of Video**

Harmer (2001: 284) states there are three basic types of video which ca readily be used in class.

a) Off-air programmes : programmes recorded from a television channel should be engaging for students, and of a sensible length. Teachers have to consider their comprehensibility too. Apart from overall language level, some off- air video is also extremely difficult for students to understand, especially where particularly marked accents are used or where there is a high preponderance of slang or regional vernacular. The programmes and excerpts are ones which we can use for a range of activities including prediction, cross-cultural awareness, teaching language, or as spurs for the students' own activity. Teachers have to remember that all television programmes have copyright restrictions which vary from country to country. It is important to know what the law is and realize that breaking it can have serious consequences.

b) Real-world video: teachers and students should not use separately published video tape material such as feature films, exercise manuals,

wildlife documentaries or comedy provided that there are no copyright restrictions for doing this. Once again, teachers need to make their choice based on how engaging and comprehensible the extract is likely to be, and whether it has multi use potential. Teachers need to judge the length of the extract in the same way too.

c) Language learning videos: it means videos to accompany course books. The advantage is that they have been designed with students at a particular level in mind. Those videos are likely to be comprehensible, designed to appeal to students' topic interests and multi use since they can not only be used for language study but also for a number of other activities as well. From the explanations above, it is clear that there are many types of video. The video that is appropriate in the teaching and learning process is language learning video. This type of video is designed to accompany course books. Therefore, it is more contextualize and engage students' interest.

5. The implementation

a) Before begining the prayer lesson

b) Introduce our self

c) Ice breaking, usefull for students not bored to follow the leasson

d) Explain the leason until students understand it,

e) Give homework to students

f) Then, go home

C. **Previous Studies**

In this study, the researcher reviews two studies made by other researchers as comparison. The first review related to this research from Usman Abdullah, the students of "English Educatin Department of Tarbiyah and Teaching Science Faculty of UIN Alaudin Makasar (2016)". Who conducted the reasearch entitled "*Correlation between students habit in watching movie and listening skill.*" This study the researcher describes about the correlation movie and listening skills. The population in this study was all of the first semester students in the academic year 2016/2017 which consisted 102 students, and the sample taken was 30 students by using random sampling. The score from both instrruments were calculated and analyze by using statistical procedure of product moment correlationa to see whether there was a correlation between the two variables or not. The result showed that there was a correlation, with the index value of correlation coefficient, which meant there was a moderate correlation. Futhermore, the hypothesis testing showed that the index value of correlation coefficient, than the null hypothesis (H_O) was rejected and alternative hypothesis (H_I) was accepted.

The second research is conducted by Yulinda Septianing Putri, the students of "English Education Department of Sebelas Maret University (2013) who conducted the research entitled *The correlation between habit in watching English Movie Vocabulary, and Listening skill.* This study the researcher descibe about students habit watching English movie and listening skill. This correlational study used 35 students of the second semester

students of English Education Department of teacher training and education faculty of Sebelas Maret University in years 2012/2013 chose based on one step cluster random sampling. Questionnaire was used to collect the data of vocabulary mastery and listening skill. Simple correlation and multiple regression correlation were used to analyze the data. The result show that there is a positive correlational between habit in watching English movie, vocabulary mastery and listening skill, both partially and simultaneously. It means that the improvement of the students habit in watching English movie and their vocabulary mastery will likely be followed by the improvement of their listening skill.

Based on previous research above about the thesis Usman Abdullah and Yulianda Septianing Putri are almost same in the researchers about correlation movie and listening. The differences from Usman Abdullah just correlation habit wathcing movie and listening skill. Then, from Yulianda Septianing Putri correation between habit watching movie, listening skill and Vocabulary. So the thesis from Yulianda Septianing Putri also focus on Vocabulary, because the students need many vocabulary to watching the movie.

D. Theoretical Hypothesis

Based on the previous studies above, the researcher formulated the hypothesis as follows:

1. There is no significant correlation between watching English video and listening skill.

2. There is a significant correlation between watching English video and listening skill.

CHAPTER III

RESEARCH METHOD

Methodology is one of the important factors in the research activity. By using suitable method, the research activity will get a good result. In this chapter, the writer explain the research methods that were used. The writer presents research design, population and sample, instruments for collecting data, technique of data collection, and technique of data analysis

A. Research Design

In this research, the researcher used a descriptive correlational research. According to Gay in Nurul Hidayah (2016:23) Correlational research is research study that involvescollecting data in order to determine whether and to what degree a relationship exist between two or more quantifiable variables. The researcher presented the description of the data dealing with students habit in watching English Video toward students listening skill and their correlation.

The explanation above is a part of quantitative research methods. Creswell (2013) stated that quantitative research is an approach for testing physical theories by examining the relationship between variables. Then, quantitative research method has many design such as survey research and experimental design. Creswell explain the correlation design as nonexperimental design. Correlational research is one of the kind of nonexperimental quantitative design.

The purpose of this investigation is to get information about the correlation between watching english video and listening skill of the students MTS ISLAMIYAH MALO. Gravetter (2017) stated about descriptive correlational design "An explanatory correlation design explains or clarifies the degree of one or two variable association." This forming method is appropriate as it set to look out the relation of watching English video and listening skill of student MTS ISLAMIYAH MALO.

B. **Population and Sample**

The population taken in this study was all of the seventh grade students of MTS ISLAMIYAH MALO. The total numbers of the students in the years are about 190 students in 5 different classes. The samples of the researcher is the students of VII E class and make applied random sampling technique, than the sample was taken 10% from the population,if the population is more than 100 the reasearcher should take the sample between 10%-15% or 20%-25% or more (Arikunto 2006: 71). The researcher applied random sampling technique, among 5 classes she got VII E the class containing 25 students.

C. **Instruments for Collecting Data**

There are two instrument to collect the data containing test and questionnaire.

1. Test

In collecting the data of respondents watching English video, the respondents were asked to fill the question. In collecting data of respondents listening skill, the respondents taken a test that contained elements. The respondents were watching a short movie scene then answer

the questions on their answer sheet based on the movie that they had watched. In analyzing the data, the researcher used quantitative approach by scoring the respondents' questionnaire and listening test data then distributed it into grouped distribution table.

a) Validity of the instrument

Validity was a measurement of the instrument, whether the instrument valid or not. The instrument could be called valid if the instrument could give the proper data which was appropriate with the objectives of the research. According to Creswell (2012) "validity is the degree to which all of the evidence points to the intended interpretation of test scores for the proposed purpose. Thus, a focus was on the consequences of using the scores from an instrument". The testing of validity of this study, the researcher used the correlation (r) of Pearson product moment.

Formula : $r_{xy} = \dfrac{\Sigma xy}{\sqrt{(\Sigma x^2)}\{\Sigma y^2\}}$

.

r_{xy} : koefisien correlasi variable x and variable y

Σxy : the number of multiplication x and y

x^2 : square of x

y^2 :square of y

b) Reliability of the instrument

Reliability was the score which showed the instrument that could be trusted. The result of measurement should be reliable. This means that the data should have a high level of consistency. Creswell (2012)

stated that "reliability means that score from instrument were consistent and stable, therefore score should be nearly same when the researcher administers the instruments multiple times at different time".

$$r_i = \frac{k}{(k-1)} \left\{ \frac{s_t^2 - \sum p_i q_i}{s_t^2} \right\}$$

r_i : reliabilitas internal instrumen

k : number of items instrumen

p_i : the proportion of the many subjuct each item question

q_i : 1 - p_i

s_t^2 : varians total

The category of reliability using Cronbach's Alpha coefficient mentioned by Cohen et al. (2011) are:

Table 3.1 Table of Reliability Criteria

Table of Reliability Criteria	
>0.90	Very Higly Reliable
0.80 – 0.90	Highly Reliable
0.70 – 0.79	Reliable
0.60 – 0.69	Marginally / Minimally Reliable
<60	Unacceptably Low Reliability

2. Questionnaire

It was used to collect the data of respondents' movie-watching activity. This instrument was advantageous because it was economical,

easy to administer, and accurate. The questionnaire consists of two sections. The first section aimed to gather the respondents' background: gender, age, length of exposure, preferred genres, and preferred media in watching. The second section was the main questionnaire that aimed to measure the respondents' movie-watching activity. The scale used in the questionnaire, which is widely used and easy to modify based on the nature of the questions/statements. The assess of questionnaire by using a formula, if very often (4), often (3), sometimes (2), and never (1).

Table 3.2 The Development of the Indicators Aspects Indicators

Aspect	Indicators
Exposure	The respondents watch movies frequently
Attitudes	The respondents have a positive feeling when they watch movies
Subtitle Use	The respondents watch English movies without using Subtitle
Familiarity with Spoken Language	The respondents can identify the characteristics of spoken language in the movies that they watch
Familiarity with Situation and Culture	- The respondents can understand the language used in the movie because they are familiar with the situation in the story - The respondents can understand the language used in the movie because they are familiar with the culture shown in the story.
Visual Clues	The respondents can understand the language used in the movie because of the help from the visual elements

<div align="right">Oppenheim (1992: 100)</div>

D. **Technique of Data Collection**

Before collecting the data, the study was conducted. The study was used to try out the instruments to get validity and reliability. It is a small-scale trial of the proposed procedures. Its purpose is to detect any problems so that they can be remedied before the study proper is carried out. Then, the 25 students were taken questionnaire and respondent about the English video.

After doing watching English video , the data were collected. Than were used as the instrument to measure the relationship between listening knowledge and their frequency of watching English video. The first is listening test consisted about the English video questions in order to measure. The second is descriptive about the English video and listen carefully was deserved to the students about three topics and they needed to choose one of them freely. The method of scoring the vocabulary test used true-false scoring.

E. **Technique of Data Analysis**

This research is a correlational research which aims to find a relationship between two variables. The students' watching English video activity is the independent variable (x) and the students' listening skill achievement is the dependent variable (y). After the scores from questionnaire and the scores from the final test are obtained, the normality and linearity of these data will be tested by using SPSS Statistics. It will be done in order to decide the statistical procedure that will be used. If the data distribution was normal and linear, then the analysis would use parametric procedure.

After being analyzed on SPSS, the data distribution will be found to be normal and linear, so the statistical analysis will use parametric procedure, which is Product Moment Correlation statistical procedure with the formula as follows:

$$r_{xy} = \frac{n\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{n\Sigma x^2 - (\Sigma x)^2\}\{n\Sigma y^2 - (\Sigma y)^2\}}}$$

In which:

r_{xy} = the correlation coefficient

N = the number of respondents

X = the questionnaire scores

Y = the vocabulary scores

Σ XY = the sum of questionnaire scores listening scores

Σ X = the sum of questionnaire scores

Σ Y = the sum of listening scores

ΣX^2 = the sum of squared questionnaire scores

ΣY^2 = the sum of squared listening scores

The degree of correlation is represented by correlation coefficient or *r*. The range of *r* is from $-1 \leq r \leq +1$. If the value of *r* is close to 1, it means the correlation is strong. If the value of *r* is positive, that means the correlation is positive: if the value of variable *x* increases, the value of variable *y* will also increase. Meanwhile, if the value of *r* is negative, that means the correlation is negative: if the value of variable *x* increases, the value of variable *y* will decrease.

In interpreting the coefficient of correlation, the guidelines on Table 3.2 was used.

Table 3.3 The correlation coefficient Interpretation

The correlation coefficient	Interpretation
0,00 – 0,20	Very low correlation
0,20 – 0,39	Low correlation
0,40 – 0,59	Moderate correlation
0,60 – 0,79	High correlation
0,80 – 1,00	Very high correlation

The statistical hypothesis of this researcher are :

H_0 = There is no relationship between students' watching Engglish video and

their listening skill

H_1 = There is a positive relationship between students' watching English video

and their listening skill.

To test the hypotheses, the correlation coefficient from the calculation (r_{xy}) will be compared to correlation coefficient from Product Moment table (r_t).

To find r_t , the degrees of freedom must be calculated using the following

Formula.

$$d_f = N - nr$$

In which:

d_f = degrees of freedom

N = number of cases (respondents)

nr = number of variables

Then after the calculation, H_0 will be accepted (H_I will be rejected), if r_{xy} $<r_t$, which means that there is no relationship between the two variables. Meanwhile, H_1 will be accepted (and H_0 will be rejected) if $r_{xy} \geq r_t$ which means that there is a relationship between the two variables.