

CHAPTER I

INTRODUCTION

This chapter presents the main content including background, research questions, research objectives, research significances, rationale, hypothesis, previous studies. Reasons and Basics of why this research did is included completely in this chapter. Students' habit in watching English video is one of variable that would be studied, and its correlation to listening TOEFL score of the students.

A. Background

University students, especially Students with English as a Foreign Language be required to learn more in-depth about English proficiency. Beside it is one of the requirements to complete their study, also influence their job after graduation. Even some students need to have good English ability as a requisition to continue their post-graduate program. As stated by Sari (2016), at the university level, students need more enthusiasm to develop their English ability. It is because they are at a high level of education and they are demanded to use English more often than school students.

There are several tests that could be used to know how far students' English proficiency such as TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System), and TOEIC (Test of English for International Communication). The tests are held by an institution to review non-native speakers of English performance in the English proficiency test. They may include reading, listening, writing, and grammar or structure sections (Sari, 2016).

While, to gain a high score of English proficiency test, students do not only focus on a test, but they also need some efforts (Sari, 2016). Listening habit is one of the efforts that could develop to pass the test. There are several habits in listening activity such as teachers' talk, listening to music and podcast, radio show, movies, English videos, and TV shows. As Islam offered one of its suggestions to enhance

listening skill effectively (2012) is to have more extensive listening such as watching English program on TV and English videos, listening English radio and English songs in the spare time so that the students can get familiar with people of different accents, different sexes, different ages, and different cultural background.

Video is a popular tool used to engage learners and enhance a learning experience. Anyone with digital camera, webcam, tablet or smart phone can now create and edit a movie. YouTube statistics highlight the widespread use of video online, with more than 1 billion hours of video watched each day and 400 hours of video being uploaded every minute (YouTube 2018, statistics). Videos are an excellent way to present and elaborate concepts, demonstrate a procedure or gain an understanding of learning in action (Deakin, 2014).

Based on the observation of the researcher, the score of English proficiency that is obtained by 7th semester students of English Education Department, The Faculty of Tarbiyah and Teacher Training, The State Islamic University of Sunan Gunung Djati Bandung is heterogeneous. There are not only students with scores above 475 but also students with scores below 475.

Likewise, in the listening section, the score shows heterogeneous. Some students find listening proficiency section is difficult because some of their ears are not susceptible to understand what the speaker said. Research results revealed that students' problem in listening comprehension is based on varied sources: students' listening comprehension process, linguistic features, failure to concentrate, learner's psychological characteristics, the listener, the speaker, the physical setting, and the content of the text (Hamouda, 2013).

Previous research was done by Abdullah and Rahman (2017) that concerned on the relationship between students' habit in watching English movie (variable x) and their listening skill (variable y). The population in this study was all of the first-semester students in the academic year 2016/2017 which consisted of 102 students, and the sample taken was 30 students by using random sampling. The result showed that there was a correlation, with the index value of correlation coefficient (r_{xy}) of

0,444 which meant there was a moderate correlation. Furthermore, the hypothesis testing showed that the index value of correlation coefficient (r_{xy}) of 0,444 was higher than the index value of correlation coefficient of the Product Moment table (r_t) of 0,306 which meant that the null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted. In conclusion, there was a moderate significance correlation between the two variables. Based on the findings mentioned above, the researcher assumes that the more students watching English movie the more their listening skill will be better which means movie can be used as media to improve students' listening skill.

Based on the discussion above, the researcher tried to make similar research but in different way. The previous research used habit in watching English movie to be correlated with listening achievement. While in this research, the researcher used habit in watching English video to be correlated with students' listening achievement specifically listening on TOEFL. The researcher wants to find out whether students' habit in watching English video is inversely or directly proportional to their listening achievement on TOEFL. So, the title of this research is *"The Correlation Between Students' Habit in Watching English Video and Their listening TOEFL Score"*.

B. Research Questions

Based on the Background above, it has the following research question:

1. How is the students' habit in watching English video?
2. How is the students' listening TOEFL scores?
3. How is the correlation between students' habit in watching English video and their listening TOEFL scores?

C. Research Objectives

Based on the research question above, here are the purpose of research:

1. To find out the students' habit in watching English video.
2. To find out the students' listening TOEFL scores.
3. To find out the correlation between students' habit in watching English video and their listening TOEFL scores.

D. Research Significances

This research contributes to the advantages:

1. Theoretical Significance

Theoretically the study contributes to the theory of the correlation between the students' habit in watching English video and their listening TOEFL score.

2. Practical Significance

The study is expected to be able to give information on students' habit in watching English video and their listening TOEFL score.

3. Professional Benefit

This study can help teachers in increasing students' listening skill in TOEFL and maintaining their habit in watching video.

E. Rationale

In English, there are four basic language skills that teachers have to teach and students have to learn; they are reading, listening, writing, and speaking (Barmawi, 2018); (Habibi, Mukminin, Sofwan, & Sulistiyo, 2017); (Hadiyanto et al., 2017).

One of the essential skills is listening. Listening is the process of identifying the component of sounds and sound sequences, whereby known words are recognizable. The process by which the continuous flow of words is translated into meaning is regarded as auditing. Cognizing deals with the various aspects of knowing which are characterized by different conceptualizing experiences of which comparison is made, inferences drawn and categorized and sensory images formed (Growth, 2007). In other words, when one listens, certain activities, although not as easily noticed as those of the speaker, are performed. The ears provide a conduit through which the sounds reach the brain while the eyes provide the means of seeing, which is a vital component of the ways of identifying meaning (Allan, 1986). Simply, Gilakjani and Sabouri (2016) stated that Listening is a process of receiving what the speaker says, making and showing meaning, negotiating meaning with the speaker and answering, and creating meaning by participation, creativity, and empathy.

Listening is a fundamental language skill because it plays an important role in the development of language knowledge (Ahmadi, 2016). To have good listening skill in English needs listeners to enrich themselves with basic language knowledge, such as vocabulary, grammar, pronunciation, and other language components (Hadijah & Shalawati, 2016).

Listening skill can also be measured and evaluated, as other areas (Acat, Demiral, & Kaya, 2016). As part of developing their listening skills, some teacher presents exercises to the students in the form of audio tapes who are then required to solve specific problems presented in the tape. The problem solving of exercise is, in fact, a form of listening comprehension exercise. For effectiveness of this exercise however, the script presented in the tape should be adapted to class level (Herrell & Jordan, 2005).

Beside the test that the teacher held in the class, TOEFL also could be the tool to measure the students' listening achievement. TOEFL test is a standardized test which aims to test students' knowledge and English Language usage (Razmalia & Gani, 2017).

The term skills and strategies are sometimes used synonymously to describe complementary behaviors. This is supported by Rao (Rao, 2016) that however skills are usually associated with behavior psychology, where they are routine habits acquired through practice and reception. According to Andi Mappiare in Djaali (2009), Habit is an acquired way of acting which is persistent, uniform, and fairly automatic.

Recently a lot of listening materials are derived from recorded extract, for instance on CDs, tape records, videos and others. Using video can be much richer than using audio. Video does not only produce sound but also produce moving picture; speaker can be seen, their body movements give clues as to meaning; so do their clothes they wear, their location, etc. and background information can be filled in visually (Harmer, 2007). As found in the study that was done by Abdullah and Rahman (2017) that the more students watching English movie the more their listening skill will be better which means movie can be used as media to improve students' listening skill. So, there should be a positive relation between students' habit in watching activity and listening achievement.

For this study, the researcher focused on the correlation between students' habit in watching English video and their listening TOEFL score. This research uses two kinds of variable, the first is students' habit in watching English video as the "X" variable, and the second is students' listening achievement in TOEFL score as the "Y" variable.

F. Hypothesis

The hypothesis is a prediction of what the researcher assumes to discover in the research. There are two types of hypotheses: the null and the alternative to the null. The null hypothesis is a prediction about the population and is typically stated using the language of "no difference" (or "no relationship" or "no association"). The alternative hypothesis, however, indicates a difference (or relationship or association), and the direction of this difference may be positive or negative

(alternative directional hypotheses) or either positive or negative (alternative nondirectional hypotheses) (Creswell, 2012).

In this study, if the alternative hypothesis is accepted and the null hypotheses are rejected, it means that there is a significant relationship between students' habit in watching English video and their listening TOEFL score.

Ho: is accepted if $r_{xy} < r_{table}$: it means that there is no correlation between students' habit in watching English video and their listening TOEFL score.

Ha: is accepted if $r_{xy} > r_{table}$: it means that there is a correlation between students' habit in watching English video and their listening TOEFL score.

G. Previous Studies

There are two previous studies related to this research. The first previous study is research by Abdullah and Rahman (2017) that discussed about the correlation between students' habit in watching movie and listening skill. The population in the 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 result showed that there was a correlation, with the index value of correlation coefficient (r_{xy}) of 0,444 which meant there was a moderate correlation. Furthermore, the hypothesis testing showed that the index value of correlation coefficient (r_{xy}) of 0,444 was higher than the index value of correlation coefficient of the Product Moment table (r_t) of 0,306 which meant that the null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted. In conclusion, there was a moderate significance correlation between the two variables. Based on the findings mentioned above, the researcher assumes that the more students watching English movie the more their listening skill will be better which means movie can be used as media to improve students' listening skill. Therefore, the researcher

suggests that the English teacher could use movie as a media in language teaching in improving students' listening skill.

The second previous research is research by Destatama (2018) that discussed about the correlation between watching English movie habit and the listening achievement of the freshmen student at The State University of Malang. The total sample of this research is 85 freshmen students, which is more than half of the population. The result of this present study shows that there is a positive correlation between watching English movie habit and the listening achievement of freshmen student. The calculated value of correlation coefficient is 0.614, which can be interpreted in strong positive correlation. The result of this study provides a better insight for students, teachers, and lecturers in Indonesia and a theoretical framework for a future researcher. Furthermore, for future researchers may conduct a study on this topic with an improved version of the questionnaire and broader population and a larger sample.

This research is inspired by the previous researches above but in a different way. Two previous research used habit in watching English movie to be correlated with listening achievement. While in this research, the researcher used habit in watching English video to be correlated with listening achievement, specifically listening on TOEFL. So, this research tried to investigate the correlation between students' habit in watching English video and their listening skill or achievement on TOEFL.