

THE CORRELATION BETWEEN STUDENTS' WATCHING ENGLISH MOVIE AND THEIR READING ACHIEVEMENT OF CLASS X SMAN 2 LAWE SIGALA GALA

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ABSTRACT

The aim of this study is to find out the correlation between Watching English Movie and Their Reading Achievement of Class X SMA N 2 Lawe Sigala gala. this research is quantitative research. The data of the research were examined by using Pearson Product Moment Correlation. The data were statistically computed through the Statistical Package for Social Science (SPSS) 23. The result of this research showed that there is a significant correlation between Watching English Movie and Their Reading Achievement of Class X SMA N 2 Lawe Sigala gala. Based on the rtable of Pearson Product Moment Coefficient above, it could be seen that rtable at the significant level 5% is 0,279. It could be concluded that rxy (0,539) is higher than rtable at the significant 5%. It means that H_0 is rejected. Therefore, it can be concluded that there is a significant correlation between Watching English Movie and Their Reading Achievement of class X SMA N 2 Lawe Sigala gala. this implies that if one has high Reading, it can be predicted that he will also have a high Watching English Movie.

Keywords: *Correlation, Watching English movie, Reading achievement*

INTRODUCTION

Language is a means of communication used by human beings to deliver their ideas, opinions or other information. Without language, it is hard for man to communicate. Therefore, language is a perfect instrument of communication. One of the language characteristics is that language is learned, not inherited. This means that language could be learned no matter what language it is.

In learning a language, there are four skills to be mastered, they are Listening, Speaking, Reading and Writing. Reading skills are very important in education and also crucial for the students because the success of their study depends on their ability to read. According to Mikulecky (2011:5), reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge. The purpose of reading is to help them get the information from the text that the students have read. To improve students' knowledge, they need more reading because it is an effective way to get knowledge.

Then, the implementation of reading could be aloud or silent. Both are types of reading class performance. Silent reading and aloud reading were used to get

more understanding of the texts. Some students would understand text when they read aloud the text. Loud reading requires the usages of our muscles and voice box. This is where we read out loudly with our voice, and silent reading is internal reading. There is no production of speech and no motor movement of the mouth.

As an important skill in teaching English reading is required to be taught to the Senior High School Students. But in fact, the students still find more difficulties in enriching their reading. Most students usually feel uncomfortable when the teacher asks them to read. After doing a pre interview with some students in SMA N 2 Lawe Sigala-gala, the writer found some problems that made the students feel uncomfortable and bored in doing reading activity in the classroom. Firstly, the students just read the text without understanding it. Secondly, the students did not focus on the materials while the teacher explained the material in front of the class. Thirdly, the vocabulary of the students is really poor, so that it makes it difficult for them to understand.

In order to solve the problems above, there are many ways or strategies that can be used by teacher for better reading achievement. The strategies which can be used in the classroom are listening to English song, reading English books, and watching English movie. This study was focused on using watching English movie. Watching movie was considered to be entertaining to some people. It is one of the ways to relieve stress from the daily activities. People enjoy the movie in a certain time such as holiday and free time. According to Monaco (2000:152) film is not a language in the sense that English, French or mathematics is. It is, first of all impossible to be ungrammatical in film. And it is not necessary to learn a vocabulary. By watching English movie, the students could improve their vocabulary and listening through audio and visual performance. When the students watch a movie and they do not understand the word, the students can pause a movie and look at the dictionary to find the meaning of the word and also the students can make note of the new vocabulary so the students have a good English.

The writer found two previous studies which are related to this study. The first research was conducted by Usman Abdullah and Indah Fadhilah Rahman, 2017 entitled “The Correlation between Students’ habit in Watching Movie and Listening Skill at the first Semester of English Education Department of Tarbiyah and Teaching Science Faculty of UIN Alauddin Makasar”. The result of coefficient correlation between two variables was 0,444. That result indicated there was moderate correlation between students’ habit watching English movie and their listening skill. This proved by the coefficient $0.444 > 0.306$ at the significance level of 0.5. However, the correlation is not significant enough, and for that reason this correlation is called moderate, not high. It means the activity of movie-watching gives a slight significance to their listening ability.

The second research was conducted by Dahniar and Masyud Zainuddin, 2016 entitled “The Correlation between Students’ habit in watching English movie and their vocabulary mastery at the Second Year of SMAN 1 Anggeraja Sulawesi Selatan”. Based on the finding, they concluded that there was improvement on

students' vocabulary mastery. This is proved by the coefficient $0.766 > 0.399$ at the significance level 0.5. It means the activity of movie-watching gives a higher significance to their vocabulary mastery. Based on the problems, the writer feels interested in conducting a study entitled *The Correlation between the Students Watching English Movie and Their Reading Achievement of Class X SMA N 2 Lawe Sigala Gala*.

REVIEW OF LITERATURE

Definition of Reading

Reading is one of the language skills (listening, reading, writing and speaking) which is important to be learned and mastered by every individual. Reading is also a skill to know, see and understand the contents of what they read. That is, after reading something, the reader already knows the information obtained from what he has read. One important point of reading is to understand the communication between writer and reader. According to Tarigan (2008:7) reading is process carried out and used by a reader to acquire message which is conveyed by a writer through words that could be seen and known by reader. In short, reading is an activity to get meaning from printed words or symbols and how this ability is used to recognize, understand and interpret words.

According to Harmer (2007: 99) reading is useful for language acquisition. It provides students understanding what they read, the more they read, the better they get at it. According to Nunan (2003:68), reading is fluent process of readers combining information from a text and their own background knowledge to build meaning. According to Grelet (2004:7) reading is constant process of guessing, and what one brings to the text is often more important than what one finds in it. In reading, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words.

According to Day and Bamford (1998:12) reading is the construction of meaning from a printed or written message. It means the construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning and understanding.

By applying strategies in reading the teacher and students are expected to be more organized in understanding a text. However, this research focus only on some strategies which are linear to the students' reading problems in identifying the purpose of reading, guessing meaning from context, analyzing vocabulary, using existing knowledge to make sense of new information, and asking questions about the text before, during, and after reading.

From all definitions above, it can be concluded that general understanding of reading can be stated as an active process of getting meaning. In reading, the students are taught how to read and understand a text well. This process is done by understanding the influence of nonlinguistic internal and external variables.

Kinds of Reading

The students' ability to comprehend the texts depends on their ability to use strategy to understand what the writer says. It means that strategy helps the students to comprehend the text they read. There are two types of reading and the corresponding types of activities to develop the reading skills.

Reading Aloud

Reading aloud is an activity to read something loudly. Reading aloud is necessary to be learned. According to Elizabeth (2004:286-288) aloud reading means reading a book by producing sounds. Reading aloud by the teacher can help the students to improve their listening ability. By reading aloud, students can evaluate themselves whether the pronunciation that they pronounce is correct or not. If the pronunciation is incorrect, the teacher can easily revise it. According to Guler (2013: 167) reading aloud is traditionally neglected but useful strategy not only in primary school but also in high school especially in EFL context.

There are two reasons why reading aloud is necessary. First, it ensures that the reading process is going well and helps the teacher to improve it. Second, it gives practice in the manipulation of sounds and practice in speech and pronunciation. Based on explanation above, reading aloud is important in reading activity such as helping students understanding better reading of language items, help them to read fluently, and to practice their pronunciation.

Silent Reading

Silent reading is a reading skill which allows one to read without voicing the words. According to Elizabeth (2004:287-288) silent reading means reading something without producing sound. In silent reading the students can more easily work at their own pace or speed. Silent reading is a very important skill in teaching English. This reading should be employed to increase reading ability among learners. Based on the explanation, silent reading is one reading class performance, it is a way to read without producing any voice. The readers read the text silently in order not to disturb others around.

Reading Strategies

Reading strategies is the broad term used to describe the planned and explicit actions that help readers translate printed text to meaning. The strategies will improve reading comprehension skills of every student. According to Brown (2003:119) strategies are the specific method of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. It is essential for beginners who have problems in reading. There are two strategies of reading that can be used by the reader to read a text. Here are the two reading strategies.

Skimming

Skimming refers to the process of finding the main ideas within a passage to get an overall impression of the content of reading section. If a reader skims

reading material, he just reads the sign posts or clues in the section such as the heading and the topic sentence. According to Brown (2003:213), skimming is the process of rapid coverage of reading matter to determine its gist or main idea. The readers do not need to pay attention to the detail.

According to Wiriyaichitra and Apichattrakul (1999), there are three methods of skimming: preview, overview and survey.

- 1) Preview Skimming In this preview skimming, the readers read introductory information; the heading hand, subheading, and summary if are available. After this skimming, the By previewing, the readers can find out whether the materials or article is written by a specialistin a certain field or whether it contains the information they are seeking.
- 2) Overview Skimming Skimming to get an overview is an important skill for the readers. They will find skill of reading will be assigned and suggested that readers should improve understanding of their field. In overview, the readers can discover purpose and select the material and can find the special information for them.
- 3) Survey Skimming Through a survey, the readers will get the general ideas of what the materials contain. It is important to remember that skimming is a skill that requires concentration. In other words, skimming is the skill that helpsthe readers discover the general ideas from the material. In addition, in a certain amount of practice is necessary in order to skim and fulfill the reader's purpose, so that by readers should decide whether or not to read the material thoroughly and rapidly.

Based on explanation above, skimming is a process of reading only main ideas within a passage to get an overall impression of the content of a reading selection.

Scanning

Scanning is a reading technique to be used when you want to find specific information quickly. In scanning you have a question in your mind and you read a passage only to find the answer, ignoring unrelated information.

According to Brown (2001:308) scanning is quickly searching for some particular piece of information in a text. Scanning excercise may ask students to look for names or dates, to find a defenition of a key concept, or to list a certain number of supporting detail. The purpose of scanning is to extract specific information without reading through the whole text.

Scanning involves three steps: determine what keywords to look for, look quickly through the text for those words, then read the sentences around them to see if they provide the information being sought. Applying to scan in reading comprehension makes readers easier in looking the specific information without wasting much time. Based on the explanation, scanning is another technique to read and intended to look for specific information without wasting much time.

Watching Movie

Movies have been a big part of human life. Movie is not only a form of art and expression but also provide a promising career opportunity. Because movie industry is one of the biggest industries in the world, it has produced a large number of successful and popular moviemakers and movie stars. Movie also is a series of moving images that produce by recording photographic image with camera.

Movie is not only used for entertainment purposes but also education. It can be effective media in teaching learning process because it stimulates students both receptive skills and productive skills. Movie can present information, explain the process and complex concepts, teach skill and influence attitude. According to Barsam and Monahan (2010:2) a movie is a story, captured in a set of celluloid strips or films, which are shown on a screen with certain speed to give the impression of moving. Lately a lot of moviemakers have been shooting their movies digitally, but the main characteristic of movie remains the same, a movie or a film is a motion picture. While Munadi (2008:6) stated media means as thing for connecting teacher and students to get the material. Through media, teachers are easy to deliver the material that also easy understands to the students.

Sometimes communication between teacher and student are less, the teacher should work hard to make the communication well like choosing the appropriate media. Barsam & Monahan (2010:64) states that there are some types of movie as follows:

1. Narrative Movie

Narrative movie is kind of movie driven by a story that has a particular structure. If this seems like a huge category, it is probably because many films fit into this category. The size of the category, however, does not mean that narrative movie does not have specific criteria. Movies like *The Wizard of Oz*, *The Goonies*, or *Rocky* are some examples of narrative movie.

2. Documentary movie

Documentary Movie is a movie that documents a reality and facts. In the documentary there is no fictitious story that is made to dramatize the scene throughout the movie. It means, documentaries are used to represent the reality and re-display the facts in life made more structured in the duration of the movie. The term documentary was first used in a film *Moana* in 1926, precisely on February 8, 1926. The film review was released by Robert Flaherty.

3. Experimental movie

Experimental films are the most different types of films because the film type usually works outside the mainstream film industry. Experimental films do not have a plot but still have structures, which are strongly influenced by the subjectivity of making it such as ideas, ideas, emotions, and their inner experience. Luis Bunuel's *Un Chein Andalou (An Andalusian Dog)* is one of the experimental movies.

The Advantage and Disadvantage of Watching Movie

Watching movie is a kind of entertainment. But when watching movie students have to know that they also can learn English. It can develop their reading achievement by frequently watching English movie. There are many advantages that can be obtained in the use of film as a media to deliver lessons to the students. They are:

- a. Movie can describe process.
- b. Movie can arouse impression of room and time.
- c. The pictures are three dimensions.
- d. The sound can arouse reality of pictures in form of nature expression.
- e. Movie can tell expert's voice while watching his/her appearance.
- f. Color movie can add reality of object, which is practiced.

Besides the advantages, movie has disadvantages that can be explained as follows:

- a. During playing movie, teachers cannot explain any material because it can disturb students' contraction.
- b. Students cannot understand the movie well if it is played too fast.
- c. It is difficult to repeat what is gone except playing it once more.
- d. The equipment is expensive.

Teaching Reading

In the classroom, teaching reading is a way of transferring knowledge from teacher to students by using a certain technique of strategy and a certain material in order to master reading itself. Teaching is a complex process it does not only give the information from the teacher to the students. There are many activities that can be done especially when the process of teaching and learning in the classroom that can make the students an effective and efficient reader.

According to Harmer (2007: 23) teaching is not an easy job, but it is a necessary one and can be very rewarding when we see our student's progress and know that we have helped to make it happen. It is true that some students can feel it difficult and stressful at times, but it is also worth remembering that at its best teaching can also be extremely enjoyable. In the classroom, the teacher's job to promote these learning process by using of appropriate teaching aid.

The process of teaching and learning English has characteristics. These characteristics lead to be a successful process if the teacher applies them well. According to Davies and Pears (2000:16), there are some characteristics of effective English teaching and learning.

- a. Related to the uses of physical appearances in the class, the teachers should arrange their relationship with the students, the appropriate of the variation of nuances in teaching and learning, the movement of the teachers and the contact happened between teacher and students.
- b. Related to the stages happening in the class, the teachers are able to provide variety in the stages of teaching and learning.

- c. The class should use the variety of seating arrangements.
- d. The teacher always do evaluation on what happened on that day so that he or she can take a narrow step to solve the problem or to improve what had been reached.

In the process of the teaching reading, the teacher has important role to provide material, technique, and media to make the students can learn something new in the classroom and also can enjoy the process. The result of this process is the students have behavioural changes which are due to the experience of emotional as well as intellectual.

There are some principles for teaching reading as stated by Nunan (2003:74-75). Those are discussed as follows:

- a. Exploiting the reader's background knowledge

Reading comprehension depends on the readers' background knowledge (Nunan, 2003:74). It can be their experiences which they bring into the text they read. From this background knowledge, the reader is able to improve the reading comprehension when they activate setting goals, asking questions, making predictions, teaching text structure, and so on.

- b. Building a strong vocabulary base

It has been known that vocabulary is important to make reading activity successful. Therefore, it should be taught explicitly. The learners are also taught to use context to effectively guess the meanings of less frequent vocabulary. It will be easier for the learners if they use specific terminology than the general one. There are some formulas from Nunan (2003:74) to enhance the teacher vocabulary instruction. The teacher should know the vocabulary which is necessary for the learners to know. Then, it is important to know how they can learn the vocabulary. Next is the way to know what the learners need to know and what they know now.

- c. Teaching for comprehension

Teaching the students to comprehend is more important than testing reading comprehension. The process is not simply about how to grasp information from the text. It is about how the students learn to engage with the meaning and develop ideas. There must be an engagement of both the teacher and the students in the class who are discussing a passage.

- d. Working on increasing reading rate

Part of the joy of reading is being able to pick up a book and comprehend it. Moreover, the reader reads without struggle through the task of reading. Teaching reading is how the teacher is able to produce fluent readers not speed readers. What the teacher should focus is to reduce the students' dependence on a dictionary. Instead, they have to analyse and synthesizing the content of the passage being read. It is a big mistake when a teacher still requires the students become speed readers rather than fluent readers. To support the focus, the teacher has to work toward finding a balance between assisting students to improve their reading rate and developing reading comprehension skills.

- e. Teaching reading strategies

Ideally, students are required not only to know the strategies but also to learn how to use a range of reading strategies that match their purpose reading.

f. Encouraging readers to transform strategies into skills

The goal for explicit strategy instruction is to move readers from conscious control of reading strategies to unconscious use of reading skills.

g. Building assessment and evaluation into your reading

Growth and development of reading skills are able to be measured through doing assessment formally and informally. There should be quantitative and qualitative assessment engaged in classroom. The quantitative assessment results information of reading comprehension test as well as reading rate data, while qualitative assessment can include reading journal responses, reading interest surveys, and responses to reading strategy checklist.

h. Striving for continuous improvement as a reading teacher

The quality reading teacher determines the success of foreign language readers, so the teacher should be passionate in doing their work as facilitators, helping each reader discover what works best.

Considering that the main focus of teaching reading is teaching the students what to do, the teacher should enrich themselves with tips and techniques. One of the ways to enrich them is joining a community or association which provides many inputs about teaching reading, especially. Based on the explanation, reading is not only asking students to read the text, but also guiding them to comprehend the message of the text itself.

RESEARCH DESIGN

This research was focused on finding out the correlation between students' watching English movie and their reading achievement. This research was quantitative design with correlation method. Correlation research is a study to determine the relationship and the level of relationship between two or more variables without any attempt to influence the variables. According to Creswell (2008) correlation research is a quantitative method with statistical inferences to describe and measure the degree of magnitude or relationship between two variables and sets of scores. The correlation coefficient is a measure of correlation strength and can range from -1.00 to +1.00. Perfect positive correlation would result in a score of +1; perfect negative correlation would result in -1 (Nunan, 2012:39)

1. Positive Correlation

Positive correlation indicated that both of variables improve or decrease at the same time. A correlation coefficient close to +1.00 (it indicates a strong positive correlation)

2. Negative correlation

Negative correlation indicated that as the amount of the one variable improve the other decrease. A correlation coefficient close to -1.00 (it indicates a strong negative correlation).

3. No correlation

No correlation indicated that there is no relationship between two variables. A correlation coefficient is 0 (it indicates no correlation).

In this research, there are two variable, that is independent variable (X) and independent variable (Y) namely:

a. Independent Variable

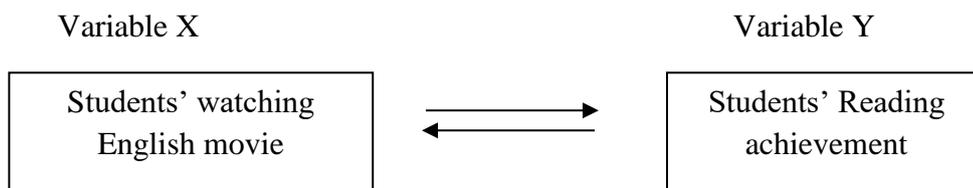
Independent variable in this research is the Watching English Movie of the tenth grade students of SMA N 2 Lawe Sigala-gala (X)

b. Dependent Variable

Dependent variable in this research was reading of the tenth grade students of SMA N 2 Lawe Sigala-gala (Y).

There are two variables in this research, they are an independent variable and a dependent variable. Student in watching movie is symbolized by (X). Reading achievement is symbolized by (Y).

The design of this research can be pictured by the following diagram:



Validity and Reliability

Validity refers to how accurately a method measures what it is intended to measure. If research has high validity, it means it produces result that correspond to real properties, characteristic, and variation in the physical or social word while reliability refers to how consistently a method measures something. If the same result can be consistently achieved by using the same methods under the same circumstances, the measurement is considered reliable. High reliability is one indicator that a measurement is valid. If a method is not reliable, it probably is not valid.

The Formula of Validity

$$r_{xy} = \frac{N \cdot \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \cdot \sum X^2 - (\sum x)^2\} \{N \cdot \sum y^2 - (\sum y)^2\}}}$$

R_{xy} = The Correlation Coefficient between Extra Activities and Reading Achievement

N = The Number of Respondens

X = The Students' Score of Extra Activities

Y = The Stdenst' Score of Reading Achievemenet

∑X = The Sum of Extra Activities

∑Y = The Sum of Reading Achievement

- $\sum X^2$ = The Sum of Squares of Extra Activities
- $\sum Y^2$ = The Sum of Squares of Reading Achievement
- $(\sum X)^2$ = The Squares of the Sum Extra Activities
- $(\sum Y)^2$ = The Squares of the Sum of Reading Achievement
- $\sum XY$ = Total Number of Extra Activities and Reading Achievement Score

The formula of Reliability

$$r_{11} = \frac{k}{k-1} X \left(\frac{vt - \sum pq}{vt} \right)$$

Where:

- r_{11} = the Value of Reliability
- $\sum pq^2$ = the number of variance score per each score
- Vt = total number
- K = the questions

Technique of Data Analysis

After collecting data, the writer was analyze the data to know if there is a significant correlation between students' watching English movie and their reading achievement or not. The data was analyzed statistically by using product statistical formula. In analyzing the correlation between students' watching English movie and their reading achievement, the writer was used Pearson product-moment correlation coefficient using SPSS 23.

Hypothesis Test

To test the hypothesis, the writer used the simple correlation technique using the product moment formula, computerized by using SPSS 23. The value of r_{xy} is compared with product moment table (r_t) at the level Significance of 5%. If r_{xy} is greater than r_t it means that H_a is accepted and H_o is rejected.

Data Analysis of the Correlation between Students' Watching English Movie and Their Reading Achievement

In this research, the writers used the pearson product moment to find out the correlation between watching English movie and their reading achievement . Variable X was used to represent reading achievement score and variable y was used to represent questionnaire score.

The correlation between the two variables can be calculated by using Pearson Product Moment Coefficient. The formula of Pearson Product Moment is:

$$r_{xy} = \frac{N \cdot \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \cdot \sum X^2 - (\sum x)^2\} \{N \cdot \sum y^2 - (\sum y)^2\}}}$$

Where:

- RXY = The Correlation Coefficient between Extra Activities and Reading Achievement
- N = The Number of Respondens

- X = The Students' Score of Extra Activities
- Y = The Stdenst' Score of Reading Achievemenet
- $\sum X$ = The Sum of Extra Activities
- $\sum Y$ = The Sum of Reading Achievement
- $\sum X^2$ = The Sum of Squares of watching English movie
- $\sum Y^2$ = The Sum of Aquares od Reading Achievement
- $(\sum X)^2$ = The Squares of the Sum watching English movie
- $(\sum Y)^2$ = The Squares of the Sum of Reading Achievement
- $\sum XY$ = Total Number of watching English movie and Reading Achievement Score

Based on the formula of Pearson Product Moment abover, it was found that:

N =50	$\sum Y^2 = 252197$
$\sum X = 1236$	$(\sum X)^2 = 1527696$
$\sum Y = 3523$	$(\sum Y)^2 = 12411529$
$\sum X^2 = 31102$	$\sum XY = 87340$

Correlation:

$$\begin{aligned}
 R_{xy} &= \frac{(50 \times 87340) - (1236 \times 3523)}{\sqrt{\{50 \times 31102 - (1236)^2\} \{50 \times 252197 - (3523)^2\}}} \\
 &= \frac{4367000 - 4354428}{\sqrt{\{1555100 - 1527696\} \{12609850 - 12411529\}}} \\
 &= \frac{12572}{\sqrt{27404 \times 198321}} \\
 &= \frac{12572}{\sqrt{543478868}} \\
 &= 0,5392784
 \end{aligned}$$

CONCLUSION

Based on the data analysis, the writers concluded that there is a significant correlation between Watching English Movie and Reading Achievement of the class X SMA N 2 LAWE SIGALA GALA. It could be seen from the coefficient correlation of r-count is higher than r-table (0,539 > 0,361). It means that if the students have got high watching English movie, it automatically indicated that they have got high reading achievement. On the other hand, if they have got low

watching English movie, it automatically indicated that they have got low reading achievement. In this research, the writers concluded that the more you watch English movies, the better your reading achievement will be.

SUGGESTIONS

In the relation to the conclusion above, there are some suggestions that can be given by the writers to:

1. For Teachers
 - a. As a motivator and stimulator, the English teacher should motivate the students to increase their reading. Teachers have to be selective on choosing a suitable method in teaching and learning process. Teachers have to know what students need in teaching and learning process, so that it makes students feel comfort during teaching and learning process.
 - b. The use of media cannot be separated from teaching and learning process. The use of movie is very helpful for teachers during teaching and learning process. The writer hopes that teachers may create an interactive teaching and learning process in the order to make students more active in giving respond to the material.
2. For the Students
 - a. The writers hope that students study more and respond in teaching and learning process
 - b. The writer hopes that students more interested in English lesson
 - c. The writer hopes that students can improve their English ability independently.
3. For other researchers

Other researchers who are interested in conducting similar studies, can make the result of this study as their reference. The result of this study hopefully provides other researchers the valuable information on the correlation between watching English movie and reading achievement.

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