

THE INFLUENCE OF FREQUENCY OF STUDENTS' WATCHING ENGLISH MOVIES ON THEIR SPEAKING ABILITY

THESIS

Submitted in Partial Fulfillment of the Requirement for Degree of
Education Bachelor in English Education



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ABSTRACT

Title : **The Influence of Frequency of Students' Watching English Movies on Their Speaking Ability**

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Speaking ability is very useful for communicating with other people, interacting, expressing one's ideas and messages. Learning media to teach speaking has been widely used, such as images, audio, videos, films, and others. The success or failure of the learning process can be influenced by the habit factor. The frequency of students' watching movies may affect the level of students' English knowledge. The objectives of this study are to explain the mean of the frequency of students' watching English movies, to explain the mean of students' speaking ability, and to explain whether there is the influence of frequency of students' watching English movies on their speaking ability at the Tenth grade of SMA N 1 Kragan Rembang. This study was conducted through a quantitative method with regression analysis. The researcher used SPSS program to calculate the data. The frequency of students' watching English movie was in the "medium" category, on the interval 10-12, and the mean was 11.35. The students' speaking ability was in the "medium" category, on the interval 13-15, and the mean was 14.42. The regression equation was $\hat{y} = a + bx = 10.676 + 0.330x$. The significant regression test showed that the score of (sig.) was lower than the level of (α) 0.05 or $0.03 < 0.05$. It means that H_0 was rejected and H_a was accepted. It could be concluded that there is significant influence of the frequency of students' watching English movies on their speaking ability. The students' speaking ability was 11,76% influenced by the frequency of the students' watching English movies. Students can watch English movies as media to increase their students speaking ability.

Keyword : *Ability, Frequency, Movies, Speaking, Watching*

DEDICATION

This final project is dedicated to my beloved parents (Moch. Chamdi and Siti Ruqoyah, my beloved sister (Siti Mufarichah), my beloved brother (Moch. Farhan Ali), all beloved lectures, all beloved friends and all people who support and pray for this final project. May Allah SWT always give His guidance, mercy, blessing, love, kindness and gentleness to them.

MOTTO

“Someone is sitting in the shade today because someone planted a tree
a long time ago”

~Warren Buffet~

“Experience is the best teacher”

~The researcher~

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First and foremost, thank to Allah Almighty . The God who creates whole universe and maintain all systems and orders of it, The One who gives love to all human beings with no exception. The One who gives human knowledge and guides everyone to know Him and to rely on Him. The One who also gives me His blessing and guides me to learn everything including conducting this research. My thank is very small compared to what He has given me.

Secondly, may peace and salutation always be given to our prophet Muhammad SAW, his great friends, great wives, families, and descendants. The prophet who had guided us from the darkness to brightness. The only perfect creation He has ever made, and the only cause of why this universe was into being.

I realize that many contributions of people surrounding that help me finish this final project. I am really thankkful to have them around. All my greatest gratitude and appreciation:

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2. Dr. Ikhrom, M.Ag, as the Head of English Education Department of Teacher Training Faculty of Walisongo State Islamic University, who has taught a lots of lessons, and guided me in finishing this final project.
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Semarang, July 9th, 2019

Siti Niswatun Ni'mah

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CHAPTER I

INTRODUCTION

This chapter deals with introduction of the study that consists of background of the study, research questions, objectives of the study and the significant of the study.

A. Background of Study

Speaking is more complicated and involves more than just pronouncing words. Speaking is a productive skill in oral mode. The purposes of real communication are conveying a message, obtaining information, or expressing an opinion. To achieve the purposes of real communication, participants have to manage uncertainty about what the other person will say, participants may have to clarify their meaning or ask information of their own understanding. According to Thornbury, speaking is interactive and requires the ability to co-operate in the management of speaking turns. And the nature of speaking process means that the grammar of spoken language differ in a number of significant ways from the grammar of spoken language differs in a number of significant ways from the grammar of a written language.¹

Speaking ability is very useful for communicating with other people, interacting, expressing one's ideas and messages.

¹ Scott Thornbury, *How to Teach Speaking* (London: Longman, 2005).p.iv.

Good speaking ability is needed, especially in foreign speaking, mistakes in speaking can be a problem because it can cause misunderstandings and confusion. Moreover, the messages or ideas cannot be conveyed because of a mistake in speaking. Brown and Yule in Richards (2008) made a distinction between the interactional functions of speaking and the transactional functions. Interactional functions of speaking serve to establish and maintain social relations, while the transactional functions of speaking focus on the exchange of information.²

Making meaningful conversation is crucial things in communication. Allah decreed in An-Nisa': about good communication as follow :

أُولَئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَهُمْ فِي
أَنْفُسِهِمْ قَوْلًا بَلِيغًا

“Those men,-Allah knows what is in their hearts; so keep clear of them, but admonish them, and speak to them a word to reach their very souls.” (An-Nisa':63).

From the surah above can be taken the wisdom that Allah commands to speak in good and clear words so that the message is conveyed and reached into the soul.

² Jack C Richards, *Teaching Listening and Speaking From Theory to Practice*,(Cambridge University Press,2008),p.21.

Learning media to teach speaking has been widely used, such as images, audio, videos, films, and others. There are many studies that have proven the effectiveness or not of these media as speaking learning media like research written by Batdal Niati, Mukhaiyar, and Yenni Rozimela “*The Effectiveness of Animated Films on Students’ Speaking Skill of Narrative Text at Tenth Grade X SMA Plus Binabangsa Pekanbaru*” (2014). Technology in the form of common digital media and resources of language learning and teaching has been implemented, for instance using video, audio, powerpoint presentation, and others in teaching speaking. Research by Umami Khoirunnisya’ Masyhudianti, Hanna Mashitoh, Khoirunnisa “*A Teachers’ Beliefs and Practices of Using Video to teach Speaking: A Case Study at SMA As Salam Surakarta*”³ Moreover those media, movies commonly use as media to teach speaking.

The success or failure of the learning process can be influenced by the habit factor. Someone can more easily understand what they are winning because they are used to it, such as a people’s habits in seeing or hearing, or experiencing something. The level of intensity of people doing something is

³ Umami Khoirunnisya’ Masyhudianti, Hanna Mashitoh, khoirunnisa , “A Teachers’ Beliefs and Practices of Using Video to Teach Speaking : A Case Study at SMA As Salam Surakarta”, *Vision : Journal for Language and Foreign Language Learning*, (Vol 7, Number 1, 2018),p.12.

also very influential on that, like the habit or intensity level of people's watching English movies. Watching English movie is an activity in watching a series of moving picture recorded with sound that tells a story using American or Europe (English) language, shown on television or at the cinema/movie theater. This activity usually is used for entertainment, information or education. ⁴Indirectly, students, who watch English movies they are learning a language. Because they listen to conversations in English-language films, they can get new English vocabulary, they can see the meaning of English vocabulary in Indonesian through subtitle, they can find out how to pronounce the words. Besides that, learners can see the situation in the film when the vocabulary or sentence is spoken. A study conducted by Ismaili shows that movie can develop students' listening and communication skills.⁵

The high frequency of students' watching movies may affect the level of English knowledge of students, what they hear and see from movies may affect what they say, when many inputs from what they hear, knowledge of language to produce speaking ability will increase. For example, the amount of

⁴ Anik Isma'atin, "The Influence of Frequency of Watching English Movies to Students' Vocabulary Power (A Study at Eleventh Grade of Language Study Program of MA NU Banat in the Academic Year 2012/2013)" ,*Thesis* (Semarang: Walisongo Press),p.1.

⁵ Merita Ismaili, "The Effectiveness of Using Movies in EFL Classroom", *Academic Journal of Interdisciplinary Studies*, (Vol. 2, No. 4, 2013), p.1 21-129

vocabulary knowledge will make it easier for someone to speak English, and that can be obtained by watching English movies. This is the same as when someone is deaf, he will have difficulty speaking because he does not get input because he cannot hear.

Based on the reasons above, the researcher concludes that speaking is one of a part in learning English. As one of the strategies, the movie can be one of the effective media in learning English process, especially in learning speaking because students can listen to the language used in dialog and real actions at the same time. So, the researcher wants to run the research about The Influence of Frequency of Watching English Movies toward Students' Speaking Ability.

B. Research Questions

1. How is the frequency of students' watching English movies at the tenth grade of SMA N 1 Kragan Rembang?
2. How is the students' speaking ability at the tenth grade of SMA N 1 Kragan Rembang?
3. Is there any influence of the frequency of students' watching English movies on their speaking ability at the tenth grade of SMA N 1 Kragan Rembang?

C. Objectives of a Study

1. To explain how is the mean of the frequency of students' watching English movies at the tenth grade of SMA N 1 Kragan Rembang.

2. To explain how is the mean of students' speaking ability at the tenth grade of SMA N 1 Kragan Rembang.
3. To explain whether there is the influence of frequency of students' watching English movies on their speaking ability at the Tenth grade of SMA N 1 Kragan Rembang.

D. The significances of the study

The result of this study gives some positives contribution for English learning context and be beneficial for a researcher, students, and other researchers.

1. Theoretically

Hopefully, the result of this research will give some contributions in the teaching-learning process for the students and the teacher in the future and especially for the researcher to develop her knowledge.

2. Practically

- a. For Students

By the end of the research, students are expected to be better in selecting proper methods to increase their speaking ability.

- b. For Teachers

By doing this research, the researcher hopes the output of the study will be useful to give a contribution to developing English teaching. So, the

students will get better achievement in increasing their speaking.

c. For School

The school can support the implementation of the effective method in students' learning process, especially for speaking.

d. For Readers

The research will give information and knowledge about the influence of the frequency of watching English movies to the students' speaking ability.

e. For the other researchers

By doing this research, may the other researchers get the reference to do the new research in the future.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents about some theories related to this study, previous studies and hypothesis of this study.

A. Theoretical Review

1. Definition of movie

Arsyad states that movie is a sequence of pictures in the frame which is alive and moving and it is presented by LCD. A movie tells a story, so it gives the visualization. It makes the audiences are interested. A movie is usually useful for entertainment, documentation, and education.⁶

A movie is an education media which is included in audiovisual media. It can be used to support an education world. It can help students to accept the material in school easier. A movie is an effective media in teaching and learning process because it stimulates students both receptive skills (listening skill and reading skill) and productive skills (writing skill and speaking skill). A movie can be more effective than the other

⁶ Azhar Arsyad, *Media Pembelajaran* (Jakarta: Rajawali Press, 2010),p.49.

instructional media for relating one idea to another, building continuity of thought, and creating a dramatic impact.⁷

Allen and Gomery in Aufa (2017) define movie is as an art which portrays man' s interpretation of life. Meanwhile, Hornby in Aufa (2017) argues that movie is an story which recorded as a set of moving pictures to be shown on television or cinema.⁸

Based on explanation above, movie is a sequence of pictures which is alive, moving and tells a story, and it can be an education media besides for entertainment.

2. The advantages of watching English movies

Without be realized or not, watching English movies can give some benefits for people who watch it, especially for people who want to learn English. It can be gotten in easy manner.

Besides entertaining, Movies have advantages for learning purposes. As one of the types of video for learning purposes, Harmer mentioned the advantages of watching English

⁷ Sudarwan Daim, *Media Komunikasi Pendidikan* (Jakarta: Bumi Aksara, 2010),p.19.

⁸ Nawal Aufa, "Using Movie to Increase Students' Pronunciation", *Thesis* (Banda Aceh : UIN Ar-Raniry, 2017),p.16.

movies as follow: ⁹ Seeing language in use, cross culture awareness, the power of creation, motivation.

According to Johnson in Ikram, watching movies in foreign language give some benefits for learners such as: Increasing spoken language understanding, improving students' pronunciation, acquiring new vocabulary, developing students' self-expression ability, adapting language's grammatical forms and sentence patterns in context. ¹⁰

According to Champoux, there are some advantages of movies in teaching English : Movies are comfortable as familiar medium to contemporary students because students can see the theories and concepts in action, the movie is available on videotape of high production quality, Movie is an economical substitute for field trips and other real world visits, Movie scenes can be analyzed by students by using the theories and concepts that they have studied, Movies offer both cognitive and affective experiences. ¹¹

⁹ Harmer, J., *The Practice of English Language Teaching* (UK: Longman, 2003), p.282.

¹⁰ Dzawin Nur Ikram, "The Relationship Between Students' Frequency Of Watching English Movie and Students' Vocabulary Knowledge (A Correlational Study At Eighth Grade Of Mts Izzatul Islam– Parung In Academic Year 2016/2017)", *Thesis* (Jakarta : UIN Syarif Hidayatullah, 2017), p.16.

¹¹ Joseph E Choumpox, *Film as Teaching Resources* (New Mexico: The University of New Mexico, 2007), p.11.

Besides giving some benefits for entertaining the audience, watching English movies also can be used as media in learning English because giving some advantages for the learners.

3. The disadvantages of watching English movies

Besides having some advantages, watching English movies also have disadvantages for learners in learning English. The disadvantages are: Teachers cannot explain any material during playing a movie, because it can disturb students' concentration. Students are difficult to understand the film/movie well if it is played too fast. It is difficult to repeat what is gone except playing it once more. The equipment is expensive.¹²

Champoux mentions some disadvantages of movies in teaching and learning as follow: Students may resist viewing a foreign movie with the subtitles. The movies take more effort to follow because of the need to read the subtitle and watch the scenes. Using movies scenes in a class takes time away from other classroom activities. Some content of scenes may distract some students from the theories and concepts the scenes portray, expensive, and media needs extra fund.¹³

¹² Asnawir and M. Baharudin Usman, *Media Pembelajaran* (Jakarta: CiputatPress, 2002), p.96.

¹³ Joseph E, Champoux, *Film as Teaching Resources*, . . . p.12.

Sometimes some movies present violence and inactivity, Gunter and McAleer in Fjalstrom (2010) argued that movies can make children more aggressive and anxious (to begin drinking underage, to use bad language, and to adopt sexist, and racist points of view).¹⁴

Those are the disadvantages which may be gotten when learners learn English by using English movies, but the disadvantages can be minimized.

4. Genres of Movie

Based on the genre , movies are categorized into 11 main genres namely action, adventure, comedy, crime/gangster, drama, epics, horror, musical, science-fiction, war and westerns. 13 subgenres including fantasy, romance, biography and thriller/suspense.

The definition and examples of several genres and subgenres are as follows:

- a. Action, usually includes energetic actions, with elements like chases, rescues, escapes, battles, and fights in spectacular pacing. Examples: *James Bond Franchise and Kill Bill volume 1 & 2 (2003 & 2004)*.

¹⁴ Eva Fjalstrom, "Film and Streaming Media as Resources in English Teaching", *Dissertation* (Swedia : Postgraduate of Lulea University Technology ,2010),p.14-15.

- b. Adventure movies usually focus on travels, explorations, quests, treasure hunts, etc. Examples: *Indian Jones and Pirates of the Caribbean Franchises*.
- c. Animation or animated films are made from drawing or illustration which are photographed and projected in rapid succession. It usually intended to attract a younger audience even though quite animated movies use more complex and mature themes. Examples: *Snow White and The Seven Dwarfs (1937) and Aladdin (1992)*.
- d. Comedy usually has simple and amusing plots with dialog, characters, and situation that invoke laughter from the audience. Examples: *Monty Python and The Holy Grail (1975)*.
- e. Drama serves mostly serious and realistic stories which show characters and their relationship with themselves, other people or life or nature. Examples: *Taxi Driver (1976), The Help (2011)*.
- f. Fantasy entertains audiences by serving imaginative stories with elements like magic, mythology and fairytales. Examples: *Harry Potter trilogy and The Lord of the Rings trilogy*.¹⁵

¹⁵ Tim Dirks, "Genre of Movies" www.filmsite.org accessed on 19/03/19.

- g. Horror aims to frighten the audience, there is a presence of supernatural elements, like ghosts, possession, cults monsters, etc. Examples: *Psycho (1960)*, *Insidious (2010)*.
- h. Musicals usually have characters that express themselves by singing and or dancing. Examples: *The Sound of Music (1965)*, and *Les Misarables (2012)*.
- i. Romance are dramas that focus on a romantic relationship between characters. Examples: *Annie Hall (1977)* and *Titanic (1997)*.
- j. Science fiction mainly focuses on humanity's relationship with the advancement of science and technology, like robots, time-machice, and outer space. Examples: *Star Wars Franchise*, and *Interstellar (2014)*.
- k. Thriller aims to thrill the audience or keep them on the edge of their seats' by creating suspense and anxiety. Examples: *Read Window (1954)* and *Vertigo (1958.)*
- l. War takes place in the middle of the the war conflict. The character can be soldiers or people affected by the war. Examples; *Saving PrivateRyan (1992)* and *Pearl Harbor (2001)*.¹⁶

¹⁶ Tim Dirks, "Genre of Movies" www.filmsite.org accessed on 19/03/19.

5. Definition of a frequency of watching English movies

Frequency is the number of times something happens within a particular period, or the fact of something happening often or a large number of times.¹⁷ In Wikipedia, a frequency is the number of occurrences of a repeating event per unit time.¹⁸ Frequency is the number of times that an event occurs within a given period; the rate of recurrence.¹⁹ In Oxford dictionary define that frequency is the rate at which something happens or is repeated.²⁰ While watching is looking at something carefully for a period of time.²¹

Based on the definition above, the researcher describes that frequency of watching English movies is rate of looking at English movies carefully for period of time.

6. Definition of Speaking

Donough states, "Speaking is a verbal utterance production which called as productive skill, it derives attention

¹⁷ Cambridge Dictionary, Retrieved from <https://dictionary.cambridge.org/dictionary/english/frequency>, Thursday, March 21, 2019.

¹⁸ --, *Frequency*, Retrieved from <http://en.wikipedia.org/wiki/Frequency>, Thursday, March 21, 2019.

¹⁹ Collins, *Collins English Dictionary – Complete and Unabridged 6th Edition*, Retrieved from <http://www.thefreedictionary.com/frequency>, Thursday, March 21, 2019

²⁰ A.S Hornby, *Oxford Learner's Pocket Dictionary*, p.171 .

²¹ A.S Hornby, *Oxford Learner's Pocket Dictionary*, p.486.

both in the first and second language and the purpose is to share meaning or idea. Donough and Saw add the purpose of speaking, they state “This may involve expressing ideas and opinions; it might express a wish or a desire to do something negotiating or solving particular problems; or maintaining and establishing social relationship and friendship.”²²

According to Fulcher, speaking is a verbal language use to communicate with others. The purpose is to communicate with others that they are innumerable and it is not a book about human needs and desires.²³

Hughes states, “Speaking is not a discrete skill.”²⁴ It cannot stand alone because of some complex activities or sub-skills such as vocabulary mastery, comprehension, grammar mastery, the input of language, phonology, and pronunciation.

Based on the definition above, it can be interpreted that speaking is a verbal language which called a productive skill and can’t stand alone because sub-skills activities, and the purpose is to communicate with others.

²² Jo McDonough and Christopher Shaw, *Materials and Methods in ELT : A teacher Guide* (UK:Blackwell publishing,2003), p.134.

²³ Glenn Fulcher, *Testing Second Language Speaking* (Great Britain: Pearson Education Limited, 2003), p.25.

²⁴ Rebecca Hughes, *Teaching and Researching Speaking* (Harlow: Pearson Education, 2002),p.6.

7. Theory of Speaking

In the learning process, some theories have been introduced. The theories explain how learning process happen. The theories also occur for learning the language. There are three theories of language learning that can be used to teach speaking, as follow :

a. Behaviorist

The formation of good language ‘habits’ through repeated reinforcement. The three stages of learning are the presentation, practice, and production (PPP), in its popularized form, audiolingualism.

b. Cognitivist

Reject the behaviorist view of the learners as an empty vessel waiting to be filled, and instead credits them with an information processing capacity, analogous to computers. Cognitivist theory replaced the PPP model with one that progresses from awareness-raising, through procedural, to autonomy, in teaching term.

c. Sociocultural

This learning process situation is firmly in its social context. The learning of a first and a second

language is mediated through socio and cultural activity.²⁵

In this research, the researcher wants to find out the influence of watching English movies on students' speaking skill based on behaviorist theory.

8. The difficulties in Speaking

In learning language, learners may experience some difficulties, especially in learning speaking because speaking skill is not easy to be learned, some problems may happen, as follow:²⁶

a. Clustering

Most learners are difficult to organize their output both cognitively and physically by clustering.

b. Redundancy

The redundancy of language is to make the meaning clearer. The learner may be difficult to capitalize on these features of spoken language.

c. Reduced forms

²⁵ Scott Thornbury, *How to Teach Speaking*, . . . p.38-39.

²⁶ Douglas Brown, *Language Assessment Principles and Classroom Practices* (USA: Pearson Education, 2004)p.270-271.

The special problems in teaching spoken English are contractions, elisions, reduced vowels, and etc.

d. Performance

Students might make trouble in performance because a certain number of performance hesitations, pauses, and corrections is a manifestation of the thinking process as you speak.

e. Colloquial language

Students may be difficult to acquaint the words, idioms, and phrases of colloquial language and they have to practice in producing these forms.

f. Rate of delivery

Another problem of fluency which is experienced by learners is a rate of delivery.

g. Stress, rhythm, intonation

The stress-times rhythm of spoken English and its intonation patterns convey important messages. Sometimes, students don't pay attention stress, rhythm, and intonation when they speak.

h. Interaction

Learning to produce wives of language in a vacuum without interlocutors would rob speaking skill of its richest component: the creativity of

conversational negotiation. It becomes a problem in English speaking.

Students may experience one of the difficulties or some difficulties in speaking as mentioned above.

9. Factors influencing speaking

Learners' speaking ability may be different from each other because there are many factors which can influence their speaking ability. It can be caused by some factors. The factors are as follows :

a. Cognitive factors

Cognitive factors include familiarity with the topic, genre, interlocutors and processing demands.

b. Affective factors

Affective factors include feelings toward the topic or the participant and self-consciousness.

c. Performance factors

Performance factors include mode speaking face-to-face, collaboration degree, the control of discourse, planning and rehearsal time, time pressure, and environmental conditions.²⁷

²⁷ Scott Thornbury, *How to Teach Speaking*,p.25-26.

10. Speaking test

To investigate students' speaking ability, a test is needed to assess students' ability in speaking. Assessing speaking is challenging because there are many factors that influence our impression of how someone can speak a language well and because test scores have to be accurate, just and appropriate for the purposes.²⁸

There are many types of test to assess students speaking ability. Types of spoken tests are:

a. Interviews

To doing an interview, a room is needed where learners can be interviewed. The class can be set some writing or reading task, while individuals are called one by one, for their interview.

b. Live monologues

The candidates prepare and present a short talk on the pre-selected topic. If other students take the role of the audience, a question and answer stage can be included, which will provide some evidence of the speaker's ability to speak interactively and spontaneously.

²⁸ Sari Luoma, *Assessing Speaking* (Cambridge: Cambridge University Press, 2004), p.1.

c. Recorded monologues

Learners can make a record themselves talking about a favorite sport or pastime for example, in a room adjacent to the classroom, with the minimal disruption to the lesson.

d. Role-plays

Most students will be asked to doing at least simple role-plays in class, so the same format can be used for testing. The other 'role' can be played either by the tester or other students, but again, the influence of the interlocutor is hard to control.

e. Collaborative tasks and discussion

These are similar to role-plays except that the learners are not required to assume a role but simply to be themselves. For example, to learners might be set the task of choosing between a selection of job applicants on the basis of their CVs, or the learners simply respond their opinions to a set of statements relevant to a theme.²⁹

Those are the types of speaking test which can be chosen based on the necessary. All of the types has the advantages and the disadvantages.

²⁹ Scott Thornbury, *How to Teach Speaking* . . . ,p. 125-126.

11. Indicators of scoring of speaking test

There are four categories of speaking test for CELTS (Cambridge Certificate in English Language Speaking Skills):³⁰

a. Grammar and vocabulary

Candidates use accurate and appropriate syntactic form and vocabulary .

b. Discourse management

Candidates express ideas and opinions in coherent, connected speech.

b. Pronunciation

Candidates produce comprehensible utterances to fulfill the task requirements, it refers to the production of individual sounds, the appropriate linking of words and the use of stress and intonation to convey the intended meaning.

c. Interactive Communication

Candidates interact with the interlocutor and the other candidate by initiating and responding

³⁰ Scott Thornbury, *How to Teach Speaking* . . . ,p.127-129.

appropriately and at the required speed and rhythm to fulfill the task requirement.

Harris notes that there are some components that are scored in the speaking test, such as pronunciation, grammar, vocabulary, fluency, and comprehension.³¹ Then, there are some criteria of speaking assessment that are adapted from Harris's speaking rubrics. The components of the score are illustrated such as bellow.

Table 2.1
Scoring rubrics of speaking

No	Criteria	Scale	Description
1.	Pronunciation	5	Has little foreign pronunciation
		4	Clear enough to be understood.
		3	The pronunciation leads to misunderstanding.
		2	Very hard to understand. must frequently be asked to repeat.
		1	Unclear pronunciation.

³¹ David P.Haris, *Testing English as Second language*, (New Delhi: Tata Mc.Graw-Hill, 1969),p.84.

2.	Grammar	5	Makes only little errors on grammar and word order.
		4	Occasionally makes errors and unclear meaning.
		3	Makes frequent errors of grammar and word order.
		2	Grammar and word order errors make comprehension difficult.
		1	Makes some errors in grammar which leads to unclear meaning.
3.	Vocabulary	5	Use of vocabulary and idioms like native speakers.
		4	Sometimes uses inappropriate terms
		3	Frequently uses wrong words / Inadequate vocabulary.
		2	Misuse of words and very limited vocabulary.

		1	Vocabulary limitations so extreme and impossible to make conversation
4.	Fluency	5	No hesitation in speaking like the native speakers.
		4	Speed of speech seems to be slightly affected by language problems.
		3	Speed and Fluency are rather strongly affected by language problems.
		2	Usually hesitant: often forced into silence.
		1	Speech is so halting (stop moving) & impossible to make conversation.
5.	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed, although

			occasional repetition may be necessary.
		3	Understanding with slower than normal speed with repetitions.
		2	Has great difficulty following what is said & needs frequent repetitions.
		1	Cannot be said to understand even simple conversational English. ³²

In this study, the researcher used Harris' speaking rubrics to assess students' speaking skill. Researcher assessed students' speaking skill by considering components of the rubrics as listed above.

12. The influence of watching English movies on speaking ability

The process of foreign language learning is the same as learning mother tongue; it starts from listening. "The first step in speech perception is the auditory step, in which in this step,

³² David P.Haris, *Testing English as Second language*, (New Delhi: Tata Mc.Graw-Hill, 1969),p.84.

listening has an important role to receive the information. Moreover, in this step, human beings receive utterances in un-instantly. Sounds of the utterances that are heard will be saved in the memory.”³³ What comes after listening ability is speaking. An experiment conducted by Ismaili shows that movies can improve students’ listening and communication skills.³⁴ But, for this study, the researcher focuses on speaking.

According to Schmidt in Richards (2008) distinguished between input (what the learner hears) intake (that part of the input that the learner notices). The only intake can serve as the basis for language development. He also found that there was a close connection between his noticing the input features and their emergence in his speech. It involves processes that have been referred to as restructuring, complexification and producing stretched output. VanPatten in Richards (2008) noted that restructuring refer to those processes that mediate the incorporation of intake into the developing system. The internalization of intake is not an accumulation of discrete bits of data, therefore the data have to “fit in” in some way and

³³ Soejono Dardjowijoyo, *Psikolinguistik Pengantar Pemahaman Bahasa Manusia* (Jakarta: Yayasan Obor Indonesia, 2005), p.50.

³⁴ Merita Ismaili, “The Effectiveness of Using Movies in EFL Classroom”, *Academic Journal of Interdisciplinary Studies*, (Vol. 2, No. 4, 2013), p.121.

sometimes the accommodation of a particular data causes changes the rest of system.

Tarone and Liu in Richards (2008) suggests that Complexification and stretching of output happen when the learner needs to produce output which the current interlanguage system cannot handle and then pushes the limits of the interlanguage system to handle that output.³⁵

By watching movies learners can get input or intake of knowledge about language . In English movies, English is a language that used in movies, so learners are able to get more knowledge about English. Learners' attention in watching English movies is possible to influence intake or input that they will get.

Learners can listen to native speakers interacting in everyday conversational situations and can practice important linguistic structures after watching movies. Video visual dimension is thought to reduce ambiguities in native speaker voices and to motivate students to want to learn the foreign language. Movies also give a visual context that can help the students to understand the story clearly.³⁶ According to Johnson

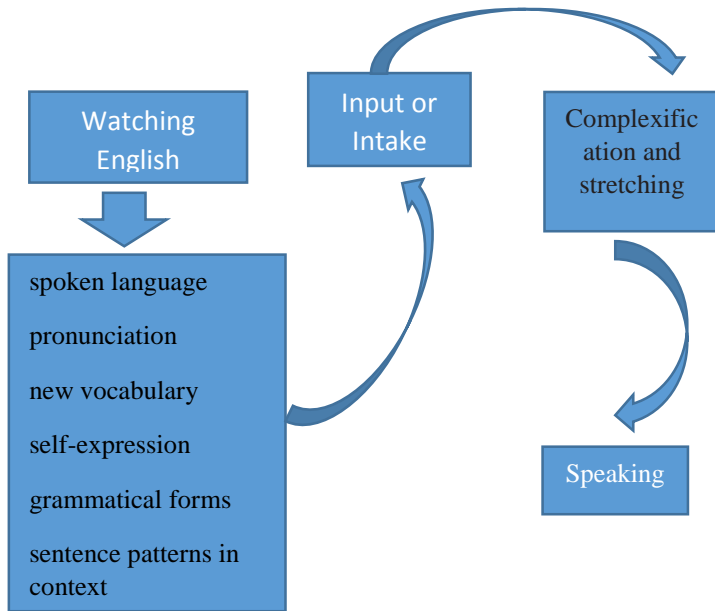
³⁵ Jack C.Richards, *Teaching Listening and Speaking from Theory to Practice* (Cambridge, Cambridge University Press,2008),p15.

³⁶ Usman Abdullah dan Indah Fadhilah Rahman , “The Correlation between Students' Habit in Watching Movies and Listening Skill”, *ETERNAL*, (Volume 3 Number 01, 2017), p.104-105.

in Abdullah (2017) noted that watching movies in foreign languages give some benefits for learners, such as their ability in understanding spoken language increases, their pronunciation improves, besides that, they can acquire new vocabulary, develop students' self-expression ability, and unconsciously adapt to the language's grammatical forms and sentence patterns in context.³⁷

B. Conceptual Framework

Conceptual Framework



³⁷ Usman Abdullah dan Indah Fadhilah Rahman , “The Correlation between Students’ Habit in Watching Movies and Listening Skill”, *ETERNAL*, (Volume 3 Number 01, 2017), p.100.

C. Previous Research

1. *The Influence of Students' Learning Style on Their Speaking Ability at Class IX of MTs Muslimin Peusing Bandung Barat* "Eltin Journal Vol 3/1" written by Siti Marwiyah & Kaswan (2015). Background study of this research is students in Indonesia especially in MTs Peusing are still difficult to communicate with other people in English effectively. Ineffective teaching-learning activities can influence students' speaking ability. One of the factors contribute to this phenomenon is teacher' teaching style that doesn't match with students' learning style. The objectives of this research are to identify whether students' learning style influence of students' speaking ability at Class IX of MTs Muslimin Peusing Bandung Barat and to find out which learning style is the best in learning speaking skill. In this research design, the researcher used the quantitative research and the survey method which consist of two classes as the sample (40 students). Questionnaire and test were as the instruments. The data analysis showed that there is no significant influence among students' speaking ability based on their learning style because the data reported that the result of significant value is higher than 0.05. The conclusion is the best

speaking score is an individual learner and there is no significant difference between learning style on students' speaking skill.³⁸

The weaknesses of this research: the researcher didn't show the theories about the influence of learning style on speaking skill and the researcher didn't test the validity and reliability of the questionnaire. The researcher didn't explain the indicators of questionnaire and speaking test. The strengths of this research: the researcher used all of the population as sample. Besides examining the influence of two variables, the researcher also examined the best learning style.

The similarities of this research with my research are variable Y of this research is speaking ability and the researcher will explain the influence variable X and Y. The difference of this research with my research is variable X. Variable X of this research is students' learning style while variable X of my research is the frequency of students' watching English movies.

2. *The Correlation between Students' Self-Esteem and Speaking Achievement of Undergraduate EFL Students of English Education Study Program of Islamic State University of Raden Fatah Palembang*. Written by Joni Gunawan. Speaking is the most difficult part when they learn a foreign language. There are

³⁸ Siti Marwiyah & Kaswan, "The Influence of Students' Learning Style on Their Speaking Ability at Class IX of MTs Muslimin Peusing Bandung Barat" ,*Eltin Journal*, (Vol 3,Number 1, 2015).p.1.

some psychological factors that hinder students from practicing their speaking in English class. The psychological factor is self-esteem. When students have low self-esteem, they can suffer from a range of psychological difficulties such as loneliness, academic failure, criticism, rejection, and depression. Based on the explanation above, that psychological factor that consists of self-esteem is a serious problem for students to be successful in speaking. The main purpose of this study is to investigate the possible correlation and the influence between students' self-esteem and speaking achievement. Students at the fifth semester were selected from among undergraduate EFL Education Study Program of UIN Raden Fatah as the sample. Speaking test was done to measure students speaking achievement. For measuring self-esteem containing 58 items were administered to the participants. To find out the correlation and the influences between variables were used *Person Product Moment and Regression Analysis*. The result showed that there was a significant correlation between students' self-esteem and speaking achievement with $r=.635$. Besides, there was a significant influence of self-esteem on speaking achievement with 40.4%.³⁹

³⁹ Joni Gunawan , “The Correlation between Students’ Self-Esteem and Speaking Achievement of Undergraduate EFL Students of English Education Study Program of Islamic State University of Raden Fatah Palembang”, *Edukasi: Jurnal Pendidikan dan Pengajaran*, (Vol 4, Number 1, 2017), p.1.

The weaknesses of this research as follow: the instruments of questionnaire didn't be tested by the validity, and the reliability. the researcher didn't show the indicators to test students' self-esteem and students' speaking achievement. The strenghts of this research are: besides examining the correlation, the researcher also tested the influence of two variables by normality test, linearity test, and regression analysis. the researcher explained the percentage of influence of students' self-esteem and students' speaking achievement.

The similarity of this research with my research is variable Y (students' speaking ability/ students' speaking achievement) and the researcher wants to explain the correlation and influence between two variables. The differences of this research with my research are variable X, variable X of this research is students self-esteem, while variable X of my research is the frequency of students watching English movies.

3. *The Correlation between Students' Self Esteem and Students Speaking Skill of The Second Year at SMA Negeri Bantaeng* written by Rizka Ananda 20400113166 (2017). Speaking as a productive skill focuses on how learners use and communicate in foreign language ,but in reality learners barely speak in the classroom because of speaking has so many awareness and other communicative consideration. Such as awareness to make

mistake in pronunciation, fluency, or in grammar. Smelser in Satriani (2016) identified that there are three elements of the successful learning affected by self-esteem, namely cognitive, affective, and evaluative elements. The first element (self-esteem) which means characterizing some parts one-self in power, confidence, and agency has a relation with English proficiency.⁴⁰

The objective of this research was to know whether or not any correlation between students' self-esteem and students' speaking skill of the second year students at SMA Negeri 2 Bantaeng. The subject of this research was the students of the second year students at SMA Negeri 2 Bantaeng. There were 260 XI students of the second year students at SMA Negeri 2 Bantaeng in the academic year of 2016/2017 that divided into 9 classes. The sampling was purposive technique sampling, while the sample was XI IPS 3 which consist of 26 students with 16 male and 10 female. Types of the data were quantitative data. Research instruments were questionnaire and test of speaking. The researcher found that the students had high self-esteem 19 (74%) with the mean score 67.11, but very poor in speaking skill 20 (80%) mean score 50.88. The coefficient correlation (r_{xy}); 0.146. It meant that, the correlation was very low (there was no correlation).

⁴⁰ Rizka Ananda, 20400113166, "The Correlation between Students' Self Esteem and Students Speaking Skill of The Second Year at SMA Negeri Bantaeng". *Thesis* (Makasar: UIN Alauddin, 2017), p.2.

The weaknesses of this research are the sampling of the research and writing of the references. The researcher only used one class as the sample while there were 9 class of the second year students at SMA Negeri 2 Bantaeng. The researcher used innote but she didn't put the number of page. The strenght of this research is classification of the score. The researcher made classification of questionnaire test and speaking test , it made easier to categorize the score include high or low score.

The simmilarity of this research with my research is Y variable that is students' speaking. While the differences of this research with my research are X variable . X variable of this research is students' self-esteem while X variable of my research is students' frequency of watching English movies. In this research, the researcher examines the correlation of two variables, while in my research, the researcher examines the influence of a variable to the other variable.

4. *The Correlational Study between The Frequency of Watching English Movies and Vocabulary Mastery of The Second Grade Students At SMA Senyerang Jambi* written by Reky Haryanto, Lailatul Husna and Lista Tavriyanti. English as a foreign language in Indonesia. Some students are not interested in learning English. Vocabulary is one of the key to learning English, it is important for those who learn the language. Based on the researcher' observation, They found that the students at SMA Senyerang Jambi had good enough vocabulary. The

teacher at the school told that it might because of students' habit of watching English movies. Based on the explanation above, the researcher is curious to conduct correlational research in order to know to whether a correlation or not between watching English movies and vocabulary mastery. This research was to describe the frequency of watching English movies and vocabulary mastery of the second-grade students at SMA Senyerang Jambi. The researcher conducted research toward 36 students. In conducting this research, the researcher used a questionnaire to find out students' frequency of watching English movies and vocabulary test to find out students' vocabulary mastery. The results of both tests were correlated by using Pearson Product Moment Formula. The result of the correlational study satisfied the researcher. It was related to the researcher's hypothesis which was "there is a significant correlation between the frequency of watching English movies and vocabulary mastery of the second-grade students at SMA Senyerang Jambi". The value of r -counted was 0.91 and the value of r -table was 0.33. It meant that there was a *very high correlation* between the frequency of watching English movies and vocabulary mastery.⁴¹

⁴¹ Reky Haryanto ,et.al, "The Correlational Study between The Frequency of Watching English Movies and Vocabulary Mastery of The Second Grade Students At SMA Senyerang Jambi",*Abstract of Undergraduate Faculty of Education Bung Hatta University*, (Vol 3, Number 6, 2014), p.1.

The weaknesses of this research: the researchers didn't conduct previous research related to their research. The researchers didn't show the formula of correlation, the formula of instrument validity, the formula of instrument reliability, the formula of item discrimination, and the formula of item difficulty, while the researchers used SPSS application to calculate the result. The strengths of this research : the researcher tested the questionnaire by the validity , the reliability, item of difficulty, and item discrimination. By doing those tests , the instrument of questionnaire will be valid, reliable, and chategorized. Besides that, the researcher showed the students' frequency of watching English movies and students' vocabulary mastery by graphics.

The similarity of this research and my research is the variable X of this research is the frequency of watching English movies. The differences of this research and my research are variable Y of this research that is vocabulary mastery while variable Y of my research is students' speaking skill, the researcher in this research wants to find out the correlation between two variables while my research wants to find out the influence of variable X to variable Y.

5. *The Relationship Between Students' Frequency of Watching English Movie and Students' Vocabulary Knowledge (A Correlational Study at Eighth Grade of MTs Izzatul Islam – Parung In Academic Year 2016/2017)* written by Dzawin Nur

Ikram. English is dominant International language. Many people learn English as a foreign language in formal and informal education. Students should have good vocabulary knowledge to help writing text skill, speaking fluency, or just for understanding students' explanation. The most hobbies found at the higher level is watching English movies. Seeing this phenomenon, the writer wants to find out the relationship between students' habit in watching English movies and their vocabulary achievement.⁴²

This research aims to know the relationship between two variables; students' frequency of watching English movie (X), and students' Vocabulary Knowledge (Y). It was carried out to the eighth-grade students in MTs Izzatul Islam, Parung, academic year 2016/2017. There were 25 students taken as the sample of this study who were determined by using a convenience sampling technique. The collected data were analyzed by using Pearson Product Moment Correlation and the instruments used were vocabulary test and questionnaire of students' frequency of watching English movie. Subsequently, the research finding indicated that there is a positive relationship between X and Y variables. The data analysis showed that there is a significant relationship between the two variables because

⁴² Dzawin Nur Ikram, "The Relationship Between Students' Frequency of Watching English Movie and Students' Vocabulary Knowledge(A Correlational Study at Eighth Grade of MTs Izzatul Islam-Parung In Academic Year 2016/2017)", *Thesis* (Jakarta: UIN Syarif Hidayatullah, 2017),p.1-3.

$r_{xy} > r_t$ or H_a is accepted. It can be proved by the value of $r_{xy} = 1,54$, the r_t score for 5% level of significance is 0.396, and the r_t score for 1% level of significance is 0.505, it should be noted that the value of r_t 5% and 1% level of significance was obtained from the $df = 23$ which was attained from the list of r table. In conclusion, there is a significant relationship between students' frequency of watching English movie and their vocabulary knowledge.

The weaknesses of this research as follow: the researcher used only 25 respondents as sample , while the population was the whole eight grade of MTs Izzatul Islam Parung which consist of 105 students, the researcher didn't show the patterns to find out the validity and reliability of the instruments and the result of validity and reliability of the instruments. The strenght of this research: the researcher calculated the result of scoring by using manual formula and SPSS program to make sure about the data.

The similarity of this research with my research is variable X, that is frequency of watching English movies, the researcher would like to find out students' frequency in watching English movies. The differences of this research with my research is variable Y, variable Y of this research is students' vocabulary knowledge while variable Y of my research is students' speaking ability. This research wants to find out The Relationship Between Students' Frequency of Watching English

Movie and Students' Vocabulary Knowledge while my research wants to find out the Influence of the Frequency of Students Watching English Movies to Students' Speaking Ability.

D. Hypothesis

Hypothesis of research can be interpreted as the temporary answers toward the problem of research questions. While statistic hypothesis can be interpreted as declaration of the population that will be examined its truth based on the data from a sample of research.⁴³

The hypothesis of this research are:

Ho: There is no significant influence of frequency of students' watching English movies to their speaking ability at the tenth grade of SMA N 1 Kragan Rembang.

Ha: There is significant influence of frequency of students' watching English movies to their speaking ability at the tenth grade of SMA N 1 Kragan Rembang.

The researcher examines the hypothesis (Ha) that there is significant influence of students' watching English movies on their speaking ability at the tenth grade of SMA N 1 Kragan Rembang.

⁴³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2018),p.159-160.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about research design, subject of study, variables and indicators of research, a method of collecting data, and data analyzing technique.

A. Research Design

The study was conducted through a quantitative method with regression analysis. Quantitative research is the research based on positivism philosophy in which is used for observed certain population or sampling.⁴⁴

Regression analysis is a research study method that involves collecting data in order to determine the degree of relationship exists between two or more quantifiable variables. The purpose of this method is to investigate whether the raising of variable dependent can be influenced by raising of variable independent.⁴⁵ In this study, independent variable is frequency of students' watching English movies and dependent variable is the students' speaking ability. Variable is the object of the research or

⁴⁴ Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta Press, 2008), p.15.

⁴⁵ Sugiyono, *Statistik Untuk penelitian*, (Bandung: Alfabeta Press, 2010), p.260.

what is being noticed in research.⁴⁶ Variable of research is a case that is whatever shape that be determined by researcher to be learned so be acquired information about a certain case then be drawn out its conclusion.⁴⁷

A regression analysis is appropriate for this study because the purpose of this study is to find out the influence of frequency of students' watching English movies on their speaking ability.

B. Research Setting

The research was conducted at SMA N 1 Kragan Rembang that is located on Jln. Raya Pandangan, Kragan, Rembang 59273 Phone Number: 0356-412809.

This research was carried out from Mei 9th up to Mei 17th, 2019. Before doing the research, the researcher prepared research instrument such as a questionnaire to measured the students' frequency of watching English movies and a test to measured the students' speaking ability. After getting an agreement from the school principal and consulting with the teacher of the tenth garde of SMAN 1 Kragan Rembang, the researcher conducted the research.

⁴⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1996), p.99

⁴⁷ Deni Darmawan, *Metode Penelitian Kuantitatif*, (Bandung: PT Remaja Rosdakarya, 2013), p.108.

C. Population and Sample

1. Population

A population is generalisation of a region that contain of : object or subject that has a specific quality and characteristic that determined by researchers to be learned and then be drawn a conclusion. So, a population is not only about person or quantity of object or subject that be learned, but also around of the things and all of the characteristic of subject or object.⁴⁸

This research used the population at SMA N 1 Kragan Rembang. The population was the tenth grade students of SMAN 1 Kragan Rembang. There were 10 classes of tenth grades at SMA N 1 Kragan Rembang in the academic year of 2018/2019. There were 347 students for the tenth grade.

Table 3.1

List of Population

No.	Class	Number
1.	X IPA 1	35
2.	X IPA 2	35
3.	X IPA 3	36

⁴⁸ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kuantitatif, Kualitatif, dan R&D)*, (Bandung: Alfabeta, 2016),p.117.

4.	X IPA 4	36
5.	X IPA 5	36
6.	X IPS 1	34
7.	X IPS 2	31
8.	X IPS 3	35
9.	X IPS 4	34
10.	X IPS 5	35
	TOTAL	347

2. Sample

A sample is part of quantity and characteristic which is had by that population.⁴⁹ The Samples of this research were 72 students of the tenth grade of SMA N 1 Kragan in the academic year of 2018/2019. According to Roscoe in Sugiyono (2018) states that the standard of sample which is suitable in research is 30 until 500.⁵⁰ According to Arikunto, to determine the sample, if the subject is less than 100 , all of the subject is put to be the sample. That research is a population research.

⁴⁹ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. . . p.118.

⁵⁰ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, (Bandung: Alfabeta, 2018),p.91.

Meanwhile, if the subject is more than 100, the sample can be taken 10-15% or 20-25%.⁵¹

In this research, The researcher used Probability Sampling. Probability sampling is a sampling technique with giving the same chance for each element of the population that will be chosen to be a sample member. This technique such as : simple random sampling, proportionate stratified random sampling, disproportionate stratified random, cluster random sampling.⁵² In this study, the researcher used cluster random sampling because the resercher divides the cluster based on the classes of the population. Cluster random sampling is used to determine the sample if the object that will be researched or the data source is very wide and the sampling based on the cluster of population which had determined.⁵³

The researcher used lottery to determine the sample. Each class of the population has the same opportunity to be chosen as the sample. Based on the lottery, X IPA 3 and X IPA 5 were selected as the sample. There were 36 students at X IPA 3 and 36 students at X IPA 5.

⁵¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2006),p.130.

⁵² Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, (Alfabeta: Bandung, 2017), p.120.

⁵³ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, . . . 2017, p.121.

D. Variables and Indicators

A variable is a defined characteristic that varies.⁵⁴ In this research, there were two variables that is independent variable and dependent variable. The variables were as follow :

1. Independent variable

Independent variable is a variable that influences or causes of change or emergence of the dependent variable. According the definition above, the independent variable in this study is frequency of students' watching English movies.

2. Dependent variable

Dependent variable usually called as output variable, criterion or consecuen. It is a variable which is influenced by independent variable.⁵⁵ From the definition above, the dependent variable of this research is the students' speaking ability.

The indicator of frequency of watching English movies is students' frequency of watching English movies and indicators of students' speaking skill are pronouncing the words correctly, organizing the sentences with the correct grammar

⁵⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2006),p.116.

⁵⁵ Sugiyono, *Metode Penelitian Pendidikan* (Pendekatan Kuantitatif, Kualitatif, dan R&D), . . . 2017, p. 61.

and clear meaning, using vocabulary correctly, speaking fluently and speaking with understanding the audience.

E. A Method of Collecting Data

The researcher carries out two instruments to collect the data containing The Questionnaire and Speaking test.

1. Questionnaire

A questionnaire is used to collect the data of frequency of respondents in watching English movie. The scale used in the questionnaire is a Likert scale. Likert scale is used to measure someone' or people' attitude, opinion, and perception about social phenomenon.⁵⁶ The scale and its score goes as follow (always) has 5 points, (often) has 4 points, (sometimes) has 3 points, (rarely) has 2 points, (never) has 1 point.

Questionnaire means a technique of collecting data that be done by giving some questions or written questions to the respondent to be answered.⁵⁷

Questionnaire enables the researcher to collect the data in the setting of a field, and the data themselves are more

⁵⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*, . . . 2018, p.93.

⁵⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D*, . . . 2018, p.142.

amenable to quantification than discursive data such as free-form field notes, participant observation journals, and the transcripts of oral language.

A questionnaire can be closed and open-ended questionnaire. A closed item is one in which the range of possible responses is determined by the researcher. While an open item is one in which the subject can decide what to say and how to say it. The questionnaire can also consist entirely of closed questions, entirely open questions or a mixture of open and closed questions.⁵⁸

To collect the data, the researcher used closed questionnaire because the researcher determined the possible answers to asked students' frequency of English movies and genre of movies which students watched. Genre of movies is as sub-questions.

A questionnaire distributed to respondents was tested to know the validity and the reliability.

a. Testing of validity instrument

An instrument of assessment can be called valid if an instrument can assess something which will be assessed correctly. There are two kinds of validity to

⁵⁸ David Nunan, *Research Methods in Language Learning* (Cambridge: Cambridge University Press, 1992),p.143.

research instrument, that is logical validity and empirical validity. Logical validity is validity which clarified based on the result of an intellectual activity which planned following the theories and the regulation, it doesn't need to be tested. While empirical validity is validity which clarified based on experience result. An instrument is called valid if it has tested from experience, it needs to be tested.⁵⁹ The validity test of instruments can use a correlation coefficient of product moment from Karl Pearson, as follow:⁶⁰

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\} \{N(\sum Y^2) - (\sum Y)^2\}}}$$

Where :

r_{xy} = Correlation coefficient

N = Number of participants

X = Score of i item which will be measured the validity

Y = Sum of scores which be gotten by each respondent

$\sum X$ = The sum of item i scores

⁵⁹ Ali Sambas and Maman Abdurrahman Muhidin, *Analisis Korelasi, Regresi, dan Alur dalam Penelitian (Dilengkapi Aplikasi Program SPSS)* (Bandung: CV Pustaka Setia, 2009), p.30-31.

⁶⁰ Ali Sambas and Maman Abdurrahman Muhidin, *Analisis Korelasi, Regresi, dan Alur dalam Penelitian. . .* ,p.31.

$\sum Y$ = The sum of scores which be gotten by each respondent

$\sum X^2$ = The sum of the squared scores of X

$\sum Y^2$ = The sum of the squared scores of Y

$\sum XY$ = The sum of multiplied scores between X and Y

To make a conclusion, decide the table of coefficient correlation, db = n-2, 5% significant level. Then, if $r_{xy} > r_{table}$, so an instrument is called valid.

The validity test can be calculated by using SPSS program. To make a conclusion, see the column of *Corrected Item-Total Corelation*, compare r_{xy} with r_{table} , use 5% significant level. If $r_{xy} > r_{table}$, so an instrument is called valid.

b. Testing of reliability instrument

An instrument of assessment is called reliable if the assessment is consistent and accurate.⁶¹ So, a test of the reliability of instruments is done with the purpose to know the consistency from instruments as a tool of measurement, so that the result of an assessment can be believed. The formula that is used to the test the reliability

⁶¹ Ali Sambas Muhidin and Maman Abdurrahman, *Analisis Korelasi ,Regresi, dan alur dalam Penelitian (Dilengkapi Aplikasi Program SPSS)*. . . p.37.

of instruments in this research are Alpha coefficient (α) from Cronbach (1951), as follows:⁶²

$$r_{11} = \left[\frac{k}{k-1} \right] \cdot \left[1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right]$$

where:

$$\text{Varian's formula : } \sigma^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

r_{11} = Reliability of instrument / alpha coefficient

k = Sum of questions item

$\sum \sigma_i^2$ = Sum of varian item

σ_t^2 = Total varians

N = Sum of respondents

Conclusion: Compare r_{11} and r_{table} with 5% significant level, if $r_{11} > r_{table}$, so an instrument is reliable and instrument can be used as a tool for collecting data.

The reliability test can be calculated by using SPSS program. To make a conclusion, see the score on column of *Cronbach's Alpha If Item Deleted*, compare it with r_{table} , use 5% significant level. If *Cronbach's Alpha* $> r_{table}$, so an instrument is called valid.

⁶² Ali Sambas Muhidin and Maman Abdurrahman, *Analisis Korelasi, Regresi, dan alur dalam Penelitian (Dilengkapi Aplikasi Program SPSS)* . . . p.37-38.

2. Speaking test

A test is a technique or instrument of measuring that use sequence of questions that have to be answered, or assignments that have to be done intentionally in a condition that is designed specially to know students' potency, ability, and skills to deliver the data or score that can be interpreted.⁶³

To test the speaking, the researcher used record monologues to collected the data of student' speaking skill. The students told about a narrative story. The researcher recorded the monologues and assessed students' speaking skill. Voice recording was used to assess and to analyze their speaking in detail because it could be replied anytime and gave some spaces to the assessors to understand and to assess their speaking ability.

F. A technique of Analyzing Data

- 1) Testing of prerequisite of analyzing data
 - a. Normality Test

Testing normality is done to know whether the data which is acquired give normal distribution or not. Normal distributive data means that data can represent the

⁶³ Shodiq Adullah, *Evaluasi Pembelajaran Konsep Dasar, Teori Dan Aplikasi* (Semarang: Pustaka Rizki Putra, 2012),p.43.

population. All of the data which is used to testing hypothesis need to test the normality. Normal distributive data can use parametric statistics method, while non normal distributive data can use nonparametric method.⁶⁴ The formula to test the normality is Chi Square Test with statistics hypothesis as follow:

H_0 = normal distributive data

H_a = non normal distributive data

the formula:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Explanation :

χ^2 : Chi Square

O_i : Frequency of observation result

E_i : Expected frequency

k : Sum of interval class

The data can be calculated by SPSS program. To make a conclusion, it can be compared the probability value or ρ with the level of α (0,05). If $\rho < \alpha$ (0,05), it means that the data distribution is normal, so H_0 is rejected.

⁶⁴ Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2006), p.75

b. Testing linearity

A linear regression analysis is to predict that predictor variable (X) and criterion variable have linear correlation. Before used to predict, a linear regression analysis has to be tested in linearity test. If the result of linearity test is a linear regression model, a linear regression analysis can be used to predict predictor variable (X) and criterion variable (Y). If the result is a non linear regression model, that research uses a non linear regression analysis.⁶⁵ The formula of linearity as follow:⁶⁶

Table 3.2
Varians analysis of Linearity

Varians source	Dk	JK	KT	F
Total	N	ΣY^2	ΣY^2	-
Coefficient (a)	1	$JK_{(a)}$	$JK_{(a)}$	$\frac{S^2_{reg}}{S^2_{res}}$
Regression (b/a)	1	$JK_{(b/a)}$	$JK_{(b/a)} = S^2_{reg}$	

⁶⁵ Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2017), p.266

⁶⁶ Sugiyono, *Statistika untuk Penelitian*, . . . p.266.

Residue	n- 2	JK _s	$S^2_{res} = \frac{JK_s}{n-2}$	
Tuna cocok	k- 2	JK (TC)	$S^2_{TC} = \frac{JK(TC)}{k-2}$	$\frac{S^2_{TC}}{S^2_G}$
Galat	n- k	JK (G)	$S^2_G = n - k$	

Where:

JK(T) = Sum of total square

JK(a) = Sum of a coefficient square

JK(b/a) = Sum of regression square

JK(S) = Sum of residue square

JK(TC) = Sum of *tuna cocok* square

JK(G) = Sum of *galat* square

H₀ : a linear regression

H_a : a non linear regression

To make a conclusion, compare F_{test} with F_{table}, dk numerator (k-2) and dk denominator (n-k). If F_{test} < F_{table} with use 5 % significant level, the conclusion is a linear regression.

If the the data calculation by using SPSS program, making a conclusion by comparing the

probability value or p with the level of α (0.05). If $p < \alpha$ (0.05), it means that the data is a linear regression, so H_0 is rejected.

2) Analyzing hypothesis

In analyzing the data, the researcher used the regression one predictor analysis because the researcher found out the influence of two variables. There were two variables: students' frequency of watching English movies (ΣX) and the students' speaking skill (ΣY). Steps of regression analysis are find the correlation between criterion and predictor, test whether the correlation is significant or not, find the regression equation, find relative contribution between the predictors, if the predictors more than one.⁶⁷ While the steps are as follow:

- a. Looking for the correlation between the predictor and the criterion.

This formula below is used in finding index correlation “r” product moment between X variable and Y variable .

$$r_{xy} = \frac{N(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{\{N(\Sigma X^2) - (\Sigma X)^2\}\{N(\Sigma Y^2) - (\Sigma Y)^2\}}}$$

⁶⁷ Sutrisno Hadi, *Analisis Regresi* (Yogyakarta: Andi, 2000), p.2.

Where :

r_{xy} = Correlation coefficient

N = Number of Participants

X = Students' frequency of watching English movies

Y = Students' Speaking Scores

$\sum X$ = The Sum of frequency of watching English movies scores

$\sum Y$ = The Sum of Speaking scores

$\sum X^2$ = The Sum of the Squared Scores of frequency of watching English movies

$\sum Y^2$ = The Sum of the Squared Scores of Speaking

$\sum XY$ = The Sum of Multiplied Score between X and Y

To make a conclusion, compare r_{xy} with r_{table} , if r_{xy} is bigger than r_{table} or $r_{xy} > r_{table}$, it means that there is a correlation. If the $r_{xy} < r_{table}$ it means there is no correlation. The data calculation also can use SPSS program.

Examining whether there is significant correlation or not by consulting the result of r_{xy}

with the table value (r_t) which category based on the following:⁶⁸

Table 3.3
Correlation category

0,00 - 0,199	means very low correlation
0,20 - 0,399	means low correlation
0,40 - 0,599	means enough correlation
0,60 - 0,799	means high correlation
0,80 - 1,000	means very high correlation

The researcher used 5 % significant level because this research is language subject not an exact subject. In language study is better to use 5% significant level while an exact study uses 1 % significant level.

⁶⁸ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D . . .*
p.184

b. Finding regression equation

Regression is research which tries to involve two variables or more, it can be indicated to approximating a variable toward the other variables as long as those variables are related based on a healthy mind.⁶⁹ The Regression Equation can be calculated by SPSS program. The formula to find regression equation as follow:⁷⁰

$$\hat{y} = a + bx$$

$$a = \frac{\Sigma Y - b \Sigma X}{.N} = \bar{Y} - b \bar{X}$$

$$b = \frac{N(\Sigma XY) - \Sigma X \Sigma Y}{N \Sigma X^2 - (\Sigma X)^2}$$

$$\bar{X} = \frac{\Sigma X}{n}$$

$$\bar{Y} = \frac{\Sigma Y}{n}$$

explanation :

a = predictor

b = coefficient regression

\bar{X} = mean of X variable

\bar{Y} = mean of Y variable

⁶⁹ Nana Sudjana, *Tuntunan Penyusunan Karya Ilmiah*, (Bandung: Sinar Baru Algensindo, 2010), p.162.

⁷⁰ Ali Sambas Muhidin and Maman Abdurrahman, *Analisis Korelasi, Regresi, dan alur dalam Penelitian (Dilengkapi Aplikasi Program SPSS)*..... p.188.

c. Testing significant regression⁷¹

To know the influence of frequency of students' watching English movies on their speaking ability, the researcher calculated the data by testing significant regression.

Table 3.4

Varians analysis of Regression

Varians source	Dk	JK	KT	F	F _{table}
Total	N	ΣY^2	-	-	
Coefficient (a)	1	JK _(a)	RJK _(a)	$\frac{S^2_{reg}}{S^2_{reg}}$	F(α , db _{reg} b/a, db _{res})
Regression (b/a)	1	JK _(b/a)	RJK _(b/a) = S ² _{reg}		
Residue	N- 2	JK _{res}	RJK _{res} =S ² _{res}		

Explanation:

$$JKT = \Sigma Y^2$$

$$JK(a) = \frac{(\Sigma Y)^2}{n}$$

$$RJK(b/a) = JK(b/a)$$

$$RJK \text{ res} = \frac{JK_{res}}{n-2}$$

⁷¹ Ali Sambas Muhidin and Maman Abdurrahman, *Analisis Korelasi, Regresi, dan alur dalam Penelitian (Dilengkapi Aplikasi Program SPSS)* . . . p.195-196.

$$F_{\text{reg}} = \frac{S_{\text{reg}}^2}{S_{\text{res}}^2}$$

To make a conclusion, compare F_{reg} and F_{table} , if $F_{\text{reg}} \geq F_{\text{table}}$, H_0 rejected and it means that there is a significant influence. If $F_{\text{reg}} \leq F_{\text{table}}$ H_a rejected and it means that there is no significant influence.

If the calculation of data by using SPSS program, the result can be compared with the level of α (0,05). If the result of the probability value or p is lower than α 0,05, it means that H_0 is rejected, so there is a significant influence.

d. Contribution of X variable on Y variable

To find the **contribution** of X variable on Y variable, find the coefficient determination X variable on Y variable. A coefficient determination can be found from square of r_{xy} (r^2), then times 100%.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher shows the findings of the study and explains the findings. The findings will be discussed to know what the hypothesis is rejected or accepted. The findings have been calculated by SPSS program.

A. Research Finding

1. Result of The Test of Instrument

The researcher conducted testing instrument first before the instrument test used in this study. The purpose is to obtain the good instrument. The good instrument can be used to the research. The instruments of this research were Questionnaire and Test.

a. Questionnaire instrument

A questionnaire is used to collect the data of frequency of respondents in watching English movie. The scale used in the questionnaire is a Likert scale.

1. Validity test

Validity is the standard which indicate the capability of the instrument in measuring the data. The result of the validity test showed that r_{xy} of item1= 0.487, item2 = 0.417, item3 = 0.513, item4 = 0.386,

item 5 = 0.535 , item6 = 0.344 , item7 = 0.662, item8 = 0.402, item9 = 0.656, item10 = 0.535, item11 = 0.610, item12 = 0.455, item13 = 0.528, item14 = 0.478, item15 = 0.565, item16 = 0.404 ,item17 = 0.410 . All of the correlation items result are bigger than r_{table} or $r_{xy} > r_{table}$, $r_{table} = 0,334$. It means that all of items are valid. Those items can be used to be the instrument in this research. For the detail result, see appendix 10.

2. Reliability test

After the instrument have be clarified valid , the next step is reliability test. Reliability is the measurement which show the consistency of instrument. SPSS program was used to measure the reliability of the instrument.

Based on the reliability test by SPSS program, the alpha coefficient score of item1= 0.859, item2 = 0.861, item3 = 0.857, item4 = 0.862, item 5 = 0.857, item6 = 0.864, item7 = 0.851, item8 = 0.863, item9 = 0.851, item10 = 0.856, item11 = 0.852, item12 = 0.861, item13 = 0.857, item14 = 0.859, item15 = 0.855, item16 = 0.862, item17 = 0.863. It is known that the score of alpha coefficient for each items is bigger than r_{table} (0,334). It means that each item of questions are

reliable and it can be used as the instrument of collecting data. For the detail result, see appendix 11.

2. Result of the research

This research consisted of three phases of analysis that were introductory analysis, hypothesis analysis and final analysis.

a. Introductory analysis

1. Students' frequency of watching English movies

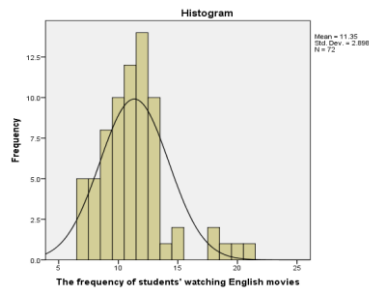
The researcher tried to describe the frequency of watching English movies. The researcher distributed the questionnaire to the participants of tenth grade of SMA N 1 Kragan Rembang. The score of questionnaire were listed by summing up the result of students' answer. The score were categorized as below:

Always (A)	= 5
Often (B)	= 4
Sometimes (C)	= 3
Rarely (D)	= 2
Never (E)	= 1

For the score of the students' frequency of watching English movies, see the appendix 5. Based on the score, the next steps were looking up for the mean

and the students' frequency of watching English movies (X).

The calculation by SPSS program showed that the mean of score of the students' frequency of watching English movies was 11,35. The maximum score was 21 and the minimum score was 7. The Standard Deviation was 2,898.



Based on the histogram , it showed that there were 5 students who got 7 scores, 5 students got 8 scores, 8 students got 9 scores, 10 students got 10 scores, 12 students got 11 scores, 14 students got 12 scores, 10 students got 13 scores, a students got 14 scores, 2 students got 15, 2 students got 18 scores, a student got 19 scores, a student got 20 scores, and a student got 21.

Determining the category of the frequency of students' watching English movies by using five scales standard.

$$\text{Mean} + 1,5 (\text{SD}) = 11,35 + 1,5 (2,898) = 11,35 + 4,347 = 15,697 = 16$$

$$\text{Mean} + 0,5 (\text{SD}) = 11,35 + 0,5 (2,898) = 11,35 + 1,449 = 12,799 = 13$$

$$\text{Mean} - 0,5 (\text{SD}) = 11,35 - 0,5 (2,898) = 11,35 - 1,449 = 9,901 = 10$$

$$\text{Mean} - 1,5 (\text{SD}) = 11,35 - 1,5 (2,898) = 11,35 - 4,347 = 7,003 = 7$$

Based on the calculation above, the next step was making the category. The result was :

Table 4.1

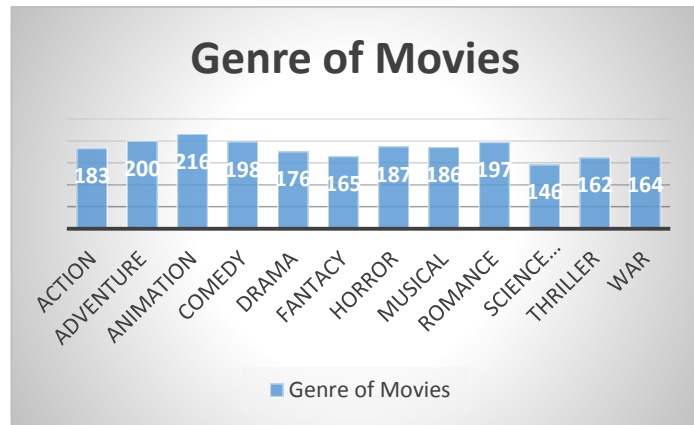
The value of distribution of the frequency of students' watching English movies

Interval	Category
16 – above	Very High
13 – 15	High
10 – 12	Medium
7 – 9	Low
6 – below	Very Low

Based on the data above, it is known that the mean of the students' frequency of watching English movies at the Tenth grade of SMA N 1 Kragan

Rembang was 11,35. It means that the category of students' frequency of watching English movies was medium, it was on interval 10 -12.

The genre of movies that students watch, the result could be known at the diagram below:



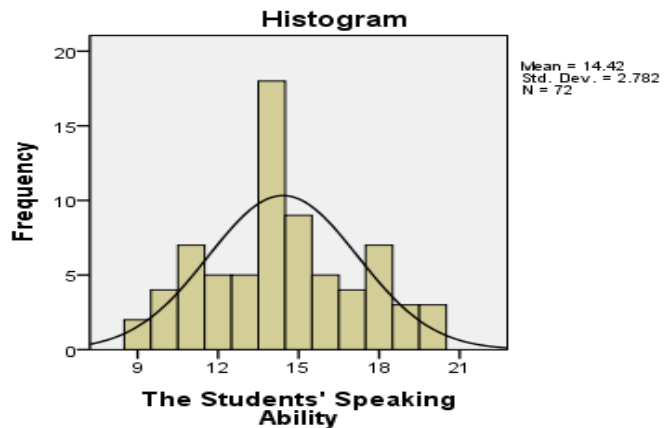
Based on the result of the diagram, the high frequency of students watching English movies was on Animation movies and the second was Adventure movies. For the detail score, it can be seen at appendix 7.

2. Students' speaking ability

The data of this variable was taken from the result of students' speaking ability that was given to the participants at the Tenth grade of SMA N 1 Kragan Rembang. The result of the score of the students' speaking ability can be seen on appendix6.

Based on the result of the score of the students' speaking ability , the next steps were looking up the mean and the students' speaking ability (Y).

From the calculation by SPSS program , the mean score of the students' speaking ability was 14,42, the maximum score was 20, and the minimum score was 9.



From the the histogram , it showed that there were students who 2 students got 9 scores, 4 students got 10 scores, 7 students got 11 scores, 5 students got 12 scores, 5 students got 13 scores, 18 students got 14 scores, 9 students got 15 scores, 5 students got 16 scores, 4 students got 17 scores, 7 students got 18 scores, 3 student got 19 scores, and 3 student got 20 scores.

Determining the category of the students' speaking ability by using five scales standard.

$$\begin{aligned} \text{Mean} + 1,5 (\text{SD}) &= 14,42 + 1,5 (2,782) = 14,42 + 4,173 \\ &= 18,593 = 19 \end{aligned}$$

$$\begin{aligned} \text{Mean} + 0,5 (\text{SD}) &= 14,42 + 0,5 (2,782) = 14,42 + 1,391 \\ &= 15,811 = 16 \end{aligned}$$

$$\begin{aligned} \text{Mean} - 0,5 (\text{SD}) &= 14,42 - 0,5 (2,782) = 14,42 - 1,391 \\ &= 13,029 = 13 \end{aligned}$$

$$\begin{aligned} \text{Mean} - 1,5 (\text{SD}) &= 14,42 - 1,5 (2,782) = 14,42 - 4,173 \\ &= 10,247 = 10 \end{aligned}$$

Based on the calculation above, the next step was making the category. The result was :

Table 4.2

Value of distribution of the students' speaking ability

Interval	Category
19 – above	Very High
16 – 18	High
13 – 15	Medium
10 – 14	Low
9 – below	Very Low

Based on the data , it was known that the mean from the students' speaking ability at the Tenth grade of SMAN 1 Krangan was 14,42. It means that the category of students' speaking ability was medium. It was on interval 13 – 15.

b. Testing of prerequisite of analyzing data

1. Normality test

Test of normality was used to find out the data had been collected came from normal distribution or not. The data was calculated by SPSS program to find the normality.

Based on the test of normality, the table showed that the score of significance was 0.970. The score of significance was bigger than (α) 0.05, it means that the data is normal. For the detai result, see appendix16.

Because the data have normal distribution, it can be continued to be analyzed for regression analysis. Before that, test of linearity also is needed as prerequisite of analyzing data.

2. Linearity test

Test of linearity was done to know whether X variable and Y variable have linear correlation. Before used to predict, a linear regression analysis has to be tested in linearity test. It means that the purpose of linearity test is to know correlation curve between dependent variable and independent variable.

Based on the Linearity test, the data showed that the score of significance of deviation from linearity was 0.871. It means that the score of linearity is bigger than α (0.05) or $0.871 > 0.05$. It can be concluded that X variable and Y variable have a linear correlation. For the detail result, see appendix 17.

c. Hypothesis analysis

This analysis is used to prove that the hypothesis is accepted or rejected. In this study, there is significant influence of students' frequency of watching English movies on their speaking ability at the Tenth grade of SMA N 1 Kragan Rembang in the academic year of 2018/2019.

1. The correlation predictor and criterion X variable and Y variable

To examined that X variable correlate with Y variable or not, the researcher used SPSS program.

Based on the data , r_{xy} was 0.343, it can be compared with r_{table} . The result showed that r_{xy} bigger than r_{table} or $r_{xy} > r_{table}$, it means that there is correlation between X variable and Y variable. For the detail result, see appendix 18.

The table showed that r_{xy} is 0.343. It can be consulted to know that the data have significant correlation or not by consulting the result of r_{xy} with the table value (r_t) which category based on the following:

Table 4.3

The category of correlation

0,00 - 0,199	means very low correlation
0,20 - 0,399	means low correlation
0,40 - 0,599	means enough correlation
0,60 - 0,799	means high correlation
0,80 - 1,000	means very high correlation

Based on those categories, the predictor (The frequency of students' watching English movie) and the criterion (the students' speaking ability) have low correlation.

2. Regression Equation

The result of calculation by SPSS program showed that the score of a (constant) was 10.676 and the value of b (regression direction coefficients) was 0.330. Based on the the result, it can be regression coefficients as follow:

$$\hat{y} = a + bx = 10.676 + 0.330x$$

Based on regression equation above, it can be interpreted that if the frequency of students' watching English movies with students' speaking ability is measured by instrument which developed in this research, every change of the score of the frequency of students' watching English movies in the amount of a unit could be estimated the score of the students' speaking ability will be changed in the amount of 0.330 unit in the same direction. From the data , it is known that regression direction is positive because the regression coefficient (b) is positive. See appendix19.

3. Significant Regression

The regression test is to know whether X variable influence Y variable. The researcher used SPSS program to test the data. The data showed below:

The score of (sig.) was lower than (α) 0.05 or $0.03 < 0.05$. It means that H_0 is rejected and H_a is accepted. It can be concluded that there is significant influence of the frequency of students' watching English movies on their speaking ability.

4. Contribution X variable on Y variable

The contribution of X variable on Y variable can be known by finding a coefficient determination X variable on Y variable. A coefficient determination was found from square of correlation between X variable and Y variable (r_{xy})² and then times to 100%. In this study, it had found that $r_{xy} = 0.343$. Based on the data the coefficient determination as follow:

$$CD = r_{xy}^2 \times 100\% = (0.343)^2 \times 100\% = 11,76\%$$

It means that 11.76% the influence is determined by X variable, and the residue of 88.24% is determined by the other factors. In other words, the students' speaking ability is 11.76% influenced by the frequency of the students' watching English movies .

B. Discussion

In this study, there are some findings by the researcher. The findings are students' watching English movies frequency at the tenth grade of SMA N 1 Kragan Rembang, the highest frequency of students' watching English movies, the students' speaking ability, and the influence of frequency of students' watching English movies on their speaking ability.

The first step to do this research was testing the instrument. After the instrument is clarified valid and reliable, the researcher continued to analyze the hypothesis. Before doing the hypothesis analysis, the researcher did the Normality and Linearity test as the prerequisite of analyzing data. Normality and Linearity test clarified that the data of this study is normal and linear.

Based on the calculation, the data showed that the frequency of students' watching English movie at the tenth grade of SMA N 1 Kragan Rembang in the academic year of 2018/2019 was in the "medium" category, on the interval 10-12, and the mean was 11.35. The highest frequency of students watching English movies was on Animation movies. The students' speaking ability at the tenth grade SMA N 1 Kragan Rembang in the academic year of 2018/2019 was in the "medium" category, on the interval 13-15, and the mean was 14.42. the regression equation was $\hat{y} = a + bx = 10.676 + 0.330x$.

This research proved that there is a significant influence of frequency of students watching English movies on their speaking ability. It means that the hypothesis in this study is accepted. It could be known from the result of regression analysis by using SPSS program, the result of (sig.) was 0.03, it was lower than (α) 0.05. The contribution of the frequency of students' watching English movies on their speaking ability was 11.76%.

By watching English movies, the students got more knowledge about English and it can be practiced on their speaking. It agreed with the finding which is stated by Usman Abdullah and Indah Fadhilah Rahman in their journal stated that students can listen to native speakers interacting in everyday conversational situations and can practice important linguistic structures after watching movies. Video visual dimension is thought to reduce ambiguities in native speaker voices and to motivate students to learn the foreign language. Movies also give a visual context that can help the students to understand the story clearly.⁷²

Johnson in Abdullah (2017) stated that watching movies in foreign languages give some benefits for learners, such as their ability in understanding spoken language increases, their pronunciation improves, besides that, they can acquire new vocabulary, develop students' self-expression ability, and

⁷² Usman Abdullah dan Indah Fadhilah Rahman , “The Correlation between Students' Habit in Watching Movies and Listening Skill”, *ETERNAL*, (Volume 3 Number 01, 2017), p.104-105.

unconsciously adapt to the language's grammatical forms and sentence patterns in context.⁷³

From the result of the questionnaire it can be known that the highest frequency of students' watching English movies at the tenth grade of SMA N 1 Kragan Rembang was on Adventure movies and the second was Animation movies.

C. Limitation of study

The researcher realized that this research was not conducted perfectly. There were obstacles and constraints faced during the research process. Some limitation of this research are:

1. This research was limited at the students of SMAN 1 Kragan Rembang in the academic year of 2018/2019. When the same research would be held in other schools, it is possible to get different result.
2. This research was limited on the questionnaire and the speaking test. The questionnaire only consisted of questions about frequency of watching English movies and genre of movies, the other factors weren't considered in this study. The test of speaking was Narrative text because the material of the semester was Narrative text. It is possible that the result of the

⁷³ Usman Abdullah dan Indah Fadhilah Rahman , "The Correlation between Students' Habit in Watching Movies and Listening Skill", *ETERNAL*, (Volume 3 Number 01, 2017), p.100.

students' speaking ability can be different in the other occasions because the text are different.

Considering all those limitations, it was needed to do more reseach about the influence of frequency of students' watching English movies on their speaking ability

CHAPTER V

CLOSING

In this chapter, the researcher presents the conclusion of this study and some suggestions.

A. Conclusion

Based on the result of research that had be done in this thesis with the title “The Influence of Frequency of Students’ Watching English Movies on Their Speaking Ability”, the researcher made the conclusion as follow:

1. The frequency of students’ watching English movie at the tenth grade of SMA N 1 Kragan Rembang in the academic year of 2018/2019 was in the “medium” category, on the interval 10-12 , and the mean was 11.35. The highest frequency of students watching English movies was on Animation movies.
2. The students’ speaking ability at the tenth grade of SMA N 1 Kragan Rembang in the academic year of 2018/2019 was in the “medium” category, on the interval 13-15 , and the mean was 14.42.
3. The result of the frequency of students’ watching English movie on their speaking ability after be calculated by regresssion analysis, the regression

equation was $\hat{y} = a + bx = 10.676 + 0.330x$. The significant regression test showed that the value of (sig.) was lower than probability (α) 0.05 or $0.03 < 0.05$. It means that H_0 is rejected and H_a is accepted. It could be concluded that there is significant influence of the frequency of students' watching English movies on their speaking ability. The students' speaking ability was 11.76% influenced by the frequency of the students' watching English movies .

B. Suggestions

1. For Parents

Parents should give attention to their son or their daughter about the movies which is watched, the appropriate movies can help their son or their daughter in the study.

2. For students

Students can watch English movies as media to increase their students speaking ability, it can be done in the spare time. By watching English movies, students can learn English and practice it on their speaking.

3. For the other researchers

This research hopefully can be references to develop the next research related with this research.

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Appendix 1

The Questionnaire

Name	:
Student Number	:
Class	:

Please choose the answers based on your habit by paying attention to the provisions below!

Always : Everyday
Often : once until 6 times a week
Sometimes : once until 3 times a month
Rarely : once a year
Never : never

1. Do you watch English movies?
a. Always c. Sometimes e. Never
b. Often d. rarely
2. Do you spend your spare time to watch English movies?
a. Always c. Sometimes e. Never
b. Often d. rarely
3. Do you watch English movies on holiday?
a. Always c. Sometimes e. Never
b. Often d. rarely
4. Do you watch the same English movies more than once?
a. Always c. Sometimes e. Never
b. Often d. rarely
5. Do you watch English movies more than once a day?
a. Always c. Sometimes e. Never
b. Often d. rarely
6. Do you watch Action movies?
a. Always c. Sometimes e. Never

- b. Often d. rarely
7. Do you watch Adventure movies?
 a. Always c. Sometimes e. Never
 b. Often d. rarely
8. Do you watch Animation movies?
 a. Always c. Sometimes e. Never
 b. Often d. rarely
9. Do you watch Comedy movies?
 a. Always c. Sometimes e. Never
 b. Often d. Rarely
10. Do you watch Drama movies?
 a. Always c. Sometimes e. Never
 b. Often d. rarely
11. Do you watch Fantasy movies?
 a. Always c. Sometimes e. Never
 b. Often d. rarely
12. Do you watch Horror movies?
 a. Always c. Sometimes e. Never
 b. Often d. rarely
13. Do you watch Musical movies?
 a. Always c. Sometimes e. Never
 b. Often d. rarely
14. Do you watch Romance movies?
 a. Always c. Sometimes e. Never
 b. Often d. rarely
15. Do you watch Science fiction movies?
 a. Always c. Sometimes e. Never
 b. Often d. rarely
16. Do you watch Thriller movies?
 a. Always c. Sometimes e. Never
 b. Often d. rarely

17. Do you watch War movies?

a. Always

c. Sometimes

e. Never

b. Often

d. rarely

Appendix 2

INSTRUMENT FOR SPEAKING TEST

Instruction:

Please tell Narrative text and present it by using your own word !

Appendix 3

The List of Respondents

Class : X IPA 5

No.	Name	Code
1.	Ahmad Syahrul Adhim	R-1
2.	Adelia Putri	R-2
3.	Ali Muhtar	R-3
4.	Alviani Baroro Baritlela	R-4
5.	Arfad Ficky Mahardika	R-5
6.	Dewi Sulistyowati	R-6
7.	Durotul Khoiroh	R-7
8.	Eka Wulandari	R-8
9.	Hasna Nur Sabrina	R-9
10.	Himayatul Makarimah	R-10
11.	Kharisatul Aliyah	R-11
12.	Kharisatul Maula	R-12
13.	Majid Ilham Adhim	R-13
14.	Ma'rifatun Nis	R-14
15.	Maryska	R-15
16.	Moch. Hasan Alwi	R-16
17.	Nisa Nabila	R-17
18.	Nova Apriliya	R-18
19.	Retno Wulandari	R-19
20.	Ridhuan Asofa	R-20
21.	Rizki Setiawan	R-21
22.	Rohmat Taifur	R-22
23.	Siti Chalimatus Sa'adah	R-23
24.	Siti Fatimah	R-24
25.	Siti Khoironnisa	R-25
26.	Siti Lailatul Riska	R-26
27.	Siti Maratus sholihah	R-27
28.	Siti Oktavia Etik C.W.	R-28

29.	Siti Sholihah	R-29
30.	Siti Sayamrotul Fuadiyah	R-30
31.	Siti Zulaikah	R-31
32.	Suprihadi	R-32
33.	Teguh Adhi Prakoso	R-33
34.	Umar faruq	R-34
35.	Wulan Maulidatus. S	R-35
36.	Zuhrotul fauziah	R-36

Class : X IPA 3

No.	Name	Code
1.	A. Imamul Nur Khoizin	R-37
2.	Amanataka Priyatama	R-38
3.	Desy Nur Khalimah	R-39
4.	Dorifatul Umniyah	R-40
5.	Dody Setyo Pambudi	R-41
6.	Dwi Lestari	R-42
7.	Fahimul Arifah	R-43
8.	Fahri Bondan Pratama	R-44
9.	Hidayatul Mustafidah	R-45
10.	Iffatul Maula	R-46
11.	Intanengtias Subowati	R-47
12.	Jamalul Lail	R-48
13.	Kumainia Saroh	R-49
14.	Kurniatur Rohmah	R-50
15.	Lestyo Maaruf Rif'an	R-51
16.	Lina Wulandari	R-52
17.	M. Naufal Mahasin	R-53
18.	Mu Hasim Khusni M	R-54
19.	Nafachatul Uliyah	R-55
20.	Najma Kamila	R-56
21.	Naufal Ardiyansah	R-57
22.	Nova Andani	R-58

23.	Puput Indah Sari	R-59
24.	Putri Nawangsih	R-60
25.	Rindy Destia N	R-61
26.	Raiqatul Muna	R-62
27.	Setiawan Hariyanto	R-63
28.	Sintya Alfafa	R-64
29.	Siti Khuratun A	R-65
30.	Siti Sofiana	R-66
31.	Siti Yuliana	R-67
32.	Siti Zumaroh	R-68
33.	Suntrini	R-69
34.	Tegar Adhi Prakoso	R-70
35.	Tia Nofiani	R-71
36.	Wafiatul F'ana	R-72

Appendix 4

The result of score of questionnaire for validity and reliability test

No.	i-1	i-2	i-3	i-4	i-5	i-6	i-7	i-8	i-9	i-10	i-11	i-12	i-13	i-14	i-15	i-16	i-17
1.	3	2	1	3	3	2	3	3	3	3	3	2	3	3	3	3	3
2.	4	3	3	3	2	2	3	3	4	3	3	2	5	3	3	5	5
3.	2	2	3	1	1	1	2	4	2	4	2	1	1	2	3	2	1
4.	3	4	3	2	3	2	3	3	2	1	3	2	5	2	2	3	4
5.	2	3	3	1	1	1	1	3	2	1	3	1	3	1	3	1	1
6.	3	2	2	1	1	2	2	4	2	2	4	1	1	2	2	2	2
7.	3	3	4	1	1	2	1	5	3	3	1	2	3	2	3	3	1
8.	3	2	4	2	2	1	2	4	3	4	3	1	5	5	3	3	2
9.	4	3	4	3	3	3	3	5	4	5	4	2	5	3	3	3	3
10.	3	2	3	3	2	2	2	2	2	2	2	1	2	1	3	2	2
11.	4	3	3	3	2	3	2	4	2	3	2	2	5	3	1	2	1
12.	3	3	5	2	4	2	5	1	2	5	5	1	4	4	4	3	3
13.	3	1	2	2	1	2	2	3	1	2	2	1	2	3	1	1	1
14.	4	2	1	3	3	3	3	5	2	2	3	2	3	1	3	1	5
15.	4	2	2	3	2	2	2	4	2	4	2	1	4	5	3	2	1
16.	2	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	3
17.	2	2	4	2	2	1	2	3	3	3	3	1	3	3	1	3	3
18.	3	1	1	1	1	2	1	1	1	3	1	1	1	1	1	1	3
19.	4	3	3	3	1	3	4	4	3	3	4	2	3	3	3	3	3
20.	4	1	3	3	1	3	3	4	1	3	2	2	3	3	2	4	3
21.	4	1	3	3	2	3	2	4	1	2	1	3	2	2	3	2	3
22.	3	4	1	2	1	2	3	3	2	1	3	1	5	2	1	2	3
23.	5	2	5	3	2	3	5	5	5	5	5	3	2	5	4	2	5
24.	3	1	1	1	2	2	3	4	2	2	1	2	2	2	3	5	2
25.	3	1	3	2	2	1	3	3	1	3	4	1	3	1	2	4	3
26.	3	1	2	2	1	1	2	3	1	2	2	1	2	2	1	1	2
27.	2	2	2	3	1	1	1	3	2	2	2	1	2	3	2	2	2
28.	3	1	4	3	2	2	3	3	1	3	1	3	3	3	3	1	1
29.	4	1	2	2	2	3	2	2	1	2	1	1	2	1	1	1	1
30.	2	2	3	1	1	1	2	4	2	4	2	1	3	4	3	3	1
31.	3	1	3	1	1	2	3	1	3	3	1	2	3	3	1	3	1

32.	3	1	3	2	1	2	3	3	3	3	1	2	1	3	1	3	1
33.	3	2	3	2	2	2	2	2	2	2	2	2	2	2	3	2	2
34.	2	2	3	1	1	1	3	4	2	4	2	1	3	5	3	2	1
35.	2	2	4	1	2	1	2	3	3	5	3	1	5	5	3	3	2

Appendix 5

The score of the questionnaire (X Variable)

No.	Code	Item 1	Item 2	Item3	Item4	Item5	Total
1.	R-1	3	1	3	1	3	11
2.	R-2	3	2	3	1	1	10
3.	R-3	3	2	3	1	1	10
4.	R-4	3	3	2	3	2	13
5.	R-5	4	4	5	4	4	21
6.	R-6	3	3	3	2	2	13
7.	R-7	3	2	3	3	1	12
8.	R-8	3	3	3	2	2	13
9.	R-9	3	2	2	3	1	11
10.	R-10	3	2	1	2	1	9
11.	R-11	3	2	1	2	1	9
12.	R-12	3	2	3	3	1	12
13.	R-13	3	1	3	2	1	10
14.	R-14	4	3	4	4	4	19
15.	R-15	3	2	3	3	1	12
16.	R-16	3	2	3	1	2	11
17.	R-17	3	1	3	2	1	10
18.	R-18	3	3	3	2	1	12
19.	R-19	2	2	1	1	1	7
20.	R-20	3	3	3	3	1	13
21.	R-21	3	3	3	1	2	12
22.	R-22	4	3	3	3	1	14
23.	R-23	3	2	2	2	2	11
24.	R-24	3	2	3	3	1	12
25.	R-25	3	3	3	3	1	13
26.	R-26	3	2	3	3	1	12
27.	R-27	2	2	1	1	1	7
28.	R-28	3	2	3	3	1	12
29.	R-29	2	2	1	1	1	7
30.	R-30	3	3	3	1	1	11
31.	R-31	2	2	2	2	2	10

32.	R-32	3	3	2	1	1	10
33.	R-33	3	1	3	3	2	12
34.	R-34	4	4	3	3	1	15
35.	R-35	3	2	3	1	1	10
36.	R-36	3	3	3	1	3	13
37.	R-37	3	3	3	2	2	13
38.	R-38	2	2	2	2	1	9
39.	R-39	4	4	4	4	4	20
40.	R-40	3	2	3	2	1	11
41.	R-41	3	3	2	2	1	11
42.	R-42	2	2	2	2	1	9
43.	R-43	2	2	2	1	1	8
44.	R-44	2	2	1	1	1	7
45.	R-45	2	2	1	1	1	7
46.	R-46	2	1	2	2	1	8
47.	R-47	3	3	3	1	1	11
48.	R-48	2	2	2	1	1	8
49.	R-49	3	2	1	2	1	9
50.	R-50	4	4	3	4	3	18
51.	R-51	3	3	2	2	1	11
52.	R-52	2	2	2	2	1	9
53.	R-53	3	3	2	2	1	11
54.	R-54	3	3	3	2	2	13
55.	R-55	3	3	2	3	1	12
56.	R-56	3	2	3	3	1	12
57.	R-57	2	2	2	1	1	8
58.	R-58	3	3	3	2	2	13
59.	R-59	3	3	3	3	3	15
60.	R-60	3	2	2	1	2	10
61.	R-61	3	2	1	3	1	10
62.	R-62	2	2	2	1	1	8
63.	R-63	2	2	2	2	2	10
64.	R-64	4	3	4	3	4	18
65.	R-65	3	2	3	2	2	12
66.	R-66	3	3	3	2	1	12

67.	R-67	3	3	2	2	1	11
68.	R-68	3	3	2	3	2	13
69.	R-69	3	3	2	2	1	11
70.	R-70	2	2	2	2	1	9
71.	R-71	2	2	2	2	1	9
72.	R-72	3	3	2	3	1	12

Appendix 6

The scoring rubrics of speaking

No	Criteria	Scale	Description
1.	Pronunciation	5	Has little foreign pronunciation
		4	Clear enough to be understood.
		3	The pronunciation leads to misunderstanding.
		2	Very hard to understand. must frequently be asked to repeat.
		1	Unclear pronunciation.
2.	Grammar	5	Makes only little errors on grammar and word order.
		4	Occasionally makes errors and unclear meaning.
		3	Makes frequent errors of grammar and word order.
		2	Grammar and word order errors make comprehension difficult.

		1	Makes some errors in grammar which leads to unclear meaning.
3.	Vocabulary	5	Use of vocabulary and idioms like native speakers.
		4	Sometimes uses inappropriate terms
		3	Frequently uses wrong words / Inadequate vocabulary.
		2	Misuse of words and very limited vocabulary.
		1	Vocabulary limitations so extreme and impossible to make conversation
4.	Fluency	5	No hesitation in speaking like the native speakers.
		4	Speed of speech seems to be slightly affected by language problems.

		3	Speed and Fluency are rather strongly affected by language problems.
		2	Usually hesitant: often forced into silence.
		1	Speech is so halting (stop moving) & impossible to make conversation.
5.	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed, although occasional repetition may be necessary.
		3	Understanding with slower than normal speed with repetitions.
		2	Has great difficulty following what is said & needs frequent repetitions.

		1	Cannot be said to understand even simple conversational English.
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Appendix 7

The Score of Students' Speaking Ability (Y Variable)

Class : X IPA 3

No.	Code	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Sum of Score
1.	R-1	1	3	3	2	2	11
2.	R-2	2	3	3	3	3	14
3.	R-3	1	3	2	2	2	10
4.	R-4	3	4	3	3	3	16
5.	R-5	3	4	4	3	4	18
6.	R-6	2	3	3	3	3	14
7.	R-7	3	3	3	3	3	15
8.	R-8	2	4	3	2	3	14
9.	R-9	4	4	4	4	4	20
10.	R-10	3	4	3	3	3	16
11.	R-11	3	3	4	3	3	16
12.	R-12	4	4	4	4	4	20
13.	R-13	3	3	4	3	3	16
14.	R-14	4	4	3	4	4	19
15.	R-15	2	3	3	2	3	13
16.	R-16	3	4	3	4	4	18
17.	R-17	3	3	4	4	4	18
18.	R-18	2	3	3	3	3	14
19.	R-19	3	4	3	2	3	15
20.	R-20	3	4	4	4	3	18
21.	R-21	2	3	3	3	3	14
22.	R-22	2	3	3	3	3	14
23.	R-23	4	4	3	4	4	19
24.	R-24	3	3	3	4	4	17
25.	R-25	3	3	4	3	3	16
26.	R-26	4	3	4	4	3	18
27.	R-27	3	4	3	2	3	15
28.	R-28	3	3	3	3	3	15
29.	R-29	3	4	3	4	4	18

30.	R-30	3	3	3	2	3	14
31.	R-31	3	3	3	2	3	14
32.	R-32	2	4	3	3	3	15
33.	R-33	3	3	2	2	3	13
34.	R-34	2	3	3	3	3	14
35.	R-35	3	3	3	3	3	15
36.	R-36	3	3	3	3	3	15

Class : X IPA 5

No.	Code	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Sum of Score
1.	R-37	1	2	3	2	2	10
2.	R-38	2	2	3	2	3	12
3.	R-39	4	3	4	4	4	19
4.	R-40	3	4	3	4	3	17
5.	R-41	2	2	4	3	3	14
6.	R-42	3	2	3	3	3	14
7.	R-43	2	3	3	3	3	14
8.	R-44	2	2	3	2	2	11
9.	R-45	3	2	2	2	3	12
10.	R-46	2	3	3	3	3	14
11.	R-47	3	3	3	3	3	15
12.	R-48	1	2	3	2	2	10
13.	R-49	2	3	3	2	2	12
14.	R-50	2	3	3	3	3	14
15.	R-51	2	3	2	2	2	11
16.	R-52	1	3	3	2	3	12
17.	R-53	1	2	2	2	2	9
18.	R-54	2	3	3	3	3	14
19.	R-55	3	3	2	3	3	14
20.	R-56	2	3	3	3	3	14

21.	R-57	2	3	3	3	3	14
22.	R-58	2	3	3	2	3	13
23.	R-59	2	2	2	3	3	12
24.	R-60	1	3	3	2	2	11
25.	R-61	1	3	2	2	3	11
26.	R-62	2	3	3	2	3	13
27.	R-63	2	2	2	2	2	10
28.	R-64	4	4	4	4	4	20
29.	R-65	2	3	2	2	2	11
30.	R-66	3	3	4	4	3	17
31.	R-67	1	2	3	2	3	11
32.	R-68	2	3	2	3	3	13
33.	R-69	3	3	3	3	3	15
34.	R-70	1	2	2	2	2	9
35.	R-71	3	4	3	4	3	17
36.	R-72	3	3	4	4	4	18

Appendix 8

The score of genre movies

No	Code	Q-6	Q-7	Q-8	Q-9	Q-10	Q-11	Q-12	Q-13	Q-14	Q-15	iQ-16	Q-17
1	R-1	4	3	3	3	3	3	3	3	3	3	3	3
2	R-2	3	3	3	3	3	3	3	3	3	3	3	3
3	R-3	2	2	4	4	3	2	2	2	2	2	2	2
4	R-4	3	3	4	4	3	3	3	2	2	3	2	2
5	R-5	4	4	3	3	1	1	4	3	2	1	4	4
6	R-6	2	2	3	2	3	2	2	1	3	1	1	1
7	R-7	2	2	4	4	2	2	2	2	2	2	1	2
8	R-8	2	2	3	3	2	3	3	2	1	3	1	1
9	R-9	3	3	4	4	2	2	4	1	4	2	1	3
10	R-10	2	2	4	4	2	2	2	2	2	2	2	2
11	R-11	2	2	4	4	2	2	2	2	2	2	1	2
12	R-12	3	3	3	3	3	3	3	4	4	2	3	2
13	R-13	4	4	4	3	4	3	3	3	4	1	4	3
14	R-14	4	4	3	1	1	2	4	2	2	4	3	4
15	R-15	3	3	4	4	3	2	4	3	4	4	4	4
16	R-16	4	4	3	4	1	4	4	4	4	3	2	4
17	R-17	4	4	4	2	4	2	3	1	3	1	4	2
18	R-18	3	2	4	2	3	3	4	3	4	1	3	1
19	R-19	2	2	4	4	2	2	2	2	2	2	2	2
20	R-20	3	3	4	2	2	3	3	2	2	3	1	3
21	R-21	4	4	3	4	1	3	3	3	2	3	2	3
22	R-22	3	4	4	4	1	3	4	4	3	3	4	4
23	R-23	3	3	3	2	3	3	1	2	2	2	2	2
24	R-24	2	2	4	4	2	2	2	2	2	2	1	2
25	R-25	3	3	3	4	3	3	3	3	3	2	3	3
26	R-26	3	4	4	4	3	4	4	3	4	4	4	4
27	R-27	2	2	2	3	2	2	2	2	2	2	1	2
28	R-28	2	2	3	4	2	2	2	2	2	2	1	2
29	R-29	2	2	2	2	2	2	2	2	2	2	1	2
30	R-30	1	4	4	4	4	3	3	3	4	1	1	1

31	R-31	1	1	1	2	2	1	2	3	3	1	1	1
32	R-32	1	2	1	3	2	1	3	3	2	3	3	2
33	R-33	4	4	2	2	4	2	3	1	3	1	2	2
34	R-34	4	4	4	4	1	4	4	4	2	2	4	4
35	R-35	1	3	4	4	4	4	3	3	4	1	1	1
36	R-36	1	3	3	1	3	1	2	4	4	2	1	3
37	R-37	3	3	3	3	3	4	2	2	2	3	2	3
38	R-38	2	2	3	2	2	1	2	3	3	2	2	2
39	R-39	4	4	3	4	1	1	1	1	3	1	1	1
40	R-40	1	3	2	2	2	2	4	2	2	2	4	2
41	R-41	2	2	3	2	2	1	1	3	3	2	2	2
42	R-42	2	2	3	2	2	1	2	3	3	2	2	2
43	R-43	2	3	3	2	3	2	2	3	3	1	1	2
44	R-44	2	2	1	2	2	2	2	2	2	2	2	2
45	R-45	1	2	4	1	4	1	1	2	4	1	1	1
46	R-46	2	2	3	2	2	1	2	3	3	2	2	2
47	R-47	2	2	3	3	3	3	4	3	4	2	2	2
48	R-48	4	4	3	3	4	1	4	2	4	1	3	3
49	R-49	1	3	2	2	2	2	2	2	2	2	4	2
50	R-50	3	3	4	4	4	3	3	4	4	2	3	2
51	R-51	3	2	2	2	1	3	1	4	2	3	3	1
52	R-52	2	2	3	2	2	1	2	3	3	2	2	2
53	R-53	2	2	3	2	2	1	2	3	3	2	2	2
54	R-54	3	3	3	3	3	4	2	2	3	2	3	3
55	R-55	4	4	4	4	3	4	3	3	4	3	2	3
56	R-56	3	3	3	2	3	1	3	2	2	2	2	2
57	R-57	4	4	2	3	4	1	4	2	4	1	3	3
58	R-58	3	2	2	2	1	3	1	4	2	3	3	1
59	R-59	3	3	3	3	3	3	3	3	3	3	3	3
60	R-60	1	3	2	2	2	2	4	2	2	2	4	2
61	R-61	1	2	2	2	2	2	4	2	2	2	4	2

62	R-62	2	3	3	2	3	2	2	3	3	1	1	2
63	R-63	3	3	2	2	2	2	4	2	2	2	4	2
64	R-64	1	3	3	3	4	4	3	3	4	2	4	2
65	R-65	1	2	2	2	2	2	4	4	2	1	2	2
66	R-66	3	3	4	3	4	4	1	4	4	3	1	3
67	R-67	3	4	2	4	1	4	1	4	2	1	3	4
68	R-68	2	1	2	1	1	1	1	1	1	1	1	1
69	R-69	3	2	2	1	2	2	2	1	1	2	2	3
70	R-70	4	4	2	2	2	1	1	1	1	1	1	1
71	R-71	3	3	3	1	3	2	2	3	3	1	1	2
72	R-72	2	1	3	2	2	2	2	4	3	3	1	2
	TOT	18	20	21	19	17	16	18	18	19	14	16	16
	AL	3	0	6	8	6	5	7	6	7	6	2	4

Appendix 9

The score for Normality test

X variable

No.	Code	Score
1.	R-1	11
2.	R-2	10
3.	R-3	10
4.	R-4	13
5.	R-5	21
6.	R-6	13
7.	R-7	12
8.	R-8	13
9.	R-9	11
10.	R-10	9
11.	R-11	9
12.	R-12	12
13.	R-13	10
14.	R-14	19
15.	R-15	12
16.	R-16	11
17.	R-17	10
18.	R-18	12
19.	R-19	7
20.	R-20	13
21.	R-21	12
22.	R-22	14
23.	R-23	11
24.	R-24	12
25.	R-25	13
26.	R-26	12
27.	R-27	7
28.	R-28	12
29.	R-29	7
30.	R-30	11
31.	R-31	10
32.	R-32	10
33.	R-33	12

Y variable

No.	Code	Score
1.	R-1	11
2.	R-2	14
3.	R-3	10
4.	R-4	16
5.	R-5	18
6.	R-6	14
7.	R-7	15
8.	R-8	14
9.	R-9	20
10.	R-10	16
11.	R-11	16
12.	R-12	20
13.	R-13	16
14.	R-14	19
15.	R-15	13
16.	R-16	18
17.	R-17	18
18.	R-18	14
19.	R-19	15
20.	R-20	18
21.	R-21	14
22.	R-22	14
23.	R-23	19
24.	R-24	17
25.	R-25	16
26.	R-26	18
27.	R-27	15
28.	R-28	15
29.	R-29	18
30.	R-30	14
31.	R-31	14
32.	R-32	15
33.	R-33	13

34.	R-34	15
35.	R-35	10
36.	R-36	13
37.	R-37	13
38.	R-38	9
39.	R-39	20
40.	R-40	11
41.	R-41	11
42.	R-42	9
43.	R-43	8
44.	R-44	7
45.	R-45	7
46.	R-46	8
47.	R-47	11
48.	R-48	8
49.	R-49	9
50.	R-50	18
51.	R-51	11
52.	R-52	9
53.	R-53	11
54.	R-54	13
55.	R-55	12
56.	R-56	12
57.	R-57	8
58.	R-58	13
59.	R-59	15
60.	R-60	10

34.	R-34	14
35.	R-35	15
36.	R-36	15
37.	R-37	10
38.	R-38	12
39.	R-39	19
40.	R-40	17
41.	R-41	14
42.	R-42	14
43.	R-43	14
44.	R-44	11
45.	R-45	12
46.	R-46	14
47.	R-47	15
48.	R-48	10
49.	R-49	12
50.	R-50	14
51.	R-51	11
52.	R-52	12
53.	R-53	9
54.	R-54	14
55.	R-55	14
56.	R-56	14
57.	R-57	14
58.	R-58	13
59.	R-59	12
60.	R-60	11

61.	R-61	10
62.	R-62	8

61.	R-61	11
62.	R-62	13

63.	R-63	10
64.	R-64	18
65.	R-65	12
66.	R-66	12
67.	R-67	11
68.	R-68	13
69.	R-69	11
70.	R-70	9
71.	R-71	9
72.	R-72	12

63.	R-63	10
64.	R-64	20
65.	R-65	11
66.	R-66	17
67.	R-67	11
68.	R-68	13
69.	R-69	15
70.	R-70	9
71.	R-71	17
72.	R-72	18

Appendix 10

The score for Linearity test

X variable

No.	Code	Score
1.	R-1	11
2.	R-2	10
3.	R-3	10
4.	R-4	13
5.	R-5	21
6.	R-6	13
7.	R-7	12
8.	R-8	13
9.	R-9	11
10.	R-10	9
11.	R-11	9
12.	R-12	12
13.	R-13	10
14.	R-14	19
15.	R-15	12
16.	R-16	11
17.	R-17	10
18.	R-18	12
19.	R-19	7
20.	R-20	13
21.	R-21	12
22.	R-22	14
23.	R-23	11
24.	R-24	12
25.	R-25	13
26.	R-26	12
27.	R-27	7
28.	R-28	12
29.	R-29	7
30.	R-30	11
31.	R-31	10

Y variable

No.	Code	Score
1.	R-1	11
2.	R-2	14
3.	R-3	10
4.	R-4	16
5.	R-5	18
6.	R-6	14
7.	R-7	15
8.	R-8	14
9.	R-9	20
10.	R-10	16
11.	R-11	16
12.	R-12	20
13.	R-13	16
14.	R-14	19
15.	R-15	13
16.	R-16	18
17.	R-17	18
18.	R-18	14
19.	R-19	15
20.	R-20	18
21.	R-21	14
22.	R-22	14
23.	R-23	19
24.	R-24	17
25.	R-25	16
26.	R-26	18
27.	R-27	15
28.	R-28	15
29.	R-29	18
30.	R-30	14
31.	R-31	14

32.	R-32	10
33.	R-33	12
34.	R-34	15
35.	R-35	10
36.	R-36	13
37.	R-37	13
38.	R-38	9
39.	R-39	20
40.	R-40	11
41.	R-41	11
42.	R-42	9
43.	R-43	8
44.	R-44	7
45.	R-45	7
46.	R-46	8
47.	R-47	11
48.	R-48	8
49.	R-49	9
50.	R-50	18
51.	R-51	11
52.	R-52	9
53.	R-53	11
54.	R-54	13
55.	R-55	12
56.	R-56	12
57.	R-57	8
58.	R-58	13
59.	R-59	15
60.	R-60	10

32.	R-32	15
33.	R-33	13
34.	R-34	14
35.	R-35	15
36.	R-36	15
37.	R-37	10
38.	R-38	12
39.	R-39	19
40.	R-40	17
41.	R-41	14
42.	R-42	14
43.	R-43	14
44.	R-44	11
45.	R-45	12
46.	R-46	14
47.	R-47	15
48.	R-48	10
49.	R-49	12
50.	R-50	14
51.	R-51	11
52.	R-52	12
53.	R-53	9
54.	R-54	14
55.	R-55	14
56.	R-56	14
57.	R-57	14
58.	R-58	13
59.	R-59	12
60.	R-60	11

61.	R-61	10
62.	R-62	8
63.	R-63	10
64.	R-64	18
65.	R-65	12
66.	R-66	12
67.	R-67	11
68.	R-68	13
69.	R-69	11
70.	R-70	9
71.	R-71	9
72.	R-72	12

61.	R-61	11
62.	R-62	13
63.	R-63	10
64.	R-64	20
65.	R-65	11
66.	R-66	17
67.	R-67	11
68.	R-68	13
69.	R-69	15
70.	R-70	9
71.	R-71	17
72.	R-72	18

Appendix 11

The result of the validity test

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item1	37.77	88.593	.487	.859
item2	38.89	88.575	.417	.861
item3	38.09	84.610	.513	.857
item4	38.77	89.711	.386	.862
item5	39.14	87.832	.535	.857
item6	38.94	90.938	.344	.864
item7	38.40	83.541	.662	.851
item8	37.63	86.534	.402	.863
item9	38.69	83.575	.656	.851
item10	38.00	83.588	.535	.856
item11	38.46	82.079	.610	.852
item12	39.29	90.269	.455	.861
item13	37.94	82.055	.528	.857
item14	38.17	83.558	.478	.859
item15	38.51	85.316	.565	.855
item16	38.46	86.961	.404	.862
item17	38.57	85.546	.410	.863

Appendix 12

The result of reliability test

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item1	37.77	88.593	.487	.859
item2	38.89	88.575	.417	.861
item3	38.09	84.610	.513	.857
item4	38.77	89.711	.386	.862
item5	39.14	87.832	.535	.857
item6	38.94	90.938	.344	.864
item7	38.40	83.541	.662	.851
item8	37.63	86.534	.402	.863
item9	38.69	83.575	.656	.851
item10	38.00	83.588	.535	.856
item11	38.46	82.079	.610	.852
item12	39.29	90.269	.455	.861
item13	37.94	82.055	.528	.857
item14	38.17	83.558	.478	.859
item15	38.51	85.316	.565	.855
item16	38.46	86.961	.404	.862
item17	38.57	85.546	.410	.863

Appendix 13

The mean of students' watching English movies frequency

Statistics

The frequency of students' watching English movies

N	Valid	72
	Missing	0
	Mean	11.35
	Std. Error of Mean	.342
	Median	11.00
	Mode	12
	Std. Deviation	2.898
	Range	14
	Minimum	7
	Maximum	21

The score of the frequency of students' watching English movies

The frequency of students' watching English movies

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 7	5	6.9	6.9	6.9
8	5	6.9	6.9	13.9
9	8	11.1	11.1	25.0
10	10	13.9	13.9	38.9
11	12	16.7	16.7	55.6
12	14	19.4	19.4	75.0
13	10	13.9	13.9	88.9
14	1	1.4	1.4	90.3
15	2	2.8	2.8	93.1
18	2	2.8	2.8	95.8
19	1	1.4	1.4	97.2
20	1	1.4	1.4	98.6
21	1	1.4	1.4	100.0
Total	72	100.0	100.0	

The mean of the students' speaking ability

Statistics

The students' speaking ability

N	Valid	72
	Missing	0
Mean		14.42
Median		14.00
Mode		14
Std. Deviation		2.782
Variance		7.739
Range		11
Minimum		9
Maximum		20

Appendix 16

The score of students' speaking ability

The Students' Speaking Ability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9	2	2.8	2.8	2.8
	10	4	5.6	5.6	8.3
	11	7	9.7	9.7	18.1
	12	5	6.9	6.9	25.0
	13	5	6.9	6.9	31.9
	14	18	25.0	25.0	56.9
	15	9	12.5	12.5	69.4
	16	5	6.9	6.9	76.4
	17	4	5.6	5.6	81.9
	18	7	9.7	9.7	91.7
	19	3	4.2	4.2	95.8
	20	3	4.2	4.2	100.0
	Total	72	100.0	100.0	

Appendix 17

The result of Normality test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		72
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	2.61279118
Most Extreme Differences	Absolute	.058
	Positive	.054
	Negative	-.058
Kolmogorov-Smirnov Z		.489
Asymp. Sig. (2-tailed)		.970

a. Test distribution is Normal.

Appendix 18

The result of Linearity Test

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
The Students' Speaking Ability * The Frequency of Students' Watching English Movie	Between Groups	(Combined)	108.843	12	9.070	1.214	.295
		Linearity	64.806	1	64.806	8.677	.005
		Deviation from Linearity	44.037	11	4.003	.536	.871
	Within Groups		440.657	59	7.469		
	Total		549.500	71			

Appendix 19

The result of Correlation X and Y

Correlations

		The Frequency of Students' Watching English Movie	The Students' Speaking Ability
The Frequency of Students' Watching English Movie	Pearson Correlation	1	.343*
	Sig. (2-tailed)		.003
	N	72	72
The Students' Speaking Ability	Pearson Correlation	.343**	1
	Sig. (2-tailed)	.003	
	N	72	72

** . Correlation is significant at the 0.01 level (2-tailed).

Appendix 20

The result of Regression Equation

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	10.676	1.261		8.463	.000
The Frequency of Students' Watching English Movie	.330	.108	.343	3.059	.003

a. Dependent Variable: The Students' Speaking Ability

a b

Appendix 21

The result of Regression Analysis

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	10.676	1.261		8.463	.000
The Frequency of Students' Watching English Movie	.330	.108	.343	3.059	.003

a. Dependent Variable: The Students' Speaking Ability

Appendix 22



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jln. Prof. Hamka Km.2 Telp. (024) 7601295 Fax. 7615387 Semarang 50185

Nomor: B -3292 /Un.10.3/D.1/TL.00./04/2019

25 April 2019

Lamp : -

Hal : Mohon Izin Riset

A.n. : Siti Niswaton Ni'mah

NIM : 1503046017

Yth.

Kepala Sekolah SMA N 1 Kragan
di tempat.

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Siti Niswaton Ni'mah

NIM : 1503046017

Alamat : Ds.Kragan, Kec.Kragan, Kab.Rembang

Judul skripsi : *The Influence of Frequency of Students' Watching English Movies on Their Speaking Ability.*

Pembimbing :

1. Dr.Hj. Siti Mariani, M.Pd.

2. Siti Tarwiyah, SS.,M.Hum.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 7 hari, mulai tanggal 9 Mei 2019 sampai dengan tanggal 17 Mei 2019.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alaikum Wr.Wb.



n. Dekan,

Dekan Bidang Akademik

Dr. M. Fatah Svukur, M.Ag.

NIP : 19681212 199403 1 003

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)



PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
**SEKOLAH MENENGAH ATAS NEGERI 1
KRAGAN**

Jalan Raya Pandangan, Kragan, Rembang Kode Pos 59273 Telepon 0356-412809
Faksimile 0356-412809 Surat Elektronik smkragan@yahoo.co.id

SURAT KETERANGAN

Nomor : 070 / 672 / 2019

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Kragan Kabupaten Rembang menerangkan bahwa :

Nama : Siti Niswaton Ni'mah
NIM : 1503046017
Fak. / Program Studi : Ilmu Tarbiyah dan Keguruan

Universitas Islam Negeri Wali Songo Semarang

Mulai tanggal 9 Mei sampai dengan 17 Mei 2019 telah melaksanakan Penelitian di SMA Negeri 1 Kragan Kabupaten Rembang dengan judul :

"The Influence of Frequency of Students Watching English Movies on Their Speaking Ability.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kragan, 16 Mei 2019

Kepala Sekolah



Juhartatik, M. Pd.

Perbita/Go.IV/a

NIP. 19750927 199903 2 005

Appendix 24



PEMERINTAH PROPINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 1
KRAGAN

Jalan Raya Pandangan Kragan Telp. (0356) 412809 Rembang - 59273
Faksimile 0356-412809 Surat Elektronik smakragan@yahoo.co.id

KEADAAN MUTASI SISWA

TAHUN PELAJAR : 2018 / 2019
BULAN : APRIL 2019

KELAS	AWAL BULAN			MASUK			KELUAR			KETERANGAN
	L	P	JML	L	P	JML	L	P	JML	
X.IPA.1	10	25	35							
X.IPA.2	10	25	35							
X.IPA.3	11	25	36							
X.IPA.4	12	24	36							
X.IPA.5	12	24	36							
X.IPS.1	20	14	34							
X.IPS.2	18	14	32							
X.IPS.3	20	16	36							
X.IPS.4	18	16	34							
X.IPS.5	18	17	35							
JUMLAH : I	149	200	349							
XI.IPA.1	12	20	32							
XI.IPA.2	13	20	33							
XI.IPA.3	15	20	35							
XI.IPA.4	14	19	33							
XI.IPA.5	14	20	34							
XI.IPS.1	12	20	32							
XI.IPS.2	13	18	31							
XI.IPS.3	13	18	31							
XI.IPS.4	13	19	32							
XI.IPS.5	12	19	31							
JUMLAH : II	131	193	324							
XII.IPA.1	16	22	38							
XII.IPA.2	16	19	35							
XII.IPA.3	15	22	37							
XII.IPA.4	16	22	38							
XII.IPA.5	14	23	37							
XII.IPS.1	15	17	32							
XII.IPS.2	14	17	31							
XII.IPS.3	16	15	31							
XII.IPS.4	18	15	33							
XII.IPS.5	18	14	32							
JUMLAH : III	158	186	344							
JUMLAH	438	579	1017							

KRAGAN,
Kepala SMA N 1 Kragan

2019

Juhartutik,M.Pd
Pembina (IV/a)
NIP. 19750927 199903 2 005



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

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Jl. Prof DR Hamka (Ngalian km 1) Tambakaji Semarang - Jawa Tengah 50185
Telp. (024) 7608786 Fax (024) 7619177 - *website* : aismuh.ac.id

PENELITI : Siti Niswaton Ni'mah
NIM : 1503046017
JURUSAN : Pendidikan Bahasa Inggris
JUDUL : THE INFLUENCE OF FREQUENCY OF STUDENTS' WATCHING
ENGLISH MOVIES ON THEIR SPEAKING ABILITY

HIPOTESIS:

a. Hipotesis Korelasi

H₀: Tidak ada hubungan yang signifikan antara frekuensi menonton film berbahasa inggris terhadap kemampuan berbicara siswa

H₁: Ada hubungan yang signifikan signifikan antara frekuensi menonton film berbahasa inggris terhadap kemampuan berbicara siswa

Hipotesis Uji F

H₀: Tidak ada pengaruh yang signifikan antara frekuensi menonton film berbahasa inggris terhadap kemampuan berbicara siswa

H₁: ada pengaruh yang signifikan antara frekuensi menonton film berbahasa inggris terhadap kemampuan berbicara siswa

Hipotesis Uji t (Parsial)

H₀: Koefisien regresi tidak signifikan

H₁: koefisien regresi signifikan



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Telp. (024) 7608786 Fax (024) 7619177 - website : aismuh.ac.id

HASIL DAN ANALISIS DATA

Correlations

		Speaking	frequency of students' watching English movies
Speaking	Pearson Correlation	1	.343**
	Sig. (2-tailed)		.003
	N	72	72
frequency of students' watching English movies	Pearson Correlation	.343**	1
	Sig. (2-tailed)	.003	
	N	72	72

** . Correlation is significant at the 0.01 level (2-tailed).

Keterangan:

Sig. = $0.003 \leq 0.05$, maka H_0 ditolak artinya terdapat hubungan antara frekuensi menonton film berbahasa inggris terhadap kemampuan berbicara siswa. Nilai koefisien korelasi sebesar 0.343 artinya hubungan antara frekuensi menonton film berbahasa inggris terhadap kemampuan berbicara siswa **Lemah**.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.343**	.118	.105	2.631

a. Predictors: (Constant), frequency of students' watching English movies



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Telp. (024) 7608786 Fax (024) 7619177 - *website* : aismuh.ac.id

Keterangan:

Kontribusi frekuensi menonton film berbahasa inggris terhadap kemampuan berbicara siswa adalah sebesar 11.8% dan sisanya dipengaruhi oleh faktor lain.

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	64.806	1	64.806	9.359	.003 ^a
	Residual	484.694	70	6.924		
	Total	549.500	71			

a. Predictors: (Constant), frequency of students' watching English movies

b. Dependent Variable: Speaking

Keterangan:

Sig. = 0.003 \leq 0.05, maka H_0 ditolak artinya terdapat pengaruh **signifikan** antara frekuensi menonton film berbahasa inggris terhadap kemampuan berbicara siswa.



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Telp. (024) 7608786 Fax (024) 7619177 - *website* : aismuh.ac.id

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1					
(Constant)	10.676	1.261		8.463	.000
frequency of students' watching English movies	.330	.108	.343	3.059	.003

a. Dependent Variable: Speaking

Keterangan:

Persamaan regresi adalah $Y = 10.676 + 0.330X$

Uji koefisien variabel frekuensi menonton film berbahasa inggris (0.330): sig. = 0.003 maka H_0 ditolak artinya koefisien variabel frekuensi menonton film berbahasa inggris **Signifikan** dalam mempengaruhi variabel Y (kemampuan berbicara siswa)



Semarang, 09 Juli 2019

Laboratorium

Deden Istiawan, S.Si., M.Kom

Appendix 26

Name	: Nujma Kamila
Student Number	: 20
Class	: X mipa 3

Please choose the answers based on your habit by paying attention to the provisions below!

Always	: Everyday
Often	: once until 6 times a week
Sometimes	: once until 3 times a month
Rarely	: once a year
Never	: never

1. Do you watch English movies?
a. Always Sometimes e. Never
b. Often e. rarely
2. Do you spend your spare time to watch English movies?
a. Always c. Sometimes e. Never
b. Often rarely
3. Do you watch English movies on holiday?
a. Always Sometimes e. Never
b. Often e: rarely
4. Do you watch the same English movies more than once?
a. Always Sometimes e. Never
b. Often e. rarely
5. Do you watch English movies more than once a day?
a. Always c. Sometimes Never
b. Often e. rarely
6. Do you watch Action movies?
a. Always Sometimes e. Never
b. Often e. rarely
7. Do you watch Adventure movies?
a. Always Sometimes e. Never
b. Often e. rarely
8. Do you watch Animation movies?
a. Always Sometimes e. Never
b. Often e. rarely
9. Do you watch Comedy movies?
a. Always c. Sometimes e. Never
b. Often Rarely

10. Do you watch Drama movies?
a. Always c. Sometimes e. Never
b. Often e. rarely
11. Do you watch Fantasy movies?
a. Always c. Sometimes e. Never
b. Often e. rarely
12. Do you watch Horror movies?
a. Always c. Sometimes e. Never
b. Often e. rarely
13. Do you watch Musical movies?
a. Always c. Sometimes e. Never
b. Often rarely
14. Do you watch Romance movies?
a. Always c. Sometimes e. Never
b. Often rarely
15. Do you watch Science fiction movies?
a. Always c. Sometimes e. Never
b. Often rarely
16. Do you watch Thriller movies?
a. Always c. Sometimes e. Never
b. Often rarely
17. Do you watch War movies?
a. Always c. Sometimes e. Never
b. Often rarely