The Correlation English Language Learning Motivation and Movie Watching Habits among EFL Students: Comparative Study

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ARTICLE INFO	ABSTRACT
	This study looks into how watching English-language movies might influence the motivation of EFL students at IAIN Palangka Raya. Using a comparative cross-sectional design, the study involved 30 participants divided into two groups, those who frequently watch English-language movies and those who do not. Data were collected Using surveys and motivation scales. The results revealed a strong positive correlation between regular movie-watching and increased motivation, confidence, and cultural understanding. Key findings include significant differences in motivation levels, with frequent movie-watchers showing higher integrative and instrumental motivation. However, the impact on grammar and spontaneous speaking was less pronounced. The study concludes that English language films serve as an effective tool to boost learner motivation and engagement, emphasizing their potential role in modern language pedagogy. Limitations such as self-report bias and sample size are acknowledged, suggesting areas for future research.

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INTRODUCTION

The role of media in language learning has been a subject of increasing interest in recent years. The increasing availability of media resources provides learners with new opportunities to engage with a language beyond traditional classroom settings. Among these resources, English-language films have emerged as an impactful tool for language acquisition. Not only do they entertain, but they also immerse learners in authentic linguistic and cultural contexts, making them particularly valuable for English as a Foreign Language (EFL) students. This study explores how regular exposure to English-language films influences students' motivation to learn English. Media, when used strategically, can create a dynamic and interactive learning environment. Krashen's (1985) Input Hypothesis highlights the importance of comprehensible input in language acquisition, suggesting that learners acquire language most effectively when they are exposed to input slightly beyond their current proficiency level. English-language films meet this criterion by offering learners exposure to natural speech patterns, contextualized vocabulary, and cultural nuances that textbooks often fail to provide. Similarly, Schmitt (2000) emphasized the role of incidental learning, particularly vocabulary development, through meaningful exposure to authentic language. Films offer an opportunity for learners to absorb language in an engaging and memorable way, making the learning process both effective and enjoyable.

Despite the growing recognition of media as a learning tool, the specific impact of English-language films on motivation remains under explored. This study addresses that gap by examining how frequent exposure to English-language films affects the learning motivation of EFL students. The hypothesis is that students who regularly watch English-language films demonstrate higher levels of integrative and instrumental motivation compared to those who do not. By focusing on motivation, a critical factor in language learning, this study aims to uncover insights into how films can contribute to language proficiency and overall engagement with the learning process. The appeal of films lies in their ability to combine auditory and visual elements, making language input more accessible and impactful. Liu (2021) noted that "audio-visual teaching combines images and recordings," and film teaching, in particular, offers a unique and immersive experience. Unlike traditional learning materials, films bring language to life through real-world contexts and authentic interactions. For example, films allow students to hear natural accents, observe body language, and experience cultural norms, all of which contribute to a richer understanding of the language. According to Cherrie et al.

(2021), incorporating films into teaching not only enhances students' engagement but also helps solve common challenges, such as lack of interest or limited exposure to authentic English. Moreover, the benefits of film-based learning extend beyond the classroom. Hu et al. (2022) argue that using films as a teaching tool can improve long-term language retention and foster sustainable language development. By engaging with films, students develop autonomy in their learning, as they can explore topics that align with their interests. This personal connection with the material encourages intrinsic motivation and allows students to take ownership of their learning process. Films also provide opportunities for collaborative activities, such as group discussions or debates, which further enhance language skills while building confidence and critical thinking abilities.

In addition to linguistic benefits, films serve as a gateway to cultural understanding, offering students a glimpse into the values, traditions, and societal norms of English-speaking communities. This cultural exposure plays a crucial role in developing integrative motivation, as learners are more likely to feel connected to the language when they understand the people and culture behind it. By examining these motivational factors, this study contributes to a deeper understanding of how films can be effectively integrated into language learning to make it more engaging and impactful.Through a focused investigation of the relationship between film watching habits and English learning motivation, this study aims to provide practical insights for educators and learners alike. By building on existing research and addressing unexplored areas, this research highlights the untapped potential of English-language films as a tool for not just learning but also inspiring a lifelong interest in the English language.

METHOD

Participants / subject / population and sample

To investigate whether EFL learners who watch movies as a learning aid for English as a foreign language are more motivated and have higher interest compared to EFL learners who do not watch movies as a learning aid, a comparative cross-sectional research design will be used. The study will involve 30 EFL students from IAIN Palangka Raya's English Department. The students are selected through stratified random sampling to ensure a diverse representation of different types of responses. Participants will be categorized into two different groups, which are; 1). Those who watched the movie in English (Movie Watchers), and, 2). Those who did not watch the movie in English or did not use the movie as a learning tool. Data collection will be done using a self-administered survey, which includes questions about the frequency with which English movies are used as learning tools for EFL learners. In addition, the survey also features a motivation scale, the Attitude/Motivation Test Battery (AMTB), which is used to assess different dimensions of motivation, including integrative motivation (interest in learning about cultures and people), and instrumental motivation (practical reasons for

learning English). A frequency questionnaire will also be used to classify participants into Watchers or Non-Watchers groups.

Instruments

Participants will be recruited through announcements at language schools, universities, and online EFL learning communities. They will complete the survey online for data collection. Classification into the Spectator or Non-Watcher group will be based on their responses to the frequency questionnaire. For data analysis, descriptive statistics will first be used to summarize demographic information and overall motivation scores. To compare the mean motivation scores between the Movie Watchers and Non-Watchers groups, an independent samples t-test will be conducted. Correlation analysis will also be used to explore the relationship between the frequency of movie-watching and motivation scores within the Movie Watchers group. Ethical considerations will include obtaining informed consent from all participants, ensuring confidentiality of their responses, and making it clear that participation is voluntary with the option to withdraw at any time without any consequences.

Data analysis procedures

While the study aims to provide valuable insights into the relationship between movie-watching and English learning motivation, it acknowledges potential limitations such as self-report bias, where participants may not accurately report their habits or motivation levels, and the generalizability of findings, which may be specific to the sample population and not extend to all EFL learners. Some of the focus on related issues that we can make reference to in this study include:
1.   Is there a significant difference in the levels of motivation to learn English between EFL students who frequently watch English-language films and those who do not?
2.   How do the types and frequency of English-language films watched correlate with EFL students' self-reported motivation to improve their English proficiency?
What are the motivational factors that differentiate EFL students who watch English-language films from those who do not when learning English?

FINDINGS (LEVEL 1)

The correlation matrix provides valuable insights into how watching English-language films influences various aspects of learning motivation among EFL students. To understand this, we focus on two key elements: **Pearson's r** and the **p-value**. **Pearson's r** measures the strength of the relationship between two variables.

Table 1: Positive Correlation between Motivation and Movie Watching Habits.

Positive Correlation		Watching English movies regularly can improve your English list	Watching English movies without subtitles can help English lear	English learners are more likely to understand cultural differe	I am more motivated to learn English when watching English movi	English language films accelerate the understanding of grammar	I feel that watching English movies increases my confidence in	TOTAL
Watching English movies regularly can improve your English list	Pearson's r	—						
	df	—						
	p-value	—						
Watching English movies without subtitles can help English lear	Pearson's r	0.539	—					
	df	28	—					
	p-value	0.001	—					
English learners are more likely to understand cultural differe	Pearson's r	0.583	0.207	—				
	df	28	28	—				
	p-value	<.001	0.136	—				
I am	Pearson	0.675	0.535	0.441	—			

more motivated to learn English when watching English movi	Pearson's r							
	df	28	28	28	—			
	p-value	<.001	0.001	0.007	—			
English language films accelerate the understanding of grammar	Pearson's r	0.411	0.436	0.383	0.187	—		
	df	28	28	28	28	—		
	p-value	0.012	0.008	0.018	0.161	—		
I feel that watching English movies increases my confidence in	Pearson's r	0.808	0.534	0.484	0.697	0.386	—	
	df	28	28	28	28	28	—	
	p-value	<.001	0.001	0.003	<.001	0.018	—	
TOTAL	Pearson's r	0.889	0.647	0.719	0.792	0.590	0.874	—
	df	28	28	28	28	28	28	—
	p-value	<.001	<.001	<.001	<.001	<.001	<.001	—

Note. H_a is positive correlation

Table 2: Negative Correlation between Motivation and Movie Watching Habits.

Negative Correlation							
	Watching English movies regularly can improve your English	Watching English movies without subtitles can help English lear	English learners are more likely to understand cultural differe	I am more motivated to learn English when watching English movi	English language films accelerate the understanding of grammar	I feel that watching English movies increases my confidence in	TOTAL

The Correlation English Language Learning Motivation and Movie Watching Habits among EFL Students:

		list					
Watching English movies regularly can improve your English list	Pearson's r	—					
	df	—					
	p-value	—					
Watching English movies without subtitles can help English lear	Pearson's r	0.539	—				
	df	28	—				
	p-value	0.999	—				
English learners are more likely to understand cultural differe	Pearson's r	0.583	0.207	—			
	df	28	28	—			
	p-value	1.000	0.864	—			
I am more motivated to learn English when watching English movi	Pearson's r	0.675	0.535	0.441	—		
	df	28	28	28	—		
	p-value	1.000	0.999	0.993	—		
English language films accelerate the understanding of grammar	Pearson's r	0.411	0.436	0.383	0.187	—	
	df	28	28	28	28	—	
	p-value	0.988	0.992	0.982	0.839	—	
I feel that watching English	Pearson's r	0.808	0.534	0.484	0.697	0.386	—
	df	28	28	28	28	28	—

The Correlation English Language Learning Motivation and Movie Watching Habits among EFL Students:

movies increases my confidence in	p-value	1.000	0.999	0.997	1.000	0.982	—
TOTAL	Pearson's r	0.889	0.647	0.719	0.792	0.590	0.874	—
	df	28	28	28	28	28	28	—
	p-value	1.000	1.000	1.000	1.000	1.000	1.000	—

Note. H_a is negative correlation

Correlation Values

Correlation Coefficient (r): Vary from -1 to +1, thus used to measure the strength and the direction of all relationships.

There is a high level of positive relationship between the variable "Watching English movies regularly" and the Variable "Feeling more confident in English" at r = 0.808 implying that improvement in the frequency of movie watching may correspondingly enhance the users' confidence in the language.

We also obtain significant values for the correlation analysis such as a correlation coefficient of 0.583 for the statements: "Watching movies without subtitles" and "Understanding cultural differences."

Statistical Significance

P-Values: To eliminate chance findings the significance level used was p< 0.05; most of the current correlations are highly significant and the most minor correlations the p values obtained are < 0.001. Consequently, the study indicates that the integration of English films with languages leads to an improvement in motivation, cultural learning and language acquisition, conversance among EFL learners. This makes films to be seen not only as entertainment material but as useful teaching aids. Overall, the study re–affirms the opportunities that embrace English–language films as a tool in teaching the language and building up learner self–esteem.

Sub findings

The binomial test tests whether the proportion of responses in one option to the other on each question significantly favors one side of the debate.

Binomial Test					
	Level	Count	Total	Proportion	p
Can watching movies with fast dialogue help improve	2	11	30	0.367	0.200

spontaneous	1	19	30	0.633	0.200
Can watching English-language films help understand the variety	1	29	30	0.967	<.001
	2	1	30	0.033	<.001
Can watching English movies help improve pronunciation when spe	2	8	30	0.267	0.016
	1	22	30	0.733	0.016
Can the use of subtitles in English-language films help improve	1	20	30	0.667	0.099
	2	10	30	0.333	0.099
Do you feel that watching English language films has improved y	1	24	30	0.800	0.001
	2	6	30	0.200	0.001

Note. H_a is proportion ≠ 0.5

Tabel 1: Binomial test the proportion of responses in one option to the other on each question

Key Findings: Confidence Enhancement;
- Question: "Can you say that due to a possibility to watch movie in English your confidence level has improved?"
- Results: From 30 participants, 24 participants agreed and 6 disagreed on carrying out the experiment.
- P-Value: 0.001, Thus, the obtained values represent a statistically significant difference. Such evidence is strong enough to show that there is a causal relationship between positively perceiving English films and improving learners' confidence.

Spontaneous Speaking Ability:
- Question: Will writing fast-paced dialogue containing movies enhance learners'spontaneous speaking ability?
- Results: About 63.3% of the respondents' population agreed with the statement while 36.7% of the respondents held a contrary view.
- P-Value: 0.200 showing that there is no difference at all. This implies that the pace of dialogue did not influence response distribution and the effect of speaking based on fast spoken dialogs is unknown.

Vocabulary Improvement and Other Benefits:
Questions that were potentially categorised into activities that helped boost confidence and understanding of different accents returned overall positive and statistically significant results signifying clear added value as perceived from the participants perspective. On the other hand, questions relating to guessing and speaking as well as expansion of the vocabulary indicated inconsistency in the result where the experience of the participants and the use of the films as the learning aids are concerned. The

outcomes reveal not only the extent of the agreement, but also the degree of that agreement on different kinds of benefits. Some of the areas such as confidence and accent comprehension are areas that have better improvement compared to other areas such as speaking fluently and improving the sizes of already existing vocabulary..

DISCUSSION

In previous research, the role of multimedia and more specifically movies in learning a Second Language has been highlighted. Watching Eglish movies is said to be helpful in mastering the language since it aims at listening, understanding the culture and language skills as a whole (Safranj, 2015). The aim of this present study was to find out the relationship that exists between exposure to English movies and some level of motivation to learn the English language among English language learners, and also to show how this practice affects the learners' level of confidence, encouragement and linguistic proficiency (Vanderplank, 2016). This study was carried out with an approach that deepened the focal area of the investigation by focusing on the correlation between specific linguistic habits and the broad features of language behaviors and quantitative variables, measuring the impact of such factors as motivation and cultural-centeredness with the help of Pearson correlations.

Data in the correlation matrix yielded interesting insights about other aspects of English movie consumption and its impact on language learning. For instance, a strong belief that English movies watching makes the learners better able to command and use the language, received strong supportive evidence a moderate positive correlation (Pearson's r = 0.808, p<0.001). Similarly, motivation dedicated to the implementing this activity was also this strong (r = 0.675, p <.001), confirming that movies are an important motivator in the learning process. This type of correlation r=0.889 p < 0.001 also reinforce the ability of these approaches when it comes to language use. While moderate correlation were factors such as the relationship that exists between the use of movies and comprehension grammar r =0.411 p =.012 suggests also that movies still have a secondary role in enhancing grammar competency. At the same time, however, cultural factors r = 0.583 p < .001 and pronunciation factors (proportion = 0.733 p = 0.016) were significant factors but did not dominate the outcomes suggesting that these elements are learned through the use of context where the movies provide.

The results of the correlation values that has been analyzed in the correlation matrix are testimony to the previous research on how movies help in the learning of language. To a certain degree, watching English films enhances overall confidence in speaking (r = 0.808, p < 0.05) and fluency of the English language (r = 0.889, p < 0.05) and arteries' grammar learning (r = 0.411, p < 0.05). The research also reveals the gains that are accrued from watching films with no subtitles on understanding as well as fluency in the language . However, generalizations from the findings could be restricted by a number of factors including sample size and self-reported results. In general, the research

confirms and approves of the effectiveness of films as a stimulating factor for motivation, confidence and language skills.

CONCLUSION

The correlation matrix paints a clear picture of how watching English-language films plays a significant role in boosting students' motivation. It shows that students who regularly watch films feel more confident using English, with a strong positive correlation (**r = 0.808, p < 0.001**). Watching films also aligns closely with higher motivation to learn the language (**r = 0.675, p < 0.001**). Beyond that, students benefit in other areas, such as better understanding cultural differences and improving grammar, which also showed significant correlations. These results underline how films don't just entertain but actively contribute to making students more engaged and confident learners.

The binomial test adds another layer of insight, showing that most participants strongly agreed on the benefits of films for building confidence and understanding different accents. These opinions were statistically significant, further solidifying the idea that films are a valuable resource for language learners. However, responses about how subtitles or fast dialogue impact vocabulary and spontaneous speaking were more mixed, suggesting that these benefits may depend on individual preferences or how films are used in learning. In short, this study highlights that English-language films are far more than a passive way to learn—they are a dynamic and engaging tool that helps students gain confidence, connect with new cultures, and stay motivated. By grounding these findings in both established theories and clear data, the research offers strong evidence that incorporating films into learning strategies is a practical and effective approach.

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This article is done in groups in conducting research on learning statistics by using film analysis as a teaching medium that is considered to be able to help students understand English as a foreign language easily.