



The Correlation between Duration of Watching English Movies and Writing Competencies in Junior High School Students

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ABSTRACT

Writing is an essential competency in language learning, which allows students to express ideas clearly and effectively. Unfortunately, many learners struggle to achieve writing competencies. Previous research has examined correlations between watching movies and grammatical competence as well as self-efficacy, but there is limited research that has examined the relationship between the duration of watching English movies and students' writing competencies. In order to fill this gap, this research examines whether there is a significant correlation between the duration of watching English movies and students' writing competencies. This research uses a quantitative method with a correlational design. There are thirty-five seventh-grade students from class VII.9 during the 2024/2025 academic year were selected through cluster sampling. Two instruments were used, which are questionnaires to measure the duration of watching English movies and writing test to assess writing competencies. Validity and reliability tests were conducted. Since the data were not normally distributed, the Spearman correlation applied. The results showed a weak positive correlation ($r = 0.269$), but it was not statistically significant ($p = 0.118$, $p > 0.05$). Future research should explore other factors, such as audiovisual media that related to the local cultures and its impact on students' writing competencies.

Keywords: duration of watching movies, students' writing competencies, correlational research

Introduction

Writing competencies are crucial for students in learning English, not only for academic purposes but also in purposes of professional lives after graduation. In educational institutions worldwide, writing is often the primary method for evaluating students (Fathia Baresh, 2022). They must share their ideas through written exams, reports, and papers. In the workplace, writing competencies and speaking are very important to earn good opportunities with competitive salaries. Many job vacancies specifically highlight writing competencies as a requirement when selecting candidates. This is very important because English, as a global language, plays an important role in higher education and career enhancement internationally. However, despite the importance of writing, especially for students, many of them still struggle in writing. Global problems in writing that students often deal are the use of grammar and the organization of writing. These two reasons behind students' writing problems are that students often find formal writing is difficult due to its complexity in terms of conventions and structure (Gatcho & Ramos, 2020).

Students' Writing Competencies

Writing is a competency the most challenging for learners of a foreign language to achieve. For English Foreign Learner (EFL), the more they overthink, the more they become hesitant and unsure to start writing (Ayu & Zuraida, 2020). Students take longer time to achieve writing competencies due to several factors, including vocabulary errors, such as incorrect collocations and limited vocabulary (Isma et al., 2023), spelling errors, including phonetic spelling and the incorrect use of homophones (Karim et al., 2018), inaccurate word choice and illogical organization or sequence (Habibi et al., 2017) and lack of grammar proficiency (Fitrawati & Safitri, 2021). In the other hand, a research states that writing proficiency is more significantly affected with technical components and cultural intelligence (Ardhi et al., 2025).

In Junior High School, the core competency for English writing aims to provide students with the ability to create and develop simple functional written texts (Siregar & Dongoran, 2020). In the freshman year of junior high school which is grade VII, students learn different types of English texts, such as descriptive text and procedure text. However, despite the instructions and guidance from the teachers, students are still deal with the difficulties in writing these types of texts. These challenges include generating ideas and arranging ideas effectively, difficulties in grammar, having a limited vocabulary, incorrect use of punctuation, and a lack of motivation or interest in writing (Ismayanti & Kholiq, 2022; Pohan, 2020). These problems make it difficult for students to build logical reasoning based on the given writing topic. Also, these problem may cause from lack of engaging learning media and learning method (Yuri et al., 2025). Based on the previous explanation, it can be concluded that the challenges students face in creating a good writing are not limited to freshman year of junior high school, these challenges are prevalent at all levels of education and among English Foreign Learners around the world.

In order to creating a good piece of writing, there are several elements to consider. According to (D. Brown, 2003) in (Purnamasari et al., 2021) there are five main aspects that writers should consider to produce a good piece of writing. There content, organization, grammar, vocabulary, and mechanics. First, content, it refers to the ideas

and topics that the writer must elaborate on in their writing. Second, organization, it involves how students arrange their ideas. Third, grammar, refers to the rules for combining words. Fourth, vocabulary, it enables writers to express their thoughts and emotions by forming clear sentences. Then, the last main aspects, mechanics, deals with how students write, focusing on spelling and punctuation. These indicators are used to evaluate text quality and are recognized as standard criteria for assessing writing (Prayati, 2020).

At the junior high school level, students are often expected to write with guidance of seven indicators. The indicators such as creating an appropriate title, writing topic sentences, developing topic sentences into cohesive paragraphs, composing supporting sentences in a logical order, composing grammatically correct sentences, using appropriate words or phrases, and applying correct writing mechanics (Yani, 2022). The title of the text represents the overall content or main theme. Whereas, topic sentences represent the main idea or focus of the paragraph. Moreover, in developing a topic sentence, it must make a more detailed elaboration of the paragraph outline for the entire paragraph. Furthermore, the sentence structure refers to organize supporting sentences in a logical and coherent order to form each paragraph of the text. While grammar refers to the proper use of grammar rules in sentences. Later on, word usage relates to consider to the correct use of words, phrases, or concepts are correctly applied. Lastly, writing mechanics include writing conventions, such as spelling, punctuation, capitalization, and abbreviations.

Duration of Watching English Movies

There are many factors that can affect students' writing competence. According to (Hasby & Sugianto, 2021), one of the factors that can improve students' writing competence is through the use of learning media, such as through watching English movies. From that previous research watching English movies allows students to learn a variety of vocabulary, whether they realize it or not. They can learn the correct pronunciation, accent, meaning and spelling of words (Resti et al., 2017). Previous research also shows that watching English movies helps students improve their vocabulary acquisition and improve their understanding of the meaning of new words presented in the movies. Then, relating to the grammar, this can be seen from how students form sentences, as students learn sentence construction by listening to how the sentences are used in the movies (Hasby & Sugianto, 2021).

However, from movies students can also enhance language learning with several advantages of movies such as presenting authentic insights, diverse content, and encouraging cultural competence and inclusivity (Siahaan et al., 2024). In a world of changes, traditional approaches to language teaching, especially in English as a Foreign Language, must adapt to meet learners' styles and needs (Dewi, 2024). As the findings in (Cafe et al., 2024). Multimedia technology provides substantial educational benefits by integrating visual, auditory, and interactive features, which match to various learning styles (Wahyuni & Dewi, 2024). English content also positively influences the students' English proficiency in multiple domains, including attractiveness, effectiveness, relevance, and motivation. Of the many types of learning media, visual-based learning media have proven to be very effective (Ghaisani et al., 2025).

- Moreover, that one of the certain aspects that can influence students' English proficiency in watching movies is duration (M. T. Faminiano & Yango, 2023). Duration refers to the total runtime or length of the movie, which is the amount of time it takes to watch the film from beginning to end (Fussalam et al., 2019). As for previous research has found an impact between duration of watching English movies and students' language skills. According to (Metruk, 2019) students who watched English movies for more than three hours per day showed improvement in their listening skills. Other than that, other previous research also found that students who watched English movies for 12 to 18 hours per week showed improvement in language skills, such as listening, reading, and writing. From that, it can be assumed that the duration of watching English movies may have a positive impact on students' English skills (Mahbub, 2023). Previous research also provided insight into the habit of watching movies on grammatical competence and academic self-efficacy (M. T. Faminiano & Yango, 2023).

Yet, those researches did not examine specifically duration of watching English movies and writing competence. In addition, the subjects in the previous research focused on senior high school students. Furthermore, rarely research that discussed the relationship between watching English movies and writing competence, especially in the population of junior high school students and English Foreign Learners. For that reason, this research fills the gap to analyse the association between watching movies and writing competence. Specifically, this research aims to examine the correlation between duration of watching English movies and students' writing competencies, which is in seventh grade of SMP Negeri 21 Batam in the academic year 2024/2025. Based on that, the research question of this research formulated as "Is there any significant correlation between duration of watching English movies and students' writing competence?"

Methods

This research uses a quantitative method with correlational research design to examine the relationship between the independent variable, which is duration of watching English movies and the dependent variable, which is writing competencies. This research method and design was used because it is relevant with the research objective, which is to examine whether there is a significant correlation between the two variables, duration of watching English movies and students' writing competencies.

Participants

The population in this research is seventh grade students of SMP Negeri 21 Batam in the academic year 2024/2025, whose students at this stage are in the early stages of writing English texts. As for the sample or participants in this research is one class of nine classes from the seventh grade, which is class VII.9. The sample was selected through random cluster sampling technique, where between the nine seventh grade classes, from class VII.1 to VII.9, all of the classes had the possibility to become participants of this research. Therefore, in the random sampling technique, one of the clusters or classes was randomly selected for this research. As in this research used all of the students of class VII.9, consist of 35 students, as participant.

Instruments

There are three main instruments in this research used to analysed and examined the two variables. First, the instrument used to examine duration of watching English movies. The researchers adopted the questionnaire from (T. M. Faminiano & Yango,

2023). The questionnaire used is a closed questionnaire that consist of four response options for duration of watching English movies in hour per day, such as 1-2 hours per day, 3-4 hours per day, 5-4 hours per day and the last option is more than 6 hours per day. Participants can only choose on of the four options to find out which duration is the most relevant to choose.

The second instrument is writing test to measure students' writing competencies. In the writing test, students are instructed to compose a descriptive text about a character. As well as to measure students' writing competencies, the researchers adapted the five aspects of writing assessment from (J. D. Brown & Bailey, 1984) which were adjusted to the junior high school level to assess the results of students' descriptive text writing. The five assessment aspects contained in it are organization where the structure of the description text consists of identification and description; logical development of ideas or content; grammar; punctuation, spelling, and mechanics; and style and quality of expression.

Data Collection Procedure

The research procedure started with selecting the participants and developing instruments which are questionnaires and writing test. After developing the instruments, the researchers conducted validity and reliability of the instruments for writing test and writing scoring rubrics. Meanwhile, the questionnaire to examine duration of watching English movies requires neither validation nor reliability test because it is fully adopted from previous research, which was in (T. M. Faminiano & Yango, 2023).

Construct and content validation tests were conducted on the writing test and writing scoring rubrics to examine whether the instrument measured what it was supposed to measure, which is students' writing competencies. Both content and construct validity are examined through expertise judgement, followed by Content Validity Index (CVI) analysis. Once the instrument is valid, the instrument was assigned to students. Later, after the data was collected, the researchers conduct reliability to examine whether the writing assessment used is reliable. The reliability test was measured using the Intraclass Correlation Coefficient (ICC).

The results of the validity and reliability test indicate that the instruments used in this research fulfil the research standards. First, the Content Validity Index (CVI) analysis showed that expert agreement in the relevant category. Second, the result of reliability test using Intraclass Correlation Coefficient (ICC) showed that the significant value of 0.000 indicated that the result is statistically significant. In conclusion, those instruments used in this research are valid and reliable. After the instrument were valid and reliable and distributed to the participants. The researcher input the data of questionnaire responses and students' writing test score into frequency distribution table and descriptive statistics to make it easier to analyse the correlation of the two data. The writing test score use in this research is the average score of each student that has been assessed by two raters who had used the same writing scoring rubric.

Data Analysis

In order to analyse the data that has been collected, non-parametric statistics were used to examine the hypothesis of this research. The non-parametric analysis is used because the data from results questionnaire is in the form of ordinal data, which is the data is not normally distributed. This is proven by the Shapiro Wilk normality test.

Table 1. Result of Shapiro Wilk Normality Test

		Statistic	Sig.
Writing Competencies	>6	.785	.001
	5-6	.969	.836
	1-2		

According to its significancy value, it shows that the data is normally distributed at a duration of 5-6 hours per day ($p \text{ value} \geq 0.05$, $p \text{ value} = 0.836$). However, for a duration of more than 6 hours per day, the data is not normally distributed ($p \text{ value} = 0.001$). Then for the duration of 1-2 hours per day and the duration of 3-4 hours per day, the data were not normally distributed because the sample size was too small to conduct a normality test. Although, the data on the duration of watching English movies is ordinal data. Therefore, it can be concluded that this data is not normally distributed. So, the non-parametric analysis is relevant to examine the relationship between variables.

As for to analyse the correlation between two variables, the duration of watching English movies and students' writing competencies, the data that has been collected is analysed using Spearman Rank Correlation (Spearman rho) on SPSS version 27. The results of this research can be determined statistically through the formulation of hypotheses, such as alternative hypothesis (H_a) and null hypothesis (H_0). The alternative hypothesis (H_a) is accepted if $\text{sig} < \alpha$, which means there is a significant correlation between the duration of watching English movies and students' writing competencies. In contrast, null hypothesis (H_0) is accepted if $\text{sig} > \alpha$, which means there is no significant correlation between the duration of watching English movies and students' writing competencies.

Findings and Discussion

This research collected data on the duration of watching English movie and student' writing test scores. Data for duration of watching English movies shown in the frequency distribution table below.

Table 2. Frequency Distribution of Duration of Watching English Movies

Duration (hour per day)	Frequency	Valid Percent (%)
1-2	17	48.6
3-4	15	42.9
5-6	1	2.9
>6	2	5.7
Total	35	100.0

The data from duration of watching English movies questionnaire shows that students' who watch English movies with a duration of 1-2 hours per day have the highest frequency, which is 17 out of a total of 35 students (48.6%). Meanwhile, there are 15 students who watch English movies with a duration of 3-4 hours per day (42.9%), which is the second highest frequency after the duration of 1-2 hours per day. Furthermore, there are two students who choose the duration of watching English movies for more than

6 hours per day (2.9%) and there is only one student who chooses the duration of watching English movies for 5-6 hours per day (5.7%).

Furthermore, for the data for students' writing test score, the distribution of statistical mean is presented in line with the duration of watching English movies. As shown in the following table.

Table 3. Statistics Descriptive Table for Duration of Watching English Movies and Writing Test Score

	Duration (hour per day)	Mean Statistic
Writing Competencies	1-2	55.4118
	3-4	62.4000
	5-6	84.0000
	>6	65.5000

The data showed that the highest statistical mean was 84.0000 with watching English movies duration of 5-6 hours per day. The second highest statistical mean is 65.5000, with watching English movies duration of more than 6 hours per day. Then, for the statistical mean at 62.4000, the watching English movies duration is 3-4 hours per day. The least statistical mean is 55.4118, with watching English movies duration of 1-2 hours per day. This analysis showed that there was data variation between the duration of watching English movies and the writing test score, yet there was no significant correlation between them. This is proved with the result of the spearman correlation test as follow.

Table 4. Correlation between duration of watching English movies and students' writing competencies (N=35)

		Watching Duration	Writing Competencies
Watching Duration	Spearman Correlation	1.000	.269
	Sig. (2-tailed)	.	.118
Writing Competencies	Spearman Correlation	.269	1.000
	Sig. (2-tailed)	.118	.

The results show that there is a weak positive relationship between the duration of watching English movies and students' writing ability ($r = 0.269$). However, the relationship was not statistically significant ($p = 0.118$, $p > 0.05$). Thus, the alternative hypothesis (H_a) that states there is a significant relationship between the duration of watching English movies and students' writing competencies is rejected and the null hypothesis (H_0) is accepted.

The descriptive statistics analysis of the data showed that the duration of watching English movies with a frequency of 1-2 hours per day was the most frequently chosen by students. However, the statistical mean score of students' writing competencies in this category is the lowest, which is 55.4118. In contrast, the highest statistical mean score was found in students who watched English movies with a duration of 3-4 hours per day, with a score 84.0000. This indicated a tendency where the higher duration of watching English movies then the students' writing competencies are improved. Nevertheless, the results of the correlation analysis between duration of watching English movies and students'

writing competencies showed a low correlation, yet there was no statically significant correlation between the two variables. For this reason, this research is against the assumption that the longer the duration of watching English movies, the more improve students' English competencies.

This also in line with the results of previous research, conducted by (T. M. Faminiano & Yango, 2023), that used correlation design as well. In that research stated the correlation between duration of watching movies and grammatical competence that not found a significant correlation. On the other hand, another previous research, conducted by (Metruk, 2019), used a comparative design that compared the duration of watching English movies and listening skills. Even though in the frequency distribution of that research showed students who watched English movies for the duration more than 3 hours per day have highest listening score, however it showed no significant comparison between duration of watching English movies and listening skills. In this case, other factors are needed that may have a significant impact on students' writing competencies.

Apart from the similarities of research results between the two of previous research, this research is different from previous research. Compared to previous research conducted by (M. T. Faminiano & Yango, 2023), that research focuses on discussing the correlation between watching movies habits with grammatical competence and students' academic self-efficacy. As for watching movies habits, not only the duration is analysed but also the frequency and genre as components to examine watching movies habits are also analysed. That research did not examine the language used in the movies, but specifically used the platform to watch a movie, which is Netflix. However, the subject in this research is senior high school students, not junior high school students.

As compared to another previous research conducted by (Metruk, 2019) that is also discussing an impact between watching movies, specifically English movies, with English competencies. This research and that previous research differs in English competencies analysed. The previous research did not discuss about writing competencies as part of English competencies. Instead, it focused on students' listening skills. Another difference is also found in the research design used. The research did not use a correlation design but a comparative design. The research compares listening results before watching English movies with listening results after watching English movies. While, the subject of this research also not junior high school students.

In light of the differences from previous research, this research highlights the novelty in the aspect that focuses on analysing junior high school students and specifically on freshmen year students as the subject of this research. In addition, the focus of the research is also to examine the duration of watching English movies as an independent variable, and students' writing competencies a dependent variable, which has not been examined in more depth with a correlational design in previous research. For these reasons, in highlighting this novelty, this research makes a novel contribution to the understanding of the correlation between the duration of watching English movie and students' English skills, especially students' writing competence. As a result, the research opposed the assumption that more time spent to watch English movies would not directly improve students' English skills.

This research presents the implications of the correlational research results which showed that there is no significant relationship between the duration of watching English

movies and students' writing competence. Theoretically, the results of this research contradict the assumption that increased exposure to audiovisual media, such as watching English movies, could improve English competencies, particularly in writing competence. The results of this research suggest that English language learning, especially at the junior secondary school level, may require more active and purposeful involvement beyond passive exposure to media.

In addition, as a practical implication, the results of this research highlight the importance of structured and purposeful learning activities in developing students' writing competencies. Language teachers, especially English teachers, should not only focus on prompting students to spend more time watching English movies as a factor that could improve their English proficiency, in this case writing competencies. Instead, English teachers could implement guided activities such as analysing film scripts, creating written summaries of a movie, or engaging in discussions about film content that could provide a more meaningful learning experience, especially to improve students' writing competencies. For future research, the results of this research recommend the possibility of exploring other factors that may contribute to the impact of watching English language movies with the development of students' writing competence, such as innovative audiovisual learning methods or external factors such as students' learning styles or family environment, which may impact that can significantly contribute to the time spent of watching English language movies with writing competencies.

Even though this research provides insight into the correlation between duration of watching English movies and students' writing competencies, there are some limitations that should be noted. One of the main limitations in this research is the relatively small sample size, used only one class out of nine and only examining the seventh-grade level. In order to find more generalizable results, future research could involve a larger population or sample with a wider range of student levels. In addition, this research used a quantitative approach without deeply analysing the instrument used to measure duration as an independent variable. Therefore, future research could develop a more structured instrument to measure the independent variable accurately, make sure that the data collected is included in the ratio or interval scale for more precise statistical analysis.

Yet another possible approach is to analyse the correlation with qualitative methods. With the use of open-ended questionnaires or interviews, to explore students' perspectives on how spent time on watching English movies affects their writing competencies. In addition, this research focused on overall duration of watching English movies without necessarily focus on specific types of content that English movies. Future research could investigate the correlation between students' writing competency and the duration of watching English movies of more specific content, such as animated English movies featuring a local folklore. This will help determine whether local culture content has a more significant impact on students' writing competencies.

Conclusion

In conclusion, the result of this research found a weak positive correlation but there was not statistically significant correlation between the duration of watching English movies and students' writing competencies. As proven by the rejection of the alternative

▪ hypothesis and the acceptance of the null hypothesis. The results opposed the assumption that the duration of watching English movies is not the only factor that could improve English skills, especially students' writing competencies.

The novelty of this research is its specific focus on junior high school students' writing competence as the dependent variable and the duration of watching English movies as the independent variable. This is different from previous research, which analyzed a wider aspect such as Netflix watching frequency, genre preference, and its impact on grammatical competence. Furthermore, the novelty of this research is the specific focus on examining the correlation on junior high school students' writing competence as the dependent variable and the duration of watching English movies as the independent variable. This is different from previous research that also analyzed aspects of frequency and genre as components to correlate Netflix viewing habits with grammatical competence and students' academic self-efficacy. In addition, it is also different from other previous research that analyze the duration of watching English movies with students' listening skills with a comparative research design.

Future research could address the limitations in this study as well by expanding the sample size and including students from different grade levels to get more generalizable results. In addition, develop a more structured instrument to measure the independent variables, make sure that the data collected are in ratio or interval scale, will improve the accuracy of the statistical analysis. In addition, instead of analyze overall duration of watching English movies, future research could focus on specific types of content. For example, examining the correlation between students' writing competence and the duration of watching English animated movies featuring local folklore could provide valuable insights into whether local culture content make a more significant impact in language development. In address these aspects, future research can provide more detail and better results as follow to the better insight to educational research.

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