

The Correlation between Students' Habits in Watching English Movies with English Subtitles and Their Speaking Skills at SMAN 7 Manado

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ABSTRACT

This study employed a quantitative approach to explore the relationship between students' habits of watching English-language films with English subtitles and their proficiency in speaking English. The sample consisted of 100 tenth-grade students from SMAN 7 Manado during the first semester of the 2023/2024 academic year, drawn from classes A, C, and D. Data were analysed using descriptive statistics (Mean) and the Pearson Product-Moment Correlation Coefficient. The results indicated that the mean score for students' viewing habits was 2.61, reflecting a moderate frequency, while the mean score for speaking proficiency was 3.32, also indicating a moderate level. The correlation analysis yielded a p-value of 0.061 and a correlation coefficient of 0.188, suggesting a statistically insignificant but positive and weak relationship between the two variables. Although the correlation was not statistically significant, the findings imply that exposure to English films with subtitles may support the development of speaking skills. Therefore, the study provides a research-based implication that media-based learning strategies, specifically subtitled film viewing, can be integrated into curriculum design as a supplementary method to enhance students' speaking proficiency, especially when tailored to their individual learning preferences and supported by structured pedagogical frameworks.

Keywords: Students' Habits; English-Language Films; Speaking Proficiency

INTRODUCTION

Language learning continues to evolve as educators seek innovative methods to enhance student engagement and skill development. Among the various tools available, audiovisual media, particularly films, have gained attention for their potential to support language acquisition. Films provide learners with authentic linguistic input, contextualised vocabulary (Blake, 1990), and opportunities for communicative engagement (Maley & Pierce, 1991). Subtitled movies, in particular, offer a dual-channel experience that connects spoken and written language, aiding comprehension and expression.

In the realm of English language education, speaking proficiency is a critical skill for academic success and global communication (Nurjannah et al., 2013; Liao, 2009). However, many students struggle with speaking due to limited vocabulary, lack of confidence, and minimal exposure to natural language use. Engaging with English media—such as subtitled films, songs, and conversations with native speakers—can help bridge this gap by providing informal yet immersive learning experiences (Sari & Sugandi, 2015). However, passive media consumption alone may not guarantee improvement unless paired with active practice and instructional support.

While the use of films in language learning is widely encouraged, the specific relationship between students' habits of watching English-language movies with subtitles and their speaking proficiency remains underexplored and inconclusive. Some studies suggest potential benefits, while others highlight limitations such as overreliance on subtitles, lack of interaction, and contextual factors like motivation and learning environment (Febriani & Sya, 2022; Lasut, 2021). This ambiguity highlights a significant research gap: the correlation between movie-watching habits and the development of speaking skills remains unclear.

To address this gap, the present study investigates the relationship between students' habits of watching English movies with subtitles and their speaking proficiency. Focusing on 10th-grade students at SMA Negeri 7 Manado, the research employs a quantitative approach using descriptive and correlational methods. It aims to assess viewing frequency, speaking skill levels, and the extent of their relationship, while acknowledging limitations related to data collection and respondent focus.

LITERATURE REVIEW

Previous Related Study

Empirical research on the use of English-language films to enhance speaking skills reveals a spectrum of findings shaped by diverse pedagogical approaches and learner contexts. Megawati and Nuroh (2018) and Parmawati and Inayah (2019) both report improvements in oral proficiency; however, their methodologies diverge significantly. Megawati and Nuroh emphasise gains in spontaneous speaking through repeated exposure to authentic dialogue, implying that immersion alone can foster fluency. However, their approach risks overstating the benefits of passive viewing, as it lacks structured reinforcement. By contrast, Parmawati and Inayah demonstrate that structured interventions such as role-plays and guided discussions are crucial for transforming cinematic input into productive speaking outcomes. Their findings suggest that film viewing becomes pedagogically valuable only when learners engage with the content purposefully, highlighting the central tension between passive exposure and active engagement.

Further insights emerge from studies focusing on learner habits and perceptions. Nita and Dewanti (2020), Halawa et al. (2022), and Maulisa et al. (2023) examine the motivational and cognitive dimensions of film-based learning. Nita and Dewanti report that students who regularly watch subtitled films experience increased confidence and motivation, suggesting that positive emotional responses can sustain engagement. Halawa et al. provide quantitative evidence that subtitled films can enhance vocabulary growth and pronunciation accuracy, particularly among intermediate learners, indicating that consistent and intentional viewing can aid linguistic development when learners have sufficient proficiency to process input effectively. In contrast, Maulisa et al. caution that subtitles may impose cognitive strain on lower-proficiency students, thereby hindering comprehension and retention. Their findings underscore the importance of tailoring film-based learning strategies to individual learner profiles, rather than assuming a one-size-fits-all approach.

Speaking skill development, as the second key variable, is treated across these studies as both an outcome and a process shaped by the nature of film engagement. Megawati and Nuroh (2018) link speaking gains to immersion but do not provide scaffolding, which limits the transferability and long-term retention of skills. Parmawati and Inayah (2019) offer a more comprehensive model by combining film-based input with communicative practice, thereby reinforcing grammar, pronunciation, and fluency through structured interaction. Halawa et al. (2022) and Maulisa et al. (2023) contribute a nuanced perspective by linking speaking development to cognitive and affective variables. Halawa et al. highlight the role of proficiency thresholds, showing that intermediate learners benefit most from subtitles. In contrast, Maulisa et al. caution that overreliance on subtitles may hinder verbal output due to cognitive overload. Meanwhile, Nita and Dewanti (2020) foreground the motivational dimension, arguing that increased confidence from film-based learning encourages greater speaking participation, though their study stops short of measuring actual performance outcomes.

Taken together, these studies suggest that students' habits of watching English-language movies with subtitles and their development of speaking skills are interdependent, but mediated by multiple factors: learner proficiency, instructional design, cognitive capacity, and emotional engagement. Passive viewing may spark initial exposure, but its effect on speaking proficiency remains limited without structured support. Subtitles provide valuable scaffolding, yet their effectiveness varies across learner levels. Speaking gains appear most significant when habitual viewing is integrated with communicative tasks that reinforce linguistic input. For educators, the implication is clear: fostering effective viewing habits requires more than assigning films—it calls for intentional integration, adaptive scaffolding, and learner-centred engagement. Only through this balanced approach can film-based learning truly advance students' speaking competence.

Habits in Learning and Language Acquisition

Habits, as consistent patterns of behaviour, are formed through repeated actions and experiences and play a central role in learning processes. Andrews (1903) defines habits as subconscious routines involving thoughts and behaviours, while Hanafy (2014) emphasises their emergence from repeated responses to environmental stimuli. In educational contexts, habits influence both academic success and personal growth. Effective study habits enable strategic learning (Kartika, 2013) and, once internalised, become automatic and self-sustaining (Siagian, 2015). Research indicates that modifying study routines can significantly enhance performance (Wijaya & Saputri, 2019), while habitual engagement with learning materials fosters stronger comprehension and retention (Samosir, 2023). In the domain of language learning, watching English-language films regularly can evolve into a productive habit that reinforces linguistic exposure and contributes to vocabulary acquisition, fluency, and overall communicative competence.

The Role of Films in Language Learning

Films have long been recognised as valuable tools in language education because they combine visuals, sound, and narrative into a multisensory experience that enhances comprehension and retention (Mirvan, 2013). Scholars such as Kabooa (2016) and Thammineni (2016) highlight their role in fostering fluency and authentic communication, while Tsai (2009) notes their positive influence on pronunciation, vocabulary, and public speaking confidence. Films present real-life scenarios, cultural nuances, and emotionally engaging contexts that stimulate learners cognitively and affectively (Lumlertgul et al., 2009; Shankar, 2019).

To maximise their educational value, Sari and Sugandi (2015) recommend using short films, setting clear learning objectives, and incorporating structured follow-up activities, such as guided discussions or role-plays. Without such scaffolding, extended viewing may lead to disengagement, and students may prioritise entertainment over learning. Subtitles, in particular, serve as a crucial scaffold by bridging spoken and written language. They aid comprehension, reinforce vocabulary, and convey additional cues that enrich learners' understanding (Liu, 2014; Cintas, 2013; Cintas & Remael, 2014).

Speaking Skills and Their Development

Speaking proficiency is widely regarded as a cornerstone of effective communication across educational, social, and professional contexts. It enables learners to express ideas clearly, engage in dialogue, and participate in global interactions (Ratnasari & Zubaidah, 2019; Aprinawati, 2017). Speaking involves complex components of grammar, vocabulary, pronunciation, comprehension, and fluency that together shape communicative competence (Astutik, 2015; Hughes, 2010). Krashen's Input Hypothesis clarifies how speaking develops: language acquisition occurs most effectively when learners are exposed to comprehensible

input that is slightly beyond their current level ($i+1$). Watching English-language films with subtitles provides students with valuable input by exposing them to authentic speech, intonation, colloquial expressions, and cultural references that may be absent from textbooks. For instance, subtitled films like *The Pursuit of Happyness* present emotionally charged dialogue and real-world vocabulary, while subtitles scaffold comprehension and reinforce recognition of sentence structures.

Linking Habits, Films, and Speaking Proficiency

This process aligns with Krashen's principle of low-anxiety, high-interest learning environments. Movies are engaging and non-threatening, encouraging incidental acquisition without the pressure of formal performance. Over time, habitual film viewing allows students to internalise grammatical patterns and pronunciation cues; repeated exposure to informal contractions such as "I am gonna" helps learners grasp usage that might not be taught explicitly in class. Practices such as shadowing and repeating dialogue after characters can further transform passive comprehension into active speaking. As Jin (2023) demonstrates, mimicking native speakers enhances fluency and pronunciation, thereby bridging the gap between input and output. The habitual viewing of subtitled English films, therefore, represents an intersection of habit formation, authentic media input, and the development of speaking skills. It provides consistent, engaging, and comprehensible input that fosters vocabulary growth, listening comprehension, and oral fluency. When supported by structured classroom activities, this habit not only reinforces linguistic competence but also cultivates confidence and motivation, both of which are essential for effective second language acquisition.

METHOD

Design and Samples

This study employs both descriptive and correlational research designs to examine students' habits of watching English-language movies with subtitles and their speaking proficiency. The descriptive design is used to assess students' mastery of English movie comprehension and speaking skills without exploring causal relationships (Aggarwal & Ranganathan, 2019). In contrast, the correlational design investigates whether a significant relationship exists between students' viewing habits and their speaking abilities, as outlined by Fraenkel and Wallen (2007). Together, these approaches offer a comprehensive framework for analysing behavioural patterns and potential connections within the data. The research was conducted in two phases: a pilot study and a main study. The pilot study involved 39 students from class 10B, of whom 35 completed all research instruments. This preliminary phase was designed to test the validity and reliability of the instruments and refine the research procedures. Following the pilot, the main study expanded to include 100 students selected from four parallel tenth-grade classes, 10A, 10B, 10C, and 10D at SMAN 7 Manado during the first semester of the 2023/2024 academic year. The total population across these classes was 141 students: 36 in 10A, 35 in

10B, 36 in 10C, and 34 in 10D. The main study sample was drawn proportionally to ensure representation across all classes, allowing for a balanced assessment of students' media habits and speaking proficiency. By targeting this specific population, the study aims to generate relevant insights into how habitual media exposure may influence language development in a formal educational setting.

Instrument and Procedure

Data collection is conducted using a structured questionnaire adapted from Barmawi (2016), comprising 22 items divided into two key constructs. The first construct examines students' habits of watching English films, comprising 12 questions rated on a 5-point Likert scale, ranging from "never" to "always." The second construct evaluates speaking skills through 10 questions, also using a 5-point Likert scale from "strongly disagree" to "strongly agree." This dual-structured instrument enables the researcher to capture both behavioural patterns and self-assessed language competencies in a quantifiable manner.

To select participants, the study employs a convenience sampling method, as defined by Etikan et al. (2016), which involves selecting individuals based on their accessibility and willingness to participate. A pilot study is conducted to test the reliability and validity of the questionnaire, involving 35 students from class 10B at SMAN 7 Manado. These students are given 30 minutes to complete the questionnaire, providing preliminary data that will help refine the research instrument before full-scale implementation. This preparatory phase ensures that the tools used are effective and appropriate for measuring the intended variables.

In quantitative research, the concepts of validity and reliability are essential for ensuring accurate and consistent measurement. Heale and Twycross (2015) define validity as the degree to which a concept is precisely measured, while Creswell (2012) explains reliability as the consistency of results when the same instrument is administered across different participants. Mohamad et al. (2015) further clarify that a reliability coefficient between 0.6 and 0.7 is generally accepted as adequate, indicating that the instrument used in this study meets recognised standards for dependable data collection.

Data Analysis

To address the first research question regarding the extent of students' habits of watching English movies and their speaking skills, descriptive average analysis will be employed. The second research question, which explores the relationship between these habits and speaking ability, will be examined using the Pearson Product-Moment Coefficient. This statistical method helps determine whether a significant correlation exists between the two variables. A Likert scale will be used to measure both constructs, offering a structured way to quantify students' responses. As Gilovich et al. (2013) describe, the Likert scale offers a range of

labelled options that reflect varying degrees of agreement or frequency, making it a reliable tool for evaluating perceptions and behaviours.

For interpreting the data, the Likert scale scores will be categorised to reflect levels of engagement and agreement. Students' movie-watching habits will be rated on a scale from "never" to "always," while speaking skill responses will range from "strongly disagree" to "strongly agree." To analyse the third research question, the Pearson product-moment coefficient will be used to assess the strength and significance of the correlation. If the p-value is less than the alpha level of 0.05, the relationship between movie-watching habits and speaking proficiency will be considered statistically significant. Standardised coefficients will further clarify the degree of association between these variables, providing insight into how media exposure may influence language development.

FINDING AND DISCUSSION

This section presents the quantitative findings addressing three core research questions: the level of students' habits of watching English movies with English subtitles, their level of speaking ability, and the correlation between these two variables. The data revealed that students exhibited a moderate habit of watching English-language movies with English subtitles, with a mean score of 2.61, suggesting occasional engagement that may not be sufficient to support language acquisition fully. Similarly, the mean score for speaking skills was 3.32, also within the moderate range, indicating that students possess a balanced but not advanced level of spoken English proficiency. To examine the relationship between these variables, a Pearson Product-Moment Correlation analysis was conducted, yielding a correlation coefficient of 0.188 and a p-value of 0.061. These results indicate a weak and statistically non-significant relationship, implying that while watching English movies may have some influence on speaking ability, it is not a decisive factor, and other elements likely contribute more substantially to students' language development.

Table 1. Shows the Mean score of students' habits of watching English movies with English subtitles

	N	Minimum	Maximum	Mean	Std. Deviation
Habits (x)	100	1.50	3.91	2.61	0.6226
Valid N	100				

The data presented in Table 1.1 reflects the distribution of students' habits of watching English movies with English subtitles, based on a sample size of 100 respondents. The scores range from a minimum of 1.50 to a maximum of 3.91, with a mean score of 2.61 and a standard deviation of 0.6226. The mean score of 2.61 falls within the 2.50–3.49 interval on the interpretation scale, which categorises the

students' viewing habits as moderate. This suggests that while students do engage with English-language films accompanied by English subtitles, their engagement is neither frequent nor intensive. The moderate average implies that students watch such movies occasionally, but not consistently enough to be considered habitual viewers. The relatively small standard deviation indicates that most students' responses are clustered around the mean, showing a general trend of moderate engagement across the group. This level of exposure may provide some benefits in terms of language input, but it is likely insufficient to produce significant improvements in language proficiency without additional reinforcement. Therefore, the findings highlight the potential value of encouraging more regular and purposeful viewing practices to enhance students' familiarity with authentic English usage and support their overall language development.

Table 2. Shows the Mean score of students' speaking skills.

	N	Minimum	Maximum	Mean	Std. Deviation
Speaking skills (y)	100	1.60	4.60	3.32	.06365
Valid N	100				

Table 1.2 presents the statistical summary of students' speaking skills, based on responses from 100 participants. The scores range from a minimum of 1.60 to a maximum of 4.60, with a mean of 3.32 and a standard deviation of 0.6365. The mean score of 3.32 falls within the 2.50–3.49 interval on the interpretation scale, indicating a moderate level of speaking proficiency among the students. This suggests that most students are capable of expressing themselves in English with reasonable clarity and coherence, though their fluency and accuracy may still be inconsistent across different contexts. The relatively narrow standard deviation implies that the majority of students' speaking abilities are clustered around the mean, showing a consistent pattern of moderate performance across the sample.

This level of proficiency reflects a foundational competence in spoken English, enabling students to engage in basic conversations, respond to questions, and convey their ideas. However, it may struggle with more complex language tasks such as nuanced discussions, idiomatic expressions, or spontaneous speech. It also indicates that while students are not at a low level of speaking ability, they have not yet reached a high level of fluency or confidence. These findings highlight the importance of reinforcing speaking practice through interactive activities, exposure to authentic language input, and structured feedback to help students progress toward higher levels of oral proficiency. Moreover, the moderate performance may be influenced by limited opportunities for real-life communication, suggesting a need for more immersive and communicative approaches in the classroom.

Table 3. Correlation between Students' Habits in Watching English Movies with English Subtitles and Their Speaking Skills

		Habit in Watching English Movies
Speaking Skills	Pearson Correlation	.0188
	Sig. (2-tailed)	0.061
	N	100

Table 1.3 presents the results of a Pearson Product-Moment Correlation analysis conducted to examine the relationship between students' habits of watching English movies with English subtitles and their speaking skills. The correlation coefficient (r) of 0.188 suggests a positive but weak relationship between the two variables. In other words, students who watch English movies more frequently tend to have slightly better speaking skills, but the strength of this association is minimal. The p -value of 0.061 exceeds the conventional threshold of 0.05 for statistical significance, indicating that the observed correlation is not statistically significant and may have occurred by chance.

Despite the lack of significance, the direction of the correlation is noteworthy—it implies that increased exposure to English through movies could be associated with improved speaking ability, albeit modestly. However, the weak correlation also suggests that movie-watching alone is not a strong predictor of speaking proficiency. Other factors, such as classroom instruction, practice opportunities, motivation, and individual learning strategies, likely play a more substantial role in shaping students' speaking skills. The sample size of 100 provides a reasonable basis for analysis. However, the results emphasise the need for a more comprehensive approach to language learning that integrates multiple sources of input and active speaking practice. This finding can inform educators and curriculum designers to view movie-watching as a supplementary tool rather than a primary method for developing speaking proficiency.

The findings suggest that students at SMAN 7 Manado exhibit a moderate habit of watching English-language movies with English subtitles. This implies occasional engagement, which may not be frequent enough to leverage the benefits of authentic language exposure fully. Encouraging more consistent viewing could enhance their language acquisition. Similarly, students' speaking skills are at a moderate level. They can communicate in English to some extent, but their proficiency is not yet advanced. This calls for targeted interventions to improve fluency and comprehension, especially in spontaneous or contextual conversations.

Although a positive correlation exists between movie-watching habits and speaking skills, it is weak and not statistically significant. This suggests that while watching English movies may contribute to speaking development, it is not the sole

influencing factor. Other elements, such as classroom instruction, practice opportunities, and motivation, likely play a more substantial role.

CONCLUSION

This study employed a quantitative design, utilising descriptive statistics and correlational analysis, to examine the relationship between students' habits of watching English-language films with subtitles and their speaking proficiency. A questionnaire adapted from Barmawi (2016) was administered to 39 students in a pilot phase and 100 students in the main study, all tenth graders at SMAN 7 Manado during the first semester of the 2023/2024 academic year. Results indicated moderate engagement in watching English films ($M = 2.61$) and speaking proficiency ($M = 3.32$). The correlation coefficient ($r = 0.188$, $p = 0.061$) showed a weak but positive relationship that was not statistically significant. These findings suggest that while watching English films may provide some support for speaking development, it cannot be considered a strong or independent predictor of proficiency. Students at SMAN 7 Manado demonstrated moderate habits of watching English movies and corresponding speaking skills. However, the absence of a significant correlation suggests that other factors, such as classroom instruction, peer interaction, and individual learning strategies, likely play a greater role in shaping oral competence. This highlights the importance of a comprehensive approach to language learning that incorporates multiple modes of practice, rather than relying solely on media exposure. Students should diversify their learning strategies beyond passive film viewing. Engaging in group discussions, joining English clubs, and using interactive applications such as Duolingo or HelloTalk can provide authentic practice and boost confidence in communication. Teachers should incorporate English films with subtitles into teaching and extracurricular activities to enrich vocabulary and listening comprehension. However, these should be paired with active speaking tasks such as debates, role-plays, and storytelling. Structured peer collaboration can further create supportive opportunities for practising oral English. For future research, exploring additional variables such as instructional methods, learner motivation, and socio-cultural influences may provide a more comprehensive understanding of speaking development. Longitudinal studies could capture whether consistent exposure to English media produces cumulative benefits. At the same time, mixed-methods designs could combine statistical findings with qualitative insights to better explain the relationship between audiovisual media and oral proficiency.

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