

## **EXPLORING THE BENEFITS OF ENGLISH ENTERTAINMENT EXPOSURE AS LANGUAGE ACQUISITION**

**M. Alwi Alhaddad<sup>1</sup>, Mutmainnah Mustofa<sup>2</sup>, Imam Wahyudi Karimullah<sup>3</sup>**

Universitas Islam Malang<sup>1,2,3</sup>

awyhaddad@gmail.com<sup>1</sup>, inamustofa@unisma.ac.id<sup>2</sup>, imamwk@unisma.ac.id<sup>3</sup>

**Abstract:** English proficiency has become significant factor in global communication and development and the widespread of technology increases the exposure of English language. Therefore, it is important to conduct study on how English media and entertainment exposure can promote English language skills. This study conducted using descriptive qualitative method with semi structured interview through WhatsApp voice note on 5 students of English department to identify the benefit of English entertainment such as video, music and English based text on English skills. The results show that all the students give positive responses. It is also confirmed that watching English movies facilitates students with authentic material that develops pronunciation, speaking fluency and listening skills with the help of English subtitles. Regarding to English songs the students mainly benefited through flexibility of using music, repeated words and lyric that promotes listening skills and vocabulary knowledge and retention while English text provides learner with wide array of vocabulary that will help students to develop their vocabulary knowledge and well written language structures and patterns that promotes writing skills and grammar. It is suggested to directs the students to be exposed in English through entertainment outside the class to promote their language skills.

**Key Words:** English Entertainment, Benefits, Language Acquisition

### **INTRODUCTION**

Mastering English as target language has become the significant objectives for many countries following globalization. In mastering the language, one can learn consciously through active learning in the classroom or acquire the knowledge of language by exposed to the target language. According to Magno, Bunagan & Rogodon (2009), the term exposure refers to overall period that individual has actively or passively in contact with textual or verbal language. English entertainment from the spread of songs, movies and other media in different language and culture in

society in many decades. According to (Tafari., 2009) media offer large proportion language practice to students through activities such as using magazines, newspapers, radio, TV, movies, books, Internet, and more and tasks that improve English skills. Moreover, Ellis (2006) states that skillful and good performance in English language depends on the effective use of language not only in purpose of academic but also in real life practice. The use of English language is essential for English learners to become practical in proficient, social and academic settings.

There are many studies conducted to find the benefit of English entertainment such as movie, songs and English based text to improve learning in the classroom. For instance, Rao (2019) studied the impact of English movie in ESL and EFL classroom and resulted in the improvement of their English language proficiency that is assisted by audio visual media supported by subtitles. Pratiwi (2018) also conducted class action research on the use of songs to enhance English learning in the classroom, the result shows Learning through song can enhance English learning by creating comfortable and conducive atmosphere in the classroom and the best way of using songs to students is easy to remember and sing it over and over again.

Another study conducted by Wang (2019) on teaching of reading using picture books shows improvement in students reading comprehension and motivation to learn in learning activity. Those previous study shows the possibility or even potential in using English entertainment to improve English skills. However, there are still limited amount of research regarding benefit of making use of English entertainment outside the classroom activity while out of class learning activity provides more beneficial result rather than just learning through classroom activity. According to Hyland (2004) In order to be effective learners in foreign language, they should expose themselves to the target language outside the classroom activity. Moreover, Wong and Nunan (2011) also finds that more successful learners spent their extra time to practice English outside the classroom. in this case it is necessary

to conduct study on the exposure on English language through English entertainment outside the class.

This study aims to identify the benefit of English based entertainment to the acquisition of English language outside learning environments. The researcher considers this research in deliberation of the widespread of English through entertainment that and information, and the fact that exposure of language itself might be a good opportunity to improve language proficiency.

## **METHOD**

In answering research questions, the researcher try to identify the appropriate data using qualitative research design that designed to find and analyze factual data of the research, the model of data collection used semi-structural interview in L1 to gain desired and sufficient data from the response of the participants that then translated into English and interpreted for data analysis. In the implementation of qualitative research, questionnaires and interview used to collect the data and the findings of the study. The data source of this research is students of university of Islam Malang who met the criteria of having certain level of experience and exposure to English based entertainment outside the classroom activity.

In the collection of the data the researcher will use online questionnaire using online platform to select suitable respondents for the further interview in the research and use WhatsApp voice note as an interview tools in order to collect further data required in the research. The researcher uses semi-structured interview modified from Albiladi (2018) to grasp detailed answer from the participants about the perception about the benefit of English entertainment towards their English skills. This research use Miles and Huberman's (2013) method of data analysis that includes of reduction, grouping or coding of the data, interpretation of the data, concluding and refining the

data. This method allows the researcher to gain focus and important data through data selection by removing unnecessary data, grouping is done to organize the data and coding to interpret the data to be more comprehensive and valid, then the data is verified to check whether the data of the study is sufficient for desired result to be presented in the finding, then the study continues with the discussion with related literature after the data verified it is ready to be presented in the finding of the study to gains the conclusion of the study.

## **FINDING AND DISCUSSION**

In this study, the researcher identified four kinds of English language based entertainment that used by students in their daily lives, those are movies or film, music, text based entertainment such as novel, storybook or online blogs and games. Here the researcher wants to identify how the students gains English knowledge such as vocabulary and for English language skills from the exposure of these outside English learning activity entertainment. The finding in this study presented based on the interview transcript based on the students' experience. The interview shows that every respondent agree that film and movie is beneficial for their English skills.

Based on the result of the interview on five students related to the benefit of English based entertainment such as movie, songs and English text in particular towards their English skills the researcher found that all students confirm that they gain benefits from it. The reason varies from each students, the first reason is flexibility, English entertainment allows them to learn whatever, whenever and wherever they like, it is true that this only provide students with non-contextual and random learning however it certainly helped them to get used to English language and might benefit their English skills that they will implement in the class. According to Hyland (2004) Successful language learners are those who utilize the opportunity to learn anywhere and anytime outside the classroom activity. Wong and Nunan (2011)

discovered that the more efficient learners spent extra amount of time practicing English outside the classroom activity than the less efficient ones.

The next reason is the factor of enjoyment, based on the data, some students stated that the more interesting learning activity is the more effective they understand what they learn. According to Haryanto, Sulistiyo, Fransiska, & Yose (2019) English language use out of the class activities differs one to another and depends on each individual preferences and strategies. For example, Pickard (1996) conducted a study on the strategies used by German students to practice English during their free time and the result shows major contribution in passive activities, such as reading novel and listening to music that exposes the student with English language, it also concluded that as long as exposure to the target language is pleasurable and enjoyable, it may aid the acquisition of language.

The result indicates that film exposes English language to students that result in knowledge acquisition of English language such as vocabulary, pronunciation and accent. It is also mentioned that films facilitate students with pleasant way of learning and not limited by the time so they can learn English whenever they watch film. The data shows that the first students benefits vocabulary knowledge and speaking pronunciation from the speech in the film with the help of subtitle translation and listening ability from exposure of English language. The second student benefits in five known benefits of watching English movie that includes fluency by understanding the way native speak and taking attention to their accent. The third and fifth students benefits in vocabulary, pronunciation, spelling and listening and lastly followed by the fourth respondent that benefits in vocabulary, pronunciation and spelling.

The result shows five benefits in the study regarding to the benefit of English movie on students' English skills. The most dominant benefit of English entertainment is vocabulary that encountered in all participants. In English movie,

this benefit is originated from the direct speech from the natives and the translated subtitle, from this the students can hear what the native says and notice the translation in the subtitles to gain understanding about the meaning of the utterances in the movie. This is how the students acquire vocabulary in the movie. According to Sari & Sugandi (2014) movie can develop students' vocabulary, with the help of subtitles the students are able to see the meaning of the spoken words.

The next benefit of English movie is pronunciation, based on the data, this benefit occurs mostly when an individual use English subtitle but some students also gains the knowledge about pronunciation trough the frequent exposure of English that is originated from various speech in the movie such as from character as well as narratives. According to Curtis (2007) the implementation of English Movies in learning activity can enhance students' awareness in vocabulary and improve their pronunciation. Movies facilitates learner with authentic language environment, this kind of environment necessary for ESL and EFL learners since they learn the precise pronunciation and accent by listening to the actual speeches of the native speakers (Rao, 2019). Along with vocabulary pronunciation, students can also learn spelling through the use of English subtitles and not the translated one.

The other benefit that students got from watching English movie is listening skills, based on the study result, it is confirmed that movie also improves listening skill from direct utterances of native speaker. Liu (2010) reported that students' listening skills are developed from the learning process using films due to unlimited information and authentic resource from the speeches and expression of the native speakers. Oddone (2011) stated that video is a good instrument to be used in enhancing student's listening comprehension as video provides students chances to identify the speech and words while learning the subject content. Finally, the least recognizable benefit of watching movie is fluency. According to the finding it is found that fluency can be achieved by learning how native speaker talks, observing their expression and take attention to the accent. According to King (2002), movies can be implemented to enhance the

learners' recognition of pragmatic usage of words, accent and fluency through the speeches and dialogues from the native speaker in the movie. In the data also shown that all students agreed that movie and film is beneficial for English skills. From this, it can be concluded that movie is beneficial for students' English skills.

In this study, the researcher also aims to find out the benefit of English songs towards students' English skills. The data shows that all students benefits from vocabulary and some with listening and spelling but none of them benefits from pronunciation due to different use of intonation or even way of speaking compared to normal conversation. In the data above the first respondent benefits vocabulary and spelling from the lyric, the second one benefits in listening skills improvement, vocabulary retention, spelling that is acquired from lyric and vocabulary from frequent use of English songs. The third respondent mentions vocabulary and spelling as the benefit and the fourth respondents mentions vocabulary and faster vocabulary retention as the benefit in English skills while the fifth only mentions vocabulary.

This study reveals five kinds of benefit in total from listening to English songs, the first is vocabulary, in the data all students have mentioned that they all benefit of vocabulary. In the case of English songs vocabulary mostly the result of frequent and repeated use of English songs and memorizing the lyric. The next benefit is spelling, based on the data above spelling benefit only occurs when the respondents use lyric to understand the songs. In the data above it is shown that three respondents who mentions listening skills. Based on the data above, listening skills are learned through frequent listening activity in English. The last benefit from English songs is retention, more specifically more faster vocabulary retention compared to reading, movie and even classes. In the data shown that there are two students mention about English songs is beneficial for vocabulary retention. It is also stated that students can listen English music anywhere anytime, this makes the students more exposed to English and improve their language skill effectively.

English based music is another kind of entertainment that is beneficial for students' English skills. The data shows that all the respondent confirms that English songs have benefits in improving English skills. The first skill is vocabulary, based on the data vocabulary received through repeated words in a song and the use of lyric when listening to music. In the case of English songs, vocabulary is learned through the implementation of lyrics of the songs, some students also interested with the translation of the lyric to deepen the understanding of the songs. According to pratiwi, (2018) song and lyrics are commonly sung at a slower rate than spoken words that provides easier recognition and comprehension vocabulary and grammar forms. Songs consist of many repetitions of words and structures, frequent exposure to English songs could be the alternatives of English vocabulary exercise (Lorenzutti, 2014). The next benefit is flexibility, the interview data shows that three students mention the flexibility of English songs that can be heard anywhere and anytime. The ease access of songs results in more exposure of English language through songs that will improve English skills. Pratiwi (2018) states that songs are actually flexible and easily obtainable as learners can chose the songs to their liking and listen whenever they wanted.

Music is strongly related to listening skills, based on the data above there are three students who gains benefit in their listening skills. Listening skills based on the data is caused by frequently listening to English music, therefore the listening skills development are triggered by the exposure of English language. Murphey (1992) points out that songs contain authentic material that includes structures and variety of accent that allows students to learn through various spoken authentic resources. Moreover, music often plays certain words repeatedly, this kind of repeating words will improve the retention of words can be more fun and interesting alternative of usual drill method of vocabulary learning. There is commonly a repetition of words in a song and this high frequency of word repetition in lyrics allow for extra practice, without the boredom of regular drill (Pratiwi, 2018).



According to the data of the study, it is also shown that reading English text is beneficial for improving vocabulary, every student in this study confirms that reading English text improves vocabulary. The next benefit of reading English text is speaking and grammar, the data shows that speaking and grammar are confirmed by three students. Based on the interview data above benefit in speaking only occurs when students read the text out loud, in this way along with reading practice, the students also train their speaking skill. Meanwhile, grammar is the benefit that is occurs when students recognize and memorize some patterns from a sentence, phrase or paragraph, in this way the students can use the knowledge of the language patterns in their own language system.

The next benefit is closely related to the benefit of grammar, it is the benefit that acquired by students to construct and arrange sentences, some students confirms that they learn interesting and beautiful way to arrange words in a sentence from the novel that the student read. And the last benefit of reading English text is pronunciation that only confirmed by one individual, based on the interview table above that students learn pronunciation during reading out loud. Based on the result of the interview on five students related to the benefit of English based entertainment such as movie, songs and English text in particular towards their English skills.

English text such as novel and story books also beneficial for the development of students' English skills, one of those skills is vocabulary. Vocabulary are acquired through exposure of wide array of words that is repeatedly read, from reading the students can understand the meaning of word from decoding vocabulary through reading context. According to Mart (2012) reading supports the students to decipher new words needed for conversations and through reading students will have vocabulary knowledge that facilitates their speaking performance and development. The second benefit of reading English text is the development of student's grammar and writing ability. In the data it is shown that improvement in writing skills are triggered by noticing some patterns of sentence construction that allows the students

to absorb various writing styles and grammar from the text structures from the text they read. Celik (2019) states that reading English text will support the students to learn from what others have written.

According to Hudson, (2007) well-written and good reading materials will establish a model to see structure and the use of vocabulary which is then used by students to transfer the text structures they have learnt into their writing. Reading enables the learners to synthesize how vocabulary and structures function in the text and exposure to language patterns helps them to identify various and complex ways of the construction of sentences and paragraphs (Vandrick, 2003). The next benefit of reading English text is reading skills itself from the ability to comprehend the text or to read the text correctly. Based on the students' responses reading skills are developed through reading experience and practice, it means that the more frequent students read the better their skills are. Reading activates and illustrates background knowledge in relation to the content to support reading comprehension (Hickman, Durodola & Vaughn, 2004).

Reading English text aloud is beneficial for students' communicative skills. This study indicates two kinds of communicative skills namely speaking and pronunciation that benefit from English based text. Based on the data above both speaking and pronunciation is acquired through constant practice of reading aloud. According to Supraba, Wahyono & Syukur (2020) reading aloud can be implemented to improve students' speaking skills as it allows students to practice pronunciation directly while improving and developing their speaking. Furthermore, Huang (2010) stated that Reading out loud facilitates pronunciation practice as reading text aloud is the passage with the certain content that applies suitable stress, intonation and rhythm, reading aloud also improves oral skills by facilitating the articulation practice that can help students to speak effectively.

## **CONCLUSIONS AND SUGGESTIONS**

In this chapter, the researcher presents the final conclusion of the study and also provides suggestion for the next researcher in the same field of study based on the discussion of the result and finding to answer the research question.

According to the result in the finding and discussion of the study to answer the first research question about students' perception on the benefit of English entertainment shows that all the students gives positive response with dominant reasons such as flexibility and enjoyment. From the data about how English entertainment benefits students' English skills, the researcher confirm that watching English movies facilitates students with authentic material from the utterance and spoken words in the film that have the possibilities to advance students pronunciation, speaking fluency and listening skills, moreover with the help of English subtitles students acquire spelling knowledge while translated subtitles advances vocabulary. In regard to English songs the students mainly benefited through flexibility of using music, repeated words and lyric that promotes listening skills as well as vocabulary knowledge and retention. And finally, English text provides learner with wide array of vocabulary that will help students to develop their vocabulary knowledge and well written language structures and patterns that promotes writing skills and grammar. Moreover, reading English text aloud also improve students' oral communicative skills such as speaking and pronunciation.

It is suggested for the reader to use this information to support the attempt to improve English skills and hopefully this information will encourage reader to learn autonomously outside the class. It is also suggested to encourage students to hone their English skills by exposing themselves with English language from any sources outside the class.

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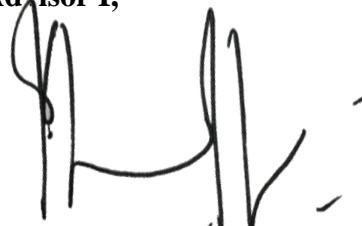
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**Advisor I,**



**Dr. Hj. Mutmainnah Mustofa, M.Pd**  
**NIP/NPP.1890200017**