Exploring the Benefits of Extensive Viewing for EFL Learners

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Abstract

English language learning can be enhanced through engaging methods such as extensive viewing. This study aims to explore the benefits of extensive viewing and find out the perceptions of EFL students regarding its use. Extensive viewing is a concept for acquiring a second language (L2), where students watch TV, film, or video and use media according to their interests. This research employs qualitative methods, utilizing a case study approach, then exploring and describing the benefits of extensive viewing in acquiring knowledge or skills in English or a second language. The instruments of this research are questionnaires, interviews, and diary studies administered to 128 FKIP Uniska students who are English as a Foreign Language Learners. This research adopts constructivist theory, where students actively construct knowledge through self-directed, interest-based activities rather than passively receiving information. The data analysis used in this research is thematic analysis. The results of this study highlight both the benefits and challenges of implementing extensive viewing, as well as learners' perceptions of its effectiveness.

Keywords: *Extensive Viewing; Technology in ELT; EFL*

INTRODUCTION

The importance of English today in education, business, and global interaction has led many EFL learners to study it. English is the most important language in the social environment, such as building relationships, making friends, and learning (Orizka et al., 2021). The emergence of English as a global lingua franca and as a means of communication on social media such as YouTube, Udemy, and Coursera (Chung et al., 2024). However, many students find traditional teaching methods boring and ineffective. Extensive viewing represents an enjoyable and practical approach to English language learning. Nowadays, we are surrounded by various types of media that have the potential to expand our second language knowledge, such as TV series that can be enjoyed not only as entertainment but also with the addition of text or subtitles that help us learn second language vocabulary (Mazahery et al., 2021). This helps improve vocabulary and language skills, making it easier for EFL learners of all ages to enjoy viewing and learning English.

Extensive viewing is an emerging concept in the literature theat refers to the goal of students' second language acquisition through watching films, television, and videos (Renandya & Jacobs, 2016). Students can choose based on their interests by providing access to various input options in extensive viewing (Green, 2023). This research explores the benefits of extensive viewing, including vocabulary, improved listening comprehension and pronunciation, and students' perceptions of its application. Webb (2015) states that EFL learners can increase their vocabulary and number of meaning-focused utterances with the extensive viewing approach. Extensive viewing is a language learning approach where learners watch films, television, or English videos for fun and knowledge acquisition. Just as Extensive Reading (ER) means 'Read for Fun', Extensive Viewing also means 'View for Fun' in this

context, while improving second language skills research explores the benefits of extensive viewing, including vocabulary, improved listening comprehension and pronunciation, and students' perceptions of its application.

According to Kultsum & Syamsudin (2021)EFL is "English foreign language (EFL) is English language learning where students study and live in a country where English is not their mother tongue or primary language." According to Sari & Aminatun (2021), to communicate well, someone who speaks a foreign language, such as English, must master vocabulary first. An example is Indonesia, where the mother tongue is not English. So many people have to learn English, starting with children, teenagers, and adults. However, until now, many students or college students in Indonesia still have not mastered English vocabulary or the four other skills. Some who do not like English or have no intention or interest in learning it will consider it a difficult and boring lesson. As evidenced in previous studies Hanafiah (2019) English lessons are only a supporting course for engineering students, so engineering students struggle to master English, especially speaking skills. This follows the statement of An-Nisa & Suwartono (2020) some people perceive English as something scary. Masrai (2020) found that EFL Arabic learners improve their vocabulary and listening skills through extensive viewing. It was also found that second language vocabulary can be acquired inadvertently. There is a strong relationship between aural vocabulary knowledge and listening comprehension. In today's global era, or the era of Generation Z, many technology platforms are available to help apply an extensive viewing approach.

Technology provides a platform for language learning by offering a relaxed and engaging way to improve English skills, such as social media, websites, apps, and films. The process is enjoyable as learners can choose content according to their interests. The availability of access to Smart TV programs and international channels can allow students to observe the real use of English and improve their listening skills through audio-visual content. According to Tiana et al., (2023) students' interest can be obtained through YouTube as a learning medium with a significant positive impact. Extensive viewing combines education and entertainment so that learners can relax while improving their English skills. Rodgers & Webb (2020) which states, "From television and video, students can grasp how a language is used in real-life situations and gain a valuable awareness of the culture in which the language is spoken." Simamora & Oktaviani (2020) found that the result of the students watching English films is that by frequently viewing, they will get used to the English language, which means how the actress or actor speaks in English, so that they will add some vocabulary to their memory. They can also guess the meaning of words through expressions, sentences, and scenes in the film. In the TV medium, low-frequency words are repeated in episodes of the same TV program. Webb proposes that there is more significant L2 input than extensive reading in vocabulary learning (Peters & Webb, 2018).

Learning English through film, video, or television can be challenging depending on the learner's proficiency level and goals. However, subtitles in the native language or English can help. By combining visual, auditory, and textual input, subtitled films provide a rich and engaging learning experience to improve English language skills. According to Kismoko & Roni (2021) subtitled videos can attract learners with authentic and interactive content, while Pujadas & Muñoz (2019) stated that extensive viewing effectively exposes learners to simultaneous images, sounds, and texts. According to Webb (2015), cited by Green (2023) focusing on the meaning of words while enjoying a film or TV show can improve vocabulary acquisition. Subtitles are essential in helping learners connect spoken language with written form, improve phonological comprehension, and increase vocabulary. Teng (2020) supports the idea that subtitles are critical in helping the learner learn new words and their orthographic and phonological forms. To implement compelling extensive viewing, the learner should watch in an organised, distraction-free manner and focus on comprehension and enjoyment rather than reading every word of the subtitles.

This study has two research objectives: to identify the benefits the research subjects get from extensive viewing and how students perceive extensive viewing in second language acquisition for EFL learners. The research participants were of the English Language Education and study program at Universitas Islam Kadiri. It provides insights into how extensive viewing increases motivation and engagement, demonstrating its broader applicability as an enjoyable method for learning English. Grounded in constructivist learning theory proposed by Piaget, (1952) and Vygotsky, (1978) as cited in Saepudin (2018). This learning theory emphasises that learners actively construct their knowledge through personal experience rather than passive explanation. This theoretical perspective supports extensive viewing, where learners select engaging English media such as films and TV shows, facilitating vocabulary acquisition and contextual understanding through authentic exposure. This study adopt is the qualitative case study approach, which provides a deeper exploration of the benefits and learners' perceptions of extensive viewing, distinguishing it from previous quantitative research.

METHOD

This research uses a qualitative method with an exploratory case study approach. According to Sugiyono (2019) "Qualitative research methods are carried out in natural conditions of objects, with researchers as key instruments". Data from qualitative research is in the form of descriptive words to explore and understand meaning in the social context of an individual or human behaviour (Nurbani, 2020). According to Polit & Beck (2014) as cited in Mukhalafatun & Hanan (2021) a case study is a research method that examines occurring phenomena and focuses on a person's life experience (real-life context). It is exploratory because Yunus (2010) states that case study research involves examining objects in detail to obtain a comprehensive picture. This approach enables the object of study to be considered as a whole, allowing researchers to elaborate and explore it in depth (Mukhalafatun & Hanan, 2021). This approach aligns with constructivist theory, emphasizing learners' personal experience and interpretation. The case study method enables researchers to explore the complexities of the learning process, including learners' perceptions, motivations, and active engagement in constructing their knowledge.

This research aims to explore the benefits of extensive viewing and the perspectives of FKIP UNISKA students from the English Education study program as EFL learners to generate new knowledge or information in the previously under-researched field of education. Data collection in this study used three types of instruments: questionnaires, interviews, and a Diary Study. Questionnaires and interview questions adapted from the journal SUharto (2022). The participants were 128 active students aged 18 – 25 from the English Language Education program at Universitas Islam Kadiri. The sample size was determined using Slovin's formula with a 5% margin of error, based on the total population of approximately 190 students from A and B classes across semesters 1, 3, 5, and 7, as recorded in the PDDIKTI database of UNISKA Kediri.

This study has three instruments. The first is a questionnaire that measures the research variables. This study also collects participants' basic knowledge of the research topic through multiple-choice questions and selects them to proceed to the interview stage (Jailani, 2023). The second is the Diary Study, a qualitative data collection method related to participants' behaviour, activities, or experiences over a specific period. A Diary Study based on daily activities is collected to provide a contextual picture and explain participants' needs in real time (Rahmalia & Tricahyono, 2020). The last is an interview, which collects information through interaction or communication through questions and answers between researchers and participants (Sulistiyo, 2023). Interviews are conducted with open-ended and semi-structured questions so that participants can freely express their ideas and perspectives and provide researchers with new insights. Participants documented in the form of writing related to the application of extensive Viewing through English Video by writing down

experiences, benefits obtained, and obstacles that existed during extensive Viewing. This method can collectively provide comprehensive and diverse insights into this research.

This research uses thematic analysis. According to Clarke & Braun (2017) One way of analysing data is Thematic analysis, which aims to identify patterns or find themes through the data that researchers have collected. There are several steps in thematic analysis. The first is to understand the data by continuing to repeat reading or listening to the results of the data obtained during the data collection process; the second is coding, namely finding and evaluating relevant codes from the data results. Third, themes are identified by describing the pattern of the phenomenon under study, according to the research objectives. The fourth is concluding the various codes that exist and are made into multiple significant themes (Rozali, 2022). The researcher will distribute questionnaires to 128 people and select 6 participants to continue the Diary Study and interview stage. Researchers will analyse the data collected from questionnaires, interviews, and diary studies to explore the various benefits and perspectives found in the application of extensive viewing 3 times a week or more depending on the availability of 6 participants, during the diary study, participants will record their experiences, and later they will be interviewed about the benefits they gained and their perceptions of the methods. After collecting data from the Diary study and interviews, the researcher will assign codes to the responses and evaluate the codes' relevance to identify emerging themes. These codes will then be grouped into broader categories that align with the research objectives. This process helps answer the research questions more clearly by organising and interpreting participants' experiences about the benefits and perceptions of extensive viewing.

To confirm the validity of the data, this research uses data triangulation based on Denkin's concept of triangulation and follows the framework of (Rahardjo, 2010). Triangulation aims to minimise bias by verifying information from various perspectives. There are three types of triangulation: method triangulation, which is a comparison of data obtained from questionnaire, interviews and diary study; data source triangulation, which is the verification of information through the documentation of field notes or audio recordings; and theoretical triangulation, which compares research findings with relevant theoretical perspectives and previous research. Through triangulation, the credibility of the findings is enhanced by enabling cross-verification across multiple data sources. Furthermore, triangulation contributes to transferability by offering rich, contextualized data from diverse instruments, and it strengthens dependability by revealing consistent patterns across the data sets.

RESULT

The result shows that half of them agreed they felt no pressure when doing extensive viewing. They watch English videos not only for entertainment but also to learn English to get the benefits or a positive impact. They also agree to use subtitles when watching, but many of them sometimes use subtitles and sometimes don't because sometimes subtitles can help to understand, and sometimes do not. People often watch English video content, which has become a habit. After the researchers distributed 128 questionnaires, only 106 students were willing to answer the questionnaire. The results of the answers of 106 questionnaire participants are summarised in the following table.

Numerical data is not calculated quantitatively (Excel or SPSS) but only displays the percentage according to the items in the questionnaire. The questionnaire has five choices: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

Table 1. Results of the Questionnaire

No	Question	SA	A	N	D	SD
1.	I have watched English Video Content	34%	45.3%	17.9%	1.9%	0.9%

2.	I watched English Video Content in a relaxed and enjoyable way	26.4%	50.9%	19.8%	2.8%	-
3.	I can access English Video Content anytime and anywhere	37.7%	38.7%	20.8%	2.8%	-
4.	I watch English video content to learn English	28.3%	49.1%	22.6%	-	-
5.	I get a positive impact or benefit from watching English video content	35.8%	47.2%	17%		
6.	I use subtitles when watching English video content	12.3%	43.4%	41.5%	2.8%	-
7.	Subtitles help me understand English video content	33%	50%	15.1%	1.9%	-
8.	I find it easier to learn English through English video content	26.4%	47.2%	26.4%	-	-
9.	I often watch English content videos	19.8%	47.2%	26.4%	6.6%	-
10.	Watching English content videos has become a habit of mine	23.6%	34.9%	35.8%	5.7%	-

FINDINGS

The Benefits Obtained by Students from Extensive Viewing

At the interview and diary study stage, researchers took data from 6 participants based on the questionnaire selection results. Six participants were selected based on those who stated 'strongly agree and agree' from the questionnaire questions about getting positive impact from watching English video content and whether watching English video content has become their habit or they often do it, 3 participants answered 'neutral', 1 participant answered "agree" and two others answered 'strongly agree'. There are no results from the English proficiency levels, as the score can be known when approaching the thesis in the upper semester. Then, the researcher gave the 6 participants a diary study worksheet that they filled in to produce several results, which the researcher grouped into several categories.

Several benefits can be obtained from extensive viewing activities through English Video Content, both in terms of English knowledge and language. Researchers have analysed the results of interviews and Diary studies conducted by 6 participants, which include several benefits of extensive viewing.

Benefits for Language Skills Development

Listening skills and Vocabulary

The first benefit of extensive viewing activities through English videos is in terms of language, namely adding new vocabulary and improving listening skills. Participant 2 conveyed this during his interview.

"There are many benefits that I can get, maybe I can improve my listening skills because, right now, I am still trying to improve my listening skills and there are many vocab that I can get like not familiar vocab, not daily vocab, but you know like vocab that we cannot see in daily activities I can get from the movie when I watch them." – Participant 2

From the interview results, it can be seen that Participant 2 developed a vocabulary unfamiliar to him

through the videos he watched, and also improved his listening skills. Not only from the interview in the diary study, but it is also mentioned that some participants benefit from vocabulary and listening skills.

> "When I was watching, I did not use any subtitles, the reason was because I wanted to improve my listening and also my English skills, but while watching the video I found some unfamiliar words like 'a piece of me' where people usually say 'a part of me' so when I heard that, I immediately turned on the English subtitles to make sure whether what I was listening to was correct or not." – participant 1

Participant 1 stated that one should start watching without subtitles to improve listening skills. If you encounter unfamiliar vocabulary, participant 1 will turn on English subtitles and make sure what words or sentences are heard, correct, or wrong.

> "While I was watching, I came across some unfamiliar vocab...because I wanted to know what was being talked about, so clearly that I looked up the meaning of the unfamiliar word or sentence. This improved my vocabulary." – Participant 1

> "I found a new vocabulary like 'central park' (a play on central park) and 'park' as in a café. It also improves my listening skills." – Participant 4

> "In this short film, I found one new vocabulary; it is more like a slang language, but the fact it was a nut, the word 'nut' is unfamiliar to me." – Participant 4

The data from the diary study showed that some participants gained new vocabulary, such as slang and unfamiliar words. In addition, participants also improved their listening skills.

It can be said that listening skills and vocabulary have a reasonably close relationship. Every time you listen to a second language, you will also get new vocabulary from the second language. This can help to master a second language effectively. Not only that, but some participants also gained benefits in speaking skills, such as pronunciation and accents.

Speaking Skills (pronunciation and accent)

> "Of course, there is pronunciation; seeing videos like that helps to improve pronunciation and listening skills because every video I watch, the people have their accents." – Participant 6.

> "Because I was bored too, so I watched it because it was fun...from there, I liked watching it from junior high or elementary school, so now it is more about how I speak; when I speak English, it is like that" – Participant 4.

Extensive viewing benefits participants in the form of improved pronunciation and accent acquisition.

From extensive viewing, participant 6 knows how to pronounce a word (pronunciation) because he sees and hears the spoken accent. Participant 4 got his English accent from his habit of watching English videos since junior high school, but watching English videos can affect a person's accent when using their English. This is supported by the results of the diary study, which the same participants also completed.

> "...and at the same time, I learned the accent used by Rose. Her accent is very unique" – Participant 6

> "This video also improved my speaking skills, as I used unfamiliar vocabulary to improve my speaking. There are many new vocabularies too, and improved my listening" – Participant 1

The participants benefit from learning the accent and speaking skills from the video, such as trying to pronounce the new vocabulary they have obtained. In addition to the language benefits, the participant also receives other benefits.

Non-Linguistic Benefits

The results of these interviews show that some participants get other benefits outside of language, such as moral values, topics discussed, entertainment, conditions in different countries, or what can be said to be the culture in that country. The diary data also shows some of the benefits that participants get outside of language.

Moral value

"If said of knowledge about English Vocabulary, maybe moral Value that I get from that movie…so, we can check a moral value from that story." – Participant 1

Participant 1 stated that apart from language and extensive viewing, Participant 1 got moral value from a story or show.

Topic discussed and entertainment.

"The story is entertaining and can add creativity because there is an element of imagination, such as time turners" – Participant 3

From Harry Potter movies, Participants 3 feel entertained, meaning that they do extensive viewing without pressure and enjoy the show as if they get creativity from an imaginary story in the show.

"In terms of language, there is, so from the topics discussed and entertainment too" – Participant 5

"From watching this movie, I got many benefits. Such as new perspectives about mental health." – participant 5

"Increase my knowledge about the conditions there are like this, the houses there are like this, oh, the political system there is like this, so it is like knowing other than the language." – Participant 6.

Not only entertainment, but participants also gain insights from the topics discussed on the show. For example, participant 5 gained a new perspective on mental health from the English Movie All The Bright Places, and participant 6 increased knowledge about conditions in a country, such as the home or the political system.

Motivation

"And because of that movie, I started to learn English myself. This movie introduced me to how interesting English is" – Participant 5

"The benefits of watching this are not only improving English skills, but there are many things that I get, which discourage young people from speaking about themself. Several sentences make me feel when watching this video. One of them is 'no one is born ugly, we are only living in a Judgmental Society'." – Participant 1

Participants reported gaining both cultural insights and personal motivation through extensive viewing. Participant 3 learned about American Culture from the series *The Office*. In contrast, participant 1 was inspired by an English speech from a South Korean artist at a UNICEF event,

highlighting how extensive viewing can offer both language learning benefits and new perspectives and motivational experiences.

The Perception of Students Towards The Use of Extensive Viewing For EFL Learners
General Perception

From some of the interview results, it is known that the duration of their watching English Videos varies. In one week, participants watch 1-2 long videos, which are around 1 hour long, such as films or series, and short videos that are only about 20-30 minutes long. Other participants watch English Videos daily for 5-6 minutes or 15-30 minutes via vlog videos.

"I would say that maybe 1 week for two movies or maybe 1 week for one series". Participant 2

"If watching every day, maybe it is more like a vlog; the duration is usually 15-30 minutes." Participant 4

"Usually, I rarely watch long videos like films; podcasts are very rare, but if it is short videos in English, like let us say, content creators like Zelynafa, I often watch them, sometimes I can watch 20-30 minutes a day." – Participant 6

The difference in duration for each participant may affect their knowledge of English. It is known that in the benefits obtained by Participant 4, because he was bored and finally watched the English video, and with a reasonably frequent duration, it could make his English accent carry over like the character in the video. Compared to other participants, who still have difficulty recognising pronunciation in different accents.

Extensive Viewing For EFL Learners

The results of interviews with participants provide several perceptions regarding the application of extensive viewing to EFL learners.

Improve English Skills

" I think that's great if you want to improve your skills with watching TV or something like that, I think not a big problem, cause you know when we watch a movie or something like that in English, we cannot just watch, we can improve our listening, our vocab, and anything else about English" – Participant 2

"I think it is good for us as EFL Learners, I think this is more beneficial because we can learn from that movie, we can learn more about vocabulary, the habit of vocabulary, not just vocabulary in daily activity, but maybe higher and higher" – Participant 1.

Participant 2's perception when extensive viewing is applied to EFL learners is that they agree because we are not only watching but also can improve listening, vocabulary, and anything about English skills. Participant 1 also perceived that extensive viewing is suitable for EFL learners because it results in many benefits, such as a higher level of vocabulary used in daily life.

Alternative to learn English

"I would say yes, cause, we don't just like read a book like learning ofc it is kinda boring, so I think that watching a movie is pretty fun, we can watch and then improve our English as well, that can be an alternative if you want to learn English " – Participant 2

Participants also added that learning only through books may be boring; watching movies may be fun if they want to learn English. So, extensive viewing can be an alternative to learning English for

EFL learners.

"It is quite effective, actually. For me, it is very effective because I know English, and I can speak English too from watching it" – Participant 4.

From Participant 4, extensive viewing can also introduce English and foster motivation to learn English.

Suggests

"I think EFL is essential, let us say not high but basic, so extensive viewing is better applied from the beginning, let us say grade 5 or 6." – Participant 6.

Participant 6 also gave another perception, that extensive viewing can be applied to ELF learners from an early age. Participant 6 thinks that children can be accustomed to extensive viewing at an early age because they absorb much knowledge quickly.

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"For me, it helps, but I think it should still be accompanied by formal learning, taking courses, like from the first semester I never took courses or seminars and rarely participated, so the solution is that I extensively view my English but if you want to be better at English, it is better to follow it with a course anyway...formal still needs to be especially for organising grammar, sometimes there is the grammar that is not organised." – Participant 6.

Participant 6 believes that while extensive viewing is helpful, formal education, such as English courses, is still needed, especially for learning grammar. Therefore, extensive viewing alone is not enough to master English fully.

The Application of Extensive Viewing In English Language Teaching In The Classroom

Not only perceptions related to the application of extensive viewing to EFL learners individually, but participants also gave their perceptions regarding the application of EFL in the classroom or English language learning.

Depends on the situation or people

"Yaa, I think it depends on the teacher and the situation in the class, cause I cannot say that it can, you know, you have to see the problem because there are many students in the class. We have many students. " – Participant 2

Participant 2's perception, when extensively applied to the classroom, is that it depends on the teacher and the class atmosphere because there are many students in the school. This can make us not focus because there may be many distractions. Participant 1 also gave another perception.

"Actually, it depends more, because some people cannot learn from videos either... maybe sometimes it can be used as a distraction." – Participant 4

Participant 4 thinks that extensive viewing in the classroom should consider individual learning preferences. Not all students are suited to audiovisual methods; some may become distracted when learning through videos.

Duration of Video

"Maybe yes, but maybe not too. Because if we apply that English movie in a classroom, you know if one episode is more than one hour or two hours. So if we learn for around one or two

hours, that is too long. Maybe part by part, that teacher thinks it is important for students to learn about that, and that is okay."—Participant 1.

Participant 1's perception is that it can be yes or no because each film lasts about 1-2 hours, which is too long for learning. However, it might still be possible if it is divided into several parts or according to the teacher's wishes.

There is another perception, namely the perception of Participant 5 regarding the application of extensive viewing in the classroom.

Helps understanding and overcomes boredom

"Yes, because if there is learning and a video, it can also help other students immediately understand. So it is like there is already an example from the lecturer and then there is an example in the form of a video"- Participant 5

Participant 5 said that extensive viewing can be applied to English language learning because it can make students immediately understand more than explanations or examples from lecturers.

"I would say yes, cause we don't just like to read a book, like learning, ofc it is kinda boring, so I think that watching a movie is kinda fun, we can watch and then improve our English as well" – Participant 2

Participant 2 thinks learning only with books will be boring, so with extensive viewing, it might feel exciting because we learn by watching a video.

The Obstacles During Extensive Viewing Through Diary Study

The diary study data revealed that participants benefited from extensive viewing of English videos and encountered some obstacles.

Culture understanding

"I did not turn my subtitles on since I can understand English pretty well. However, I face the challenges of new vocabulary and accent, and that series is full of American culture that I am not so familiar with." – Participant 4

Participant 4's first obstacle was that while watching the episode, he did not turn on the subtitles and understood English quite well until he encountered new vocabulary, which made it quite challenging. In addition, he was not very familiar with American culture.

Language barrier (accents, fictional language, context)

"The obstacle I faced while watching this movie was the language barrier. In this movie, the language uses complex English with magic terms and a British accent that is very foreign to my ears. Also, the translation language is not able to fully explain specific terms such as 'Hocrux' and 'Diagon Alley'." – Participant 3

The next obstacle is from Participant 3, namely the accent used in the Harry Potter film and many magic terms, which are not explained.

"The challenge is that several languages are used besides English, namely 'Tugh Valyrian,' which is a fictional language. Besides that, the terms and phrases used are also a little difficult to understand because it is in a political context." – Participant 2

In Participant 2, the obstacles experienced are that another language is used in the series,

namely the fictional language 'Tugh Valyrian, ' and some terms and phrases are difficult to understand because they are in a political context.

Speed of Speech and Slang

"The character speaks too fast and kinda makes me confused, so I am using an English subtitle so I can figure out what they are talking about. Also, they use slang a lot. It kinda makes me a little bit confused." – Participant 4

Other obstacles experienced by Participant 4 were the large number of slang utterances and the character speaking too fast, which made the speech quite confusing.

"Starting from her accent and pronunciation, but well, sometimes I get a little frustrated when Rose speaks too fast in English; it makes me confused…so there are times when I do not use the subtitles, but if there is a struggle, I will use that" – Participant 6

Participant 6 experienced a barrier when she did not switch on the subtitles while watching. She was confused and frustrated when Rose spoke English too fast, so Participant 6 and Participant 1 did not understand what was said and what was meant.

DISCUSSION

General Findings from the Questionnaire

The data from the questionnaire indicate that most participants engage in extensive viewing by watching English videos or films, relaxedly, without external pressure. They also agree that extensive viewing can positively impact them, particularly in improving language skills. While participants had mixed responses regarding subtitle use, some used them consistently, others selectively, and there was a shared perception that subtitles aid comprehension. (Masrai, 2020) Proved that there is a positive correlation between extensive viewing and L2 subtitled films on learners' aural vocabulary and listening knowledge, i.e., 50% of learners can improve their aural vocabulary from viewing L2 movies extensively rather than language learning in the classroom. Frequent exposure to English videos was daily, although not all participants considered it a habitual activity.

Linguistic and Non-Linguistic Benefits of Extensive Viewing

Extensive viewing can provide several benefits both in terms of language and outside of language. The benefits in terms of language include increasing vocabulary and listening skills, improving pronunciation, and understanding the various accents used. But Pujadas & Muñoz, (2020) stated that some TV programs might be too complex for learners who do not have advanced linguistic skills. This statement is supported by the researcher's finding a positive correlation between vocabulary size and comprehension. The greater the vocabulary, the higher the understanding. So, the application of extensive viewing and the selection of impressions must be adjusted to the level of linguistic skills. In terms of benefits other than language, it can be entertainment, learn about new cultures, and fostering motivation to learn English. Several participants perceived extensive viewing as a valuable method for EFL learners, as it combines enjoyment with language learning and cultural insight. However, some emphasised that EFL still needs formal education or courses to understand English better, especially in grammar, because sometimes English grammar is less organised in English videos or movies. Additionally, some participants suggested that extensive viewing would be more

effective if introduced at an early age, this finding is supported by Green, (2023) stated that whereas from extensive viewing, children may only acquire vocabulary in terms of phonology and meaning, words such as precious and information, which are unfamiliar to children, can be acquired through viewing, especially for L2 learners.

Perceptions on the Implementation of Extensive Viewing in the Classroom

In the application of English language learning, or learning in the classroom, the perceptions given, such as the application of extensive viewing, depend on the teacher and students, or depend on the situation, because if there are many students and distractions, then there will be less focus when applying it. This is also similar to other participants' perceptions, such as that videos that must be selected are too long, like films, or can only be footage from films. However, there is also a perception that extensive viewing can directly help students in class because there are direct examples of real use of English and not only rely on examples from lecturers. Those are some of the results of the data obtained and analyzed by the researcher. Webb, (2015) stated that It is argued that using extensive viewing in the classroom introduces the benefits, teaches comprehension strategies, and builds confidence. Although extensive viewing in the classroom provides limited feedback, the real goal is to motivate students to engage in extensive viewing outside of class, as long-term independent application of extensive viewing can potentially lead to greater language learning because it is sustainable. This is also supported by findings from Suárez & Gesa, (2022) In their practice of implementing extensive viewing in the classroom, only one student enjoyed the TV show and learned vocabulary from the activity without saying it. From this, it is concluded that the application of extensive viewing in the classroom is to keep students' motivation high.

Challenges Faced by Participants

In addition, some participants also experienced obstacles when doing extensive viewing because the participants used in this research are EFL learners, so they are still at the stage of learning English. Some of the obstacles experienced include a lot of vocabulary that is less familiar to the participant, the speed of speaking that is too fast can make the audience confused, there are fictional or scientific terms, foreign languages, and cultural differences that the participant does not understand. This is supported by Masrai, (2020) Stating that second language learners with better vocabulary knowledge can learn more words from extensive viewing than learners with less vocabulary knowledge.

Cultural Understanding

The first is the participant's lack of understanding of foreign cultural references in the video. Participant 4 was inhibited by unfamiliar elements of American culture, even though his English skills were relatively good and not text-dependent. This shows that comprehension in EV also relies on the importance of the learner's cultural literacy in interpreting context, humour, and social cues, not only on language proficiency.

Language Barriers (Accents, Fictional Language, and Contextual Complexity)

Some participants experienced language barriers. Participant 3 struggled with the complex, unfamiliar, and unexplained wizarding terms in the Harry Potter films and the British accent used in

the films. Similarly, participant 2 struggled with the fictional language 'Tugh Valyrian', and the film had political terms. This shows that specialised content and fantasy or political genres can hinder comprehension. Although it can enrich the linguistic elements, it can hinder students without a background or contextual knowledge.

Fast Speech and Use of Slang

Participant 4 stated that characters who speak too fast and use too much slang confuse him. Likewise, Participant 6 found it frustrating to understand characters who spoke too fast, especially when there were no subtitles. Although subtitles were used as compensation, they were not always enough to solve this problem. This shows that the video media's natural speaking speed and informal expressions can be overwhelming for EFL students, especially those still developing their comprehension and listening skills. It is also stated by (Webb, 2015) Most EFL learners experience difficulties with discourse speed, unfamiliarity with spoken forms, or unfamiliar words in L2 TV.

Relevance to Constructivist Theory

The findings indicate that extensive viewing aligns with constructivist learning theory, enabling EFL learners to actively construct linguistic knowledge through self-directed and engaging exposure to English language video. This allows learners to understand the language context independently without relying on explicit explanations from the teacher. Krashen (1992) Input Hypothesis, which emphasises the importance of comprehensible input to aid the natural development of vocabulary and listening skills, English videos that are watched repeatedly should provide input slightly above the students' ability level.

Research Limitations and Implications for Generalisation

The first is the sample limitation, where the researchers only involved 6 participants out of 128 students as part of the qualitative study, and they were from one institution. This limits the possibility of generalising the results to a broader EFL population. Second is the variation in the participants' ability who could not comprehend the video content optimally due to the mentioned barriers. Finally, there is the dependence on personal preference, as EV is flexible and self-paced, and its effectiveness depends on each individual's interests, motivation, and learning strategies. Thus, while extensive viewing is a practical, fun method of language learning, its use needs to be tailored to the needs and ability levels of the students. To strengthen the validity of these findings, the researcher suggests that further research with a broader scope and a mixed approach is recommended.

CONCLUSION

Extensive viewing in this study showed various benefits for EFL learners, both linguistically and non-linguistically. Linguistically, extensive viewing can improve vocabulary acquisition, listening comprehension, pronunciation, and accent recognition, while non-linguistic benefits are cross-cultural understanding, entertainment, and motivation to learn English. This study's results align with constructivist theory, where learners actively construct knowledge with experience, and support Krashen's input hypothesis, which emphasises that comprehension should be slightly above the learner's level.

Participants faced challenges when applying extensive viewing, such as different cultural references, native accents, fictional languages, complex terms, and rapid speech. A common strategy to support comprehension is with translated texts, but this is not always sufficient. So, choosing materials matching the participant's proficiency level and background is important.

Participants perceived extensive viewing as a fun and meaningful learning method combining real-life language and entertainment. They suggested applying extensive viewing in classroom

learning by paying attention to the duration and context of learning to be well-managed. They highlighted its greater effectiveness when applied at an early age. Nonetheless, participants still emphasised that formal education should not replace EV alone, especially in grammar acquisition.

Extensive viewing can be an additional method in learning English to improve vocabulary, listening comprehension, and cultural understanding. The language curriculum can use authentic media such as film or TV as a source of input with a contextual and fun learning approach. However, it is recommended that authentic media be used in a targeted manner and according to students' ability levels. EV promotes effective self-directed learning and builds learning motivation. Students can strengthen language skills with EV as a regular and ongoing activity. Future research should involve a larger and more diverse number of participants to generalize the findings more widely. A mixed approach is also recommended to provide a more comprehensive understanding of the application of extensive viewing.

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