

**A CORRELATIONAL STUDY ON STUDENTS' HABIT OF WATCHING ENGLISH
MOVIES AND THEIR MOTIVATION IN SPEAKING ENGLISH AT
THE ENGLISH EDUCATION PROGRAM OF STKIP
BINA MUTIARA SUKABUMI**

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ABSTRACT

This study investigated the correlation between students' habit of watching English movies and their motivation in speaking English at the English Education Program of STKIP Bina Mutiara Sukabumi. A quantitative correlational design was employed involving 20 fourth-semester students selected through purposive sampling. Data were collected using two Likert-scale questionnaires measuring students' habit of watching English movies and their motivation in speaking English. The data were analyzed using descriptive statistics and Pearson Product Moment Correlation with IBM SPSS Statistics. The findings revealed that students demonstrated high levels of both watching habits and speaking motivation. The correlation analysis showed a very strong positive relationship between the two variables ($r = 0.886$, $p < .05$), indicating that students who more frequently watched English movies tended to have higher motivation to speak English. The study concludes that habitual exposure to English movies contributes positively to students' motivation in speaking English.

Keywords: *English movies; motivation in speaking English; correlational study; language exposure.*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan antara kebiasaan mahasiswa menonton film berbahasa Inggris dengan motivasi mereka dalam berbicara bahasa Inggris pada mahasiswa Program Studi Pendidikan Bahasa Inggris STKIP Bina Mutiara Sukabumi. Penelitian ini menggunakan metode kuantitatif dengan desain korelasional yang melibatkan 20 mahasiswa semester empat melalui teknik purposive sampling. Data dikumpulkan menggunakan dua kuesioner skala Likert dan dianalisis menggunakan statistik deskriptif serta korelasi Pearson Product Moment dengan bantuan IBM SPSS Statistics. Hasil penelitian menunjukkan bahwa mahasiswa memiliki tingkat kebiasaan menonton film berbahasa Inggris dan motivasi berbicara bahasa Inggris yang tinggi. Analisis korelasi menunjukkan

hubungan positif yang sangat kuat antara kedua variabel ($r = 0,886$; $p < 0,05$). Temuan ini menunjukkan bahwa semakin tinggi kebiasaan mahasiswa menonton film berbahasa Inggris, semakin tinggi pula motivasi mereka dalam berbicara bahasa Inggris.

Kata kunci: film berbahasa Inggris; motivasi berbicara bahasa Inggris; studi korelasional; paparan bahasa.

A. INTRODUCTION

English plays a significant role as an international language used in education, communication, science, and professional settings. Consequently, university students, particularly those enrolled in English Education Programs, are expected to develop proficiency in the four essential language skills: listening, speaking, reading, and writing. Among these skills, speaking is often considered the most challenging because it requires learners to express ideas fluently, use appropriate vocabulary, pronounce words accurately, and respond spontaneously in real communication. Despite years of English learning, many Indonesian EFL students still experience low confidence and limited motivation to speak English in academic settings.

One learning activity that may support students' speaking motivation is watching English movies. English movies expose learners to authentic

language through natural conversations, pronunciation, vocabulary, expressions, and various cultural contexts. Unlike textbook dialogues, movies present meaningful communication in real-life situations, enabling students to become familiar with how English is actually used. In addition, watching movies is generally perceived as an enjoyable activity, making it a potential source of informal language learning beyond the classroom.

Previous studies have demonstrated the educational benefits of English movies in language learning. Research has reported that English movies improve vocabulary acquisition, listening comprehension, pronunciation, and speaking performance. Other studies have also indicated that movies increase students' confidence and willingness to participate in speaking activities because they provide meaningful language input and authentic communicative models. Furthermore,

motivation has consistently been identified as one of the most influential affective factors contributing to successful language learning, especially in speaking activities.

However, although previous research has examined the influence of English movies on language skills and students' perceptions, limited studies have specifically investigated the relationship between students' habit of watching English movies and their motivation in speaking English, particularly in Indonesian higher education. Most previous studies have focused on speaking achievement, vocabulary mastery, or listening ability rather than examining habitual exposure to English-language media as a motivational factor. Therefore, further investigation is needed to provide empirical evidence regarding whether students who regularly watch English movies also demonstrate higher motivation to speak English.

This study addresses that gap by investigating the correlation between students' habit of watching English movies and their motivation in speaking English among fourth-semester students of the English Education Program at STKIP Bina

Mutiara Sukabumi. The study focuses on identifying students' level of habit in watching English movies, determining their level of motivation in speaking English, and examining whether a statistically significant relationship exists between the two variables.

The findings of this study are expected to contribute both theoretically and practically. Theoretically, the study enriches the literature concerning language exposure, media-based language learning, and students' motivation in English language education. Practically, the findings may provide insights for English lecturers regarding the integration of authentic audiovisual media into speaking instruction and encourage students to utilize English movies as an autonomous learning resource to strengthen their motivation in speaking English. Furthermore, this study may serve as a reference for future researchers interested in investigating media exposure, language learning habits, and affective factors in different educational contexts.

B. RESEARCH METHOD

This study employed a quantitative approach using a correlational research design to examine the relationship between students' habit of watching English movies and their motivation in speaking English. A correlational design was selected because the study aimed to identify the degree and direction of the relationship between the two variables without manipulating them.

The research was conducted at the English Education Program of STKIP Bina Mutiara Sukabumi, Campus II Surade, West Java, Indonesia, during the 2026 academic year. The population consisted of 24 fourth-semester students enrolled in the English Education Program. Using purposive sampling, 20 students were selected as the research participants. They were chosen because they had sufficient experience in English learning, particularly in speaking courses, and met the criteria established by the researcher.

The study investigated two variables. The independent variable (X) was students' habit of watching English movies, while the dependent

variable (Y) was students' motivation in speaking English. Data were collected using two self-administered questionnaires based on a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). The questionnaire for Variable X consisted of 15 items covering four indicators: frequency of watching, duration of watching, types of movies and use of subtitles, and language learning engagement while watching movies. Meanwhile, the questionnaire for Variable Y consisted of 15 items measuring intrinsic and extrinsic motivation in speaking English.

Before the questionnaires were administered, the instruments were examined through validity and reliability testing to ensure their appropriateness for data collection. After the instruments met the required criteria, the questionnaires were distributed directly to the participants. The completed responses were coded and entered into IBM SPSS Statistics for analysis.

The collected data were analyzed using descriptive and inferential statistics. Descriptive statistics, including the mean, minimum score, maximum score, and

standard deviation, were used to describe the characteristics of each variable. Prior to hypothesis testing, normality and linearity tests were conducted to ensure that the data met the assumptions required for parametric analysis. Finally, the Pearson Product Moment Correlation test was employed to determine the strength, direction, and significance of the relationship between students' habit of watching English movies and their motivation in speaking English. The null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted when the significance value was less than 0.05.

C. RESULTS AND DISCUSSION

RESULTS

This study aimed to investigate the correlation between students' habit of watching English movies and their motivation in speaking English among fourth-semester students of the English Education Program at STKIP Bina Mutiara Sukabumi. Data were collected from 20 respondents using two Likert-scale questionnaires. The descriptive statistics of the research variables are presented in Table 1.

Tabel 1 Descriptive Statistics of Research Variables

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Habit of Watching English Movies	20	28	70	58.40	12.931
Motivation in Speaking English	20	28	70	58.40	13.133

As presented in Table 1, the mean score of students' habit of watching English movies was 58.40 (SD = 12.931), indicating that the respondents had a relatively high habit of watching English movies. Similarly, the mean score of students' motivation in speaking English was 58.40 (SD = 13.133), indicating that the respondents generally possessed a high level of motivation in speaking English.

Before conducting the hypothesis test, the questionnaire data fulfilled the assumptions required for parametric analysis. The instruments had previously been confirmed to be valid and reliable, and the data met the assumptions of normality and linearity. Therefore, Pearson Product Moment Correlation was employed to examine the

relationship between the two research variables.

Table 2.

Pearson Product Moment Correlation between Students' Habit of Watching English Movies and Their Motivation in Speaking English

Correlation			
		X	Y
Habit of Watching English Movies	Pearson Correlation	1	0.886**
	Sig. (2-tailed)		0.000
	N	20	20
Motivation in Speaking English	Pearson Correlation	0.886**	1
	Sig. (2-tailed)	0.000	
	N	20	20

Table 2 shows that the Pearson Product Moment Correlation coefficient between students' habit of watching English movies and their motivation in speaking English was 0.886, with a significance value of 0.000, which is lower than the significance level of 0.05. These findings indicate a statistically significant positive correlation between the two variables. Based on Sugiyono's interpretation of correlation coefficients, the obtained coefficient falls into the category of a very strong positive correlation. Therefore, the alternative hypothesis

(H_1) was accepted, while the null hypothesis (H_0) was rejected.

DISCUSSION

The findings indicate that students who frequently watch English movies tend to have higher motivation to speak English. Regular exposure to authentic English-language input allows learners to become more familiar with pronunciation, vocabulary, sentence structures, and expressions used in everyday communication. Consequently, students become more confident and willing to use English during speaking activities.

These findings support Krashen's Input Hypothesis (1985), which argues that language acquisition develops through meaningful and comprehensible language input. English movies provide authentic linguistic input in real communicative contexts, enabling learners to acquire language naturally while increasing their interest in using English for communication.

The results are also consistent with Deci and Ryan's Self-Determination Theory (2000), which explains that enjoyable learning experiences can

strengthen learners' intrinsic motivation. Watching English movies is generally perceived as an enjoyable activity rather than a formal classroom task. This positive learning experience encourages students to engage with English voluntarily and motivates them to improve their speaking ability.

Furthermore, the findings are consistent with previous studies reporting that English movies contribute positively to learners' motivation, confidence, vocabulary development, and speaking performance. The strong positive correlation found in this study reinforces the view that habitual exposure to authentic audiovisual materials can support students' motivation in English language learning.

Although the correlation coefficient indicates a very strong relationship, this study employed a correlational design, which does not establish a cause-and-effect relationship. Therefore, it can only be concluded that students with a stronger habit of watching English movies tend to have higher motivation in speaking English. Future research is recommended to

employ experimental or longitudinal designs to investigate the causal effect of watching English movies on students' speaking motivation and speaking performance.

D. CONCLUSIONS

This study concludes that there is a very strong positive and statistically significant correlation between students' habit of watching English movies and their motivation in speaking English among fourth-semester students of the English Education Program at STKIP Bina Mutiara Sukabumi ($r = 0.886$, $p < 0.05$). The findings indicate that students who more frequently watch English movies tend to have higher motivation to speak English, suggesting that English movies can serve as an effective source of authentic language exposure and a supplementary learning medium to enhance students' motivation in speaking activities. Therefore, English lecturers are encouraged to integrate English movies into speaking instruction, while students are encouraged to utilize English movies as part of their autonomous learning. Future research is recommended to involve larger samples and employ

experimental or longitudinal designs to further investigate the causal relationship between watching English movies and students' speaking motivation.

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