

## BAB V CONCLUSION & SUGGESTIONS

### 5.1 Conclusion

This study was conducted to investigate the correlation between students' habit in watching English movies and their vocabulary mastery among eleventh-grade students at SMA Negeri 11 Muaro Jambi. Based on the analysis of the data obtained through questionnaires and vocabulary tests, it can be concluded that there is a significant positive correlation between the two variables.

The result of the Pearson Product Moment correlation analysis showed that the correlation coefficient ( $r$ ) was 0.578, which indicates a moderate positive correlation. This finding means that students who have better habits of watching English movies tend to have higher vocabulary mastery. Furthermore, the significance value ( $p = 0.000$ ) was lower than the significance level of 0.05, indicating that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted. Therefore, the research hypothesis stating that there is a significant correlation between students' habit in watching English movies and their vocabulary mastery is empirically supported.

### 5.2 Suggestions

Based on the findings and limitations of this study, several suggestions are proposed as follows:

## 1. For Teachers

English teachers are advised to incorporate English movies as complementary instructional media to support students' vocabulary mastery. Educators may carefully choose suitable genres, design activities that emphasize vocabulary development, and encourage students to focus on newly encountered words, phrases, and contextual usage presented in the movies.

## 2. For Students

Students are encouraged to cultivate a regular habit of watching English movies as part of their autonomous learning practices. Vocabulary growth can be strengthened by viewing films with English subtitles, recording unfamiliar lexical items, and applying newly learned words in everyday communication.

## 3. For Future Researchers

Subsequent research should consider involving broader and more varied samples across different schools or educational stages in order to enhance the generalizability of the findings. Future researchers might also examine how various film genres influence vocabulary mastery or incorporate additional variables such as learning motivation, reading habits, or listening proficiency. Moreover, employing experimental or mixed-method approaches is recommended to obtain more comprehensive insights into how exposure to English movies contributes to vocabulary development.