

The Correlation Between Students' Habit of Watching English Movies and Their Speaking Ability

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Abstract

This study aimed to explore whether there is a connection between students' habit of watching English movies and their speaking skills. Conducted with 8th-grade students at Sekolah Menengah Pertama Negeri 2 Airmadidi during the 2023/2024 academic year, it involved 64 participants from B and C classes. The research utilized descriptive mean analysis and Pearson Product Coefficient Correlation to interpret the findings. Results indicated that students frequently watched English movies and possessed high speaking ability. However, no significant correlation was found between these two factors, suggesting that other elements may play a more critical role in speaking proficiency. Despite the lack of a strong link, the study highlights the potential benefits of watching English movies as part of a broader language-learning strategy, contributing to motivation, cultural awareness, and overall language acquisition. The findings provide valuable insights into the relationship between movie-watching habits and speaking skills, emphasizing the need for diverse and multifaceted approaches in language education.

Keywords—habit, speaking ability, watching English movies

INTRODUCTION

English has become the most widely spoken language globally as it serves as an international language for communication, trade, and cultural exchange. Learning a new language, including English, can be a lengthy and challenging process for learners. To find effective and engaging teaching methods, educators of second and foreign languages have explored various instructional resources. Among these, watching English movies has proven to be a valuable strategy for enhancing language skills. Sabouri and Zohrabi (2015) highlight that movies play a crucial role in language acquisition methods, often used in primary and secondary education to teach English fundamentals. Through movies, students can develop essential language skills such as vocabulary, pronunciation, and intonation. Khoshnayat and Dowlatabadi (2014) further emphasize that English films offer learners exposure to a wide range of vocabulary and grammar, making language learning more engaging and effective.

Movies provide rich visual and auditory learning experiences, making them a powerful tool for language acquisition. Mirvan (2013) highlights that movies incorporate visual elements such as colors, motion, and music, which engage students more effectively than traditional reading materials. Kaboocha (2016) adds that movies help enhance students' language skills, including pronunciation and public speaking (Tsai, 2009). Beyond language mechanics, movies offer learners the chance to observe how native speakers communicate, improving their fluency and comprehension (Thammineni, 2016).

Other studies have supported the positive impact of watching English movies on language learning. Lestari (2015) found a positive relationship between movie-watching habits, discourse competence, and speaking ability. Navyani (2016) concluded that there is a strong correlation between regular movie-watching and speaking proficiency among students at Sekolah Menengah Atas Negeri 9 Malang. These findings indicate that incorporating English movies into language learning may be an effective approach to enhancing speaking skills.

Learning is not confined to the classroom or limited to direct teacher interaction; it can happen anywhere and at any time. Developing a habit of watching English movies offers exciting opportunities for language learning. Rahmalia (2020) notes that regular exposure to English through movies helps learners acquire new vocabulary, enhance grammar understanding, and gain practical language insights. Habits, defined as regular behaviors developed through repeated actions (Lally et al., 2010), are essential for improving performance and learning. Students who consistently watch English movies are likely to develop positive language habits that contribute to their overall proficiency.

Research has shown varying results regarding the impact of watching English movies on students' speaking abilities. Virana (2022) found a strong correlation between students' movie-watching habits and their speaking skills, while Latifah et al. (2020) observed no significant connection, suggesting that other factors such as vocabulary and practice play a more prominent role.

One of the major challenges in learning English is the lack of speaking ability among students. Effective communication requires a two-way exchange between the speaker and the listener, and it can only be successful if both parties achieve their communication goals. Speaking involves applying linguistic knowledge in real conversations, which helps learners understand diverse situations worldwide (Ismiati, 2012). However, students who struggle with speaking often become passive during speaking tasks, limiting their participation and progress. During teaching practice and observations at SMPN 2 Airmadidi, the researcher observed that many students lacked the confidence and ability to speak English. When the teacher spoke in English, students frequently struggled to respond or ask questions, often resorting to their mother tongue.

Speaking English fluently is a crucial yet challenging skill for many students. Pollard (2008) asserts that speaking is one of the most difficult language skills to master, yet it is

essential for clear communication—the primary purpose of language (Clampitt, 2016). Unlike writing, speaking occurs in real-time and cannot be revised (Nunan, 2004), making consistent practice essential. Students who actively watch English movies may find themselves speaking more frequently and with greater fluency, as movies provide a natural context for language use.

The benefits of watching English movies extend beyond entertainment, offering students increased motivation, improved communication skills, and deeper cultural awareness. Ismaili (2013) underscores the importance of movies in enhancing listening and communication abilities, which are crucial for social interactions. Speaking, a vital component of communication, is often considered one of the most challenging skills for students to master. Altun (2015) emphasizes the importance of speaking, likening it to essential life skills such as seeing and walking. Developing speaking proficiency requires consistent practice and engagement in real-time conversations (Leong, 2014).

This research aims to assess the extent of students' habit of watching English movies and their speaking ability and explore the correlation between these two factors. The findings are intended to help English teachers encourage students to watch English movies as a way to enhance their speaking skills in the classroom. Additionally, the study seeks to highlight the importance of movie-watching as a learning tool for students.

This research is also significant for the researcher, as it will deepen their understanding of how students' movie-watching habits impact their speaking abilities, which is valuable for their future career in teaching. Furthermore, this study can serve as a foundation for future research on similar topics at different educational levels and under various conditions. Ultimately, the research contributes to the broader understanding of how students' habits of watching English movies relate to their speaking abilities in English class. This quantitative study employs descriptive and correlative methods, conducted exclusively at Sekolah Menengah Pertama Negeri 2 Airmadidi with 8th-grade students from B and C classes serving as respondents.

RESEARCH METHODS

The researcher used a descriptive and correlational approach in this study. The descriptive part focused on assessing how much watching English movies contributes to language learning and how well students can speak English. Descriptive research, as explained by Aggarwal and Ranganathan (2019), is meant to describe the distribution of certain variables without making assumptions about cause and effect. The correlational design was used to find out if there's a significant relationship between students' habits of watching English movies and their speaking abilities. Fraenkel and Wallen (2006) note that this method helps determine whether there's a meaningful connection between the variables.

Population and Sampling Technique

The study involved 64 eighth-grade students from SMPN 2 Airmadidi during the first semester of the 2023/2024 academic year. Participants included 33 students from Class B and 31 from Class C. Convenience sampling was used, meaning the researcher gathered information from students who were easily accessible. Etikan, Musa, and Alkassim (2016) explain that this method involves selecting participants who are readily available, such as those attending a staff meeting.

Instrument

The data was collected using a questionnaire adapted from Barmawi (2016). The questionnaire had 18 items divided into two sections: one assessing students' habits of watching English movies and the other evaluating their speaking ability. The movie-watching habits section had 9 questions rated on a 5-point Likert scale ranging from 1

(never) to 5 (always). The speaking ability section also had 9 questions, rated on a 5-point scale from 1 (strongly disagree) to 5 (strongly agree). Before the main study, a pilot test was conducted with 32 eighth-grade students at SMPN 2 Airmadidi to ensure the questionnaire was valid and reliable. The researcher gave the students 30 minutes to complete the questionnaire.

The validity of the questionnaire was tested using statistical methods, with items considered valid if their significance level was below 0.05. The reliability was assessed using the Cronbach Alpha formula, with a score above 0.70 indicating good reliability. Heale and Twycross (2015) define validity as measuring accuracy, while reliability refers to consistency in quantitative research. The researcher explained to the participants how to fill out the questionnaire, emphasizing honesty and completeness without asking for names or personal details. Participation was voluntary, and students were encouraged to submit their responses promptly.

Analysis of the data

To analyze the data, the researcher used descriptive statistics to answer the first two research questions: "What is the level of students' habit of watching English movies?" and "What is the level of students' speaking ability?" For the last question, the Pearson Product Moment Correlation was used to address the question, "Is there a significant correlation between students' habits of watching English movies and their speaking ability?"

The Likert scale, described by Gilovich, Keltner, Chen & Nisbett (2013) as a numerical tool for assessing attitudes with labeled options, was used to measure the levels of movie-watching habits and speaking ability. For the movie-watching habit, the scales are described as follows: 1.00 - 1.49 = never; 1.50 - 2.49 = seldom; 2.50 - 3.49 = sometimes; 3.50 - 4.49 = often; and 4.50 - 5.00 = always. For the students' speaking ability, the scales are described as follows: 1.00 - 1.49 = very low level; 1.50 - 2.49 = low level; 2.50 - 3.49 = moderate level; 3.50 - 4.49 = high level; and 4.50 - 5.00 = very high level. The descriptive statistics results or the means of the two variables are described following the descriptions of these scales.

To analyze and interpret research questions 3, the Pearson product-moment formula used to see if there any significant correlation between students' habit of watching English movies and their speaking ability. If the significance value p was less than the significance level $\alpha = .05$, a significant relationship in the variables was discovered. In this case, the standard coefficient was used to determine whether there is a significant correlation between students' habits of watching English movies and their speaking ability.

Ethical Consideration

Respect for others was a key consideration in this study, with the researcher following several ethical guidelines. Clear instructions were given on how to complete the questionnaire, and participants were encouraged to ask questions if they had concerns. To ensure accurate data collection, all respondents were required to answer every question. To protect participants' privacy, names were deliberately excluded from the questionnaire, minimizing any potential harm or negative consequences. Participation was entirely voluntary, with no penalties for those who chose not to participate. Additionally, the researcher assured students that their responses would have no impact on their grades.

RESULTS AND DISCUSSIONS

The result of this study can be seen and presented as quantitative data, which includes the interpretation of the data and a detailed discussion of the findings about the correlation between students' habit of watching English movies and their speaking ability. This research encompasses several aspects, such as the frequency and intensity of students'

habit of watching English movies, the overall proficiency and performance levels of their speaking ability, and a statistical analysis to establish the correlation between these two variables.

Additionally, the study provides insights into the role of English movies as a medium for language exposure, emphasizing their impact on various components of speaking ability, including fluency, pronunciation, vocabulary usage, and sentence construction. The findings aim to highlight the potential benefits of integrating regular exposure to English movies as an informal learning strategy and contribute to broader discussions on effective methods for enhancing students' language skills. Furthermore, the study serves as a foundation for exploring additional factors that may influence language acquisition and skill development, such as students' motivation, preferred genres of movies, and the inclusion of subtitles while watching.

Table 1. Mean of Watching Movie Habit

	N	Minimum	Maximum	Mean	Std. Deviation
Habit (Kebiasaan)	64	4	5	4.25	.436
Valid N (listwise)	64				

The average score of students' habit of watching English movies in this study is 4.25, which, based on the interpretation scale, falls within the range of 3.50-4.49. This range indicates an "often" level of engagement, meaning that students frequently watch English movies. This demonstrates that watching English movies is a prevalent habit among students, potentially due to the entertainment value, accessibility, or perceived educational benefits of such exposure. Frequent interaction with English media likely provides consistent exposure to vocabulary, pronunciation, and conversational contexts, creating a foundation for language learning.

The other study by Ni'mah (2019) builds upon this understanding by analyzing the impact of watching English movies on students' speaking abilities. It found that the frequency of watching English movies, measured with a mean of 11.35 (in the "medium" category), had a statistically significant influence on speaking performance, with 11.76% of speaking ability being attributed to this habit. The regression equation ($\hat{y} = 10.676 + 0.330x$) and significance level of 0.03 ($p < 0.05$) support the conclusion that watching English movies contributes positively, moderately, to students' speaking skills. This study emphasizes that even moderate engagement can have measurable benefits, suggesting a link between exposure to English movies and productive language abilities.

Together, these findings present a comprehensive view of the role of watching English movies in language learning. My study emphasizes the prevalence and habitual nature of the activity, while the other study demonstrates its measurable impact on speaking skills. This suggests that while watching English movies is a widely embraced practice, its full potential for improving specific language skills, such as speaking, may depend on how students interact with the content. Passive viewing, while beneficial for familiarity and listening comprehension, may not be sufficient for significant speaking improvement. Active engagement strategies, such as mimicking pronunciation, practicing dialogues, or discussing movie content, could enhance the effectiveness of this habit.

Overall, these findings highlight the value of incorporating English movies as a supplementary language-learning tool. Future research could explore the types of engagement—passive versus active—that are most effective for skill development. Additionally, integrating movie-watching with structured activities, such as role-playing or discussion groups, could maximize its benefits for improving speaking abilities. These

insights underscore the importance of intentional and interactive practices alongside habitual exposure to English media.

Table 2. The Mean Score of the Level Students' Speaking Ability

	N	Minimum	Maximum	Mean	Std. Deviation
Speaking Ability	64	4	5	4.23	.426
Valid N (listwise)	64				

The average speaking ability score obtained in this study is 4.23. Based on the interpretation scale, this score falls within the range of 3.50-4.49, which indicates a high level of speaking ability. This suggests that students demonstrate a strong proficiency in speaking skills. These findings align with previous research, such as a study conducted by Hutagaol et al. (2023) found a positive correlation between students' habit of watching English movies and their speaking performance, emphasizing that exposure to authentic language use in movies can enhance vocabulary usage and sentence construction. These comparisons reinforce the idea that watching English movies can serve as an effective supplementary tool for improving speaking ability among students.

Table 3. Correlation between Students' Habit of Watching English Movies and Their Speaking Ability

		Habit of Watching English Movies
Speaking Ability	Pearson Correlation	.192
	Sig. (2-tailed)	.129
	N	64

The results of this study revealed that the correlation coefficient (r) was .192, indicating a weak positive correlation between students' habit of watching English movies and their speaking ability. However, the p -value of .129, which is higher than the significance level of .05, suggests that this correlation is not statistically significant. These findings are consistent with previous research. For instance, a study conducted by Safitri (2022) reported a weak correlation between students' habit of watching English movies and their speaking skills, with an r -value of .872, which was deemed statistically significant.

Another study at Pattimura University by Relmasira et al. (2023) explored the relationship between students' habit of watching English movies and their vocabulary acquisition, finding a moderate positive correlation ($r = 0.614$) but emphasizing that the impact on speaking ability remained inconclusive. These comparisons highlight the variability in outcomes across different studies, suggesting that while watching English movies may contribute to language learning, its direct influence on speaking ability requires further investigation.

CONCLUSION

This research examined the correlation between students' habit of watching English movies and their speaking ability. The results revealed that students frequently engaged in watching English movies, as indicated by their high average score in this habit. Similarly, their speaking ability was also rated at a high level. However, despite these notable scores, the statistical analysis showed no significant correlation between the two variables. This indicates that while watching English movies is a common habit among students and

speaking proficiency is evident, the habit of watching English movies does not necessarily contribute directly to the improvement of speaking skills. These findings suggest that other factors, such as formal speaking practice, exposure to interactive communication, or additional language learning methods, may play a more substantial role in developing speaking proficiency.

RECOMMENDATION

Based on the findings, the researcher offers several recommendations to improve students' speaking abilities. Educators should encourage diverse language learning strategies beyond merely watching English movies. These strategies may include engaging in regular conversation practice, participating in language clubs, and utilizing language learning applications to enhance speaking skills.

Moreover, incorporating comprehensive speaking exercises and interactive activities into the curriculum is essential. These activities should encourage active language use and provide real-time feedback to help students refine their speaking proficiency effectively. For students who enjoy watching English movies, movie-related speaking activities, such as group discussions, presentations, and role-plays based on movie scenes, can create a more interactive and engaging learning environment.

Additionally, individualized language learning plans should be developed to address the specific needs and preferences of each student, as different learners may benefit from varied approaches to improving their speaking abilities. Finally, further research is needed to explore other significant factors that may influence speaking proficiency, such as interactive language practice, exposure to diverse language inputs like podcasts and interviews, and the impact of direct language instruction. These recommendations aim to provide a holistic approach to language learning, benefiting both educators and students.

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