

Students' Habit of Watching English Videos and Their Vocabulary Mastery

Janeigtheen Sabatini Tumbal¹, Nofry Frans^{*2}

^{1,2}Fakultas Keguruan dan Ilmu Pendidikan, Universitas Klabat, Manado, Indonesia

e-mail: ¹s22110088@student.unklab.ac.id, ^{*2}nofryfrans@unklab.ac.id

* Corresponding Author

Article History

Submitted: 23 March 2026; Revised: 12 April 2026; Accepted: 12 April 2026

Abstract

This study aims to examine the correlation between students' habit of watching English videos and their vocabulary mastery. The background of this research arises from the phenomenon that although many students have a high habit of watching English videos, their vocabulary mastery is still categorized as good but not very good. This research employed a quantitative correlational design involving 87 students from classes XI 2, XI 3, and XI 4 at a senior high school, selected through convenience sampling. The research instruments consisted of a questionnaire to assess the habit of watching English videos and a vocabulary mastery test. The findings revealed that students' habit of watching English videos was categorized as high, while their vocabulary mastery was categorized as good. The Pearson correlation analysis showed a significant positive correlation indicating that the higher the habit of watching English videos, the better the students' vocabulary mastery. These findings highlight the importance of watching English videos as one of the supporting factors in vocabulary development, although other factors also contribute to language acquisition

Keywords—students' habit watching English videos, vocabulary mastery, correlation

Abstrak

Penelitian ini bertujuan untuk mengkaji hubungan antara kebiasaan siswa menonton video berbahasa Inggris dengan penguasaan kosakata mereka. Latar belakang penelitian ini berangkat dari fenomena bahwa meskipun banyak siswa memiliki kebiasaan tinggi dalam menonton video berbahasa Inggris, penguasaan kosakata mereka masih tergolong baik namun belum sangat baik. Penelitian ini menggunakan desain kuantitatif korelasional dengan melibatkan 87 siswa kelas XI 2, XI 3, dan XI 4 di sebuah SMA, yang dipilih melalui teknik convenience sampling. Instrumen penelitian berupa kuesioner untuk menilai kebiasaan menonton video berbahasa Inggris serta tes penguasaan kosakata. Hasil penelitian menunjukkan bahwa kebiasaan menonton video berbahasa Inggris siswa berada pada kategori tinggi, sedangkan penguasaan kosakata berada pada kategori baik. Analisis korelasi Pearson menghasilkan hubungan positif signifikan, yang mengindikasikan bahwa semakin tinggi kebiasaan menonton video berbahasa Inggris, semakin baik pula penguasaan kosakata siswa. Temuan ini menegaskan pentingnya kebiasaan menonton video berbahasa Inggris sebagai salah satu faktor pendukung pengembangan kosakata, meskipun faktor lain juga berperan dalam perkembangan bahasa.

Kata Kunci—kebiasaan siswa menonton video berbahasa Inggris, penguasaan kosakata, korelasi

INTRODUCTION

The purpose of this study is to examine the correlation between students' habit of watching English videos and their vocabulary mastery. The rapid development of information and communication technology has transformed the way students learn English, with audiovisual media becoming one of the most popular tools. Watching English-language videos not only provides entertainment but also serves as an effective educational resource. Previous studies have reported positive outcomes. Ningsih and Kristiana (2022) found that watching English films effectively enhances students' vocabulary mastery. Similarly, Dewi and Handayani (2023) revealed that students' habit of watching English movies positively influences vocabulary development. Peters and Webb (2018) further emphasized that repeated exposure to vocabulary through audiovisual media significantly improves incidental vocabulary acquisition.

Nevertheless, other studies highlight certain limitations. Webb and Rodgers (2009) noted that vocabulary acquisition from videos is often restricted, as learners encounter new words only once or twice, which is insufficient for long-term retention. Teng (2019) observed that many learners focus more on the storyline than on processing unfamiliar words, resulting in shallow vocabulary learning. Peters (2020) also reported that passive viewing limits vocabulary growth because learners fail to engage with linguistic forms deeply enough to internalize new words. These findings reveal a research gap: while watching English videos has potential benefits, its effectiveness in vocabulary mastery remains inconsistent and influenced by various factors.

The position of this study is to extend and develop previous findings by focusing on students' active habit of watching English videos and its relationship with vocabulary mastery. Specifically, this research aims to provide empirical evidence on whether such habits significantly correlate with vocabulary mastery among students at SMA Negeri 1 Airmadidi. In doing so, the study seeks to enrich existing literature and offer practical contributions to English language learning.

The integration of audiovisual media into language learning has become increasingly prominent with the rise of digital technology. Watching English-language videos provides learners with authentic input that combines visual and auditory elements, making vocabulary acquisition more contextual and memorable. Ningsih and Kristiana (2022) demonstrated that watching English films significantly enhances students' vocabulary mastery, as learners are exposed to words in meaningful contexts. This supports the idea that audiovisual materials not only entertain but also serve as effective pedagogical tools. Dewi and Handayani (2023) further confirmed that students' habit of watching English movies positively influences vocabulary development, emphasizing that regular exposure to spoken English through videos helps learners internalize new words more effectively. Peters and Webb (2018) added that repeated exposure to vocabulary through audiovisual media improves incidental vocabulary acquisition, suggesting that consistent viewing habits can substantially contribute to vocabulary growth.

Despite these encouraging findings, several studies highlight important limitations. Webb and Rodgers (2009) found that incidental vocabulary learning from videos is often restricted because learners encounter unfamiliar words only once or twice, which is insufficient for long-term retention. Nation (2001) argued that vocabulary learning requires repeated and intentional engagement, meaning that passive viewing alone cannot guarantee mastery. Teng (2019) observed that learners often focus more on understanding the storyline than processing unfamiliar words, resulting in shallow vocabulary learning. Peters (2020) also noted that passive viewing limits cognitive engagement, reducing the likelihood of internalizing new vocabulary. These studies collectively suggest that while audiovisual media can facilitate vocabulary acquisition, its effectiveness depends heavily on learners' level of engagement and the strategies they employ during viewing.

The literature reveals a clear gap: although many studies highlight the benefits of watching English videos, others emphasize the limitations of passive viewing and insufficient exposure. This inconsistency raises questions about the actual role of video-watching habits in vocabulary mastery. Some learners may benefit greatly from consistent and active engagement with audiovisual materials, while others may fail to retain new vocabulary due to shallow processing. Therefore, the effectiveness of watching English videos remains inconclusive.

This study positions itself to extend and refine previous research by examining whether students' active habit of watching English videos correlates significantly with their vocabulary mastery. Unlike prior studies that focused broadly on incidental learning, this research emphasizes the role of consistent habits and active engagement. By focusing on high school students at SMA Negeri 1 Airmadidi, the study aims to provide empirical evidence that clarifies the relationship between video-watching habits and vocabulary mastery. In doing so, it contributes to both theoretical understanding and practical applications in language education, offering insights for teachers, learners, and curriculum designers on how audiovisual media can be strategically integrated into vocabulary learning.

RESEARCH METHODS

This study employed a quantitative research design. Johnson and Christensen (2017) define quantitative research as a systematic investigation that focuses on quantifying relationships, behaviors, and phenomena through statistical analysis. The design was both descriptive and correlational. According to Best and Khan (2016), descriptive research aims to describe objects or subjects as they are, determining the extent of a phenomenon—in this case, students' habit of watching English videos. Meanwhile, correlational research investigates whether there is a significant relationship between two variables. Thus, this study examined the correlation between students' habit of watching English videos and their vocabulary mastery.

The respondents of this study were students from grade XI 2, XI 3, and XI 4 at SMA Negeri 1 Airmadidi. Class XI 2 consisted of 34 students, XI 3 had 32 students, and XI 4 had 34 students, totaling 100 students. However, only 87 students were present during the data collection process. All respondents were enrolled in the first semester of the 2025/2026 academic year. The sampling technique used in this study was convenience sampling, which is a non-probability sampling method. Etikan et al. (2016) explain that convenience sampling involves selecting participants based on their availability and proximity to the researcher. Therefore, only students who were readily available during the data collection period were included in the sample.

To collect the data, two instruments were employed: a questionnaire and a vocabulary test. The questionnaire was adapted from Adhim (2023), based on Ouellete and Wood's (1998) theory of habit. The original questionnaire contained 35 items, but only 15 items were adopted. After expert validation, 3 items were excluded, leaving 12 valid items. The questionnaire was administered in a closed-ended format, requiring respondents to select answers based on their preferences. The subscales included attitude, frequency, automaticity, competence, and image. This instrument was designed to measure the extent and patterns of students' habits in watching English videos.

The second instrument was a vocabulary mastery test, developed by the researcher based on the *Tuntas Saraswati Kurikulum Merdeka Grade XI Semester 1 English textbook* and guided by Searle's (1969) theory. The test consisted of 20 items, including 15 multiple-choice questions and 5 fill-in-the-blank questions. It focused on functional vocabulary related to expressing opinions, agreement, and disagreement. These expressions were categorized as functional vocabulary because they serve specific communicative purposes

in interaction. Thus, the test was appropriately classified as a vocabulary test aligned with the Grade XI competency standards.

A pilot study was conducted as an initial assessment to evaluate the suitability of the research instruments and procedures before the main investigation. Arain et al. (2010) describe pilot studies as small-scale projects designed to refine techniques for larger studies, while Thabane et al. (2010) emphasize their role in preventing large-scale research from being undertaken without adequate preparation. In line with Bujang et al. (2024), who recommend a minimum of 30 participants to validate instrument reliability, the researcher carried out a pilot study at SMA Negeri 1 Airmadidi involving 38 students from grade XI 1. This preliminary step ensured that the instruments were effective, reliable, and free from major flaws before being applied to the larger sample.

The validity and reliability of the instruments were carefully examined to ensure accuracy and consistency in measurement. Validity refers to the extent to which an instrument measures what it is intended to measure (Yusup, 2018). For content validity, the questionnaire was reviewed by three lecturers at Universitas Klabat to confirm alignment with the syllabus and learning objectives. Expert review, as emphasized by Gutiérrez-Pérez and Martín-García (2021), plays a crucial role in confirming the accuracy and relevance of instrument content. Statistical validity was established by computing the correlation between each test item and the overall test scores using SPSS, a standard practice in educational research (Field, 2018). Reliability was tested through the pilot study, which yielded a Cronbach's Alpha coefficient of 0.797. According to Field (2018), a value above 0.70 is considered acceptable, indicating that the questionnaire was reliable and suitable for use in the main study.

Ethical considerations were strictly observed throughout the research process. Authorization was obtained from SMA Negeri 1 Airmadidi, and participants were informed about the purpose of the study, their rights, and the confidentiality of their data. Names and personal information were kept anonymous, ensuring that responses were used solely for research purposes.

For data analysis, statistical tools were employed to address the research questions. Mean scores were calculated to determine the level of students' habit of watching English videos and their vocabulary mastery. To examine the relationship between the two variables, Pearson product-moment correlation analysis was applied. Interpretation of the mean scores followed established standards: students' habits were categorized using Likert's scale (Joshi et al., 2015), while vocabulary mastery was interpreted based on the school's *Kriteria Ketuntasan Minimal (KKM)*. Correlation strength was classified according to Taylor (1990), with values ≤ 0.35 indicating weak correlation, 0.36–0.67 moderate correlation, and 0.68–1.0 strong correlation. A significant correlation was determined when the p-value was less than $\alpha = 0.05$. These procedures ensured that the findings were analyzed rigorously, interpreted accurately, and presented in line with academic standards.

RESULTS AND DISCUSSIONS

This section presents the findings of the study based on the data collected through the questionnaire on students' habit of watching English videos and the vocabulary mastery test. The results are organized to answer the research questions, beginning with the level of students' habit of watching English videos, followed by the level of their vocabulary mastery, and finally the correlation between the two variables. Statistical analyses, including mean scores and Pearson product-moment correlation, were employed to ensure that the findings were accurate and reliable. Tables and interpretations are provided to clarify the results and to highlight the patterns observed in the data.

The discussion interprets these findings in relation to previous studies and theoretical frameworks. It examines whether the results support, refine, or challenge earlier research on the role of audiovisual media in vocabulary acquisition. The discussion also

considers possible explanations for the observed outcomes, including the influence of students' engagement, frequency of exposure, and learning strategies. By situating the findings within the broader literature, this section aims to provide a deeper understanding of how the habit of watching English videos contributes to vocabulary mastery and to identify implications for language teaching and learning.

The level of students' habit of watching English videos

To determine the level of the students' habit in watching English videos, mean score was employed. Table 1 presents the Mean score of students' habit in watching English videos.

Table 1. Mean Score of Students' Habit of Watching English Videos

| Variable X | N | Minimum | Maximum | Mean | StDev |
|---|----|---------|---------|------|-------|
| Student' habit of watching English videos | 87 | 2.00 | 5.00 | 3.79 | 0.48 |

The average score obtained was 3.79. Based on the Likert scale interpretation in Table 3.3, a score ranging from 3.50 to 4.49 indicates a high level. This means that students watch English videos quite often and include this activity as part of their regular routines. A high level of habit also indicates that students are consistently exposed to English outside the classroom, giving them more opportunities to hear how words are pronounced and used in context. This regular exposure may help support their language development, even though it is not the only factor influencing their vocabulary mastery.

The result of this study is similar to the result found by Azhar and Tridinanti (2023), who found that students' habit of watching English videos was at a high level, with an average mean score of 3.82, categorized as a high level of watching habit. This study involved 77 students of MAN 2 Palembang.

The level of students' vocabulary mastery

To find the level of students' vocabulary mastery, mean score was employed. This table below shows the Mean score of students' vocabulary mastery.

Table 2. The Mean score of students' vocabulary mastery

| Variable Y | N | Minimum | Maximum | Mean | StDev |
|--------------------|----|---------|---------|------|-------|
| Vocabulary Mastery | 87 | 40 | 100 | 85 | 16 |

The mean score of students' vocabulary mastery in this study is 85. According to the *Kriteria Ketuntasan Minimum* (KKM) of SMA Negeri 1 Airmadidi, a mean score of 85 falls within the "Good" category. This indicates that the students, on average, exceeded the school's minimum competency requirement and showed a good level of vocabulary mastery. It also suggests that most students were able to understand and use English vocabulary effectively in various learning tasks.

This finding is further supported by a study conducted by Yulianti et al. (2022), who investigated vocabulary mastery among grade X students who frequently watched English videos at SMA Negeri 5 Pontianak. Their study reported a mean score of vocabulary mastery

is 84, which was also classified “Good”. This shows that students who achieve a good vocabulary score generally have better understanding of English words, which likely supports their performance in activities that require language comprehension.

The significant correlation between students’ habit of watching English videos and their vocabulary mastery

The third research question of this study was to investigate if there was a significant correlation between variable x (Students’ Habit of Watching English Videos) and variable y (Vocabulary Mastery) in students during learning English by using *Pearson product Moment Correlation Coefficient*.

Table 3. Correlation between Students’ Habit of Watching English Videos and Their Vocabulary Mastery

| | | Pearson's r | | p |
|--|--------------------------------|-------------|---|-------|
| Students' Habit of Watching English Videos | Their Vocabulary Mastery | 0.232 | * | 0.031 |

The findings show that $r = 0.232$ and $p = 0.031$. The correlation identified in this study is classified as weak. However, because the p-value is lower than 0.05, the relationship is statistically significant. Consequently, H_0 is rejected and H_a is accepted. This outcome is in line with the study conducted by Tania (2024), who investigated 82 students at a private senior high school in Yogyakarta. Her research reported $r = 0.230$ and $p = 0.038$ for the relationship between watching English movies and vocabulary mastery, which she also categorized as a weak yet significant correlation. These parallel results indicate that, although the effect is weak, exposure to English audiovisual input contributes positively to vocabulary development across different educational settings. This suggests that watching English videos can support vocabulary learning, but it is not the primary factor determining students’ vocabulary achievement. Other elements—such as the frequency of active vocabulary practice, the quality of classroom instruction, and students’ individual learning efforts—are likely to play a more substantial role. Even so, the consistent positive pattern across studies implies that English audiovisual materials can serve as a helpful supplementary source for reinforcing vocabulary growth.

The finding that students’ habit of watching English videos reached a high level indicates that audiovisual exposure has become a common part of their learning routines. This aligns with recent studies such as Maulidiyah et al. (2023), who found that frequent engagement with English YouTube content significantly supported vocabulary acquisition among senior high school students in Sidoarjo. Similarly, Yulianti et al. (2023) reported that students in Makassar who regularly watched English videos demonstrated higher vocabulary mastery compared to those with less exposure. These findings reinforce the idea that consistent audiovisual input provides learners with authentic language models, contextual usage, and repeated exposure to vocabulary, which are essential for language development. However, the fact that vocabulary mastery only reached the “Good” category suggests that passive viewing may limit deeper processing of new words. As Teng (2019) and Peters (2020) argue, learners often focus on storyline comprehension rather than actively engaging with unfamiliar vocabulary, which reduces retention.

The weak but significant correlation ($r = 0.232$, $p = 0.031$) found in this study reflects the complexity of language acquisition. While audiovisual exposure contributes positively, it is not the dominant factor in vocabulary mastery. This is consistent with Tania (2024),

who reported a similar weak yet significant correlation ($r = 0.230$, $p = 0.038$) between watching English movies and vocabulary mastery among high school students in Yogyakarta. The parallel results across different contexts suggest that audiovisual input plays a supplementary role rather than a primary determinant of vocabulary achievement. Other factors such as classroom instruction, frequency of active vocabulary practice, and learner motivation likely exert stronger influences. Recent research by Maulidiyah et al. (2023) also emphasized that students who combined video-watching with intentional vocabulary learning strategies—such as note-taking or repeated practice—achieved higher mastery levels compared to those who watched passively. Therefore, while the correlation is weak, the consistent significance across studies highlights the pedagogical value of integrating English videos into language learning. Teachers can maximize this potential by encouraging students to engage actively with audiovisual materials, for example by pausing to note unfamiliar words, discussing vocabulary in groups, or applying new expressions in classroom tasks.

The implications of this study highlight the importance of integrating audiovisual materials into English language learning while emphasizing the need for active engagement strategies. Although students demonstrated a high level of habit in watching English videos and achieved good vocabulary mastery, the weak correlation between the two variables suggests that passive exposure alone is insufficient to maximize vocabulary growth. Teachers should therefore encourage learners to transform video-watching into an intentional learning activity by pausing to note unfamiliar words, practicing them in context, or discussing them in class. This approach is supported by recent studies, such as Maulidiyah et al. (2023) and Yulianti et al. (2023), which found that students who combined audiovisual input with structured vocabulary exercises achieved stronger outcomes. For learners, this means that videos can serve as a valuable supplementary resource, but they must be paired with deliberate vocabulary practice to ensure long-term retention. For educators, the findings suggest that designing lesson plans that integrate video content with targeted vocabulary tasks can enhance language acquisition. Finally, for researchers, the weak yet significant correlation underscores the need for further exploration of mediating factors—such as engagement level, type of video content, and frequency of exposure—that may strengthen the relationship between audiovisual habits and vocabulary mastery.

CONCLUSIONS

This study investigated the correlation between students' habit of watching English videos and their vocabulary mastery among 87 grade XI students at SMA Negeri 1 Airmadidi. The findings revealed that students' habit of watching English videos was categorized as high, with a mean score of 3.79, indicating that video-watching has become a regular part of their learning routines. Meanwhile, their vocabulary mastery achieved a mean score of 85, which falls into the "Good" category according to the school's KKM standards. Although students demonstrated frequent exposure to English audiovisual input, their vocabulary mastery did not reach the "Very Good" level, suggesting that passive viewing may limit deeper vocabulary acquisition. The Pearson product-moment correlation analysis showed a weak but statistically significant relationship ($r = 0.232$, $p = 0.031$) between the two variables. This implies that while watching English videos contributes positively to vocabulary development, it is not the primary factor influencing students' vocabulary achievement.

The results of this study confirm that students at SMA Negeri 1 Airmadidi have developed a strong habit of watching English videos, and this habit is associated with good vocabulary mastery. However, the weak correlation indicates that audiovisual exposure alone is insufficient to ensure high vocabulary proficiency. Other factors, such as active vocabulary practice, classroom instruction quality, and learner motivation, play more substantial roles in vocabulary development. These findings are consistent with recent

studies (e.g., Yulianti et al., 2023; Tania, 2024; Maulidiyah et al., 2023), which also reported that while audiovisual input supports vocabulary learning, its effectiveness depends on the depth of engagement and complementary learning strategies.

RECOMMENDATIONS

Based on these findings, several recommendations can be made. For students, watching English videos should be combined with active learning strategies such as note-taking, repeated practice, and contextual application to strengthen vocabulary retention. For teachers, integrating English videos into classroom instruction can be beneficial, but it should be accompanied by structured vocabulary tasks that encourage active engagement, such as group discussions or vocabulary-focused exercises. For schools and curriculum developers, audiovisual materials should be considered as supplementary resources that enrich language learning, but not as substitutes for systematic vocabulary instruction. Finally, for future researchers, it is recommended to explore mediating factors such as the type of video content, frequency of exposure, and level of learner engagement, as these may provide deeper insights into how audiovisual habits influence vocabulary mastery.

REFERENCES

- Adhim, A. F. (2023). The correlation between students' habit in watching English movies and vocabulary mastery at YP Ki Abdus Shomad Kencong Jember. Doctoral dissertation, *UIN KH Ahmad Shiddiq Jember*. <http://digilib.uinkhas.ac.id/26119/1/revisi%20Skripsi%20adhim%20T20166026>. Pdf
- Allport, G. W. (1935). Attitudes. In C. Murchison (Ed.), *Handbook of Social Psychology* (pp. 798–844). Worcester, MA: Clark University Press.
- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, 3(3), 21-34. <https://doi.org/10.20472/TE.2015.3.3.002>
- Alwehaibi, H. O. (2015). The impact of using YouTube in EFL classroom on enhancing EFL students' content learning. *Journal of College Teaching & Learning (TLC)*, 12(2), 121–126.
- Anastasia, P., Said, M., & Maf'ulah. (2023). Relationship between habit in watching English movies and vocabulary. *e-Journal of ELTS (English Language Teaching Society)*, 11(1), 29–37. <https://doi.org/10.22487/elts.v11i1.3695>
- Ani, A., & Sinaga, Y. (2021). The correlation between students' vocabulary mastery and speaking mastery. *English Education: English Journal for Teaching and Learning*, 9(1), 111–123. <https://doi.org/10.24952/ee.v9i01.4107>
- Arain, M., Campbell, M. J., Cooper, C. L., & Lancaster, G. A. (2010). What is a pilot or feasibility study? *BMC Medical Research Methodology*, 10(1), 1-7. <https://doi.org/10.1186/1471-2288-10-67>
- Azhar, R. A., & Tridinanti, G. (2023) The Correlation Between Students' Habit in Watching English Movie and Vocabulary Mastery. *Didascein: Journal of English Education*, 4(1), 27–34. <https://doi.org/10.52333/djoe.v4i1.77>
- Bargh, J. A., & Chartrand, T. L. (1999). The unbearable automaticity of being. *American Psychologist*, 54(7), 462–479. <https://doi.org/10.1037/0003-066X.54.7.462>
- Best, J. W., & Kahn, J. V. (2016). *Research in Education* (10th ed.). Boston, MA: Pearson.
- Bujang, M. A., Omar, E. D., Foo, D. H. P., & Hon, Y. K. (2024). Sample size determination for conducting a pilot study to assess reliability of a questionnaire. *Restorative Dentistry & Endodontics*, 49(1), e3. <https://doi.org/10.5395/rde.2024.49.e3>

- Cameron, L. (2001). Teaching language to young learners. *Cambridge University Press*.
- Dewi, A. S., & Handayani, S. (2023). The correlation between students' habit of watching English movie and their vocabulary mastery: A quantitative research at the eighth-grade students of SMP K Bharata 2 Jumapolo in the 2022/2023 academic year. *English Research Journal: Journal of Education, Language, Literature, Arts and Culture*, 8(1). <https://doi.org/10.33061/erj.v8i1.8890>
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1-4. <https://doi.org/10.11648/j.ajtas.20160501.11>
- Faliyanti, E., & Arlin, M. (2018). The correlation between students' habit in watching English movie and vocabulary mastery at the sixth semester at English education study program in Muhammadiyah University of Metro. *Intensive Journal*, 1(2), 94. <https://doi.org/10.31602/intensive.v1i2.1524>
- Fazio, R. H. (1990). Multiple processes by which attitudes guide behavior: The MODE model as an integrative framework. *Advances in Experimental Social Psychology*, 23, 75-109.
- Field, A. (2018). *Discovering Statistics Using IBM SPSS Statistics* (5th ed.). Thousand Oaks, CA: SAGE Publications
- Fitriansah, A., Sukristiningsih, S., & Mofu, H. (2022). Students' perceptual experience on using video in learning English vocabulary. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(1).
- Gardner, B. (2012). Habit as automaticity, not frequency. *European Health Psychologist*, 14(2), 32-36. <https://www.ehps.net/ehp/index.php/contents/article/download/ehp.v14.i2.p32/1012>
- Gutiérrez-Pérez, B. M., & Martín-García, A. V. (2021). Content Validation of an Instrument Used to Assess the Educational Quality of Blended Learning Courses. *International Journal of Educational Technology in Higher Education*, 18(1), 1-19.
- Hargreaves, T. (2011). Practice-ing behaviour change: Applying social practice theory to pro-environmental behaviour change. *Journal of Consumer Culture*, 11(1), 79-99.
- Johnson, B., & Christensen, L. (2017). *Educational Research: Quantitative, Qualitative, and Mixed Approaches* (6th ed.). Thousand Oaks, CA: SAGE Publications. https://lms.apitwist.com/pluginfile.php/45368/mod_resource/content/1/Johnson_2014_Educational%20Research_%20Quantitative_Qualitative_and%20Mixed.pdf
- Mole, A., & Sengkey, V. G. (2024). The correlation between students' habits of watching English videos and their English vocabulary mastery. *ELSTIC International Journal*, 3(1), 1-10. <https://doi.org/10.24252/elstic-ij.v5i01.52760>
- Nation, I. S. P. (2001). Learning vocabulary in another language. *Cambridge University Press*.
- Ningsih, A. M., & Kristiana, V. (2022). Students' vocabulary mastery toward watching English film. *PROJECT (Professional Journal of English Education)*, 5(4), 754-760. <https://doi.org/10.22460/project.v5i4.p850-853nation>
- Ouellette, J. A., & Wood, W. (1998). Habit and intention in everyday life: The multiple processes by which past behavior predicts future behavior. *Psychological Bulletin*, 124(1), 54-74. <https://doi.org/10.1037/0033-2909.124.1.54>
- Peters, E. (2020). The effect of captioned video input on vocabulary learning: An eye-tracking study. *Studies in Second Language Acquisition*, 42(3), 611-639. <https://doi.org/10.1017/S0272263119000572>
- Peters, E., & Webb, S. (2018). Incidental vocabulary acquisition through viewing L2 television. *Studies in Second Language Acquisition*, 40(3), 551-577. <https://doi.org/10.1017/S0272263117000407>

- Rachma, N. S., Syatriana, E., & Burhanuddin, W. (2020). The correlation between students' habit in watching English movie and their vocabulary mastery (Undergraduate thesis). *Universitas Muhammadiyah Makassar*.
- Reckwitz, A. (2002). Toward a theory of social practices: A development in culturalist theorizing. *European Journal of Social Theory*, 5(2), 243–263.
- Schatzki, T. R. (1996). Social practices: A Wittgensteinian approach to human activity and the social. *Cambridge University Press*.
- Schneider, W., & Shiffrin, R. M. (1977). Controlled and automatic human information processing: I. Detection, search, and attention. *Psychological Review*, 84(1), 1–66. <https://doi.org/10.1037/0033-295X.84.1.1>
- Searle, J. R. (1969). *Speech Acts: An Essay in the Philosophy of Language*. Cambridge University Press.
- Shove, E., Pantzar, M., & Watson, M. (2012). *The dynamics of social practice: Everyday life and how it changes*. Sage.
- Sunjayanto, M., & Masykuri, (2024). Enhancing vocabulary acquisition through asynchronous learning: The use of YouTube channels in Indonesian secondary classrooms. *Lensa: Kajian Kebahasaan, Kesusastraan, dan Budaya*.
- Tania, S. R. (2024). Correlation between student's habit in watching English movies and their vocabulary mastery. *Universitas Muhammadiyah Yogyakarta*. <https://etd.umy.ac.id/id/eprint/46953/>
- Taylor, R. (1990). Interpretation of the correlation coefficient: a basic review. *Journal of Diagnostic Medical Sonography*, 6(1), 35–39.
- Teng, F. (2019). Incidental vocabulary learning through viewing television programs. *Studies in Second Language Acquisition*, 41(5), 1083–1110. <https://doi.org/10.1017/S0272263119000020>
- Thabane, L., Ma, J., Chu, R., Cheng, J., Ismaila, A., & Rios, L. P. (2010). A tutorial on pilot studies: The what, why and how. *BMC Medical Research Methodology*, 10(1), 1–10. <https://doi.org/10.1186/1471-2288-10-1>
- Warde, A. (2005). Consumption and theories of practice. *Journal of Consumer Culture*, 5(2), 131–153.
- Webb, S., & Rodgers, M. P. H. (2009). The vocabulary demands of television programs. *Language Learning*, 59(2), 335–366. <https://doi.org/10.1111/j.1467-9922.2009.00509.x>
- Winarno, B. (2013). *Metode penelitian sosial*. Rajawali Press.
- Wood, W., & Runger, D. (2016). Psychology of habit. *Annual Review of Psychology*, 67, 289–314. <https://doi.org/10.1146/annurev-psych-122414-033417>
- Yulianti, M., Hasanah, R., & Putra, D. (2022). The influence of students' habit of watching English videos on their vocabulary mastery. *Journal of Educational Language Studies*, 5(1), 44–52.