

CHAPTER I

INTRODUCTION

A. Research Background

English is recognized as an international language used in various fields such as business, technology, education, etc. As a foreign language that must be taught in Indonesia, English has four skills that should be mastered, which are; listening, reading, writing and speaking. According to Harmer (1988) listening and reading are categorized as receptive skills because they focus on understanding and processing information, while writing and speaking are considered as productive skills which requires language users to be able to write or speak.

Among these skills, speaking plays a crucial function because it is mainly used to share ideas and information through spoken words in addition to written information. According to Chaney (1998, p.13) speaking is a collaborative process where individuals construct and exchange meaning using both verbal and non-verbal cues across different settings. Verbal communication is often seen as the key active skill in mastering a foreign language (Rao, 2019; Zarifa, 2020). As an English education students, developing strong speaking skills is essentials for their future roles as educators.

However, despite its importance, several recent studies reported that many Indoneisan students still struggle with fluency, pronunciation, and confidence due to limited exposure to authentic English use. Traditional methods of learning English, such as reading or grammar-focused activities, often fail to engage students, especially in this digital era where students spend more their time on gadgets than reading books. This shift introduces new habits related to learning, such as watching English movies, which can encourage students to develop their speaking skills.

According to Wood & Neal (2007) on the habit formation theory, behaviors that are repeated over time in stable can become automatic responses. Duhigg (2012) explains that habits develop through a cycle consisting of a cue, routine, and reward. In this context, watching English movies may become a habitual routine triggered by certain cues, ultimately offering the reward of enjoyment and improved

language familiarity. When this routine becomes consistent, it may contribute to increased exposure to authentic English input, which supports the development of speaking skills.

Movies provide rich and authentic language exposure, making them a valuable resource for language learning. According to Wright (2005) audio-visual media like movies, videos, and DVDs have been widely used as learning tools since the 1970s, with many studies showing their positive impact on learning. English movies are effective tools for improving speaking skills because they provide learners with realistic examples of pronunciation, vocabulary, and cultural contexts that textbooks often lack. Even though employing English movies for educational purposes is becoming more common, limited studies have examined their correlation with speaking skills, particularly among English education students.

Previous studies mostly explored their impact on vocabulary mastery, listening comprehension, or general language proficiency, however, there are also those who explored its relationship with speaking skill. For example, Barmawi (2016) conducted research titled *The Correlation between Students' Habit in Watching English Movies on Personal Computer and Their Vocabulary Mastery of The Second Semester Students of English Department of IAIN Antasari Banjarmasin Academic Year 2015/2016*. This research was proven that, there is a positive correlation between students' habit and their vocabulary mastery. However, some study has found a positive correlation between students' habit in watching English movies and their speaking skill, Ingrid (2019) on her research titled *The Correlation Between Habit of Watching Movie and Speaking Mastery at The Fifth Semester of English Department UIN Syahada Padangsidempuan*.

However, several studies also show that the habit of watching English movies does not have a positive relationship with students' speaking skills. For example, Andi Anugrah et al. (2021) show in their journal titled *The Correlation between Students' Habit in Watching English Movies and Their Speaking Skill*, that there is no relationship between watching habits and students' speaking skills. Therefore, there is still a research gap concerning how students' habit in watching English movies contributes to their speaking skill development. In the other hand, to address

the gap, this study aims to investigate whether there is a correlation between English education students' habit in watching English movies and their speaking skill. The findings of this study are expected to provide insight into whether English movies have the potential to be an effective and enjoyable learning tools, or whether speaking skills are not influenced by watching habits.

B. Research Questions

Based on the background above, this research will find the answer to the questions as follows:

1. What are the habits of English education students in watching English movies?
2. What is the level of students' speaking skill?
3. How is the correlation between their habit in watching English movies and their speaking skill?

C. Research Purposes

Based on the research questions above, the purpose of this study as follows:

1. To identify the habits of English education students in watching English movies.
2. To describe the speaking skill level of English education students.
3. To examine how is the correlation between their habit in watching English movies and their speaking skill.

D. Research Significances

1. Theoretically, this study aims to examine whether watching English movies can influence the speaking skill of English education students. Particularly, in the context of learning English as a foreign language. According to Krashen's input hypothesis, this highlights the importance of comprehensible input in language learning, this study investigates whether exposure to English movies provide a beneficial source of input for enhancing speaking ability. Focusing on this particular type of input, this study seeks to prove whether it is true that understanding of how audiovisual media can support language learners in improving their speaking skill.

2. Practically, the findings of this study are expected to be useful for English education students to inform them whether they can use English movies as a tool to develop their speaking skills. Furthermore, if there is a positive correlation between the habit of watching English movies and speaking skill, this could also help teachers utilize English movies as a creative and effective resource for enhancing speaking activities in the classroom. Therefore, this study seeks to explore the relationship between these two variables.

E. Research Scope

The scope of this study is to find whether there is a correlation between students' habit in watching English movies and their speaking skill of the English education students of UIN Sunan Gunung Djati Bandung. Whereas, the limitation of this study is limited to the subject of this study, which is students of the English Education class of 2021 who have a habit of watching English movies. The movies observed in this study encompass various genres to reflect the students' natural viewing habits. The example genres are drama, action, thriller, science-fiction, comedy, western, horror, animation, documentary, and fantasy. This study also focuses on two aspects to make it more comprehensive. First, this study focuses on English education students' habit in watching English movies. Second, this study aims to determine whether there is a correlation between this habit and students' speaking skill.

F. Conceptual Framework

This study is based on several key theories and principles related to language learning, habit formation, speaking skill, and the use of media as a learning tool. Speaking is defined as the process of creating and exchanging meaning in a variety of circumstances using both verbal and nonverbal signals (Chaney, 1998, p. 13). Speaking ability is recognized as one of the essential skills in English as Foreign Language contexts. According to Harmer (1988) categorizes speaking as a productive skill alongside writing, emphasizing its importance in expressing ideas

and engaging in communication. Verbal communication is often seen as the key active skill in mastering a foreign language (Rao, 2019; Zarifa, 2020)

Cameron (2001) says that the act of speaking more taxing than the performance of any other skills because it requires the user to employ language to convey meaning actively. Speaking is the skill that must be mastered to communicate and build relationship. In addition, speaking can help students to try to communicate with native, and it would help them to speak English fluently. According to Brown (2004) further identifies that effective speaking involves fluency, accuracy, and appropriate vocabulary usage. These aspects form the basis for evaluating students' speaking ability in this study.

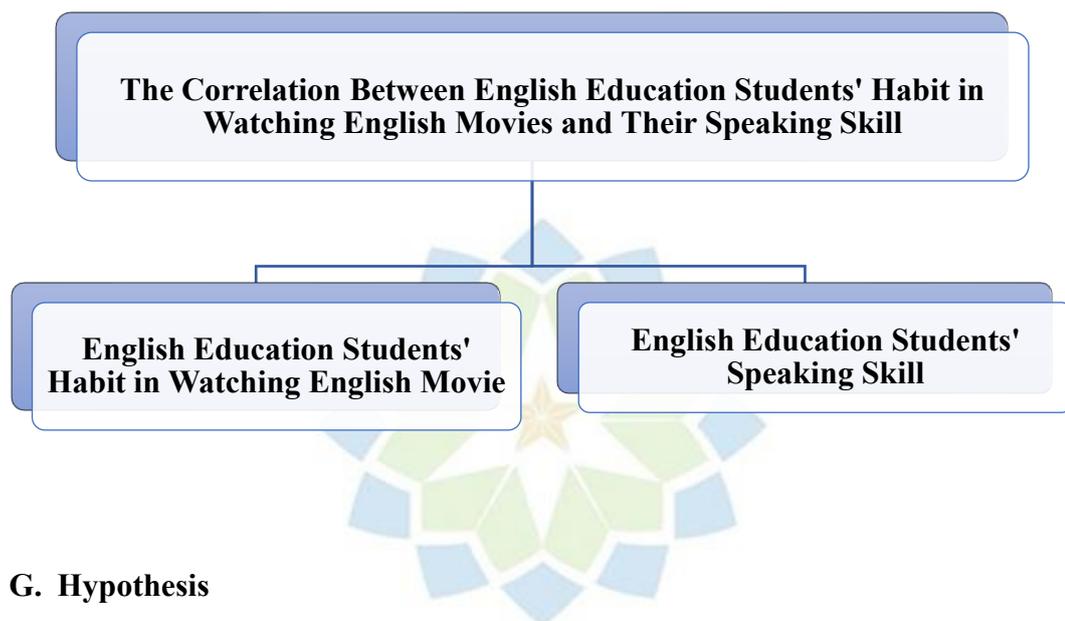
According to Duhigg (2014), habit formation occurs in three steps. First is the cue, a trigger that calls the brain to enter automatic mode and choose which habit to adopt. Then, the routine can be physical, mental, or emotional. Also, the reward helps the brain determine whether this particular loop is worth remembering in the future. Furthermore, it becomes continuous as a "habit loop". Wood & Neal (2007) also stated on the habit formation theory, behaviors that are repeated over time in stable can become automatic responses. The habit of watching English movies aligns with Bandura's social learning theory (1986), which postits that people learn through observation and imitation of others' behaviour.

Watching English movies exposes students to authentic language use, including natural pronunciation, vocabulary, and cultural nuances, making it valueable resource for language learning. Comprehensible input language that learners can understand slightly above their current proficiency level is crucial for language acquisition. Movies provide such input through contextually rich dialogues, helping students absorb and internalize language structure naturally (Krashen, 1985).

In addition, Wrigth (2005) and Mayer's multimedia learning theory (2001) emphasizes the effectiveness of combining visual and auditory elements in learning. Movies, as a form of multimedia, provide an immersive experience that aids in comprehension and retention of language. Thus, this theoretical frameork supports the premise that students' habit of watching English movies can significantly

influence their speaking ability by providing regular, authentic, and engaging language exposure. It forms the foundation for investigating the correlation between these two variables in the context of EFL learning.

Figure 1. 1. Conceptual Framework



G. Hypothesis

This study investigates whether there is a correlation between habit of watching English movies of English education students and their speaking skill. The correlation uses two kinds of variables. The first variable is habit in watching English movies as the “X” variable or independent variable, and the second variable is speaking skill as the “Y” variable or dependent variable. A hypothesis in quantitative research is a statement in which researchers make predictions or assumptions about the potential outcomes of relationships between various attribute or characteristics (Creswell, 2012). The hypotheses of this research are:

H₀: There is no significant correlation between English education students' habit in watching English movies and their speaking skill.

H_a: There is a significant correlation between English education students' habit in watching English movies and their speaking skill.

H. Previous Study

There are several previous studies relevant to this research topic have been discovered. First, the research directed by Agil Fathiha Aulia Rahmi et al. (2021). The journal entitled “The relationship between intensity of watching English movies and interest in learning English language”. The result of this study demonstrated that watching English movies has a positive influence on interest in learning English.

Additionally, in that research the survey result shows the increase in students' interest in learning English after watching an English movie. The results showed that 18.2% of students felt that their interest in learning had not increased, then as many as 45.5% of students feel that their interest in learning has increased slightly after watching an English movie, then 27.3% of students feel their interest has increased after watching English movies. Finally, as many 9.1% of students felt that their interest in learning English greatly increased after watching an English movie. The results of the survey above, show that watching English movies has a strong relationship between students' interest to learning English.

The second previous study was conducted by Megawati et al. (2021). From the journal entitled “Hubungan antara kebiasaan menonton film Berbahasa Inggris menggunakan English subtitle dan kemampuan berbicara Bahasa Inggris”. The result of this study showed a significance value of 0.014, which is less than 0.05. This means that speaking ability is strongly influenced by the habit of watching movies. In other words, students who watch English movies more often tend to have stronger speaking skills, while those who watch less tend to have weaker speaking skills.

The third previous study entitled “The correlation between EFL students' habit of watching English lesson TikTok videos and their pronunciation ability” that was conducted by Muhammad Ginan Ismayya Nurdin (2023) indicated that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. This result confirms that there is a correlation between EFL students' habits in watching English lesson TikTok videos and their pronunciation ability.

The fourth previous study was conducted by Barmawi (2016) on his thesis entitled the correlation between students' habit in watching English movies on

personal computer and their vocabulary mastery of the second semester students of English department of IAIN Antasari Banjarmasin academic year 2015/2016. This research was found that the value of r_{xy} is 0.52 which is have a medium correlation between the variable X and Y, based on the correlation index number, the value of r_{xy} (0.52) is on medium correlation (between 0.40 and 0.70).

The fifth previous study entitled the correlation between habit of watching movie and speaking mastery at the fifth semester of English Department UIN Syahada Padangsidempuan was conducted by Ingrid (2019). This study also found a positive correlation between the habit of watching and students' speaking skill, this fact can be proved by $r_{count} > r_{table}$ ($0.566 > 0.339$) and $t_{count} > t_{table}$ ($8.688 > 2.037$) the correlation is positive, the correlation that occurs is in the average category.

The sixth previous study was conducted at State University of Semarang by Desy Praditya Rizki (2024), this study entitled the correlation study between students' habit in watching English movies on movie streaming services and their speaking skill. This study analyzed using Pearson Product Moment Correlation, and it showed the result of the correlation coefficient (r) was -0.059 and the significant coefficient (p-value) was 0.742. In conclude, the result showed that there is no correlation between students' habit in watching English movies on movie streaming services and students' speaking skill in English Education Study Program at State University of Semarang. However, students' habit in watching English movies on movie streaming services is in the fair category and good category for their speaking skill.

The seventh previous study entitled the correlation between students' habit of watching English movies and their speaking ability was conducted by Kevin et al. (2025) at *Sekolah Menengah Pertama Negeri 2 Airmadidi*. This study found that the correlation coefficient was 0.192 which means indicated a weak positive correlation, but the p-value of this research was 0.129 which is higher than the significance level of 0.05. It means, this study also showed no significant correlation between the two variables.

The next previous study conducted by Anugrah (2021). The tittle of the study is the correlation between students' habit in watching English movie with English

subtitle and their speaking skill at state senior high school 5 Pekanbaru. This study was found a negative correlation between the two variables. The findings of this previous study showed that the significance value was 0.467 which is higher than the significance level of 0.05. It indicates that there is no significant relationship between students' habit in watching English movie with English subtitle and their speaking skill.

The next previous study entitled, the relationship between students' habit in watching English movie and their speaking achievement of eleventh grade students at MA Al Ma'arif Singosari Malang, was conducted by Latifa et al. (2020). This study used the help of SPSS 20 in analyzing the data to get the correlation results of the measured variables. However, the findings revealed that there was no relationship between the students' habit of watching English language movies and their speaking ability with a correlation coefficient of 0.189, which means this value is greater than significance level of 0.05.

The last previous study was also found a negative correlation between the habit of watching and speaking skill. The study titled The Correlation between Students' Habit in Watching English Movies and Their Speaking Skill was conducted by Andi Anugrah et al. (2021), this study showed that the mean score of the students' questionnaire was 76.92. It meant that most of the students had a good habit in watching English movies. The mean score of students' speaking test was 60.8. It meant that most of students had enough speaking skill. The Pearson Product Moment Correlation result was 0.122. It could be said that r_{xy} that was 0.122 was lower than r_{table} in the level 5%.

Based on those previous studies above, several gaps found in the studies above with this study. This study is different from the first study because the abilities studied are different, in this study I will examine the relationship between watching English movies and speaking skills. Then in the second study it has the same focus, namely to examine the relationship between watching English movies and speaking skills but the places and participants taken are different, also in the previous study focuses on who watching use English subtitle opposite with this study

In the third study the gap is speaking ability with pronunciation ability and also the habit of watching English movies with watching English lesson TikTok videos. In the fourth study the focus is on their vocabulary, while in this study the focus on speaking skill. Next study also has the same focus but in the different place and participants, in that study the participants were fifth semester students, while in this study the participants were students who currently writing or had already written their theses.

The next previous study was focus on the students who have habit of watching English movies on movie streaming services, while this study not focus on it. The next study was conducted their research on junior high school students, while this study focuses on English education students. The next previous study was also focus on senior high school students, while this study focuses on examine this habit with speaking proficiency on the university students.

The next previous study was also conducted at the senior high school and focuses to examine the study on senior high school students. The last previous study also has the same focus with different place and participants taken. In sum, this study focuses on investigates whether speaking skill can be influenced by the English movies watching habit in English education students especially at State Islamic University of Sunan Gunung Djati Bandung.