

ABSTRACT

Lita Novilianti, 1152040065. The Correlation between Students' Habit in Watching English Video and their Listening TOEFL Scores

Watching English video is one of many habits that is predicted to be able to train listening skills. According to Woottipung (2014), video materials can be used as an alternative instructional tool for teaching listening since they are a rich source of conversation and dialogue by English speakers. By watching English video, students can learn about the speakers' expression and gesture to support their understanding of the utterances on the video. However, when students are watching English video, they are also practicing to listen English utterances.

This research tried to find out whether students' habit in watching English video has any correlation with their listening TOEFL score. The research was conducted at the State Islamic University of Sunan Gunung Djati Bandung.

The method of the research is quantitative correlational study. In correlational research designs, investigators use the statistical correlation test to describe and measure the degree of correlation between two or more variables (Creswell, 2012). The variable in this research are students' habit in watching English video and students' listening TOEFL score. The questionnaire about habit in watching English video with 20 items was given to 29 students of the 7th semester of the English Education Department of the Teacher and Training Faculty of the State Islamic University Sunan Gunung Djati. The score of listening TOEFL was collected from the students. Both variables were analyzed by using Pearson Product Moment manually and using SPSS 25.

On average, students' score of habit in watching English video is 70,41. It shows that they are in the middle category. While their listening TOEFL score is 48,44 on average. It explains that the scores are in the low category. From the analysis of Pearson Product Moment showed that coefficient correlation (r_{count}) of both variables is 0,001 in the scale of 0,00 – 0,20 with degrees of significance (r_{table}) 5% (0,367) where $N=29$. It could be concluded that r_{count} is lower than r_{table} . It means that there is no correlation between students' habit in watching English video and their listening TOEFL score. This research tells that in point of fact, students' habit in watching English video as the internal factor does not affect the students' achievement. The external factor, the courses taken by the student in this case, is suspected to affect the students' achievement. So, this research provides the message that to get good achievement, the students should equalize the internal and the external factors around them.