Does Students' Habit in Watching English Movies and Ability in Translating English Idioms Correlate?

Ifal Sukatri[1], Havid Ardi[2]
English Department
Universitas Negeri Padang

Correspondence Email : ifalsukatri@gmail.com

Abstract

Most previous researchers found out that students have difficulties in transalting some expressions from a source language to a target language. This research has a purpose to reveal correlation between the students' habit in watching English movies and their ability in translating English idiom expressions. The population and sample of this research was the third year who are taking translation subject in their fifth semester of academic year 2021 in English Department of Universitas Negeri Padang. The instruments of this research were questionnaire and translation test. The result of this research showed that the r-calculated (0.549) > r-table (0.333). The hypothesis was accepted by the calculation of t-test which is t-calculated (3.773) > t-table (1.692) with df = n-2 (33) in the level of significance 0.05. The research hypothesis stated that there is a significant correlation between students' watching habits and their ability in translating English idioms was accepted.

INTRODUCTION

Nowadays, there are so many paid and unpaid online movie streaming platforms that present many films and series from various genres and languages. For instance, people use such applications like Netflix, Disney+ Hotstar, Viu, Amazon Prime, Maxstream, Iqiyi, HBO Go, etc. Furthermore, the existence of these platforms makes humans, including students, have the kind of habits in watching movies. The previous researcher found out that this kind of habit can also influence the improvement in learning language.

English students are asked to have more language skills through international communication, especially in translation ability. They need to be more aware to help them in communication through international language. Hsieh (2020) stated that translation is essential in international communication for shaping realities and

adjustment of cultural differences. The initiation of translating a language is about how the people who use the target language are able to communicate.

Most researchers found out that students have difficulties in translating some expressions to the target language. For example, Arono & Nadrah (2019) have analyzed the students' difficulties in translating English texts. Other researchers have tried to analyze the problem of the students' weaknesses in translation ability. For instance, Alfaori (2017) has found out that the students' problems in translating source language into another target language is about equivalence between the emotions, styles, impressions, and also the effect to the target language. Another research also found out that the common problem of students in translating utterances is the grammatical structure in the target language (Yusufjanova, 2022). Therefore, researchers conducted much research to overcome the weakness of students' translation ability. Learners will have difficulties in mastering the four skills in learning English and also improve the proficiency of a language because of the weakness of translating possessed by learners. The more students can transfer source language to the target language, the more meaning they can communicate in a wide variety of circumstances.

There is some more educational research that raises the topic about students' habits in watching movies to improve their language skills. For example, Winarti & Febriyana (2021) stated in their research that they studied students' watching habits and their influence through writing skills in short writing text. Another research is about correlational study of students' watching habits in improving their reading skills (Furaidah & Asrori, 2019). However, there is still a lack of research that focuses on a study to correlate students' watching habits with their ability in translation texts especially in translating idioms. In literary works, idiomatic expressions are often found in movies and book novels; they have a function to make the scene of the story look or sound beautiful (Khairani, Khuluq, Simanjuntak, & Ayusya, 2022). Therefore, the researcher wants to find out whether the students' watching habits will influence their translation ability in translating idioms or not.

Watching English movies and series is a good habit to increase students' knowledge in language. Movies are precious sources for teaching, they serve life context better than artificial situations, also movies expose slang, stress words, accents, dialects lively (Tuncay, 2007). English movies and series also provide the real language and culture which is spoken by the native speaker. Movies are related to translation ability.

METHOD

The researcher used a quantitative approach and correlational research design which permit the researcher to gather and analyze the data. Quantitative research is a design in gathering and analyzing the numerical data that is described, clarified, or control the interest phenomena. The researchers of quantitative design state the hypotheses to be checked out and specify the procedures of the research that is used to construct the research (Gay, Mills, & Peter Airasian, 2009). The researcher used the correlational research design which has a purpose to find out the correlation and contribution of a variable to another variable. Gay et al., (2009) also stated about

correlational research design that involves a couple of data that is collected to determine whether, and to what degree, an influence exists between two or more variables.

The population of this research is the third year students of English department of Universitas Negeri Padang. According to Djunaidi & Fauzan (2009), a population is a heavy group of individuals, events, or objects. Whereas, a sample is a couple of smaller group that is taken from the population. . A sample can also be called a subgroup of the target population that the researcher planned to study to confirm the target population (Creswell, 2012). The sample of this research is the students who study in an English study program in a university which using the type of purposive sampling. Based on Sugiono (2019) purposive sampling is a method of deciding sample with considering particular aspects. The sample group of this research is selected by considering several aspects: the students have or are currently learning about translation, they have learn about the concept, strategies of translation. Also, the instruments of this research are questionnaire and translation test.

The data were collected through the students' habit in watching movies and their ability in translating English idioms. First, the students were given questionnaires in the form of multiple choices consisted of 20 items. Then. The students were give a sheet of translation test in the form of writing the translation from English to Indonesia which the items contain English idioms and in the form of 15 items. Furthermore, the test and questionnaire is analyzed and measured. The score of each intruments were used as data.

Finally, the collected data will be tested using Product Moment. Product Moment has a function to describe the strength of the relationship between two variables. To test the hypothess, the researcher needs to use Pearson's Product Moment Correlation Coefficient as this following formula:

$$r_{xy} = \frac{\sum Z_x Z_y}{N}$$

$$rxy = \frac{N\sum XY - \sum X \sum Y}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Where:

r_{xy} : the coefficient of correlation between X and Y
X : the independent variable
Y : the dependent variable
n : the number of the sample

(Sugiono, 2019)

The Peason's Product Moment Correlation can be calcutated if the normality test and the Linerity test are accepted. If the data of the instruments are not in the

normal distribution and are also not in the linear regression. The hypothesis result can be formulated as following data:

1. H0 : p = 0 It means that there is no correlation between students' habit of watching English movies (X) and their translation ability (Y).
2. Ha : p > 0 It means that there is a positive correlation between students' habit of watching English movies (X) and their translation ability (Y).

To prove the results of the moment product are valid, this will be proven if rxy is higher than rtable with df = n-2 with the level of significance is 0.05. Then, to propose the hypothesis, If Ha is accepeted and H0 is rejected in calculating the hypothesis, the researcher needs to find out whether the correlation between students' habit in watching English movies and their translation ability will significant or not. The method is using T-test with the following formula:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

t : the significance of the correlation
r : the coefficient of correlation between X and Y
n : the number of the sample

(Sugiono, 2019)

The significance was determenid at the level of 0.05. the research hypothessi (H1) was acceptwd if t-calculated is greather than t-table. Meanwhile, the research hypothesis (H1) will be rejected and the null hypothesis (H0) will be accpeted if the t-table is higher that t-calculated.

RESULT AND DISCUSSION

The data are collected in this research with two variables which are: students' habit in watching English movies and students' translation ability in translating English idioms. This data was collected by using questionnaires and tests as the research instruments. Questionnaires are used to measure the students' habit in watching movies, especially in English movies. Furthermore, tests are used to measure students' ability in translating English idioms.

Research Finding

1. The Data of Students' Watching Habit

The score of students' watching was collected using a close-ended questionnaire with the type of likert scale method. The result of this measurement is that the subjects of this research have the middle habit in watching movies. Almost half of the total sample have the middle score within 60-64 with 15 students. Then, the mean of these scores is 61.69 with the standard deviation is 5.82. It can be concluded that the data represents the population quite well. The score is also presented with the table of frequency distribution and a histogram below:

Table 1. Frequency Distribution of Students' Watching Habit

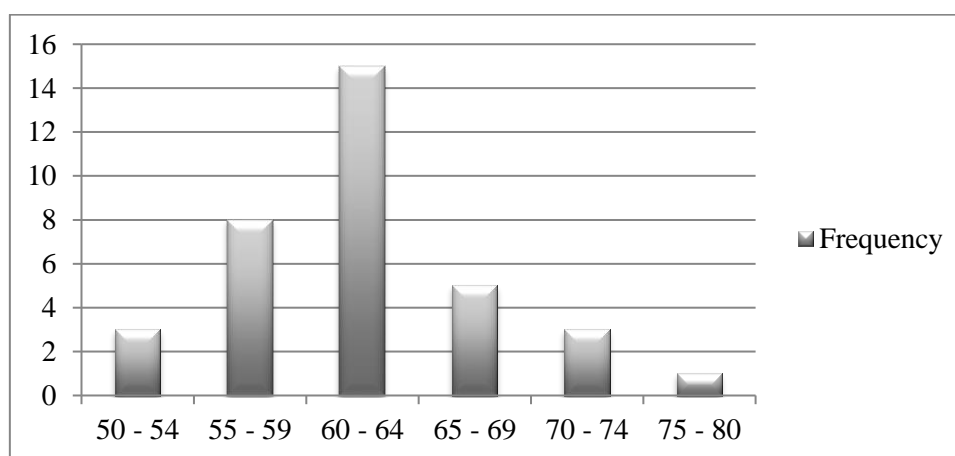| No.	Class Limits	Frequency	Percentage (%)
1	50 - 54	3	8,57
2	55 - 59	8	22,86
3	60 - 64	15	42,86
4	65 - 69	5	14,29
5	70 - 74	3	8,57
6	75 - 80	1	2,86
Total		**35**	**100%**

Figure 2. Histogram of Students' Watching Habit

From the table 1 and figure 1, it can be concluded that the students highest frequency is in the range of 60-64 with 15 students, that was the researcher stated on the previous paragraph that almost a half of the total sample, which is 42,86% of the sample. On the other hand, only 1 student that reached the highest range score within 75-80 or only 2.86% of the total sample. It is also followed by the scores range of 70-74 and 50-54 with only 3 students. 5 students are in the range of 65-69 and the rest are 55-59.

2. The Data of Students' Translation Ability

Based on the statement proposed by Khairani et al., (2022) which mentioned that the Idiom expressions usually existed in literary works such as movies and novels. Therefore, after measuring the students' habit in watching English movies, The researcher attempted to measure the students ability in translating English idioms and will find out whether their habits will give some influence in their ability in translating English idioms or not. The mean of these score results is 119.43 with the standard deviation is 6.99, which can be concluded that this data is also capable of representing the population. The score is presenter with the table of frequency distribution and a histogram below:

Table 2. Frequency Distribution of Students' Idioms Translation Ability

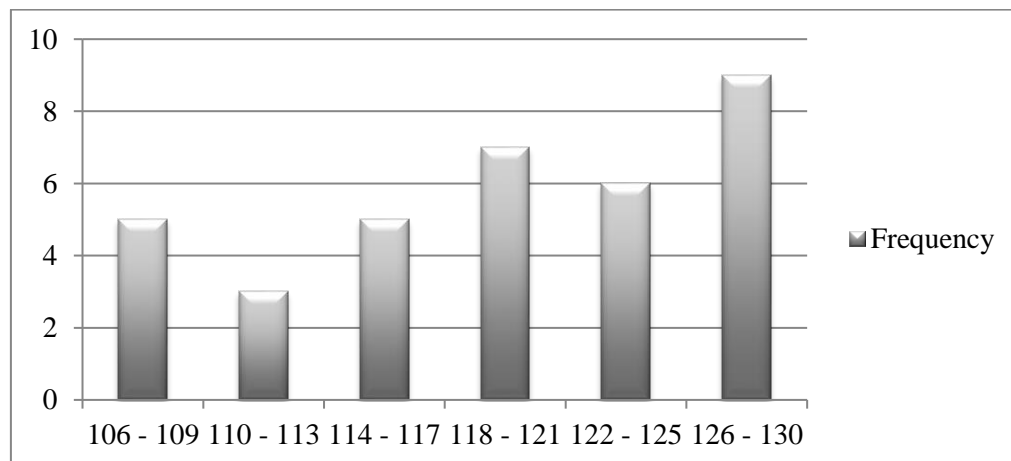| No.	Class Limits	Frequency	Percentage (%)
1	106 - 109	5	14,29
2	110 - 113	3	8,57
3	114 - 117	5	14,29
4	118 - 121	7	20,00
5	122 - 125	6	17,14
6	126 - 130	9	25,71
Total		**35**	**100%**

Figure 2. Histogram of Students' Idioms Translation Ability

From the table 4.2 and figure 4.2, the students highest frequency is in the range score of 126-130 which is also the highest score in this test with 9 students in total, it can be proposed as high as 25.71% from the total sample. the lowest frequency which only 3 students or 8.57% reached the range score of 110-113. Then, the lowest score in this test that is in the range of 106-109 is reached by 5 students or 14.29%. The rest percentages can be read in the table and histogram above. After obtaining the scores of the instruments, the researcher di the normality and linearity test. The results could be seen in the following tables:

Table 3. Result of Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Tests of Normality	Statistic	df	Sig.	Statistic	df	Sig.
Students' Watching Habit	.088	35	.200[*]	.982	35	.827
Students' Translation Ability	.124	35	.193	.949	35	.106
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

The normality test has been calculated by the computation of SPSS 25. The test is implemented by the method Saphiro Wilk. It is found that p-value of the sample of the students' watching habit is 0.827. So, it can be stated that the p-value is greater than 0.05. Moreover, the p-value of the translation ability is 0.106. It means both of them are greater that 0.05, so the H0 is accepted. In can be interpreted as the sample for the translation ability and sample for students watching habit is in the normal distribution.

Table 4. Result of Linearity Test

			Sum of Squares	df	Mean Square	F	Sig.
Test of Linearity							
X* Y	Between Groups	(Combined)	1242.155	18	69.009	2.626	.029
		Linearity	501.660	1	501.660	19.092	.000
		Deviation from Linearity	740.495	17	43.559	1.658	.159
	Within Groups		420.417	16	26.276		
	Total		1662.571	34			

The linearity test is also used for measuring whether the relationship between two variables have the linear regression or not. The linearity test has also calculated by the computation of SPSS 25. It is found that the p-value or the significance score of derivation of linearity is 0.159, which means the p-value is greater than 0.05. With the result that, the regression of students' watching habits and their translation ability is linear. The next opportunity is for testing the correlation between these two variables and to manifest whether the hypothesis will be accepted or not. The correlation is calculated by the computation of SPSS 25 with the type of Pearson Product Moment. Pearson Correlation is used because the hypothesis of Normality test and Linearity test is accepted.

Table 5. Product Moment Correlation

Correlations

		Students' Watching Habit	Students' Translation Ability
Students' Watching Habit	Pearson Correlation	1	.549**
	Sig. (2-tailed)		.001
	N	35	35
Students' Translation Ability	Pearson Correlation	.549**	1
	Sig. (2-tailed)	.001	
	N	35	35

**. Correlation is significant at the 0.01 level (2-tailed).

From the table 5, it is known that the p-value on the Sig. (2-tailed) is lower than 0.05, which means there is a correlation between these two variables. To prove the hypothesis, the table shows Sig. (2-tailed) is 0.001 which is greater ($>$) than 0. The significance validity can be proving by the measurement of r_{xy} is greater than r_{table} which means 0.549 (r_{xy}) $>$ 0.333 (r_{table}). To prove that the hypothesis is acceptable or not, the researcher has carried out a T-test with the calculation results is 3.773 (t) $>$ 1.692 (t_{table}). It can be concluded as the H0 (Null hypothesis) is rejected and Ha (Alternative hypothesis) is accepted. In other words, there is a positive corrrelation between students' habit in watching English movies and their translation ability in translating English idioms. Also, the correlation score between these variables is 0.549. The correlation can be classified as the table below:

Table 6. Strength of Relationship

Coefficient Interval	Strength of Relationship
0.00 - 0.199	Very weak relationship
0.20 - 0.399	Weak relationship
0.40 - 0.599	Moderately relationship
0.60 - 0.799	Strong relationship
0.80 - 1.00	Very strong relationship

(Sugiono, 2019)

From the table 4.6, it can be classified that the correlation between students' watching habit and their ability in translating idioms is in moderately relationship. Finally, it is also can be classified as the significance of the correlation is in r^2 is $(0.549)^2 = 0.3014$. It means 30.14% the students' habit in watching English movies influences their ability in translating English idioms. Moreover, 69.86% the translation

ability is determined by other factors. In conclusion, based on all of the discussion above, in can be intepreted as H1 is accepted, which means there is a correlation between Students' habit in watching English movies and their ability in translating English idioms.

Discussion

Translation is a general term that refers to activities transfer of messages in writing or verbally, this is cited from Ardi (2015). Possessing translation skills is the most crucial thing that people should consider when they use languages. Without understanding the meaning of any expressions, a person will not be able to talk in a language. Based on Malakoff (1992), The term of translation ability is about reformulating a message from a source language into a message in a target language. However, Malakoff only states a simple definition of translation ability. Moreover, Hatim & Munday (2004) also state that translation is two senses of terms about process and product. The first sense focuses on the activity of taking the source text and turning it into the target text. And the second sense focuses on the concrete and the effectiveness of the translation product. On the other hand, Basnett (2013) also stated that translation is a process of a linguistic transfer, the transferring could be written from source and transferred into another language that is known as target language.

Movies are categorized as an audio visual learning media. Audio visual media is media that can be listened to and seen consciously. This media stimulates the sense of hearing and vision at the same time (Hikmah, 2020). Audio visual media can be a film, performance, television programs such as reality shows, play, and etc. Champoux (1999) in Valizadeh (2021) said that movies are a comfortable medium to motivate students and improve their leisure in learning process. English movies can improve students' speaking skills and listening skills. Movies that have been translated will have subtitles on them. Subtitle is called an audiovisual media that students can read the conversation on the screen while watching or listening to the movies (Okar & Shahidy, 2019).

Referring to the previous researcher, in Ort, Wirz, & Fahr (2021) there are some indicators that can be measured to understand the students' habit in watching movies. First, frequency of watching habits, it usually can be state as "How often do you normally watch movies?" with the typical answer as "less than once a month", "everyday", "once a week. Second, motives in watching movies. It can be the genres of movies (fantasy, sci-fi, horror, thriller, comedy, etc.) that the respondents like to watch, also the types of shows such as entertainment, pod-cast, social interaction, reality show, soap opera, etc. Also, the habits in watching movies can be measured by their tendencies such as watching with changed dubbing or original dubbing with subtitles.

English Idioms usually will be shown different between the words and the meaning. That is why interpreters and translators need to understand more about the idioms perhaps being used in a text. Idiomatic expressions are usually used in lectures, movies, broadcasts, television programs, and etc. (Jiao & Chen, 2012). Based on the clarity and systematic nature, idiom expression is categorized in three types, pure idioms, semi literal idioms, and literal idioms (Liu, 2003). Pure idioms

are the expressions that cannot be translated word by word and have different meaning to the actual meaning. Which means these idioms need to be translated into whole phrases or sentences, such as "break a leg", "kicked the bucket". Semi literal idioms are idioms that have the meaning that almost make sense between the original words or phrases or sentences and the meaning, such as "my head is spinning", "i'm as busy as a bee". Then, literal idioms are actually normal and thoughtful utterances that are used by people to make the statement more understandable, the examples are "according to", "throw away".

In the other research, Adelina & Suprayogi (2020), based on classification in their paper by Fernando (1996), they divided idiomatic expression into three types, the first type is idioms which have similar meanings and forms of expressions. The second is a kind of idiom which has similar forms but different meanings and expressions. The third is a kind of idiom which has similar meanings but different forms of expressions. This is the same statement as the previous opinion about types of idioms which include literal idioms, semi idioms, and pure idioms.

Based on the theory by Liu (2003) and Fernando (1996), they classify idioms expression into three types: pure idioms, semi-literal idioms, literal idioms. In correlate with the data result, there is no significance difference of the students in translating these three types. It is means most of them have the average score in translating those three types. Some of them are not good in translating pure idioms, some of them better in pure idioms. Also, some of them are bad in translating semi-literal idioms but good in translating pure idioms. Moreover, there are some students are good in translating all of idiom types, and any other different results. For a more detailed explanation, the students who reach the highest score in watching habits (70-80), they were hampered in translating one of the literal idioms, which was "smarten up". Then, they cannot translate the meaning of the semi-literal idiom "I'm done with you" correctly. Two out of four students who achieved this range of scores were bad at translating one of the pure idioms "hit the sack". One of them also poor in writing a translate of "spill the beans". Most of the student with the highest score in translation test or over the total of 120 score are in the range of 60-80. Only one student who had over the 120 score which is 123 with the score of watching habit below 60 which only 58.

(Nababan, Nuraeni, & Sumardiono, 2012) clarify the criteria that being assess in translation quality assessment; accuracy, readability, and acceptability. In accuracy, the translation product should be accurate, also the content from the source language must be similar with the target language. Readability, the text of translation is readible and acceptable from all the readers, especially the reader from the target language. In acceptability, the translation product is expressed without against the norms and culture of the target language. Based on them who stated the chracteristics of a good translation which are accuracy, readability, and acceptability. Students who have high translation and habit scores tend to have problems in accurately translating the meaning of "Hit the sack", "Spill the beans", "I'm done with you", and "smarten up". For readability itself, students tend to be bad at writing words into the target language well, they often abbreviate words such as "*tidak*" to "*tdk*", "*jangan*" to "*jgn*", then there is "*kalau*" to "*klo*" and several errors in spelling a word. In the acceptability category, students have deficiencies in adapting good culture to the

target language correctly. They often use utterance terms which not all groups can accept the translation products. They use words like "*dong*", "*kok*", Then what should be good standard Indonesian words become non-standard words such as "*kasih*" becomes "*kasi*", "*kepala*" becomes "*pala*", "*lihat*" becomes "*liat*", "*Tidak apa-apa*" becomes "*gapapa*" or "*nggapapa*".

From the discussion on the previous part, it can be concluded that there is a positive correlation between students' watching habits and their ability in translating English idioms. It indicates that their habits in watching English movies whether in the cinema, PC, laptop, or handphone support their ability in translating English idioms. Through translation, students also increase their mastery in the meaning of vocabulary, writing a good sentence structure, and of course translation helped them to find out the meaning of idiom expressions. It is also help the them as English as Foreign Language learners to recognize the expressions that uncommon or have different meaning from their own native language.

In addition, students are also provided the real context of English, they will figure out many words and expressions through watching English movies. Etemadi (2012) also stated that watching movies have a positive impact on language skills, and combining viewing with text through translation which is subtitles help them to acquire language properly. He also mentioned that movies provide pedagogical options to motivative learners in learning languages. When students are usual to English movies, they probably learn some words and phrases. Various types of movies help them in acquire some phrases, words, also idiom expressions. Because all of the genres of movies have the similarities in provided utterances. Moreover, based on Tuncay (2007), it is accepted that movies are an effective tool in a teaching language also provided cross cultural aspect for the learners, idioms expressions are one of the cross cultural aspect that contained in movies.

CONCLUSION

Based on the study that has been conducted by the researcher, it can be concluded if there is a positive correlation between students' habit in watching English movies and their ability in translating English idioms. This study has been conducted in English Education Department of Universitas Negeri Padang. The research question has been answered and the hypothesis has been accepted. It indicates that the more students often their time watching English movies, the greater their chances of mastering English idiom expressions and translating them into the target language or their native language.

Based on the result of the study, it is shown that students' habit in watching English movies has a positive correlation with their ability in translating English idioms. It is also known this habits has 30.14% significant percentage that influences their ability in mastering and translating English idioms to their native language. Moreover, the implication of this study is considered to support teachers, tutors, lecturers to be more variative in using learning media such as movies. It is also giving a knowledge to people that students' habit in watching English movies has its own role in helping student in acquire language, especially in mastering English idioms. In addition, it will be useful for translator to increase their knowledge in mastering idioms expression by starting watching much movies.

REFERENCES

Adelina, C., & Suprayogi, S. (2020). Contrastive Analysis of English and Indonesian Idioms of Human Body. *Linguistics and Literature Journal*, *1*(1), 20–27. https://doi.org/10.33365/llj.v1i1.235

Alfaori, N. A. D. M. (2017). Equivalence Problems in Translation. *Sino-US English Teaching*, *14*(2), 86–97. https://doi.org/10.17265/1539-8072/2017.02.003

Ardi, H. (2015). *Pengantar Penerjemahan*. Sukabina Press. Retrieved from https://medium.com/@arifwicaksanaa/pengertian-use-case-a7e576e1b6bf

Arono, A., & Nadrah, N. (2019). Students' Difficulties in Translating English Text. *JOALL (Journal of Applied Linguistics & Literature)*, *4*(1), 88–99. https://doi.org/10.33369/joall.v4i1.7384

Basnett, S. (2013). *Translation*. Routledge.

Creswell, J. W. (2012). *Educational Research*.

Djunaidi, G., & Fauzan, A. (2009). *Metodologi Penelitian Pendidikan Pendekatan Kuantitatif*. Malang: UIN-Malang Press.

Etemadi, A. (2012). Effects of Bimodal Subtitling of English Movies on Content Comprehension and Vocabulary Recognition. *International Journal of English Linguistics*, *2*(1), 239–248. https://doi.org/10.5539/ijel.v2n1p239

Furaidah, A., & Asrori, M. (2019). Watching video with English subtitle as an alternative to improve reading skill. *English Education Journal*, *7*(2), 257–263.

Gay, L. R., Mills, G. E., & Peter Airasian. (2009). *Educational Research*.

Hatim, B., & Munday, J. (2004). *Translation*. New York: Routledge.

Hsieh, E. (2020). The Politics of Translation and Interpretation in International Communication. *Oxford Research Encyclopedia of Communication*, (December), 1–23. https://doi.org/10.1093/acrefore/9780190228613.013.701

Jiao, D., & Chen, Q. (2012). Theory and Practice in Language Studies Speech Recognition Performance of Adults : A Proposal for a Battery for Telugu. *Citeseer*, *2*(2). Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.736.9149&rep=rep1&type=pdf#page=67

Khairani, R., Khuluq, M., Simanjuntak, M., & Ayusya, C. (2022). Many People's Interest in South Korean Drama Itaewon Class. *Proceeding Undergraduate Students' National Seminar "Students' Identity and Scientific Thought Enhancement"*, 162–166.

Liu, D. (2003). American English idioms : a corpus. *Tesol Quarterly*, *37*(4), 671–700.

Malakoff, M. E. (1992). Translation Ability: A Natural Bilingual and Metalinguistic Skill. *Advances in Psychology*, *83*(C), 515–529. https://doi.org/10.1016/S0166-4115(08)61514-9

Nababan, M., Nuraeni, A., & Sumardiono, &. (2012). Pengembangan Model Penilaian Kualitas Terjemahan. *Kajian Linguistik Dan Sastra*, *24*(No. 1), 39–57.

Nur Hikmah. (2020). the Relationship Between Watching English Movie and. *Google Scholar*.

Okar, N., & Shahidy, S. H. (2019). Using Pictures of Movie Conversations with

Input Enhancement in Subtitles for Developing Speaking of Iranian EFL Intermediate Learners. *International Journal of English Language & Translation Studies*, *7*(3), 93–104. Retrieved from www.eltsjournal.org

Ort, A., Wirz, D. S., & Fahr, A. (2021). Is binge-watching addictive? Effects of motives for TV series use on the relationship between excessive media consumption and problematic viewing habits. *Addictive Behaviors Reports*, *13*, 100325. https://doi.org/10.1016/j.abrep.2020.100325

Sugiono, P. D. (2019). *Metode Penelitian Pendidikan*. Bandung: Alfabeta Bandung.

Tuncay, H. (2007). *an Integrated Skills Approach Using Feature Movies in Efl At*. (2006), 56–63.

Valizadeh, M. (2021). Effects of L1 and L2 Subtitled English Movies on Pre-Intermediate Learners' Comprehension and Speaking Abilities. *Theresa Journal of Humanities and Social Sciences*, *7*(2).

Winarti, & Febriyana, M. (2021). *the Relationship of Film Watching Habits To Short Writing Ability By Semester Iv Students of Indonesian Language Education Study Program*. (October), 120–126.

Yusufjanova, S. M. (2022). General Problems of Translation of Phraseological Units. *Current Research Journal of Philological Sciences*, *03*(02), 30–35. https://doi.org/10.37547/philological-crjps-03-02-07