

## **Students' Intensity in Watching English Program Television and Its Influence on Their Competence in English Vocabulary**

**Fauzi Atunnisa<sup>1</sup>, Mukhlas Abrar<sup>2</sup>**

<sup>1,2</sup>Universitas Jambi

nisafauziatun5@gmail.com<sup>1</sup>, mukhlas.abrar@unja.ac.id<sup>2</sup>

### **ABSTRACT**

*This article explores effective strategies for enhancing English vocabulary, crucial for academic success and communication proficiency. Utilizing a qualitative research methodology, the study investigates the impact of exposure to television series on the vocabulary acquisition of eleventh-grade students at MAS AS'AD Jambi during the 2023/2024 academic year. Data were collected through questionnaires administered to a sample consisting of one class of 33 students from the tenth-grade cohorts in Science (IPA), Social Studies (IPS), and Islamic Education (PAI). The findings suggest that extensive exposure to television series significantly enhances students' vocabulary in terms of both meaning and structure. Furthermore, the results indicate that students who received vocabulary pre-teaching generally outperformed their peers, regardless of the language of the on-screen texts. The study concludes that television shows can substantially boost students' vocabulary skills, offering valuable insights for educational strategies in language acquisition.*

**Keywords:** *English program television; English vocabulary*

### **INTRODUCTION**

Sitcoms and television series, with their diverse offerings, are now as popular as feature films. Their engaging plots and compelling characters have captivated audience's episode after episode. Traditionally, local TV shows in our country followed a predictable storyline featuring a hero and a heroine. However, the introduction of English-language television has sparked a significant improvement in content produced by Indian producers, leading to more innovative and varied programming. As these shows gain popularity, they are beginning to overshadow traditional films, demonstrating their growing influence. Today, English is widely recognized as the language of educated professionals. Watching English TV shows is an excellent way to enhance your vocabulary. The dialogues in these shows provide real-life examples of how native English speakers interact, offering an authentic and practical way to learn the language. Moreover, regular exposure to such content can greatly improve your understanding of English nuances and idiomatic expressions. (Vijayakumar et al., 2020)

"People have always enjoyed watching television, and it's especially popular among young people. Television shows and movies are becoming increasingly popular, making them an important area for research, particularly in learning vocabulary in a second language (L2) through audio-visual input. When choosing TV shows, consider those that use a manageable range of vocabulary. This makes them an excellent option for language learners, as they tend to use fewer complex word

families compared to other types of programs. This focus can help learners gradually build their understanding and use of the language in a more controlled and effective manner. (Mazahery et al., 2021)"

Dominating a language is an excursion that includes various viewpoints, and one Vocabulary is an essential component of language proficiency. A rich and different vocabulary permits people to put themselves out there persuasively, grasp complex texts, and impart successfully in different settings. With regards to English, a language verbally expressed by millions around the world, extending your vocabulary can fundamentally upgrade your language abilities and entryways to new open doors. In any case, the most common way of building vocabulary can appear to be overwhelming, particularly for non-local English. (Gulomovna & Solidjonov, 2023)

According to Azizi & Aziz (2019), incorporating entertainment into language learning can enhance its effectiveness. Entertainment media can greatly aid the language learning process in various ways. General media resources, such as TV series and movies, offer valuable assets for language acquisition. Many believe that using entertainment as a learning tool significantly facilitates language learning. However, much of these claims lack systematic research to validate their impact on language acquisition. Further research is needed to explore the extent to which entertainment contributes to the language learning process.

In language learning, building vocabulary is crucial for practical communication, and incorporating multimodal information can aid in achieving this goal. For instance, research suggests that watching videos can assist beginners in learning both content and vocabulary simultaneously. Since the 1990s, researchers have investigated how watching videos with captions and subtitles can benefit individuals striving to expand their vocabulary. Numerous studies over time have shown that watching videos with captions and subtitles not only enhances students' comprehension but also facilitates language acquisition, particularly vocabulary acquisition (Reynolds et al., 2022).

According to Zhang & Graham (2020), the effectiveness of vocabulary acquisition through listening can be influenced by the types of listening activities practiced and the additional support provided. Vocabulary learning during listening for comprehension can be enhanced by employing a lexical focus approach. This method involves emphasizing the importance of lexical items to attract students' attention and facilitate the acquisition of phonological, orthographic, and semantic information about vocabulary items, thereby enhancing comprehension. In internationalized higher education, students' engagement with academic content requires a certain level of English proficiency, given English's role as the global academic lingua franca. A crucial aspect of this proficiency is familiarity with academic vocabulary, which encompasses words common across disciplines but not overly general or discipline-specific. Understanding academic discourse, whether spoken or written, is nearly impossible without knowledge of this specialized vocabulary. Simply knowing general vocabulary or technical terms specific to a particular field is typically inadequate. Therefore, students entering tertiary

education must either possess some prior knowledge of academic vocabulary or quickly acquire it to navigate academic settings effectively (Warnby, 2022).

Vocabulary plays a crucial role in learning a new language and is closely linked to skills such as listening, speaking, reading, and writing. Compared to traditional methods that rely on textbooks and teacher-centered approaches, students now have the ability to independently expand their vocabulary with the assistance of teachers and TV shows. This new approach has led many researchers to analyze the role of TV programs in acquiring vocabulary in a foreign language. Consequently, this paper aims to compare and contrast the effectiveness of traditional teaching methods with the use of media in foreign language acquisition (Nguyen, 2021).

The significance of vocabulary in language acquisition must be understood before incidental vocabulary acquisition can be discussed. Since the second half of, it has been discovered that vocabulary acquisition plays a crucial role in language acquisition. last 100 years. Initial research focuses primarily on incidental reading-based vocabulary acquisition. Progressively, listening was viewed as a method for improving vocabulary procurement in understanding action, which establish the groundwork for later concentrate on listening-just undertaking. Lately, task method of coincidental vocabulary obtaining, turning out to be more pluralistic than previously, isn't limited in customary study hall exercises like perusing and tuning in. The study of incidental vocabulary acquisition is now conducted using more cutting-edge, high-tech tasks. This section examines studies on incidental vocabulary acquisition with an emphasis on task mode development. (Tang, 2020)

According to Ajisoko (2020), vocabulary acquisition is closely intertwined with other aspects of learning English. Proficiency in listening, speaking, reading, and writing hinges on a solid foundation of vocabulary. Developing a robust vocabulary is crucial for achieving good English proficiency because vocabulary forms the basis of language skills. Without a rich vocabulary or effective strategies for learning new words, such as listening to native speakers, reading, watching television, listening to the radio, and using the language in various contexts, learners may struggle to excel in language abilities. The research discussed aims to enhance learners' vocabulary competence through an English television program among second-semester students at MAS AS'AD Jambi. The objective is to foster enthusiasm and interest in English learning, specifically vocabulary acquisition, through television programs in English. This approach seeks to leverage engaging media to facilitate language learning and broaden learners' exposure to English in authentic contexts.

## **LITERATURE REVIEW**

### **English Program Television**

Watching authentic TV programs can be a challenging yet rewarding task for students. Visual imagery has been proven to aid in vocabulary acquisition, and receiving information through both spoken and visual channels is generally believed to strengthen mental representations. However, these channels do not always complement each other optimally for language learning, as the primary purpose of

producing a TV program is often entertainment, providing information, or artistic expression. (Boussebha et al., 2023)

Watching genuine television projects could be a seriously requesting task for students. Imagery has been shown to help people learn vocabulary, and receiving the same information through both verbal and visual channels is generally thought to help build stronger mental representations. By and by, the channels do not necessarily back and complete one another in the most ideal way to advance language learning, as the principal reason for making a television program is diversion, giving data, or imaginative worth. (Suárez et al., 2021)

In movies, actors deliver dialogue within a storyline that unfolds from introductions, through conflicts, to resolutions. Students can acquire new vocabulary through listening to dialogue. Watching movies is not only enjoyable but also makes learning English less tedious. It is hoped that students can enjoy watching movies and expand their English vocabulary through films, which may ultimately enhance English language learning among more students. Building a conducive English-speaking environment requires courage and self-assurance from students, which educators play a pivotal role in fostering. Educators aim to create an English-speaking environment that is conducive and suitable for students, ensuring they feel comfortable and confident in the learning process. (Hestiana, 2022) While video streaming services have revolutionized how people consume movies and TV shows, their potential to aid in second language acquisition remains relatively unexplored. Interactive video platforms, where viewers make choices impacting the storyline, represent a novel form of entertainment that researchers are investigating to determine their effectiveness in enhancing vocabulary development. (Dizon & Gayed, 2021)

Film on television program can be used to teach writing, oral skills, grammar, vocabulary, and cultural aspects, among other things, in language training. Involving subtitles in movies might be noted as a powerful methodology in study halls. Inscriptions are normally shown at the lower part of the showcase screen and are both a record or screenplay of the discussion or narration in movies, television shows, series, or video games; a trainer-organized list of vocabulary for every ten minutes of the movie; presentation to the class during the ten minutes that students watched the clip; and subsequent explanation of the meanings. The results indicated a significant rise in the getting to know about new words and articulations. The understudies were additionally given film captions, prompting their better comprehension of the film while watching it. (Kord et al., 2022)

## **English Vocabulary**

However, In the realm of second language acquisition, vocabulary teaching and learning have historically received limited attention. There are two approaches to vocabulary acquisition: incidental and intentional. In incidental vocabulary learning, learners engage in activities without realizing that the primary focus is vocabulary acquisition. This process is akin to subconscious language learning. For

example, students acquire a second language by focusing on meaning rather than on structure or syntax. The importance of comprehensible input is underscored by the subconscious nature of language learning. Vocabulary knowledge is crucial for both incidental and intentional vocabulary learning because students must be flexible in assigning the appropriate meaning to words based on their contextual usage. (Teng & Mizumoto, 2023)

Vocabulary is one of the most important aspects of learning English that students should master. Knowledge of a language's vocabulary is crucial because there would be no language production or comprehension without it. Assuming the understudy's absence of vocabulary, they will be troublesome in utilizing English since they can't grasp others, even express their own thought. Vocabulary information permits language use, language use permits vocabulary information to be expanded, and word information permits vocabulary information and utilization of language to be expanded. (Wero et al., 2021)

When learning English, one of the most crucial aspects is mastering vocabulary. It has a place with the significant component in learning an unknown dialect. Technology advancement is inseparable from the teacher's role in teaching vocabulary. The improvement of dynamic innovation, and the personality of understudies who like things that are refined, Instagram presents a pleasant other option and draws to understudies' advantage in learning vocabulary in light of the fact that is likewise upheld by picture that can set off understudies to learn and find out about English. Vocabulary is the essential language perspective that should be dominated prior to dominating English abilities. Some experts have provided some vocabulary definitions. A person's vocabulary is the total number of words they know or use, as well as the words in a given language. A significant portion of a student's ability to speak, listen, read, and write is based on their vocabulary, which is the fundamental component of language proficiency. So from the clarifications of a portion of these specialists, vocabulary is a vital part for us to dominate when we need to learn English, from that vocabulary can make it simpler for us to dominate a few abilities in English, specifically talking, tuning in, perusing and composing. (Agustin & Ayu, 2021)

One of the most important factors in determining a person's success as a language expert is their level of vocabulary mastery. The more diverse a person's vocabulary is, the more likely it is that the person will be skilled in language and the easier it will be for him to convey and receive information orally, in writing, and through the use of signs and cues. Human fingerprints and vocabulary are unique to specific content material areas. Teachers must use materials that make it easier for students to learn English vocabulary because of how important it is. Furthermore, it should give them to learn in a fascinating manner so they are more excited in the educating and growing experience. English television shows are one type of learning medium that can be utilized for English language instruction. (Siregar et al., 2021)

## RESEARCH METHODS

The research was conducted with eleventh-grade students at MAS AS'AD Jambi during the academic year 2023/2024. Each class comprised 33 students, with a total population of 150 students. For the study, one class was selected as the sample, specifically the tenth-grade class encompassing students from the science, social sciences, and religious studies streams, totaling 33 students. The survey used in the study consisted of 10 questions related to feedback provision. Essentially, the survey captured participants' attitudes toward providing feedback using yes or no responses.

The purpose of the initial step, data preparation and organization, was to get the data ready for analysis. The second step involved immersion, aiming to immerse in the data's essence. The third step was coding, which involved assigning codes to organize the data based on context. Value coding was used to assess most of the students' responses based on different perspectives. The fourth step was categorizing and theming, which aimed to determine the frequency of expressions within each perspective by calculating the total number of statements in each category. These perspectives were then further elucidated using descriptive data. The final step was interpretation, which involved summarizing the results immediately after completing the data analysis. The outcomes of the students' responses were distilled into statements as conclusions. We then proceeded with qualitative analysis to interpret the results of the observations and tests through informative analysis after data collection. The following section presents the level of student feedback on this research, among other aspects.

**Table 1 The Percentage of Student Feedback**

(Source: Data processed by Researcher, 2024)

Question	Percentage
I love watching television	63%
I recognize a television program	67%
I prefer to watch shows on television	53%
By watching television shows I find it easier to understand the vocabulary	93%
I increase my English vocabulary by watching television	86%
I have a relatively small vocabulary	70%
The vocabulary I have increased after watching television shows	98%
The television shows that I often watch are movies and games	60%
I am more confident as my vocabulary increases	100%
I am more confident when speaking as my vocabulary increases	100%

## RESULTS AND DISCUSSION

For the purpose of analyzing this inquiry, the survey's criticism regarding giving feedback to companions served as the information. The outcomes of these data are presented in the table 2.

**Table 2 Student's Feedback**

(Source: Data processed by Researcher, 2024)

Question	Yes	No
I love watching television	20	13
I recognize a television program	22	11
I prefer to watch shows on television	17	16
By watching television shows I find it easier to understand the vocabulary	31	2
I increase my English vocabulary by watching television	28	5
I have a relatively small vocabulary	23	10
The vocabulary I have increased after watching television shows	32	1
The television shows that I often watch are movies and games	19	14
I am more confident as my vocabulary increases	33	0
I am more confident when speaking as my vocabulary increases	33	0

Table 2 reports that practically all members concurred that watching English television program satisfies them in learning English since it gives much better execution to increase students' competence in English vocabulary. The information in Table 4.1 additionally demonstrates the way that watching English television program can teach students back from feeling exhausted. Watching English television program provide a significant treatment boost to improve students' competence in English vocabulary.

Television is an extremely intriguing medium where thoughts are rejuvenated. The world of a good show draws the audience into it and makes them care about the characters. Some shows even become fan favorites, and people will always remember them. As a result, the most beloved characters typically have a positive impact on the audience, and they pick up a few signature them. These newly acquired phrases are consciously or unconsciously incorporated into everyday communication. Most of the time, people watch sitcoms and TV shows to pass the time, either by themselves or with others. Unwittingly, this assists us with learning new words, expressions or sentences. They are easier to comprehend when watched with subtitles.

The study may be the first to explain how captioned television viewing affects incidental vocabulary learning. This factor should be incorporated into syllabi and classroom activities by language teachers. At last, synonymy, polysemy, and collocational relations with different words merit instructors' and students' consideration. It would be profoundly alluring to convey this message to instructors and students with the goal that they can know about the advantage of understanding different parts of vocabulary information, which can assist them with meeting the edge for accidental vocabulary gaining from review subtitled TV.

## **CONCLUSIONS AND RECOMMENDATIONS**

Based on the findings, we propose several implications. The study may be the first to explain how captioned television viewing affects incidental vocabulary learning. This factor should be incorporated into syllabi and classroom activities by language teachers. At last, synonymy, polysemy, and collocational relations with different words merit instructors' and students' consideration. It would be profoundly alluring to convey this message to instructors and students with the goal that they can know about the advantage of understanding different parts of vocabulary information, which can assist them with meeting the edge for accidental vocabulary gaining from review subtitled TV.

To gain a better understanding of how various aspects of vocabulary depth contribute to incidental vocabulary learning from watching captioned television, future research could benefit from exploring additional dimensions of vocabulary knowledge depth. Furthermore, upcoming studies should distinguish between semantic and collocational relationships to better grasp the predictive effects of vocabulary depth on incidental vocabulary acquisition from English TV programs. Additionally, the absence of a control group in the study prevented strict control over the students' performance in incidental vocabulary learning through television viewing. Lastly, the research did not examine the correlation between vocabulary knowledge test scores and proficiency levels in comprehending the structure and meaning of English TV programs. It is theorized that students with advanced vocabulary knowledge may excel more in comprehension tasks requiring higher levels of analysis compared to those with limited vocabulary knowledge, a hypothesis that warrants further investigation.

## **BIBLIOGRAPHY**

- Agustin, R. W., & Ayu, M. (2021). The Impact of Using Instagram for Increasing Vocabulary and Listening Skill. In *Journal of English Language Teaching and Learning (JELTL)*, 2(1). <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>
- Ajisoko, P. (2020). The use of duolingo apps to improve English vocabulary learning. *International Journal of Emerging Technologies in Learning*, 15(7), 149–155.
- Azizi, S., & Aziz, A. A. (2019). The Effect of Intralingual Caption on Students' Vocabulary Learning. *International Journal of Advanced Research in Education and Society*, 1(3). <http://myjms.moe.gov.my/index.php/ijares>
- Boussebha, N., Kourichi, M., & Sahnoun, I. (2023). Using English Movies and TV Programs as a Tool for Developing Listening Skill of EFL Students: The Case of 1st Year Master Students at Naama University Center. Naama University Center.
- Dizon, G., & Gayed, J. (2021). An exploratory study on the use of interactive video via Netflix to improve second language aural vocabulary learning. *Asia CALL Online Journal*, 12(5), 100–113.
- Gulomovna, X., & Solidjonov, D. (2023). Effective Methods to Increase Vocabulary in English as a Second Language. *Journal of Universal Science Research*.

- Hestiana, M. (2022). The Role of Movie Subtitles to Improve Students' Vocabulary. *Journal of English Language Teaching and Learning (JELTL)*, 3(1). <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>  
<https://doi.org/10.22099/jtls.2021.39209.2921>  
<https://doi.org/10.3991/IJET.V15I07.13229>
- Kord, M., Goorchooyi, N., & Dehaj, Z. (2022). The Effect of English Subtitle on Vocabulary Learning: EFL Intermediate Students. *International Journal of English and Studies (IJOES)*, 4(9).
- Mazahery, S., Hashemian, M., Alipour, J., & Tefl, \* M A In. (2021). Vocabulary Learning by Iranian Adult L2 Learners via Extensive Viewing of Subtitled and Captioned TV Series. *Journal of Teaching Language Skills (JTLS)*, 40(1), 83–115.
- Nguyen, N. (2021). A Review of the Effects of Media On Foreign Language Vocabulary Acquisition. *International Journal of TESOL & Education*, 1(1), 30–37.
- Reynolds, B. L., Cui, Y., Kao, C. W., & Thomas, N. (2022). Vocabulary Acquisition through Viewing Captioned and Subtitled Video: A Scoping Review and Meta-Analysis. *Systems*, 10(5). MDPI. <https://doi.org/10.3390/systems10050133>
- Siregar, A., Tobing, E., & Fitri, N. (2021). Developing of Teaching Materials: Using Animation Media to Learning English Vocabulary for Early Childhood. *Indonesian Journal of Research and Educational Review*, 1(1), 9–16.
- Suárez, M. del M., Gilabert, R., & Moskvina, N. (2021). The mediating role of vocabulary size, working memory, attention and inhibition in early vocabulary learning under different TV genres: An exploratory study. *TESOL Journal*, 12(4). <https://doi.org/10.1002/tesj.637>
- Tang, Z. (2020). A Review on Studies into Incidental Vocabulary Acquisition through Different Input. *English Language Teaching*, 13(6), 89. <https://doi.org/10.5539/elt.v13n6p89>
- Teng, M. F., & Mizumoto, A. (2023). The role of spoken vocabulary knowledge in language minority students' incidental vocabulary learning from captioned television. *Australian Review of Applied Linguistics*, 46(2), 253–278. <https://doi.org/10.1075/aral.22033.ten>
- Vijayakumar\*, M., Baisel, A., Subha, S., & Abirami, K. (2020). Impact of TV Shows on English Language Acquisition. *International Journal of Recent Technology and Engineering (IJRTE)*, 8(5), 2414–2416. <https://doi.org/10.35940/ijrte.D7502.018520>
- Warnby, M. (2022). Receptive academic vocabulary knowledge and extramural English involvement – is there a correlation? *ITL - International Journal of Applied Linguistics*, 173(1), 120–152. <https://doi.org/10.1075/itl.21021.war>
- Wero, Y. T., Pd, S., Husain, N., & Pd, M. (2021). The Study on Students' Vocabulary Size. *Jambura Journal of English Teaching and Literature*, 2(1).
- Zhang, P., & Graham, S. (2020). Learning Vocabulary Through Listening: The Role of Vocabulary Knowledge and Listening Proficiency. *Language Learning*, 70(4), 1017–1053. <https://doi.org/10.1111/lang.12411>