CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter concludes the research by summarizing the key findings and their implications for the field of language education. It highlights the primary contributions of the study and addresses the research objectives. Additionally, this chapter offers suggestions for future research and practical applications, emphasizing how the study can inform teaching practices or further investigations into vocabulary acquisition through media such as English movies.

5.1 Conclusion

The purpose of this study was to find out the correlation between students' habit in watching English movies and vocabulary mastery of seventh-semester students of English Education Study Program. The calculation of the correlation used SPSS version 22.00 for windows. The researcher conducted a quantitative method to find out the correlation. For the instrument, the researcher used test to collect the data.

Based on the research findings in the previous chapter, it is found that the Spearman rho correlation coefficient between two variables is 0.315. The criteria of the correlation is between 0.20 – 0.399 which considered weak or little. Thus, it means that there is no or there is weak correlation between students' habit in watching English movie and vocabulary mastery of seventh-semester students of English education study program.

This result indicates that the Alternative Hypothesis (Ha) which is there is a

correlation between students' habit in watching English movies and vocabulary mastery of seventh-semester students of English Education Study Program at Artha Wacana Christian University is rejected, and the Null Hypothesis (H0) which is there is no correlation is accepted. In conclusion, the study indicates that the frequency with which students watch English movies does not significantly influence their vocabulary mastery levels.

5.2 Suggestions

After knowing the results of this study, the researcher pointed out several recommendations to improve conditions for people involved in the community. To understand the impact of English movie-watching on vocabulary mastery more thoroughly, future researchers should investigate the effectiveness of combining movie-watching with structured learning tasks, such as vocabulary quizzes or recall exercises, in promoting long-term retention. Additionally, comparative studies on different multimedia sources—such as television shows, podcasts, or interactive language platforms—could provide insights into which media forms best support vocabulary acquisition. Research on these aspects would contribute valuable knowledge on the role of incidental learning and guide educators in designing effective language learning curricula that incorporate multimedia tools.