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The Correlation between Students' Frequency in Watching English TV Series and Students' Vocabulary Knowledge

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Abstract

The objective of this study is to examine the relationship between the frequency at which students watch English TV programmes and their vocabulary knowledge, encompassing both the quantity and depth of their vocabulary. The research population consisted of 199 students enrolled in the English Education Programme at Universitas Muhammadiyah Kalimantan Timur during the Academic Year 2022/2023. The research sample was chosen by the utilisation of simple random sampling techniques, resulting in the selection of 43 students as participants. The data were evaluated with the Pearson Product Moment Correlation method. The tools employed were vocabulary tests and a questionnaire assessing the frequency of students' English TV series consumption. The Vocabulary Levels Test was employed to assess the extent of students' vocabulary, whereas the Word Associate Test was utilised to gauge the intricacy and richness of students' vocabulary. Based on the studied data, the results indicated that there was no significant association between vocabulary size and depth, as determined by the correlation analysis. The significance values were 0.110 and 0.90, both of which exceed the threshold of 0.05. The data revealed that there is no correlation between the frequency of watching English TV series and vocabulary knowledge, in terms of both size and depth.

Keywords: Frequency in watching English TV series, pre-service English teachers, vocabulary knowledge.

INTRODUCTION

Mastery of the English language necessitates the acquisition of expertise in four fundamental aptitudes: writing, reading, listening, and speaking. To effectively and efficiently use a language, it is crucial to attain a high level of proficiency in all four language abilities. Nevertheless, to achieve expertise in all of these abilities, it is crucial to initially achieve mastery in a fundamental element, specifically vocabulary (Apulisa et al., 2021). Developing a robust vocabulary is essential for skilled language usage, since it

significantly improves effectiveness and efficiency. Badruddin et al. (2016) argue that a deficiency in language proficiency impedes effective communication and the articulation of ideas, both verbally and in writing. This obstacle also applies to the understanding of others' words, as it hinders the capacity to perceive meanings.

Multiple studies have shown that Indonesian students possess a relatively restricted degree of linguistic proficiency (Kweldju, 1997; Nurweni, 1999; Quinn, 1968). According to Kweldju (2005), the biggest challenge faced by Indonesian students in learning English is their restricted vocabulary. Kweldju further asserts that proficiently controlling vocabulary is the crucial factor in overcoming this issue. Schmitt (2000) emphasises the crucial role of vocabulary in the development of communicative competence and the acquisition of a second language. Alqahtani (2015) asserts that vocabulary is often considered a vital resource for those acquiring a second language, as a lack of vocabulary can hinder successful communication in a second or foreign language. The connection between vocabulary and language development can be best explained by considering Wilkins' (1972, p. 111) statement: "...the conveyance of information is greatly limited without grammar, and completely impossible without vocabulary."

A number of studies have been carried out in Indonesia to assess the level of vocabulary proficiency among Indonesian pupils. Prominent instances encompass investigations carried out by Quinn (1968), Nurweni and Read (1999), and Nurhemida (2007). Nevertheless, it is important to acknowledge that there is a restricted quantity of publicly accessible data, namely for students enrolled in the English instruction department. In a study conducted by Sudarman and Chinokul (2018), the researchers evaluated the extent of vocabulary knowledge among English instructors who were in training at a private educational institution. The study's findings revealed that the pupils had a vocabulary proficiency of around 1,273 word-families. The numerical value was further decreased and remained well below the threshold specified by experts. Nurweni (1999) discovered that the English vocabulary knowledge of first-year students was generally unsatisfactory. The participants, on average, showed a comprehension rate of 60% for the items in the initial thousand-word list. The understanding rates for successive lists were substantially lower, with roughly 37% for the second thousand-word list and a meagre 30% for the university word list. Upon analysing the collective data from the three lists, it was determined that the students had an average understanding of 1226 words, or 44% of the total 2800 items. This research suggests that the richness and quantity of vocabulary remain key problems for English instruction in Indonesia. Hence, it is crucial for educators and researchers to tackle this issue by developing efficient strategies or approaches that can help learners improve both the breadth and depth of their vocabulary.

Multiple studies have shown that Indonesian students who are part of the English Education Programme demonstrate a notable deficiency in their vocabulary comprehension, which is considerably lower than the level required for achieving language proficiency. Kweldju (2005) states that the main obstacle faced by Indonesian students when learning English is their lack of skill in vocabulary. Furthermore, she suggested that teachers should prioritise assisting their students in improving their vocabulary acquisition as a means to boost the English competence of children. Currently, there is a group of educators who continue to use traditional methods while teaching vocabulary. When students come across unknown words, it is recommended that they refer to a dictionary to determine the meaning. Nevertheless, it is advantageous for

students to investigate alternative resources that can augment their experience of acquiring language. Therefore, it is crucial for educators to integrate interactive media in order to promote the development of students' vocabulary in a more captivating manner (Saiful et al., 2019).

Television programmes have been increasingly popular among people from various social backgrounds, and students in particular have shown a strong liking for them. Suxho (2019) argues that integrating English TV series into language learning can be a beneficial approach for students to improve their language skills, as it functions as an integral part of the whole learning process. Utilising English TV programmes in language learning attempts has the potential to enhance fluency acquisition to a certain degree. This is mostly attributed to the continuous immersion in the language, which is considered essential, even if it happens unconsciously. Watching television programmes allows individuals to improve their verbal skills, namely in terms of acquiring vocabulary. Occasionally, individuals may experience issues relative to the structure and incorporation of complicated vocabulary within the conversation of a certain television series. Afterwards, individuals can resolve the mentioned concerns by consulting their instructor or looking for alternative sources of information. Rahmalia (2020) states that students will learn vocabulary indirectly.

Sahran and Khalid (2013) propose that watching films has the capacity to augment pupils' vocabulary acquisition. Studies indicate that students can potentially improve their language skills by regularly watching English films with a high frequency. On the other hand, those with minimal exposure to English films may have a lower degree of language skill in comparison. The learning of vocabulary is directly proportional to the frequency of watching English films.

Multiple research projects have been undertaken to investigate the correlation between the frequency at which students watch English films and their proficiency in vocabulary. Larasati et al. (2022) established a significant correlation between the frequency of watching English films among third-year students at SMAN 15 Bandar Lampung and their level of vocabulary competency, as evidenced in their thesis. In addition, Saiful et al. (2019) did a study at SMAN 1 Bontonompo, which found no statistically significant association between the frequency of watching films in English and the students' vocabulary proficiency. The data analysis and statistical testing reveal that the correlation coefficient is 0.358, which suggests a significance level over 0.05. The study conducted by Pratama et al. (2015) titled "Correlation Between Students' Habit in Watching English Movies and Their Vocabulary Size" established a favourable correlation between the frequency of English movie watching among students and their vocabulary size.

The aforementioned research studied the association between the frequency of English movie consumption and vocabulary ability. However, none of the studies explored the association between the frequency of watching English TV series and vocabulary proficiency. It is commonly acknowledged that a key difference between the two is that the English series requires more time and sustained attention from the audience. Engaging in English television series requires consumers to dedicate a substantial amount of time to finish all episodes, but watching films often takes a considerably shorter duration, ranging from 1 to 3 hours. The current study was prompted by the researcher's curiosity to examine the prevalence of English TV series consumption. The researcher's

objective is to examine the possible correlation between the frequency at which students watch English TV series and their level of vocabulary competency.

Based on the preceding explanation, the researcher undertook a study with the objective of establishing the relationship between students' frequency of watching English TV series and their vocabulary proficiency. This was achieved by formulating the subsequent research question:

1. Is there a significant association between the frequency at which students watch English TV shows and their vocabulary size?
2. Is there a significant association between the frequency at which students watch English TV shows and the level of their vocabulary?

METHODS

This study employed a quantitative approach with a correlational design. It focused on the correlation between students' frequency of watching English TV series and vocabulary knowledge. Both students' frequency of watching English TV series and their vocabulary knowledge, both size and depth, were measured and analysed statistically in order to draw a conclusion about their relationships. In addition, 43 students majoring in English education programs who were randomly selected by using a simple draw were employed to participate in this study. The samples were required to complete an online questionnaire adapted from Hafidzoh (2017) to measure their frequency of watching English TV series. The students also sat for vocabulary size and depth tests to measure their vocabulary knowledge by administering the Vocabulary Levels Test and Word Associate Test, which both tests were adopted from Schmitt et al. (2001) and (Read, 1995) respectively. Both tests are considered standardized vocabulary knowledge tests, both for size and depth.

RESULTS AND DISCUSSION

Results

The students' frequency of watching English TV series was obtained through an online questionnaire. The questionnaire consists of five items regarding the frequency of watching English TV series and uses 5 Likert-scale, namely *Almost Never (1)*, *Rarely (2)*, *Sometimes (3)*, *Frequently (4)*, and *Almost Always (5)*. All 43 students employed in this study completed the questionnaire, and the results are shown in Table 1.1 below. If the average point is less than 3, it shows negative perception or less frequently; meanwhile, an average point which is bigger than 3 shows positive perception more frequently.

Table 1. Students' frequency of watching English TV series.

Items	Scales					Mean
	1	2	3	4	5	
How frequently do you watch English TV series?	3	10	18	10	2	2.9
How frequently do you watch complete episodes?	4	12	13	6	8	3
How frequently do you rewatch TV series you watched before?	9	13	14	6	1	2.4
How many episodes do you watch in a week?	12	15	6	7	3	2.3
How long do you usually watch TV series in a week?	6	8	8	10	11	3.2

Table 1 shows the students' frequency of watching English TV series. The results showed that the students do not frequently watch English TV series as shown by a mean

of 2.9. In terms of frequency of completing all TV series episodes, the students showed equal responses. When asked whether they rewatch the TV series that they have previously watched, most of the students agreed that they do not rewatch the series as shown by a mean of 2.4. In addition, students also showed low frequency in terms of number of episodes they watch every week. In terms of how long the students usually watch in a week, most students revealed that they watched quite frequently.

In order to answer Research Question 1, the researcher measured students' frequency of watching English TV series and their vocabulary size. The results of correlation analysis are shown in Table 1.2 below.

Table 2. Correlation of students' watching frequency and vocabulary size.

		<i>Watching Frequency</i>	<i>Vocabulary Size</i>
Watching Frequency	Pearson Correlation		0.247
	Sig. (2-tailed)		0.110
Vocabulary Size	Pearson Correlation	0.247	
	Sig. (tailed)	0.110	

Table 2 shows the results of the correlational analysis of students' frequency of watching English TV series and their vocabulary size by using Pearson Correlation. The result showed that the significance value is 0.110, which is higher than 0.05, indicating that there is no correlation between students' frequency of watching English TV series and vocabulary size. Therefore, the null hypothesis cannot be rejected, which means that students' frequency of watching English TV series and vocabulary size do not correlate with each other.

On the other hand, the researcher also measured the frequency of watching English TV series and students' vocabulary depth to answer Research Question 2. The value of the correlation coefficient is shown in the following table.

Table 3. Correlation of students' watching frequency and vocabulary depth.

		<i>Watching Frequency</i>	<i>Vocabulary Depth</i>
Watching Frequency	Pearson Correlation		0.262
	Sig. (2-tailed)		0.090
Vocabulary Depth	Pearson Correlation	0.262	
	Sig. (tailed)	0.090	

Table 3 displays the outcomes of the correlational study between students' frequency of watching English TV series and their vocabulary depth. The results indicate that the significant value is 0.090, which exceeds the threshold of 0.05. This suggests that there is no association between students' frequency of watching English TV series and vocabulary depth. Thus, the null hypothesis remains unchallenged and cannot be refuted. In summary, there is no correlation between students' frequency of watching English TV shows and their vocabulary depth.

The findings from Tables 2 and 3 suggest that there is no discernible relationship between the frequency at which students watch English TV programmes and their level of vocabulary proficiency. Thus, it may be inferred that the frequency of watching English TV series does not impact students' vocabulary knowledge, in terms of both size and

depth. Students' vocabulary knowledge cannot be accurately predicted based on their frequency of watching English TV shows.

Discussion

According to the data analysis, there is no statistically significant association observed between the frequency at which students watch English TV series and their vocabulary knowledge, in terms of both the quantity and depth of their vocabulary. Watching English TV series does not serve as a reliable indicator for predicting students' vocabulary proficiency or comprehension of terms. The findings of the current study align with those of the prior study conducted by Saiful et al. (2019), which also concluded that there is no correlation between the frequency of watching English films and the level of vocabulary proficiency. Nevertheless, Larasati et al. (2022) and Pratama et al. (2015) did a study that yielded contrasting findings. The two preceding investigations yielded significance values of 0.045 and 0.01, respectively, indicating a statistically significant positive association between the frequency of watching English TV series and vocabulary knowledge. The results suggested that the frequency of watching English movies can be utilised to predict students' vocabulary knowledge. Put simply, the pupils who watch English films more often acquire a greater amount of vocabulary knowledge.

The researcher attempted to determine the reason for the absence of correlation between students' frequency of watching English TV series and their vocabulary knowledge by administering a subsequent questionnaire to the same participants. The subsequent questionnaire aimed to examine the utilisation of subtitles during the viewing of English television shows. The findings indicate that nearly all students concurred that they employed subtitles while viewing English television programmes in order to comprehend the dialogues. Furthermore, a significant majority of 70% of the students acknowledged utilising Indonesian subtitles rather than English subtitles when watching English TV programmes. Subtitles, whether in two languages or in the viewer's home language, can impact the recognition of vocabulary. Consequently, additional research is required to determine the specific factors of watching English TV series that affect the acquisition and attainment of vocabulary.

CONCLUSION

The data analysis reveals that the correlation analysis between students' frequency of watching English TV series and their vocabulary knowledge, in terms of both size and depth, yields significance values of 0.110 and 0.090 respectively. Both of these values exceed the threshold of 0.05. It indicates that the null hypotheses for both vocabulary size and depth cannot be disproven. Put simply, there is no substantial correlation between the frequency at which students watch English TV shows and their level of vocabulary proficiency. The outcomes of the current investigation may be influenced by some variables, such as the utilisation of subtitles. Consequently, the researcher wishes to provide recommendations, particularly for future studies in the same field. Subsequent researchers should endeavour to carry out a comparable investigation utilising larger sample sizes in order to mitigate the potential impact of sampling mistakes on the study's findings. The sample size in the current study remains limited as a result of the time constraints imposed on the researcher during the study's execution. Hence, it is necessary to conduct a study with an extended duration and larger sample sizes.

Furthermore, it is imperative for future studies to thoroughly investigate additional factors, such as the utilisation of subtitles.

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