

Students' Habit in Watching English Movies and Vocabulary Competence

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Abstract: *Watching English movie is repeatedly done to enrich students' knowledge especially vocabulary. Vocabulary competence is an individual's great skill in using words of a language. This study aimed to find out whether there is correlation between students' habit in watching English movies and the vocabulary competence. This study used quantitative research techniques, especially correlation study design. When selecting respondents, researchers used simple random sampling. The respondents to the survey are Grade-10 students who were officially enrolled during the academic year 2022- 2023 in Mindanao State University- Buug Campus, Laboratory Junior High School at Datu Panas, Buug, Zamboanga Sibugay. These are the following questions which need to be answered in this study (1) What is the extent of students' habit in watching English movies? (2) What is the level of the vocabulary competence of the students? (3) Is there any significant correlation between students' habit in watching English movies and vocabulary competence?. Based on the findings, students' habit in watching English movies was highly habituated with a general weighted mean of 2.99. This study also revealed that the level of the vocabulary competence of the students is 5.84 which is described as poor. In addition, two variables, students' habit in watching English movies and the student's vocabulary competence, both recorded a P-value of .089951. This is greater than the significance level of 0.05. Thus leads the researchers to accept the null hypothesis. Therefore, there is no significant correlation between habituation level of students on watching English movies and their vocabulary competence. This further explains that watching English movies does not necessarily redound in building the vocabulary competence of the students.*

Keywords: habit, English movie, vocabulary, vocabulary competence, correlation

1. Introduction

Herbert H. Clark asserts that language is the basic tool of communication. People use speech as a means of communication to express ideas. People talk to others as a means of communicating ideas, getting them to understand new information, provide information, register, make promises, etc.

Language is a set of arbitrary speech symbols that all members of a culture, or others who have absorbed its system can use to engage or communicate. In a communication that includes the English language. Communication is about interacting, connecting and interpreting the message between two or more subjects. (Finnocchiaro).

One facet of language is vocabulary. According to Cameron (2001), vocabulary is essential for using a foreign language in conversation because it is both learned through participation in discourse and is required in discourse. Learning a language can start by learning its vocabulary first (Pratama, Nurweni, & Huzairin, 2016). It's difficult to learn and comprehend a foreign language like English. In actuality, many students struggle with learning English. It's because they don't hear English being spoken around them. (Meita, Sofyan, & Sutisna, n.d.).

Media help students learn vocabulary and understand its meaning and pronunciation that can make the process easier. Watching an English movie is one of the suitable media for vocabulary development. Students who watch English

language films can expand their vocabulary, learn the meaning of words, and hear how they are spoken by native speakers Suryani (2012). Sukrina (2013) stated that students learn vocabulary quickly by using media such as wall charts, real objects, videos, movies, internet, etc.; because media can give context to them. Moreover, creating activities using media can keep the meaning of the words in their mind and can stand longer.

Sujatmiko (2014) defines habit as repeated activity in the same form that is intentionally executed and has a definite outcome goals. People usually do something because they enjoy it repeatedly. In psychology, a habit is a more or less set manner of doing something acquired by past mental repetition of thinking, intending, or feeling Andrews (1903).

Based on the explanation above, the researchers are interested to conduct the research entitled "**Students' habit in watching English movies and vocabulary competence.**"

2. Statement of the Problem

This study was conducted to evaluate the students' habit in watching English movies and the relationship to their vocabulary competence at MSU-Buug Junior Laboratory High School, Datu Panas, Buug, Zamboanga Sibugay during the School Year 2022-2023.

Furthermore, the main purpose of this study is to determine the correlation between students' habit in watching English

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movies and vocabulary competence and the study opts to answer the following questions:

- 1) What is the extent of students' habit in watching English movie?
- 2) What is the level of vocabulary competence of the students?
- 3) Is there a significant correlation between the students' habit in watching English movies and their level of vocabulary competence?

3. Significance of the Study

The focus of this study is to know the correlation between students' habit in watching English movie and competence. The findings of this study will be useful and can give contribution to some parties as follows:

- a) **Students:** The result of this study will help the students to increase their vocabulary competence from watching English movie habit or other techniques.
- b) **Teachers:** The findings of this study will help the teachers to provide a creative and alternative solution to solve the problem in teaching English. Besides, this study will serve as an instruments in their teaching activity to become more creative and interesting.
- c) **School Administrators:** The study would help the school administrators to reinforce a best policy to create a more effective atmosphere of English learning and teaching students enhance their vocabulary.
- d) **Parents:** The gathered data will help the parents know how to monitor their children especially in guiding them to choose a prefer movie in appropriate for their age. By this we hope that parents will motivate their children and monitor their children achievement especially vocabulary.
- e) **Future Researchers:** This study will serve as guide and give contribution to the other researchers as a reference for further studies on similar topic.

4. Related Literature and Studies

4.1 Nature of Habit

Riandi (2016) defines habits as behaviors or attitudes that a person develops over time by performing them repeatedly and consistently. A life event or experience that is repeatedly experienced from time to time, year after year, is referred to be a habit.

In accordance with such assertion, Andrew Darnton (2007) added that sociology and psychology both have different viewpoints on habit. Routine behaviors are how habits appear in sociology. In contrast, habit is seen as a psychological concept and a component that affects behavior in psychology.

According to Richard (2002), a habit is a predictable system of behavior that develops via repetition and practically automates itself.

Neal et al. (2015: 3) define habit as behavior that is prompted by unintentional familiar context signals (physical environment, other activities and the time of day).

In line with Abdullah and Rahman (2017: 99) Habit is defined as a pattern of behavior that is practiced regularly and frequently happens unconsciously.

Wood and Runger (2015), Habit is a term used to describe a pattern of behavior that people tend to repeat the same actions executed repeatedly.

Habitual behavior is behavior that has performed again until it is more or less automatic, without thinking with a purpose, largely unaware of it (Nilsen et al., 2012: 1)

4.2 Habits' factors

According to Verplanken (2010), there are some factors that affect someone's habit:

a) The frequency

Frequency counts the instances of anything happening within a certain period of time. The number of times something occurs over a specific time period, or the fact that something occurs frequently or frequently enough to be significant, is called frequency. If someone goes to the grocery store twice a week, for instance, she shops twice a week.

b) Repetition

The practice of saying or writing something again after having already said it. The act of repeatedly doing or speaking something is known as repetition.

c) Behavior

Behavior is an individual phenomenon defined by the movement of a body part in place and time that can be seen and measured. Behavior is dynamic, takes place in the here-and-now, and has measurable results in at least one area of the environment.

4.3 Nature of Movie

A movie is a type of visual communication that consists of moving pictures, also known as video, as well as a narrative that can capture viewers' interest and appeal to their tastes (Summer and Della, 2005).

Aziz and Fathiyaturrizqi (2017) claim that a movie is a collection of moving images and sound that tell a narrative.

A movie, as defined by Hornby (2006:950), is a collection of moving images and sound that are displayed in a theater. A visual assistance for teaching and learning can be provided via movies. But movies and films can also be used to instruct people on a variety of areas, including history, science, psychology, and human behavior. Some movies combine amusement and education, which makes learning more fun.

According to Blasco (2015), the movie allows for the integration of feelings into the viewing experience and aids students in comprehending and quickly identifying the key messages about human attitudes and values that are communicated by movie characters.

4.4 Types of Movie

There are several kinds of movie according to Asnawir and Usman (2002). They are:

Documentary movie

A documentary film is a type of film that incorporates realism and facts. There is no invented tale created in a documentary to dramatize the situation throughout the movie. It indicates that a documentary film is utilized to portray truth and to retell actual events that became more structured during the course of the film.

Episodic

A type of movie known as an episodic movie consists of a number of videos. It signifies that an episodic film does not have a single ending. It is broken into many sequence segments, or one might say that each sequence in an episodic film has its own short edition.

Provocation movie

Provocation movies are the kind of films that have a message or lesson and may also include social commentary. A provocative film can be utilized in the classroom to get the pupils talking.

Animation movie

A type of film that is distinct from others is the animated film. A movie called an animation is made from a number of still images that have been edited in such a way as to make them move in order to tell a story.

Fictional movie

A fiction film is one that is based on a story rather than actual events. A fictional film often has two characters: the protagonist and the antagonist. Additionally, scenes in fictional movies have also been planned out from the start. Contrary to documentary films, which downplay the role of entertainment, fiction films frequently serve as a kind of entertainment.

Experimental movie

Experimental filmmaking, sometimes known as experimental cinema, is a technique for creating films that re-examine cinematic traditions. Additionally, non-narrative forms are explored in these films as alternatives to the conventional narrative structure.

4.5 Advantages of Movie

A form of entertainment is watching movies. But we must be aware that learning English is possible through movie watching. Regularly watching movies can help us expand our vocabulary. Due to continuous exposure and use in our daily lives, vocabulary will be well-known to us. Watching movies is another method for supplying information based on our auditory and visual intelligences. These benefits make watching movies a viable method for expanding vocabulary. According to Nasution (2005), there are several benefits of employing movies in the teaching and learning process.

1. When appropriate, the movie uses "slow motion" to effectively describe a process.

2. Each student can get something from the video, whether they are more intelligent than Cleaver or not.

3. A child can travel from one place to another and from one era to another through movies.

4. If further clarity is needed, the movie can be played again.

4.6 Disadvantages of movie

Azhar (2001) lists the following as drawbacks of employing movies in the teaching and learning process:

1. English movie production typically costs a lot of money and effort.

2. All of the kids will not be able to follow the material presented in the video because the images will change as the film is being seen.

3. A targeted learning aim may not always be met by a movie.

4.7 Nature of Vocabulary

Cahyono (2011:153) claimed that "Vocabulary is a component of language proficiency and it provides much of the fundamentals for how well learners listen, speak, read, and write."

According to Nueman and Dwyer (2009: 385), vocabularies are "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)".

Additionally, according to Hanson and Pandua (2011), vocabulary refers to the words we use to communicate orally and in writing. Learners need to be able to use terms that we all recognize and comprehend in a variety of contexts in order to communicate successfully in both oral and written language. In other words, vocabulary aids learners in their use of spoken and written language, especially English.

One of the most evident aspects of language is vocabulary, which is also one of the first areas that applied linguists focused on (Richard, 2001).

According to Stuart (2008), vocabulary consists of words that students can understand, and possess the ability to talk clearly, pronounce accurately, and use effectively in writing. Given that learners may create the words to communicate their ideas to others, developing a productive vocabulary can be approached as an active activity.

4.8 The Aspects of Vocabulary

In learning vocabulary, there are some vocabulary aspects that a teacher should convey to students. As cited in Mardianawati (2012:11), the vocabulary aspects consists its meaning, spelling, pronunciation, and word use.

Meaning

A term may have more than one meaning depending on the context in which it is used, the instructor should point out while explaining meaning to the class. The teacher can employ strategies like guided discovery and dictionary use to help students learn the meaning.

Spelling

Spelling is crucial to learning vocabulary because it facilitates reading and acts as a link between letters and sounds. Because they belong to distinct varieties of English, as is the case with many British or American English

terminology, the same words within the same variety of the language may have different acceptable written forms (Kareem, 2000).

Pronunciation

A person's pronunciation is how they say the words in their language (Hornby, 2006). The majority of words have just one pronunciation, but occasionally a word has two or more. As may be observed, certain words have the pronunciations "present" (/preznt/ and "prIzent") and "read" (/ri:d/ and "red"). Learning English pronunciation can be challenging because it is unrelated to word spelling. For them to communicate without annoyance and to make it easy for the listener, the students want to be able to speak English clearly and with comprehensible pronunciation.

Word Use

Word use refers to a word, phrase, or idea's application in a language. The use of words may also entail grammar, making it a complex topic for analysis (Mardianawati, 2012).

Related Studies

The first research was conducted by Munir (2016) with the title *The Effectiveness of Teaching Vocabulary by Using Cartoon Film Toward Vocabulary Mastery of EFL Students*. This research aimed to find out the effectiveness of using cartoon film in teaching vocabulary of the fourth grade students at MI AL Hidayah 02 Betak. This study used a test in pre-test and post-test. The population of the research is the fourth grade students while the sample is 25 students. The result of the research showed that $\text{count} > t \text{ table } (5, 20 > 1, 71)$. It indicates that cartoon film was suitable to teach vocabulary. So from the result the researchers suggest to the English teacher that cartoon film was effective to teach vocabulary for young learners. The similarity with this research was using movie or film as a strategy toward students vocabulary and the different was the previous research using a specific movie like cartoon but in this research generally using English movie.

The second research was conducted Wulan (2016) in his thesis with the title *A Correlational Study on Habit in Watching Animation Movies, Vocabulary Mastery, and Writing Skill of The Eleventh Grade Students of SMA Negeri 4 Surakarta in The Academic Year of 2015/2016*. This research was aimed to analyze the correlation between study on habit in watching animation movies. Vocabulary mastery and writing skill at SMA Negeri 4 Surakarta. This study used a test and questionnaire. The population of the research is all the eleventh grade students while the sample is 31 students taken by cluster random sampling technique. She said that habit in watching animation movie and vocabulary mastery could increase the student's writing skills. The similarity with this research was using movie as a strategy in teaching but the different was the previous research focus to increase students writing skills and in this research the writer focus on student vocabulary achievement.

Rahman (2012), conducted a research under the title *“Correlation between Frequency of Watching English Movies and Vocabulary Mastery of the Second Grade Students of MAN 1 Semarang in the Academic Year of 2011/2012”*. The result has shown that there was a

significant correlation between frequency of watching English movies and vocabulary mastery. It was proven by the result of product moment coefficient value that is higher than r of table coefficient value. So, he concluded that the frequency of watching English movie can give effect to the vocabulary mastery.

Hikmah (2009), her title is *“Developing Students' Vocabulary using Dora the Explorer Movie”*. The result has shown that the use of watching movie to teach of English to the fourth grades of SDN 02 Subah Batang was an effective media in improving the students' vocabulary. It was proven by the result of achievement tests score. So, she concluded the use of movie can improve the students' vocabulary.

A study which was conducted by Rahman focused on how the amount of time that students spent in watching English movies relates to their Vocabulary knowledge. The sample in this research was 64 second graders at MAN 1 Semarang. Rahman used a questionnaire to measure the students watching frequency and a test to measure their vocabulary knowledge. He found a correlation with index value of 0.584. It was a positive correlation which means the more students watch movies, the more they improve their vocabulary knowledge.

5. Materials and Methods

5.1 Research Design

This study used the quantitative method of research, specifically descriptive correlation method which analyzing the correlation between students' habit in watching English movies and vocabulary competence. Quantitative approach is process of gathering knowledge by using a numeric data as instrument to explain the subject.

The purpose of correlational study is to determine whether, and to what degree, a relationship exist between two variables (Gay, 1981). In this case, correlational research is used to determine whether there is a dynamics of the relationship between students' habit in watching English movie and vocabulary competence.

5.2 Research Environment

This study was conducted at Mindanao State University – Buug Campus located in Datu Panas, Buug, and Zamboanga Sibugay. It is about 600 meters away from Buug National Highway. MSU -Buug Laboratory High School is one of the 6 schools in Municipality of Buug offering secondary education.

One of the prestigious schools in the entire Zamboanga Sibugay and it is accessible to any land transportation. The institution is a public school and is headed by the chancellor Sultan Pangandag M. Magolama.

5.3 Research Subject

The respondents of the study were all the grade 10 students who are officially enrolled in Mindanao State University-

Buug Campus Laboratory Junior High School this current school year 2022 – 2023.

There were three sections in the tenth grade: Rose which has 40students, Orchid which has 39 students, and dahlia which has 39students. A total of 118 students were there in grade 10.

5.4 Sampling Technique

This study used probability sampling, specifically, simple random sampling (SRS), as the researchers will randomly select a subset of participants from a population. Each member of the population has an equal chance of being selected, as a method in determining the actual number of grade 10 students who to be involved as respondents in this study. Out of the 118 students of grade 10 in Mindanao State University- Buug Campus Laboratory Junior High School, the researchers used the entire population of the grade 10 students.

5.5 Research Instruments

The instrument used for this research study was adopted by the researchers from the study of Verplanken (2010) for the habit of students in watching English movies. A questionnaire for vocabulary test was also adopted from Workbook English IV (With Interactive and Integrative Learning Activities) by Marie Cielo Carino.

First, the researchers used a questionnaire check-list from form and a vocabulary test to gather information from the respondents. By the information gathered, the data was used to analyse to identify the correlation between students’ habit in watching English movies and students’ vocabulary competence.

5.6 Data Gathering Procedure

The researchers sent a permission letter to the Chancellor of Mindanao State University- Buug Campus informing the said study to be conducted in school and seek for his approval. Upon the approval, the researcher sent a letters to the principal of Junior High School Laboratory MSU- Buug Campus, to the adviser and the subject teacher informing them about the study being conducted.

After the permission is secured, the researchers will then set for an appointment with the grade 10 adviser for the distribution of the questionnaire and test. The questionnaire-checklist and test will then be distributed at random among all of the grade 10 sections by the researchers. The questionnaire and test proper have options to choose from. In administering the questionnaires, respondents were asked to read the question first and checked the corresponding

category. For the test proper, respondents were asked to encircle the correct answer.

The researchers personally carry on the questionnaires and test with sufficient and clear explanation of each item. The respondents were provided sufficient time and retrieval of the responses was done after the respondents had answered the questionnaires. As soon as all the data gathered, they were tallied and analyzed.

5.7 Statistical Treatment

The researchers utilized the following tools:

- 1) Weighted Mean – to determine extent of habit in watching English movies.
- 2) Mean – to determine the vocabulary performance of the students.
- 3) Pearson R – to determine correlation between habits in watching English movies and vocabulary competence.

The following are the formulas:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Weighted Mean

Pearson r

Where:

R: Product moment correlation coefficient of variable X and Y

$\sum XY$: The sum of the product multiplying of vocabulary test scores and the questioners’ scores

$\sum X$: The sum of watching English movie habit scores

$\sum Y$: The sum of vocabulary competence scores

$\sum (X)^2$: The sum of watching English movie habit square

$\sum (Y)^2$: The sum of vocabulary competence square

N: The total number of sample

6. Results and Discussion

6.1 Teachers’ Professional Preparations

This chapter presented, analyzed and interpreted the data gathered from the questionnaires from which the conclusions were derived and recommendations were based.

Respondent’s evaluation of the study variables is hereunder presented in tabular form and subsequently discussed and analyzed textually consistent with the problems posed in this study.

- 1) What is the extent of students’ habit in watching English movies?

Table 1: Habituation Level of the Respondents in Watching English Movies

Statements	Weighted Mean	Interpretation
I am watching English movie every day	2.64	Highly Habituated
Watching English movies makes me happy	3.07	Highly Habituated
I love holidays because I can watch multiple movies	2.91	Highly Habituated
I always watch English movies at home but if there is a vacant time in school, I have to	2.27	Moderately Habituated
I always share the lesson I learn from watching English movies to my friends	2.81	Highly Habituated
Watching English movies stretches my imagination	3.19	Highly Habituated

Watching English movies helps me better understand conversations	3.31	Very Highly Habituated
I have started watching English movies when I was in elementary	3.18	Highly Habituated
Watching English movies means intellectual cultivation	2.91	Highly Habituated
Watching English movies does not only ease boredom but also activate mind power	3.13	Highly Habituated
Generally, watching English movies does only mean for entertainment and life lessons but also for language advancement	3.45	Very Highly Habituated

General Weighted Value **2.99**

Numerical Scale	Description	Interpretation
3.25 - 4.00	Strongly Agree	Very Highly Habituated
2.50 - 3.24	Agree	Highly Habituated
1.75 - 2.49	Disagree	Moderately Habituated
1.00 - 1.74	Strongly Disagree	Less Habituated

Table 1 shows the data on the level of students' habit in watching English movies. Given the 11 statements on their habits in watching English movies, the top 3 statements are statement 11, "Generally, watching English movies does only mean for entertainment and life lessons but also for language advancement." with a weighted of 3.45; statement next "Watching English movies helps me better understand conversations" with a weighted of 3.31; statement next "Watching English movies stretches my imagination" with a weighted of 3.19; Then the lowest statement is " I always watch English movies at home but if there is a vacant time in school, I have to " with a weighted of 2.27.

The general weighted value of 2.99 generally stated that the respondents are highly habituated in watching English movies.

2) What is the level of vocabulary competence of the students?

Table 2: Vocabulary Performance of the Respondents

Score Range	Frequency	Percentage	Performance Description
23- 30	19	16.1	Outstanding
15- 19	68	57.6	Very Good
8- 14	29	24.6	Good
0- 7	2	1.7	Poor

Mean = **5.84**

Table 2 shows the vocabulary performance of the respondents. Based on the 30 item-test, there are 19 respondents or 16.1 % who have scores within 23-30 described as "Outstanding". Then, there are 68 respondents or 57.6% who have attained scores from 15-19 described as "Very Good". There are 29 respondents or 24.6 who have obtained scores from 8-14 described as "Good" & who have scores from 0-7 described as "Poor". The obtained mean score is 5.84, this generally shows that the vocabulary performance of the respondents is Poor.

3) Is there any significant correlation between the students' habit in watching English movies and their vocabulary competence?

Table 3: Test of Significant Correlation between Habituation Level of Watching English Movies and Vocabulary Competence

Statistical Results	Findings	Interpretation
R value = 0.1568	Positive Correlation	Weak
P value = .089951	Greater at .05 level of significance	Not Significant

Table 3 shows the test of significant correlation between habituation level of watching English movies and vocabulary competence of the respondents. Based on the statistical results, it can be seen that the R value of .01568 (indicating positive correlation but weak) produces a P-value of .089951. Inasmuch as the P value of .089951 is greater at .05 level of significance this leads to the acceptance of the null hypothesis, thus, there is no significant correlation between habituation level of students on watching English movies and their vocabulary competence. This further means that watching English movies does not necessarily redound to building vocabulary competence of the students.

The results of the study conforms to the study of Saiful, Hamid Ismail Abdullah, Rina Asrini Bakri (2019) which concluded that there is low correlation to the frequency of watching English movies in English and the students vocabulary mastery.

The results also conforms to the statement by Schmitt (2020) that vocabulary as a basis of a language is very important to be mastered first, people cannot speak well and understand written materials if they do not master it. Schmitt stated that no matter how successfully the sound of the foreign language is mastered, without words to express the wider range of meanings, communication in a foreign language just cannot happen in any meaningful way.

7. Conclusion

Based on the analysis and discussion in the previous chapters, it can be concluded that there was no significant correlation between students' habit in watching English movies and students' vocabulary performance. It was weak correlation. The correlation proved by the score of students' habit in watching English movies with a general weighted mean of 2.99 which describes as "highly habituated" and the students' vocabulary performance with a mean of 5.84 which describe as "poor".

From the data analysis, the study accepts the null hypothesis. It was because the result of p value is greater at 0.5 level of significance. It means there was no significant correlation between students 'habit in watching English movie and vocabulary competence.

8. Recommendations

Based on the findings of the study, the researchers recommended the following:

To the teachers:

- 1) Teachers must be able to aid students in expanding their vocabulary in acquiring new words through media based learning practices regarded original and non-boring.

- 2) Teachers need to be knowledgeable about vocabulary and adept at using effective teaching strategies. Specifically to enhance students' vocabulary competence in English subject.
- 3) Teachers should strongly encourage students to read more books and additional English literature, as well as encouraging students to do so watching a video with a purpose and educational using an English language that will help them to learn more words.

To the students:

- 1) In this situation, the students should not only watch the movie, but also have a purpose and pay attention to the words used in the movie.
- 2) The students must practice watching English movies and taking down on their notes the unfamiliar words they may encounter.
- 3) Students should decide their own ways for learning new vocabulary not just in watching English movies but also in reading books and literature.

To the future researchers:

- 1) The researchers suggested for further investigation and expected to employ a larger sample size than this study.

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