

THE CORRELATION BETWEEN STUDENTS' HABIT OF WATCHING ENGLISH MOVIE AND THEIR VOCABULARY MASTERY

Nurhayati Nurhayati¹, Abellita G. Mamesah², Alan H.F. Sanger³, Elizabeth M.M. Lasut⁴

^{1, 2, 3, 4}Universitas Klabat, Jl. Arnold Mononutu, Airmadidi Bawah, Manado, Sulawesi Utara, Indonesia

Email: nurhayati@unklab.ac.id

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Abstract. The purpose of this study is to find out the correlation between students' habit of watching English movie and their vocabulary mastery and used quantitative research. This study's respondents are 9th-grade students at SMP Advent Unklab Airmadidi, particularly those enrolled in the second semester of the academic year 2022/2023. This study is a descriptive and correlative design. The data was collected from 59 students from 9th grade of SMP Advent Unklab Airmadidi. Descriptive mean analysis and Pearson Product Coefficient Correlation were used to answer the research questions. The findings revealed that (1) the level of students' habit of watching English movie was 4.30, indicating an often level; (2) the level of students' vocabulary mastery was 4.29, indicating a high level; and (3) the $p = 0.003$ and $r = 0.379$, indicating that there is a significant correlation between students' habit of watching English movie and their vocabulary mastery. And from the results show that there is a significant correlation between the two variables, and it is important for teachers to know that watching English movies is a good medium for students to learn English, especially for students' vocabulary mastery.

Keywords: Habit, Vocabulary Mastery, Watching English Movies.

Abstrak. Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara kebiasaan siswa menonton film berbahasa Inggris dan penguasaan kosakata mereka dan menggunakan penelitian kuantitatif. Responden penelitian ini adalah siswa kelas 9 SMP Advent Unklab Airmadidi, khususnya yang terdaftar pada semester genap tahun pelajaran 2022/2023. Penelitian ini merupakan penelitian deskriptif dan korelatif. Data dikumpulkan dari 59 siswa kelas 9 SMP Advent Unklab Airmadidi. Analisis mean deskriptif dan Korelasi Koefisien Produk Pearson digunakan untuk menjawab pertanyaan penelitian. Temuan penelitian menunjukkan bahwa tingkat kebiasaan siswa menonton film berbahasa Inggris adalah 4,30, yang menunjukkan tingkat sering. Tingkat penguasaan kosakata siswa sebesar 4,29 yang menunjukkan tingkat tinggi; dan (3) $p = 0,003$ dan $r = 0,379$, yang menunjukkan bahwa terdapat hubungan yang signifikan antara kebiasaan siswa menonton film berbahasa Inggris dengan penguasaan kosakata mereka. Hasil menunjukkan bahwa terdapat korelasi yang signifikan antara kedua variabel tersebut, dan penting bagi guru untuk mengetahui bahwa menonton film berbahasa Inggris merupakan media yang baik bagi siswa untuk belajar bahasa Inggris, khususnya untuk penguasaan kosakata siswa.

Kata Kunci: Kebiasaan, Penguasaan Kosakata, Menonton Film Berbahasa Inggris.

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INTRODUCTION

English has evolved over the last few decades to become the world's most important and dominating language. Language learners may find it time-consuming to master a new language. Second or foreign language teachers have been experimenting with many different sorts of English materials to discover the most attractive and efficient manner of language instruction. One effective method to encourage English language learners to practice their English by viewing English movies. Proponents of this type of media believe that movies allow for more interactive and appealing teaching and learning of English (Tafari, 2009). In addition, the use of English movies as a learning medium can bring students closer to the learning that will be applied by the teacher. Many researchers (Ismaili, 2013; Khoshniyat & Dowlatabadi, 2014; Li & Wang, 2015; Qiu, 2017) have stated that several advantages are present in using English movies as a tool for language development. These advantages include enhanced student motivation, better speech and communication skills, and greater cultural awareness, all of which contribute to a more genuine language acquisition process. Accordingly, Khoshniyat and Dowlatabadi (2014) believe that using English movies can empower English language learners with extensive vocabulary lists, syntax, and other language skills that enable them to improve their English proficiency. Sabouri and Zohrabi (2015) said that, in learning English, movies can help with problem variables, such as lack of understanding, limited vocabulary, slow reading, bad grammar, and low-level conversation skills.

Learning does not necessarily need to occur in a classroom; it may happen anywhere. When studying a language, students do not necessarily face the teacher. Learners can learn whenever and from anywhere they choose. Students' practice of watching English movies may help them enhance their vocabulary. In addition, Gultom (2018) stated that the habit of watching movie provide opportunities to study language about vocabulary. Moreover, students should have a schedule for it to get new vocabulary and find much information about grammar to help language skill. Sometimes, they also found problems with the structure, and difficult new vocabulary, based on the dialogue by the native speaker. Rahmalia (2 watching movies provides opportunities to study language about vocabulary, get new vocabulary, and find much information about grammar to help language skills language skill. Students may find the movie challenging since it is typically quicker than the instructor's speech, but it may also be fun and useful to teach skills of English.

One of the main problems that affect the learning process of English is the lack of ability to comprehend vocabulary. The center of the reading process is vocabulary and students who cannot master the vocabulary of the text used in their class often struggle to understand the

required class reading (Coxhead et al., 2010). In gaining knowledge, understanding vocabulary can be a predictor of successful learning. Such vocabulary studies show that poor vocabulary skills can significantly limit the ability of students to understand written texts (Burgoyne et al., 2009). This shows that the understanding of vocabulary has an impact on their learning process. As a result, Burgoyne stressed that limited vocabulary skills might greatly limit the capacity of students. Because of the lack of vocabulary knowledge, students become inactive when given the responsibility of speaking because they do not have additional language when speaking. Likewise, when given an exam, many students cannot finish it because of a lack of vocabulary. And that is a factor that can interfere with student learning. The limitations of this language knowledge are serious because of these limitations many things appear in learning. For this reason, related to this problem, English also needs to be studied on how this English can be easily learned by students especially specifically in understanding their vocabulary. Because without vocabulary, it is very difficult to carry out listening, speaking, and also in writing. And through observations made by researchers at SMP Advent Unklab Airmadidi, it was found that some students in SMP Advent Unklab Airmadidi lacked vocabulary mastery. When the teacher gave vocabulary, students did not understand what the teacher was saying and did not know how to write the words that have been given by the teacher. Not only that, but the researchers also found that when students read the words given by the teacher some students did not know how to read and often misheard the words given by the teacher in class. Through this phenomenon, the researchers decided to conduct this study. The main objective of this research was to ascertain the correlation between students' habit of watching English movie and their vocabulary mastery. Following the objectives, the following research questions were developed as follows. 1. What is the level of students' habit of watching English movie? 2. What is the level of students' vocabulary mastery? 3. Is there any significant correlation between students' habit of watching English movie and their vocabulary mastery?

Habits

A habit is something that individuals do regularly. According to Lally, van Jaarsveld, Potts, & Wardle (2010), habits form through the repetition of behaviour in a specific context. This suggests that habit is a part of human life in general. According to De Hauwer (2019), habits evolve when people respond consistently in a stable situation and create direct links in memory between that response and cues in the performance context. It thus implies that if you perform the same thing again and over, someone will become accustomed to responding to something that is normally done repeatedly, and it will become incorporated into a behavioural pattern

when it is already in memory. Gardner (2015) stated that habits are stimulus-driven but also assumptions about the factors that are responsible for the stimulus-driven nature of habits. Therefore, if watching English movie is an act that reflects students' habits, it follows that their habit of watching English movie would become an unconscious part of their identity.

Watching English Movies

English movies are one of the essential instruments for learning English. One of the interesting media that can help students learn vocabulary is film or movies (Simamora & Oktaviani, 2020). When students want to learn English, English movies may be a useful and active medium. The utilization of movies media as entertainment-related educational materials benefits students' learning. Not only is watching movies entertaining and pleasurable but learning through watching is more fun and has numerous advantages. Watching movies in the classroom has been found to help students build vocabulary skills, improve listening ability, and stimulate thought and discussion (Curtis, 2007; Kaiser, 2011). Movies have also been shown to improve students' willingness to learn a foreign language and interact with the target culture (Ismaili, 2013; Luo, 2004; Ruusunen, 2011). Furthermore, pupils often respond positively to the use of movies in the classroom (Ismaili, 2013; Kabooha, 2016). Foreign language students commonly study with textbooks and teacher-provided materials that include conversations for listening and speaking practice.

Furthermore, viewing movies might help students to improve their English abilities. Learning English by watching movies, for example, teaches helps one comprehend how to interpret and balance expressions, aids in understanding the message sent by nonverbal cues, comprises a series of courses to illustrate a technique, and incorporates audio and images that aid in studying. Native speakers' speed, vocabulary, pronunciation, and accents may differ significantly from the language provided in textbooks, making it challenging for language learners to converse with native speakers (Kaiser, 2011).

Vocabulary Mastery

Acquiring the vocabulary helps pupils convey their thoughts vocally and in writing successfully. Students must first acquire the vocabulary necessary to communicate effectively in a foreign language, such as English. The significance of vocabulary in English learning cannot be emphasized. The foundation of communication is vocabulary. It indicates that vocabulary is vital in communication and that students cannot communicate well unless they have a large vocabulary. If students comprehend the language, it will be easier for them to

converse in it. Students will struggle to explain their knowledge and even produce if their vocabulary is insufficient. Because Indonesians do not utilize English daily, it is regarded as a foreign language in the country (Mandasari & Oktaviani, 2018). As a result, learning English is not as straightforward as it looks. It is a time-consuming process to become proficient in the English language. Furthermore, other aspects of this language must be acquired, one of which is vocabulary. One fundamental issue is the absence of mastery of vocabulary (Fitri, 2018). Vocabulary is an essential component of language ability and serves as the foundation for how effectively students communicate, understand, comprehend, and express. In this instance, when studying vocabulary mastery, students must change their learning style (Wahyudin & Rido, 2020), strategy (Lestari & Wahyudin, 2020), and media use (Sari & Wahyudin, 2019; Sasalia & Sari, 2020). It might make it easier for students to expand their language expertise.

Related Study

Many scholars throughout the world were eager to learn more about the influence of watching English movies with standard subtitles on students' vocabulary comprehension. The following topics present the conclusions or results provided by several researchers. Megawati et al. (2021) conducted a study about the relationship between watching habits of speaking English using English subtitles, and English-speaking skills. This study was carried out on STKIP Kusumanegara Jakarta semester students in three English Education Study programs. The quantitative research approach is used, with a sample size of 20 students. The information gathered is in the form of speaking ability exams and surveys on students' viewing habits of English movies. Using English subtitles two variables are used in this investigation. The habit of watching English Movies with English subtitles is the independent variable, whereas the ability to speak English is the dependent variable. The research findings of sig. (2-tailed) $0.014 < 0.05$ indicate that high speaking ability is impacted by the habit of viewing movies. There is a link between viewing English movies with English subtitles and improving one's speaking abilities. The level of correlation coefficient $0.539 > 0.05$ indicates that if the habit of viewing English movies is strong, the ability to speak English is likewise high, and if the habit of watching Western movies is low, the ability to speak English is low.

Rahmalia (2020) conducted a study about correlation between students' habit in watching English movies and vocabulary mastery of the students in the English education study program of IAIN Palangka Raya. The investigation was quantitative in character. To collect data, the researcher used a questionnaire and a test. The population of the study was made up of IAIN Palangkaraya's five-semester students. The sample size for the study was 60 students. The

sampling approach employed in this investigation was cluster sampling. A questionnaire is utilized to collect information on students' viewing habits of English movies. A test was used to collect data on language knowledge. The Pearson product-moment correlation was employed in the data analysis approach. The research findings demonstrate a positive but minor association between students' habit of viewing English movies and vocabulary mastering at IAIN Palangka Raya ($r_{xy} = 0.168$ $r_{table} = 0.254$). The hypothesis (H_a) is accepted, whereas the null hypothesis (H_o) is rejected. This phrase means that students' habit of watching English movies has a positive association, yet it is unimportant to students' vocabulary proficiency.

Sari and Aminatun (2021) conducted a study about students' perception of the use of English movies to improve vocabulary mastery. Movies are an entertaining medium that may assist students to acquire language. It moreover gives details about an item and clarifies the setting of the class. The purpose of this study is to evaluate students' attitudes regarding using movies to increase their language proficiency. This research was carried out at Universitas Teknokrat Indonesia in Bandar Lampung. Questionnaires and interviews were the primary data-gathering tools. According to the conclusions of the study, pupils exhibit a good attitude. The use of movies in class has the appearance of increasing vocabulary knowledge. As a result, it can help youngsters increase their vocabulary acquisition, which they can subsequently use in their academics. They may participate in conversation or writing when they utilize English.

Rachmawati (2018) conducted a study about the relationship between students' habit in watching English movie and their listening achievement. The study's findings demonstrated a relatively weak relationship between students' viewing habits of English films and their listening abilities. It is shown by the fact that (0.132) is less than (0.361). Given that the alternative hypothesis (H_a) in this study was rejected, the null hypothesis (H_o) indicates that there is no relationship between students' watching habits of English movies. Their capacity to listen has been noted. Finally, in the Academic Year 2017/2018, there is no association between students' habit of viewing English movies and their listening achievement among 4th-semester students of UIN Jakarta's Department of English Education.

Habibah (2018) conducted a study about the correlation between watching English movies and listening skills in XI-grade students at SMA Muhammadiyah 1 Sampit. The purpose of this study is to investigate the relationship between watching English movies and listening ability in class XI students at SMA Muhammadiyah 1 Sampit. The researcher used a correlation research methodology. The researcher employed random cluster sampling to pick the sample. Thus, the students of class XI majoring in science were chosen as the sample, with a total of 34 individuals. Questionnaires and papers were utilized by the researchers to collect data. The

correlation coefficient value of 0.656 suggested a substantial relationship between watching English movies and students' listening comprehension. This implies that watching English movies may benefit pupils' listening abilities. According to these data, there is a link between viewing English movies and enhancing one's listening skills in English students. It might be argued that students can improve their English abilities more effectively by viewing English movies or listening to English music.

Wulan (2016) conducted a study about the correlation study on the habit of watching animation movies, vocabulary mastery, and writing skills of the second-grade students of SMA Negeri 4 Surakarta in the academic year 2015/2016. Correlation research is used in this investigation. In May 2016, the event was held at SMA Negeri 4 Surakarta. This study's population comprised all pupils in class XI SMA Negeri 4 Surakarta, which had 10 classrooms. There are 320 students enrolled. In this study, 31 students were chosen to utilize the cluster random sampling approach. Questionnaires and tests were used to collect data. Questionnaires were utilized to get information on the habit of viewing animated movies, and tests were employed to gather information about vocabulary knowledge and writing abilities. Multiple Regression and Simple Correlation The data was examined using correlation. Data analysis revealed, at the significance level = 0.05, that (1) there is a positive relationship between the habit of watching animated movies and writing skills ($r_{x1y} = 0.4935$, $t_o = 3.0556 > t_t = 1.7$); (2) there is a positive relationship between vocabulary mastery and writing skills ($r_{x2y} = 0.5067$, $t_o = 3.1647 > t_t = 1.7$); and (3) there is a positive relationship between the habit of watching animation, vocabulary mastery, and writing skills ($R_{y12} = 0.0.7370$ and $F_o = 16.65 > F_t = 3.34$). Viewing animated movies and understanding language, according to these studies, are important components that contribute to writing talents. The pupils' habit of watching animated movies contributed 24.35% to their writing abilities, while vocabulary proficiency contributed 25.67%. Students' habits of watching animated movies and knowledge of terminology contributed 74% to their writing abilities. In essence, this study demonstrates that viewing animated movies and mastering vocabulary are essential aspects that can improve students' writing skills. These aspects should be strengthened to improve pupils' writing abilities.

METHOD

The design that the researchers used in this study is descriptive and corelative design. The descriptive design found out the level of English movie in language learning and the level of students' vocabulary mastery. Aggarwal and Ranganathan (2019) stated that a descriptive study is designed to describe the distribution of one or more variables, without regard to any

causal or other hypotheses. The correlative design was determining the correlation between students' habit of watching English movie and their vocabulary mastery. According to Fraenkel and Wallen (2007), this analysis is used to determine whether the study variables are a significant relationship. The respondents of this study were 9th-grade students from SMP Advent Unklab Airmadidi, especially those who are enrolled in the second semester of the academic year 2022/2023. The respondents included the students from the A class 28 students and from the B class are 31 students. So, the total respondents are 59 students. In this study, the researchers used the convenience sampling method. Etikan, Musa & Alkassim (2016) The purpose of convenience sampling is to obtain information from participants who are conveniently accessible to the researcher, such as enrolling providers for study participation at a staff meeting. Data was collected based on the available students and also fill the required data.

The equipment was used to collect data in this investigation from the questionnaire. The original questionnaire from Gultom (2018). The total items of the questionnaire are 14 items. The questionnaire consists of two constructs, namely the correlation between students' habit of watching English movies and their vocabulary mastery. The questionnaire is designed with a 5-point Likert scale, starting from 1 = always to 5 = never. To find out whether the questionnaire is valid or invalid, the researcher analyzed the items of the questions using a statistical tool. Validity and reliability are used to determine if a questionnaire is valid or invalid. Statistical techniques were used to analyze the data. The researchers used a reliability analysis scale to determine reliability. If the item's value does not exceed 0.05, it is considered legitimate. The Cronbach Alpha formula was used by the researchers to assess the reliability of the valid items in the questionnaire. If the item has a value greater than 0.70, it is dependable enough to support the investigation. However, the questionnaire used in this study was adapted from Gultom (2018) which originally came from Gultom (2018). The researchers also used statistical methods to test the instrument. A pilot reliability study was also conducted. The researchers explained to the respondents how to fill out the questionnaire that was delivered later when it is released. The researcher does not compel respondents to answer the questionnaire but asked them to do it correctly, truly, and truthfully. The researchers did not ask respondents to put down their names or any other personal information. If the respondents agreed to complete the questionnaire, the researcher distributed it and asked them to do so right away.

The statistical instrument was used to examine and interpret the data collected. The information is described as follows: Descriptive analysis of mean used to answer research question number one and two: "What is the level of students' habit of watching English movie?" and "What is the level of students' vocabulary mastery?" Pearson Product Moment Coefficient Correlation was used to answer research question number three: "Is there any significant correlation between students' habit of watching English movie and their vocabulary mastery?".

To analyze and interpret research question, the Pearson product-moment formula was used to see if there is any significant correlation between students' habit of watching English movies and their vocabulary mastery. A significant relationship in the variables was discovered if the significance value p was less than the significance level $\alpha = .05$. In this case, the standard coefficient was used to determine whether there is a significant relationship between students' habit of watching English movies and their vocabulary mastery.

RESULTS

To answer the research questions number 1, What is the level of students' habit of watching English movie? The mean score was used to find students' habit of watching English movie. This following table shows the mean score of students' habit of watching English movie.

Table 1. The mean score of the level students' habit of watching english movie

	N	Minimum	Maximum	Mean	Std. Deviation
Watching English Movies	59	4	5	4.30	.320
Valid N (listwise)	59				

The average score of students' habit of watching English movie is 4.30. based on the interpretation scale, the average score for students' habit of watching English movie is in the range of 3.50-4.49 which indicated an often level. This means that students' habit of watching English movie has a high level of watching English movie.

Answering the research question number 2, What is the level of students' vocabulary mastery? the mean score was used to find students' vocabulary mastery. This following table shows the mean score of students' vocabulary mastery.

Table 2. The mean score of the level students' vocabulary mastery

	N	Minimum	Maximum	Mean	Std. Deviation
Watching English Movies	59	4	5	4.29	.340
Valid N (listwise)	59				

The average score for vocabulary mastery is 4.29. based on the interpretation scale, the average score for vocabulary mastery is in the range of 3.50-4.49 which indicated a high level. This means that vocabulary mastery has a high level of watching English movie.

The third research question of this study was to determine if there was any significant correlation between variable x (Watching English Movie) and variable y (Vocabulary Mastery) in students while studying English using the Pearson Product Moment Correlation Coefficient, as indicated in Table 3.

Table 3. Correlation Between Students' Habit of Watching English Movie and Their Vocabulary Mastery

		Watching English Movie
Vocabulary Mastery	Pearson Correlation	0.379
	Sig. (2-tailed)	0.003
	N	59

The results revealed that $r = 0.379$ and $p = 0.003$. Because the p-value is less than 0.05, the researchers may conclude that there is a significant correlation between these two variables relating to students' habit of watching English movie and their vocabulary mastery. Thus, the hypothesis stating “There is a significant correlation between students' habit of watching English movie and their vocabulary mastery” is accepted.

Furthermore, the findings of this study are corroborated by other earlier studies discovered by the researcher. The first study, done by Radhia Zulfa (2018), said that when the researchers did this study on eleventh-grade students from Riyadhul Jannah Kuala Tungkal, it was discovered that there was a substantial relationship between these parameters and vocabulary proficiency when viewing English movies. According to the study's findings, viewing English movies helps them enhance their skills, especially in terms of acquiring new terminology. The second research, conducted by Bahrudin Dahniar and Masyhud Zainuddin (2016), discovered a significant correlation between students' habit of watching English Movie and Vocabulary Mastery in the Second Year of SMAN 1 Anggeraja. Furthermore, the researcher provided a study from Dedi Efrizal (2018) English movie that might stimulate students to be active and participate in vocabulary mastering throughout the teaching and learning process in the classroom.

DISCUSSION

This study employed a quantitative method that included both descriptive and correlational methodologies to determine the important correlation between watching English movie and vocabulary mastery among students studying English. The researchers used a questionnaire

from Suci Ramadayanti Gultom (2017). The respondents of this study were students in grade 9 in parallel D and the researchers took 34 students for pilot and the real study the researchers added 59 students in parallel A and B, who enrolled in the second semester of the academic year 2022/2023. The findings of the study showed that students had a high level of watching English movie. Furthermore, students in SMP Advent Unklab had an often level as well in vocabulary mastery since the mean score was 4.29. Lastly, the researcher found that there is a significant correlation between students' habit of watching English movie and their vocabulary mastery in learning English since the *p-value* is 0.003 which is less than $\alpha = 0.05$.

CONCLUSION

It can be concluded that students had an often level of watching English movie and vocabulary mastery. It was found that for research question number one, the level of students' habit of watching English movie was 4.30 for the mean score and analyzed as an often level. For research question number two, it was found that the level of vocabulary mastery was 4.29 and in the range of a high level. Regarding the *r-table* for *Pearson Correlation*, it was found in a score of 0.379 and a *p-value* of 0.003 which is less than $\alpha = 0.05$ which indicated as watching English movie and vocabulary mastery in this study were correlated.

RECOMMENDATIONS

In this section, the researchers give several recommendations based on the study's findings. For starters, this study may assist students recognize the value of viewing English movies to learn, especially in English class. This study is also important for researchers because, as they grow in their professions as teachers, they will understand the importance of students' habits of watching English movies and their vocabulary knowledge in English class. Most importantly, this study may serve as a platform for future researchers interested in conducting analogous research at other levels and under different conditions. Finally, this study can add to the body of knowledge on the impact of students' habit of watching English movies on their vocabulary mastery in English class.

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