THE IMPACT OF WATCHING TV DRAMA SERIES ON ENGLISH LEARNING

AMONG UNIVERSITY STUDENTS

TEO ZHI ENN

A RESEARCH PROJECT

SUBMITTED IN

PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR

THE BACHELOR OF CORPORATE COMMUNICATION (HONS)

FACULTY OF CREATIVE INDUSTRIES

UNIVERSITI TUNKU ABDUL RAHMAN

MAY. 2023

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To every one of you, I thank you. This thesis has been completed through all of your efforts and contributions.

TEO ZHI ENN

APPROVAL FORM

This research paper attached hereto, entitled "The Impact of Watching TV Drama Series on English Learning among University Students" prepared and submitted by Teo Zhi Enn in partial fulfillment of the requirements for the Bachelor of Corporate Communications (Honours) is hereby accepted.

_____

Supervisor

Edwin Soo

Supervisor's name

Date: _____

2 May 2023

DECLARATION

I declare that the material contained in this paper is the end result of my own work and that due acknowledgment has been given in the bibliography and references to ALL sources be they printed, electronic, or personal.

Name   : TEO ZHI ENN

Student ID: 20UJB03550

Signed   : **_Zhienn_**

Date   : 28th APRIL 2023

ABSTRACT

Watching drama has become a daily leisure activity among university students nowadays. Studies showed that there are 54.5% of Malaysian watching drama during their leisure time. During the pandemic, students might have spent more time staying indoor watching drama as an entertainment activity. Plus, there are research showed that watching drama could be an effective learning platform for learning and improve language. Therefore, this research aims to (1) identify the impact of watching TV drama series on English learning among university students and (2) investigate other pedagogical tools used by university students to learn English. This study was conducted in quantitative method by giving out questionnaire-checklist to gather significant data for this study. The data was collected from university students in Klang Valley. The findings of this study showed that respondents' listening skills, reading ability and their pronunciations has been improved while they are watching English drama series. Besides, the respondents have also use other pedagogical tools to learn English such as RED, Podcast and YouTube.

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CHAPTER I: INTRODUCTION

1.0 Chapter Overview

This chapter covers the background of the study, research gap, research objective and research question of this study and operational definition of the topic.

1.1 Background

Watching TV drama series has become a daily leisure activity in Malaysia. 54.5% of Malaysians stated that they watched TV drama series during their leisure time (Statista, 2019). Watching TV drama series has become a platform for university students for English learning. Many students claimed that by viewing television dramas every night, they may learn another language such as Japanese and Korean. Some even believed that speaking confidently in a foreign language could be developed by watching English television programs (Ching & Tchong, 2015).

Besides, watching TV drama series is an effective way for English learning. Mardiani & Hanifah (2022) stated that it can improve students' reading comprehension, vocabulary, and, most importantly, their ability to negotiate in real life. According to a study that was carried out on Arab speakers, it concluded that kids may learn English pronunciation by watching TV cartoons, which would help them get past the pronunciation issues that many Arab speakers have (Alghonaim, 2019). Additionally, elementary school students who are learning English can watch these programs to practice listening to proper language in media. The learners can learn vital information about how to use that language in everyday settings and can learn more

about the culture of the native speakers of that language by watching movies (Alghonaim, 2020).

Moreover, subtitles will also be provided in TV drama series, and it can also help university students in English learning. According to Altun & Hussein (2022) captions are a practice that improves understanding of the video inputs. They play a crucial role in serving as a conduit between the spoken words and the visuals. Additionally, according to Vanderplank (2016), captions can be utilized to improve vocabulary learning and understanding. By notifying them of the spoken words, it aids the learners. Watching the TV drama series by using subtitles can help to have a better understanding on the word recognition and listening comprehension.

Plus, there are two cases that can prove that watching TV drama can help us to learn a new language. Cohen (2018) claims that Israeli sisters, Reut and Shoham Nistel hurried home from school every day for around five years, cooked sandwiches, and then settled in to watch an Argentine Telenovela with Hebrew subtitles on the couch. The girls' Spanish improved to the point where they began using it at home to hide information from their parents. In addition, RM, the leader of BTS and a well-known Kpop idol, acquired English through watching the hugely successful series, Friends. He claimed that the comedy Friends was his English teacher (Desk, 2021). The ways he learned English was he first watched them with the Korean subtitles before switching to the English ones the next time, and then he basically eliminated them (Weiss, 2017). One of the language experts reportedly said that watching television in a foreign language with a near-obsession can aid in language learning (Cohen, 2018).

Moreover, in the 21st century, technology helps learners develop their language skills through the use of language learning technologies (Allam & Elyas, 2016). Technology is well-received by students and is applied to learning well. Students in the 21st century are more likely to learn visually. Compared to printed materials, audio-visual learning is preferred by them (Bunmak, 2021). Students can use digital tools to create fun and creative content using their language ("Pracing English using digital technology," n.d.). For example, it has been demonstrated by Alkathiri (2019) that YouTube can be an engaging method of teaching English language classes, which motivates students to participate. Furthermore, students who participated in English-speaking lessons using YouTube videos were more confident in their ability to speak English.

1.2 Research Gap

In previous studies, a number of researchers have examined the language learning through movies. For example, the study by Albiladi et al., (2018), 'Learning English through Movies: Adult English Language Learners' Perceptions' stated that movies are authentic resources for language learning and that they may be used to effectively increase language competence in speaking, listening, reading, writing, and vocabulary. Plus, Rao (2019) has conducted a study on 'The Impact of English Movies on Learning English in ESL/EFL Classrooms' and Safranj (2015) has also conducted a study on 'Advancing Listening Comprehension Through Movies.' The results showed that the listening skills and expansion of vocabulary have been enhanced through watching movies. Besides, Roy & Uzzaman (2015) have also conducted a study and their key findings also indicated that watching English-language films can enhance both speaking and listening abilities. However, there is a lack of studies that focus on the impact of watching TV drama series among university students. 54% of English language learners questioned in 2015 by education firm Pearson English said they

watched movies and TV episodes to help them (Fern, 2018). Therefore, this study will investigate the impact of watching TV drama series on English learning among university students.

1.3 Research Objectives

The research objectives of this study are:

1) To identify the impact of watching TV drama series on English learning among university students.
2) To investigate other pedagogical tools used by university students to learn English.

1.4 Research Questions

Two research question that guide this study are:

1) What is the impact of watching TV drama series on English learning among university students?

2) What are the other pedagogical tools used by university students to learn English?

1.5 Operational Definitions

   1.5.1 TV drama series

      Any television drama that is organized into a series of episodes, as opposed to one-off dramas. This concept can also be referred to as a serial television drama.

1.5.2 university students

The target audience of this study is the University students in Klang Valley. Students can participate in this study if they are enrolled in a university in Klang Valley.

1.5.3 impact of watching TV drama series on English learning

There are three impacts of watching TV drama series on English Learning which include improvement of pronunciation, advancement of listening ability and expansion of reading comprehension.

1.5.4 pedagogical tools used to learn English

There are three pedagogical tools used to learn English which are YouTube, podcasts and RED, one of the social media platforms.

1.5.5 magic bullet theory

Magic bullet theory will be used on this study. This theory implied that the media has direct, immediate, and powerful effects of a uniform nature on those who assimilate their content and pay attention to it. Therefore, this theory will be utilized to examine the impact of watching TV drama series on English learning among university students.

1.6 Chapter Transmission

Next, this dissertation will proceed to chapter 2 (literature review). In the next chapter, we will look into the research done by other researchers in the past. It will be discussed from a broad topic and narrow down into the specific aspect of the study to provide insights into the research and the foundation of the research process.

CHAPTER II: LITERATURE REVIEW

2.0 Chapter Overview

This chapter provides past studies that are related to the research topic, impact of watching English Drama on English learning, pedagogy tools that used in language learning, key research concepts and theoretical framework.

2.1 Past Studies that are related to topic

Some of the studies proved that watching drama has become an effectiveness pedagogy tools in English learning. Drama as a language learning tool is expected to replace the traditional educational approach since it has shown to be an effective tactic. According to research on the impact of using theatrical techniques on acquiring reading comprehension, they are more successful than standard ways at building reading comprehension abilities (Tajareh & Oroji, 2017). Dewei et al., (2020)'s findings also showed that more than 45% of the students agreed that learning English through drama has a positive effect on their motivation. They claimed that drama was able to encourages them to learn English (Dewi et al., 2020). Based on the research, we can conclude that watching drama is an effective strategy for language acquisition.

2.2 Impact of Watching English Drama on English Learning
   2.2.1 pronunciation

The pronunciation of students can be improved by watching drama. According to Tahir and Hamakarim (2015), employing English movies can help to address pronunciation difficulties and improve the pronunciation of English majors. The student will not know how the word is pronounced before watching the drama, however, once he has learned the word in

the drama, he will learn how it is pronounced. Balgos (2020) did research on the influence of seeing theatre, and the results revealed that school pupils gained a lot of confidence in speaking English when they participated in theatre events. Furthermore, learners get more at ease speaking in front of the class and expressing themselves orally in English (Maglaya, 2020). According to Wisniewska and Mora (2020), pronunciation development can occur with the use of captions or, in the absence of captions, when learners' attention is directed to pronunciation. Aside from that, the film has been shown to be useful in enhancing pupils' pronunciation abilities. According to Tahir and Hamakarim (2015), employing English movies and songs in teaching can help to address pronunciation difficulties and improve the pronunciation of English majors.

2.2.2 listening skills

Gilakjani & Sabouri (2016) stated that listening is a significant language skill to develop in second language learning. Previous research stated that watching TV drama series will be used to improve listening skills. The results of the hearing skills tests indicated that after seeing the English subtitled version, participants considerably improved their listening abilities (Muntane & Faraco, 2016). For example, after they watch TV drama series, they can have a better understanding during the conversation with other. Watching a subtitled movie more than once may help pupils improve their reading or listening comprehension, as well as their pronunciation. Additionally, Somantri & Pauziyyah's (2018) research discovered that a number of studies have shown that film media can enhance students' listening abilities. Students like and enjoy listening to lessons more when a film is used as a teaching tool. Therefore, it significantly affects these students. Students will become more diligent and enthusiastic in listening lessons once they begin to enjoy them when using the film method.

2.2.3 reading comprehension

Watching English movies with subtitles might be an efficient way to increase the reading comprehension (Katemba & Ning, 2018). Reading comprehension refers to the capacity to read, analyze, and comprehend literature. For example, students able to understand the words after they watched the drama. Students' reading and listening comprehension, word identification, and vocabulary learning may benefit from the usage of subtitled movies (Hamakarim & Tahir, 2015). They can learn the meaning of the word while they are watching drama. Additionally, one of the research projects looked into how watching TV with subtitles affected the listening comprehension of English language learners at various levels (beginner, intermediate, and advanced). He suggested that ESL students might simultaneously increase their reading and listening comprehension by watching TV (Ching & Tchong, 2015).

2.3 Pedagogy Tools that Used in Language Learning

Technology is crucial in today's world to help the learning process. Three technological devices are currently widely used in language learning. Firstly, podcasts are a possible instrument for language learning. Indahsari (2020) research stated that podcasts can enhance students' listening skills and provide engaging educational activities. Additionally, a student's language proficiency is impacted by their listening skills. The findings of survey and interview study with EFL students support this conclusion as well (Indahsari, 2020). According to a Philips' study from 2017, 84.4% of participants said that the podcasting assignments had improved their language abilities, and 87.4% thought podcasting was a good way to practice and use new terminology. Some remarks made generic references to improved speaking abilities. Students can pay more attention to and become more interested in language learning by using podcasts. This is because a portion of the podcast told a story, which helps students

develop their listening abilities. Therefore, podcast is one of the pedagogy tools that used in language learning.

YouTube has also developed into a practical and enjoyable tool for advancing the language learning. Sentences or words that would normally be challenging to grasp might be better understood by giving them context by listening to videos while seeing a scenario. There are several YouTube channels dedicated to teaching languages, including English Language Academy with 3.63 million subscribers, English Speaking Course with 1.68 million subscribers, and Speak English with Vanessa with 4.65 million subscribers. Additionally, university students can study English by watching the English-language vlog video. For instance, students may learn how to speak English in daily conversation by viewing the vlogs. When educating multiple languages, YouTube may be a helpful resource. By watching YouTube videos, students may gain knowledge of the many English accents spoken throughout the globe and have access to materials for trustworthy speaking practise. A result of a study shows the use of video technology in education has improved student outcomes for the experimental group (Alwehaibi, 2015). Therefore, it was suggested that YouTube be considered as a useful teaching resource in classrooms and as a successful instructional tool for enhancing subject learning for EFL college students. Almurashi (2016) concluded that YouTube might be a useful resource for incorporating English lessons and can also aid in lesson comprehension. It was shown that using YouTube may significantly aid students in better comprehending their English classes, performing better, and developing their comprehension of English.

Thirdly, social media is significant and aids in the development of all of their English language abilities. Language teachers and individual learners who want to interact in the target

language in a setting that supports multimodal communication, sharing simplicity, and opportunities for peer and educator evaluation utilise social media. Students can practise their English while using social media such as RED. According to Muftah (2022), social media use is often viewed as having positive effects on learning English in terms of writing style, reading skills, vocabulary diversity, listening comprehension, communication skills, and grammatical use. These skills are valued since people today receive a lot of presentational or understandable language input through articles, writings, and vocabulary on social media platforms (Bhatti et al., 2020). Additionally, people have the option of using the language in any affiliations, correspondence, and information-sharing on social media. Another significant connection between social media and language learning is the pervasiveness of online activity and other related technological developments in modern society and culture (Amin et al., 2020).

2.4 Key Research Concepts

2.4.1 English learning

Over the years, English has become a global language, and everyone is using English to communicate. English was the first international language (Rao, 2019). According to studies, more than 350 million native English speakers and more than 430 million people speak English as a second language worldwide. English speakers can be found in the majority of nations (Wil, 2017). In our country, Malaysia, English has also become one of our three major languages. Everyone must learn English during our school. Jaiswal (n.d.) stated that English is one of Malaysia's most frequently spoken languages, along with Malay. Education, communication, and government institutions use it extensively. All of the examinations administered here are in British English.

2.4.2 TV drama series

TV drama series is a collection of show episodes broadcast at regular intervals. Typically, each collection of episodes is separated by a lengthy interval. The series of episodes comprise a shared narrative. It does so by showing the viewers people's feelings within the context of curiosity as a television adaptation of the tales told by storytellers in earlier times (Yilmaz & Koc, 2022). The first full-length show to air in the US during the early days of television was J. Harley Manners' one-act drama The Queen's Messenger, which was released in 1928. (Merrill, 2022). 288 programs were available to view in 2012. Since then, there has been a continuous rise in that number; prior to the commencement of FX's investigation in 2002, there were just 182 episodes available for viewing (Romanchick, 2022). There are several causes for this growing tendency, but the most important one has to be the increase in streaming services. In the latter half of the 2000s, Netflix started to rule the streaming industry. But since then, a lot of fresh choices have emerged. These days, Hulu, Disney+, Paramount+, HBO Max, Shudder, Apple TV+, and Discovery+ are available (Romanchick, 2022).

2.4.3 podcast

Podcasts are digital recordings that include programmes from radio, television, and interviews. Prior it being released in a downloaded format, it is often pre-recorded and edited. It's similar to on-demand talk radio. Themes, subjects, and forms of podcasts can vary, from a single episode to a group conversation or audio play ("Podcast," n.d.). There are several platforms that they may be hosted on, and many of them provide free access. Podcasting began as a mostly autonomous means for individuals to spread their message and create a network of others who share their interests. Although new episodes are typically released once each week, there are also daily and weekly podcasts, as well as whatever cadence the author chooses (Winn,

2021). A poll on popular podcast genres in Malaysia conducted by Statista (2022) revealed that 23% of respondents listened to lifestyle podcasts.

2.4.4 RED

Most Western social media sites, including Facebook, Instagram, Twitter, and even Google, are inaccessible to Chinese users. Therefore, the Chinese government has imposed strict regulations on a number of the country's own social media sites, including WeChat, Douyin, QQ, Baidu, Tieba, and Weibo. One of China's newest and fastest-growing social media networks is called Xiaohongshu, which is sometimes referred to as Little Red Book or simply RED (Wan, 2022). About 80% of the 300 million users of RED are female, and 70% are Millennials or Generation Zers. The majority of people who use the app have more disposable income than the typical person. Chinese citizens use RED both within China and outside (Understanding RED, the Chinese Shopping App, 2020).

2.4.5 YouTube

The free video-sharing website YouTube makes it easy to watch online videos. Everyone is free to create their own videos to upload and distribute to others. With users watching almost 6 billion hours of video each month since its start in 2005, YouTube is now among the most popular websites online ("What is YouTube?"). One of the internet sources that may be utilized to improve speaking abilities is YouTube. Ikhlasa & Suryadi (2022) claimed that YouTube is a website for sharing videos. Users may publish, share, and view videos on YouTube. It makes use of Adobe Flash Video technology to display a variety of user-generated video content, including movieclips, TV clips, and music videos as well as amateur creations like video blogging and quick original films (Wahyuni & Utami, 2021). In

the beginning of 2022, Malaysia had 23.60 million YouTube subscribers, according to improvements to Google's advertising tools (Kemp, 2022).

2.5 Theoretical Framework

According to the Magic Bullet theory, the message is a bullet fired into the viewers' heads by the media (gun). A message causes the audience to react instantly without any hesitation. Messages are injected into the audience's minds by media (needles), which change their mindsets and behaviour. It has been proven that audiences are passive and incapable of resisting media messages ("Magic Bullet or Hypodermic Needle Theory of Communication," n.d.). Wroblewski (2018) asserts that media create messages in order to evoke a specific response. A message affects everyone in the same way. Many behavioural changes are triggered by media announcements, such as "bullets" or "syringes". Media influence is too powerful for people to resist.

Besides, in our case, the individual who has an exposure towards English TV drama series will be affected by their language. According to Netflix, the world's largest online video streaming provider, Malaysians are Asia's top binge-watchers of English TV Drama series. Malaysia placed higher in recent research by the entertainment company than Singapore, the Philippines, Taiwan, and Hong Kong (Nation, 2017). The significant proportion of Malaysians who watch English TV drama series will have an impact on their behavior. For instance, people who are devoted to English TV drama series will typically be more interested in learning the language. They will take the initiative to study English, which can result in an improvement in their speaking, learning, and vocabulary skills. According to Zazulak (2016), 58% of those who

are learning English have already admitted to using movies and television programs as study aids. Therefore, in this study, Magic Bullet theory can be utilized to examine the impact of watching TV drama series on English learning among university students.

2.6 Chapter Transmission

Next, the dissertation will proceed to chapter 3 (Methodology). In the next chapter, we will look into the questionnaire of the study and the measurement of the sample. This study will be conducted in quantitative method by giving out questionnaire-checklist to gather significant data for this study.

CHAPTER III: METHODOLOGY

3.0 Chapter Overview

This chapter provides details on research method, research instrument, pilot test, questionnaire design, targeted sampling, sampling procedure, data analysis and descriptive analysis.

3.1 Research Method

A research method is defined as the methods, procedures, or tactics used to gather data or evidence for analysis in order to learn new things or develop a deeper grasp of a field ("Types of Research," 2023). Therefore, research may be conducted in a variety of ways and done several times to eliminate the research gap and provide relevant information for future study objectives. There are various research methods that can be employed by the researcher to obtain data. For instance, quantitative research, qualitative research, interviews and focus group.

The research method that will be used in this study is quantitative research. Quantitative research is the process of obtaining and analyzing statistical data. It can be used to identify trends and norms, make predictions, evaluate causal linkages, and generalize results to larger populations (Bhandari, 2020). It is possible to obtain more accurate results from a large number of people by conducting quantitative research. Furthermore, it can perform hundreds of studies across multiple countries at the same time which is faster and easier. Besides, the result may be greater objectivity and accuracy since the data collected is frequently "close-ended" and allows users to select a clear-cut multiple-choice answer.

3.2 Research Instrument

The research instrument will be used in this study is survey research in which a Microsoft Form questionnaire survey will be distributed among the university students around Klang Valley, specifically those who learn English by watching TV drama series or other pedagogical tools to ensure the accuracy of the data. Furthermore, the questions will be linked to the research topic. All respondents are informed of the research protocol and the personal data protection declaration before they answer the survey. The respondents were also provided a space for a consent form to participate in the study. They are reminded that the information they supply will be kept totally personal and anonymous and will only be used for educational and research reasons.

3.2.1 Pilot test

A pilot test is preliminary test of a particular research instrument, such as a questionnaire or interview guide (Almaiah et al., 2016). It allows the researcher to test the research approach with a small number of test participants before conducting the main study. Hamilton (2023) explained that a pilot test is conducted to determine feasibility, cost, risk, and performance of a research project. Hence, to ensure the validity and reliability of the survey, this survey will be distributed to 10 respondents from 14th February 2023 to 16th February 2023.

3.2.2 questionnaire design

The questionnaire is designed to identify the impact of watching TV drama series on English learning among university students and investigate other pedagogical tools used by

university students to learn English. It includes three sections, namely 'Section A: Demographic Profiles', 'Section B: Impact of watching TV drama series on English Learning' and 'Section C: Other pedagogical tools used to learn English.' There are a total of 3 sections and 21 questions in this questionnaire.

Section A consists of 4 general questions which related to respondents' background. There are 3 multiple-choice questions such as age, gender, highest education level and university that currently study at are included.

Section B is focused on the first research objective which is to identify the impact of watching TV drama series on English learning among university students. It consists of 4 dichotomous questions in which respondents generally answered "yes/no", 2 checkbox questions that allow respondents to select multiple answers from a list of choice and 5 questions in the form of a 5-point Likert scale. For the 5-point Likert scale, respondents able to describe their level of agreement with a statement provided in five points: (1) Agree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree. There are also three sub questions included in each question from Question 7 to Question 10.

Section C is mainly focused on the second research objective which is to investigate other pedagogical tools used by university students to learn English. This section consists of 3 questions asked in checkbox questions, 4 questions in dichotomous form.

Close-ended questions allow respondents to have a better understanding through the answer options. Some of the respondents might get confused on the questions, however, when they read on the option for the questions, they will get clarity of what is being asked. Besides, it also able to get more response as people nowadays is not willing to fill up a form, but when they are provided with answer options to choose from, they will be more likely to respond on it (Dawer, 2019). Plus, Fink (2015) stated that using likert-scales in a survey can allow it to become more precise and reliable when assessing the underlying theme that they want to measure.

3.3 Targeted Sampling

The questionnaire will be provided to 100 targeted respondents which satisfy the requirements and behaviors such as university students who have acquired English by watching TV drama series or other pedagogical tools. Most of the statisticians stated that if want to get a meaningful result, the minimum sample size is 100 as it can ensure the validity of the results (Bullen, 2022). The respondents must guarantee that they satisfy the specify the requirements in order for the researcher to collect accurate and valid data. For example, the respondents are study at university which located at Klang Valley and learn English by watching TV drama series or other pedagogical tools. If did not archive 100 targeted respondents during the deadline, the researcher will personally be handing out the physical copy of surveys around campus or any forms of incentives to encourage higher response rate.

3.4 Sampling Procedure

Sampling refers to the researcher will use it as a technique or procedure to systematically choose a smaller number of representative objects or people from a pre-defined

population to act as subjects for observation or experimentation in accordance with the goals of his or her study (Sharma, 2017). There are two types in sampling procedures which included non-probability sampling and probability sampling. This study adopts a non-probability sampling method with "purposive sampling" and "convenience sampling".

A non-probability sampling technique involves selecting samples subjectively rather than randomly (Etikan & Bala, 2017). Therefore, only a specific population could be selected as respondents. The first method will be used in this study is purposive sampling. It is used to decide respondents who are most likely to provide relevant and useful information. Purposive sampling is a method of identifying and selecting respondents who fulfill the requirements (Etikan & Bala, 2017). This method may aid in identifying the targeted respondents in order to obtain relevant and important information about the topic. In this study, only university students who have learned English through drama series or other pedagogical tools will be suitable thus being selected to conduct the survey.

Convenience sampling is the second sampling methods which the samplings are chosen to contain the sample because they are the most easily accessible to the researcher (Nikolopoulou, 2022). The primary benefits of convenience sampling include its ability to be inexpensive, efficient, and simple to implement (Jager et al, 2017). The researcher can send the survey questionnaire to friends and family who been identified as learn English through drama series or other pedagogical tools. A Miscrosoft Form will be provided to them, and it is a convenience survey tools as they can fill it anytime and anywhere.

3.5 Data Analysis

     3.5.1 descriptive analysis

After the data has been collected, it will be sorted in a spreadsheet. Next, a descriptive analysis will be done following the sorting. Bush (2020) stated that descriptive analysis is the process of using statistical techniques to describe or summarize a set of data. The data can be summarised through pie charts or bar graphs which can simplify the process for analysts to take measures. In this study, a descriptive analysis will be used to describe and summarize all the data once it has been collected.

3.6 Chapter Transmission

Next, the dissertation will proceed to chapter 4 (Findings and Analysis). In the next chapter, we will analysis and explain the data gather from the questionnaire.

CHAPTER IV: FINDINGS AND ANALYSIS

4.0 Chapter Overview

This chapter provides the details on analysis and explains the data gathered from the questionnaire.

4.1 Survey Analysis

The analysis will mainly focus on three sections, namely Section A: Demographic Profiles, Section B: The Impact of watching TV drama series on English Learning and Section C: Other pedagogical tools used to learn English. The collected respondents' data via Microsoft Form will be presented in pie charts and bar graphs. A total of 120 respondents has participated in this survey.

4.1.1 Section A: Demographic Profiles

This section will present the demographic data of respondents which are gender, age, highest educational level and the university that the participants study in currently.

4.1.1.1 Gender
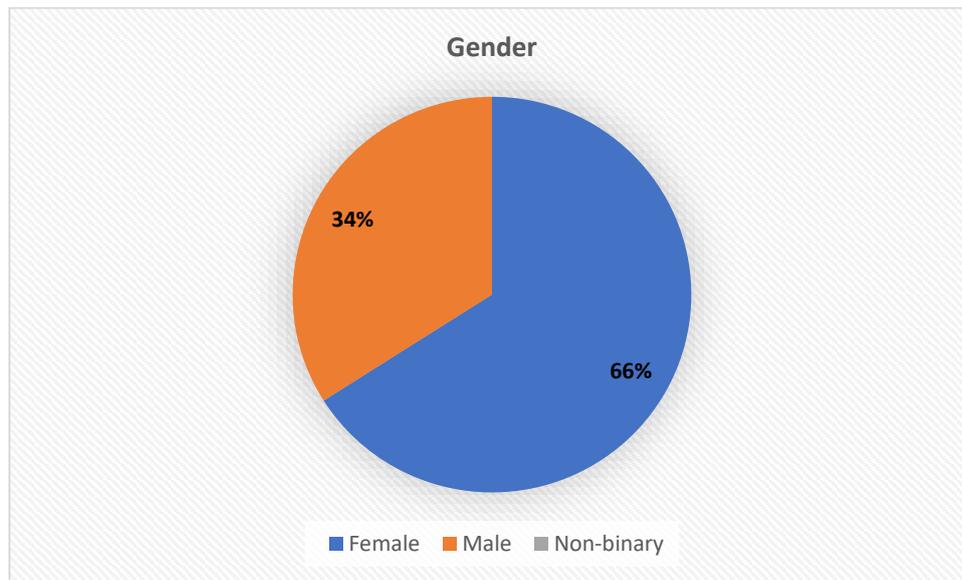
Figure 1: Gender of respondents

Pie chart above shows the gender count of all the respondents to the questionnaire. There are a total of 41 (34%) male and 79 (66%) female of respondents participated in this survey. As this research is not gender-specific, the imbalance of gender count obtained among the respondents does not affect the results of the research.

4.1.1.2 Age
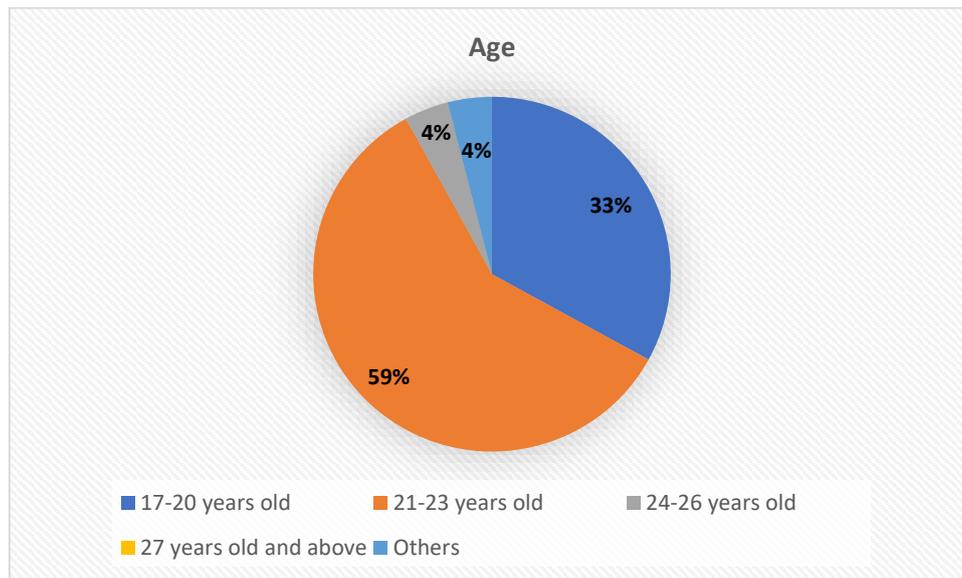
Figure 2: Age of respondents

Pie chart above has discovered the age count among all 120 respondents. This questionnaire is targeted to the university students which located at Klang Valley and learn English by watching TV drama series or other pedagogical tools. There are 71 (59%) respondents are aged between 21-23 years old which is the highest percentage. The second highest percentage was 17-20 years old, at 39 (33%) respondents. There are only 5 (4%) respondents are agreed between 24-26 years old and others respectively.

4.1.1.3 Highest education level
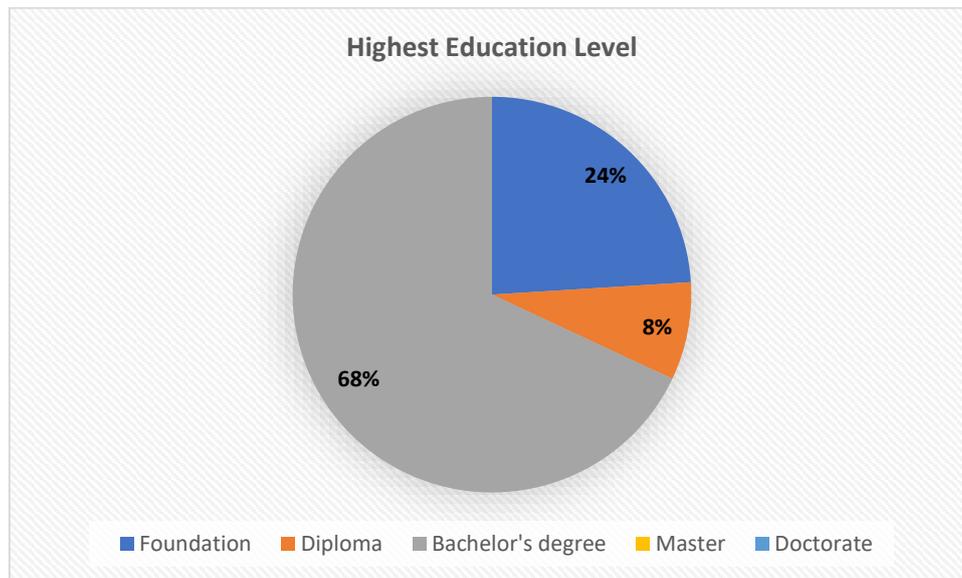
Figure 3: Highest education level of respondents

Pie chart above illustrates the highest educational level of respondents. Most of the respondents which is 81 (68%) respondents are taking on bachelor's degree and 29 of respondents are taking their foundation. Besides, a total of 10 (8%) respondents are taking their diploma.

4.1.1.4 University that respondents currently study in
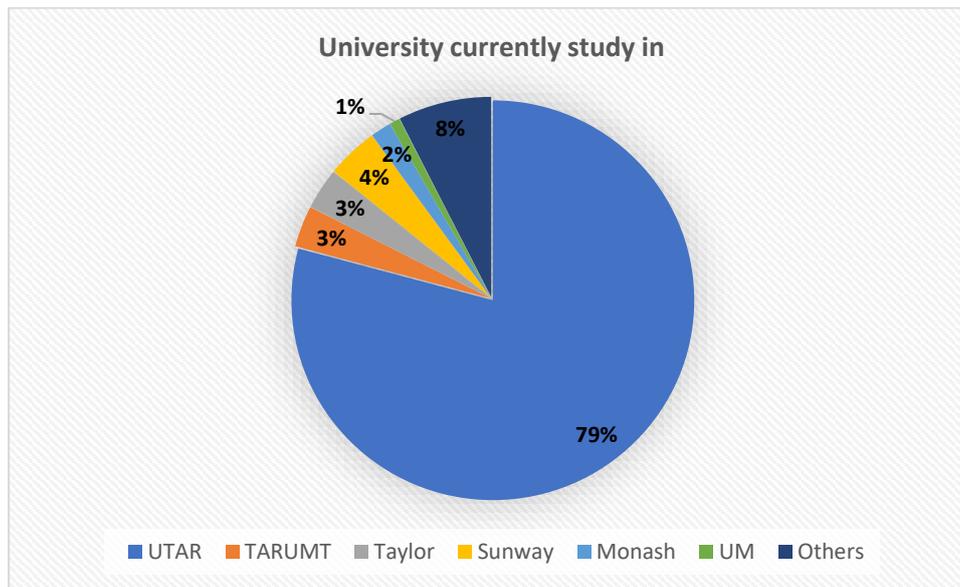
Figure 4: University that respondents currently study in

Pie chart above shows the university that the respondents currently study in. 95 (79%) respondents are from Universiti Tunku Abdul Rahman (UTAR); 9 (8%) respondents are from others university and 5 (4%) respondents are from Sunway. Besides, there are 4 (3%) respondents from TARUMT and Taylors respectively. Plus, there are 2 (2%) respondents are from Monash. Lastly, respondent who is studying in UM make up the remaining 1 per cent.

4.1.2 Section B: The Impact of watching TV drama series on English Learning

4.1.2.1 Respondents' opinion on watching TV drama series has a beneficial effect on English learning.
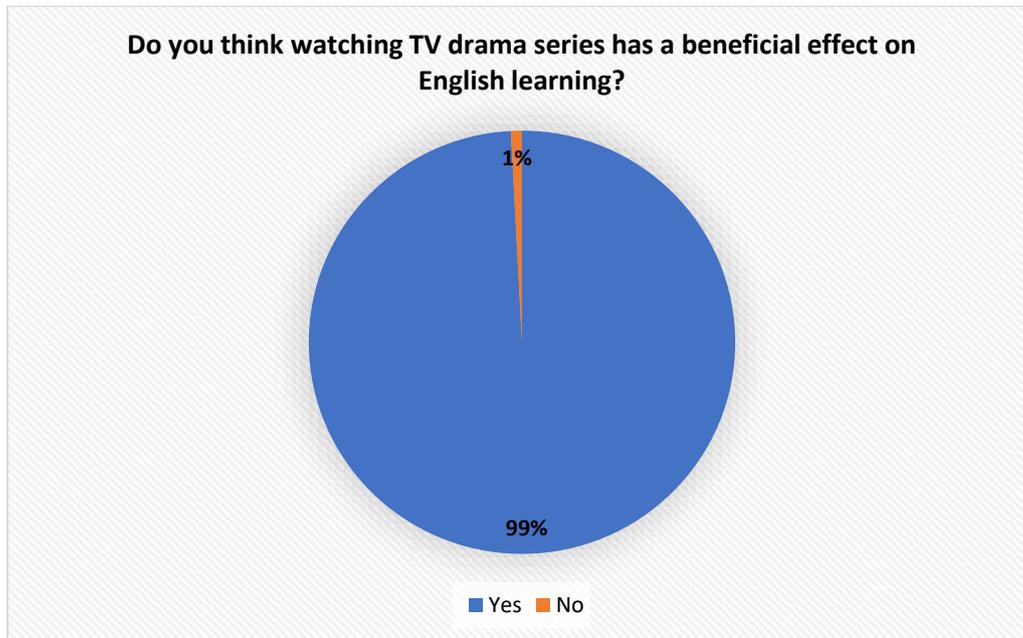
Figure 5: Respondents' opinion on watching TV drama series has a beneficial effect on English learning.

Pie chart above shows the opinion of respondents on watching TV drama series has a beneficial effect on English learning. Out of 120 respondents, 119 (99%) respondents agreed that watching TV drama series has a beneficial effect on English learning. However, there 1 (1%) respondent disagreed this statement.

4.1.2.2 Respondents' opinion on do English subtitles help in English learning
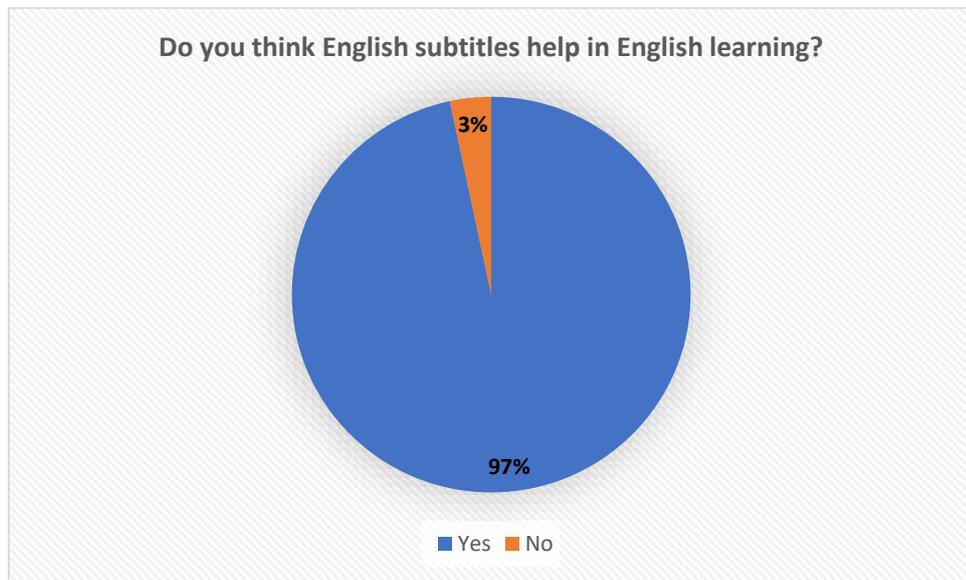
Figure 6: Respondents' opinion on do English subtitles help in English learning.

Pie chart above shows 116 (97%) respondents agreed that English subtitles do help in English learning. However, 4 (3%) respondents stated that English subtitles do not help in English learning.

4.1.2.3 The genres of respondents prefer to watch

Which genres do you prefer to watch?

29%

30%

25%

14%

2%

■ Comedy ■ Romantic ■ Crime ■ Horror ■ Others
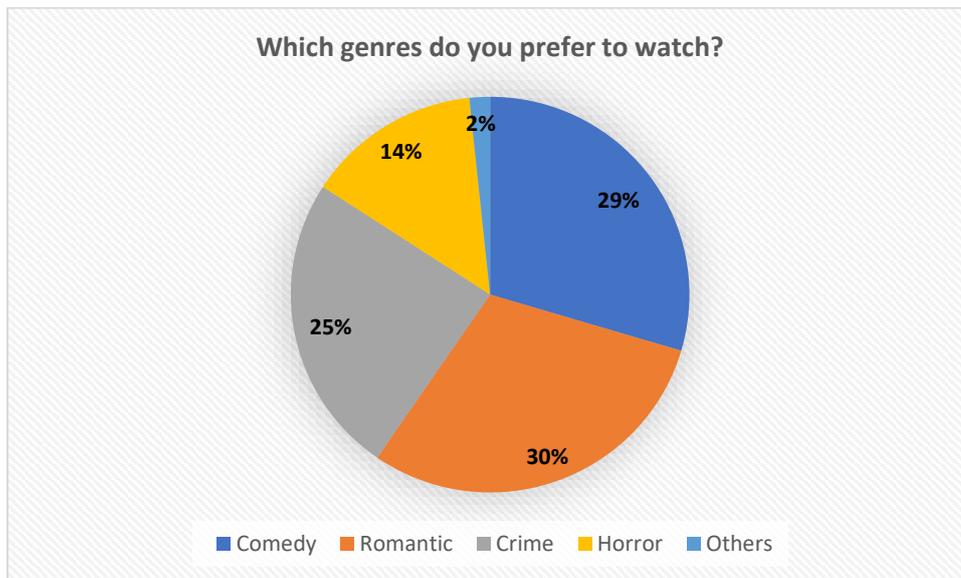
Figure 7: The genres of respondents prefer to watch

Pie chart above shows the genres of respondents prefer to watch. All respondents are required to opt two options in this question, which the distributions as follow, 72 (30%) respondents prefer to watch romantic; 71 (29%) respondents prefer to watch comedy; 59 (25%) respondents prefer to watch crime; 34 (14%) respondents prefer to watch horror, while there are 4 (2%) respondents selected others.

4.1.2.4 Respondents' opinion on watch drama series for English learning purpose
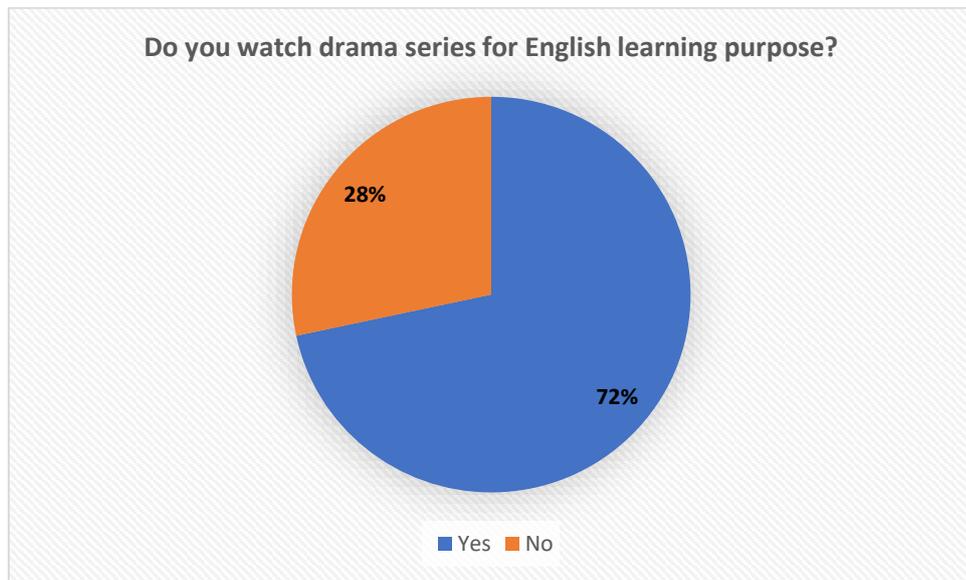
Figure 8: Respondents' opinion on watch drama series for English learning purpose

Pie chart above shows the percentage of the respondents' opinion on watching drama series for English learning purpose. Out of 120 respondents, 86 (72%) respondents stated that they watch drama series for English learning purpose. Besides, 34 (28%) respondents stated that they did not watch drama series for English learning purpose. If the respondents chosen 'NO' in this question, they will convert to "Section C: Other pedagogical tools used to learn English".

4.1.2.5 Respondents' opinion on having interest in learning English when they are watching English TV dramas

Figure 9: Respondents' opinion on having interest in learning English when they are watching English TV dramas

Pie chart above shows respondents' opinion on having interest in learning English when they are watching English TV dramas. The item is not a compulsory question for respondents, only those who on watch drama series for English learning purpose. There 81 (94%) out of 86 respondents have an interest in learning English when they are watching English TV dramas. Nevertheless, 5 (6%) respondents have no interest in learning English when they are watching English TV dramas.

4.1.2.6: The frequency of respondents watches drama series for the English learning purpose

How often do you watch drama series for the purpose of English learning?

7%

23%

70%

■ 1-3 hours per week   ■ 4-6 hours per week   ■ More than 6 hours per week
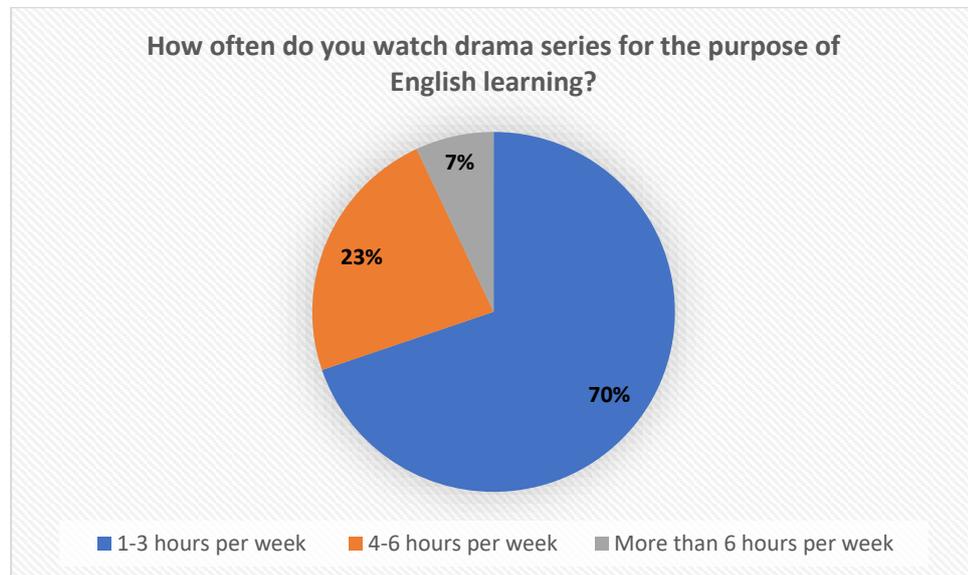
Figure 10: The frequency of respondents watches drama series for the English learning purpose

Pie chart above shows how the respondents frequently watch drama series for the purpose of English learning. The item is not a compulsory question for respondents, only those who on watch drama series for English learning purpose. There are a total of 60 (70%) respondents watch drama series 1-3 hours per week for the purpose of English learning. Besides, 20 (23%) out of 86 respondents watch drama series 4-6 hours per week; 6 (7%) of the respondents watch drama series more than 6 hours per week for English learning purpose.

4.1.2.7 Respondents' opinion on watch TV drama series with subtitles
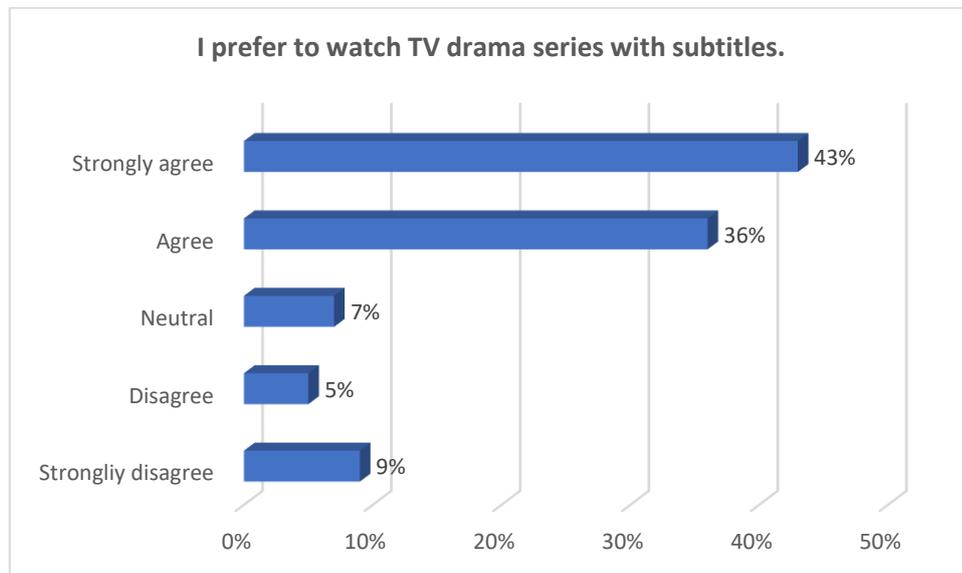
Figure 11: Respondents' opinion on watch TV drama series with subtitles

Bar chart above shows that the opinion of respondents on watching TV drama series with subtitles. The item is not a compulsory question for respondents, only those who on watch drama series for English learning purpose. According to the bar chart, 37 (43%) respondents strongly agreed that prefer to watch TV drama with subtitles and 31 (36%) respondents agree that prefer to watch TV drama with subtitles. Plus, there are 8 (9%) respondents strongly disagreed that prefer to watch TV drama with subtitles. Last but not least, 6 (7%) respondents remain neutral on prefer to watch TV drama with subtitles and 4 (5%) respondents stated that they disagreed with this statement.

4.1.2.8 Respondents' opinion on watching English drama series can improve their listening ability in the following ways

Watching English drama series can improve my listening ability in the following ways:

I can catch the major points of clear standard conversation on known subjects which are experienced frequently at work, school, and leisure, and including…
- 13%
- 63%
- 19%
- 6%
- 0%

I can follow long speeches even when they are not well structured.
- 4%
- 45%
- 37%
- 13%
- 1%

I have no difficulty understanding any spoken language, whether live or broadcast, provided at native speed.
- 11%
- 42%
- 35%
- 12%
- 1%

■ Storngly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

Figure 12: Respondents' opinion on watching English drama series can improve their listening ability in the following ways

Bar graph above shows respondents' listening ability in the following ways has been improved by watching English drama series. The item is not a compulsory question for respondents, only those who on watch drama series for English learning purpose. According to the bar graph, 63% of respondents agreed that they can catch the major point of clear standard conversation on known subjects which are experienced frequently at work, school, and leisure, and including short narratives; 13% of respondents was strongly agree on this statement; 19% of respondents said were neutral; only 6% of respondents disagree on this statement. Besides, there are 45% of respondents agreed that they can follow long speeches even when they are not well structured; 37% of respondents claimed that were neutral; 13% of respondents were disagreed on this statement; however, only 1% of respondents strongly disagree on this statement. Lastly, 42% of respondents agreed that they have no difficulty understanding any spoken language whether live or broadcast, provided at native speech.

4.1.2.9 Respondents' opinion on watching English drama series can improve their reading skills in the following ways

Watching TV drama series can improve my reading skills in the following ways:

I can identify important points in simple essays about known topics.
- Agree: 66%
- Neutral: 19%
- Storngly Agree: 14%

I can recognize common names, words and very basic sentence on simple notices in the most common everyday situations.
- Agree: 59%
- Storngly Agree: 22%
- Neutral: 19%
- Disagree: 13%
- Strongly Disagree: 1%

I can quickly read long and complex texts for crucial details.
- Agree: 57%
- Neutral: 29%
- Storngly Agree: 7%
- Disagree: 6%
- Strongly Disagree: 1%

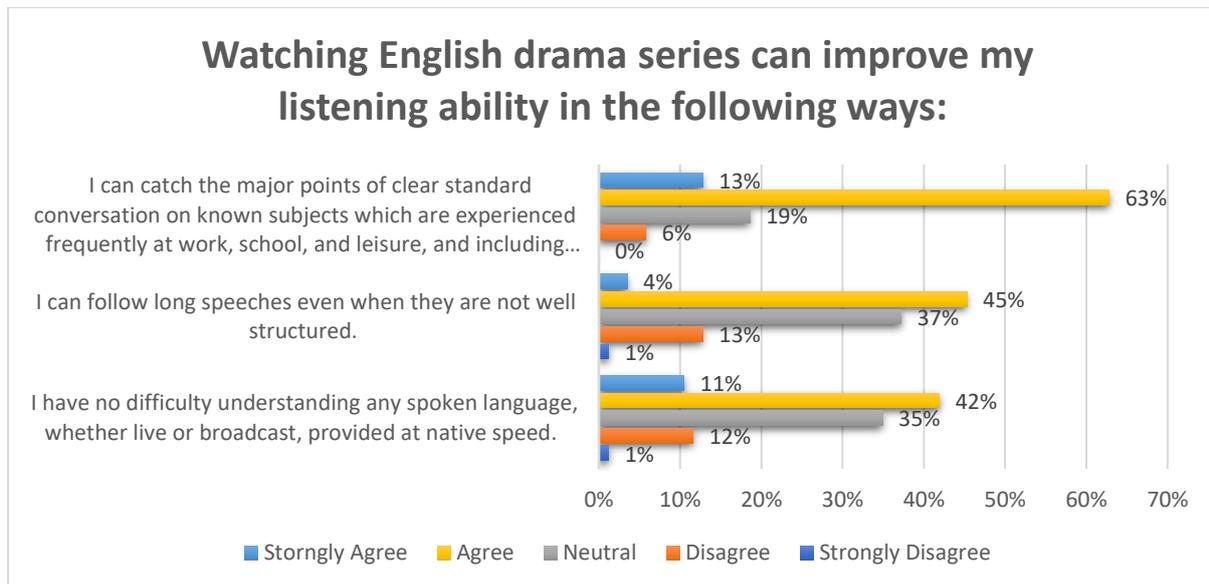(Legend: ■ Storngly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree)

Figure 13: Respondents' opinion on watching English drama series can improve their reading skills in the following ways

Bar graph above shows respondents' reading skills in the following ways has been improved by watching English drama series. The item is not a compulsory question for respondents, only those who on watch drama series for English learning purpose. There are 66% of respondents agreed that they can identify point in simple essays about known topics; 19% of respondents were claimed that this is neutral; however, 14% of respondents were strongly agree on this statement. Plus, 59% of respondents agreed that they can recognize common names, words and very basic sentence on simple notices in the most common everyday situations; 22% of respondents were strongly agreed on this improvement; 13% of respondents were disagree and only 1% of respondents were strongly disagreed on this statement. Lastly, 57% of respondents agree that they can quickly read long and complex texts for crucial details after they learn English by watching TV drama; 29% of respondents stated it is neutral; 7% of

respondents were strongly agreed; 6% of respondents stated disagreed and only 1% of respondents strongly disagreed on this statement.

4.1.2.10 Respondents' opinion on watching English drama series can expand their pronouncation in the following ways
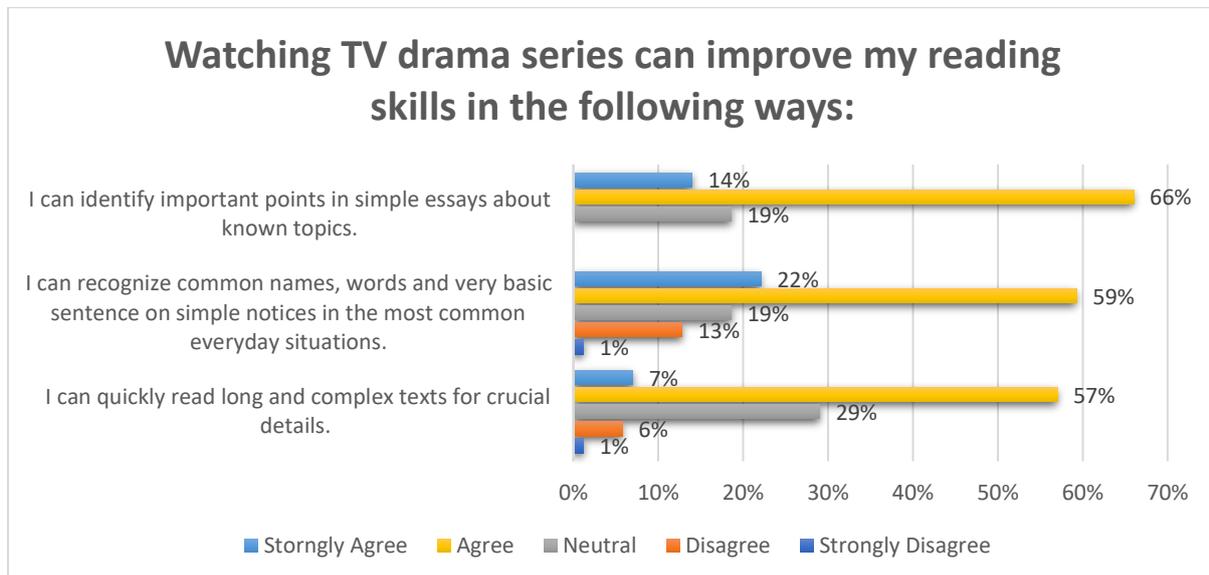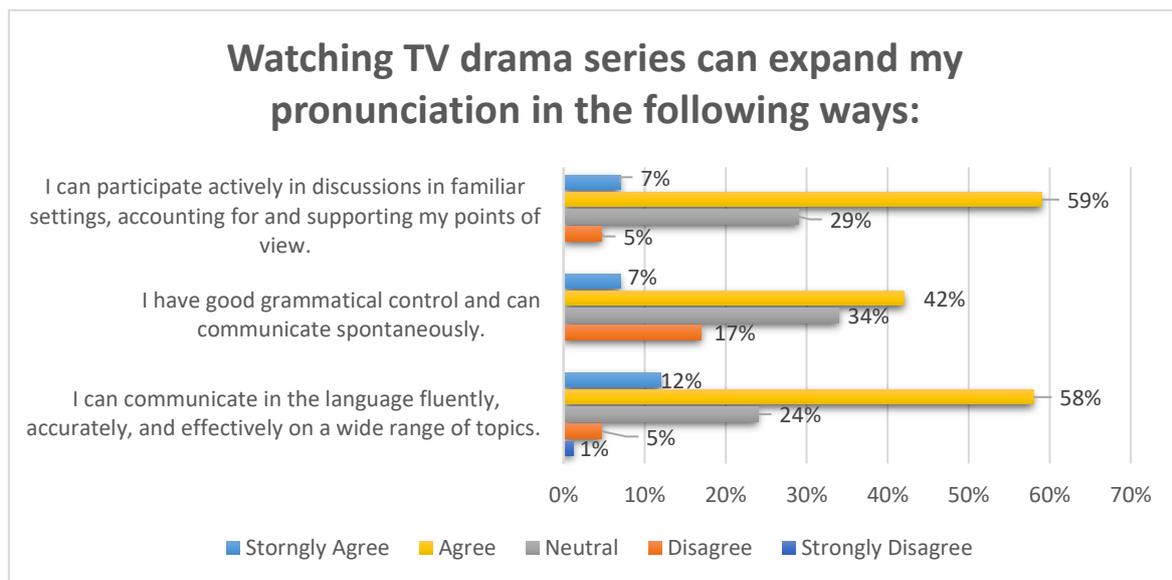

Figure 14: Respondents' opinion on watching English drama series can expand their pronunciation in the following ways

Bar graph above shows respondents' pronunciation in the following ways has been expanded by watching English drama series. The item is not a compulsory question for respondents, only those who on watch drama series for English learning purpose. According to the bar graph, 59% of the respondents agreed they can participate actively in discussions in familiar settings, accounting for and supporting their points of view; 29% of respondents were stated neutral; 7% of respondents were strongly agreed and 5% of respondents were disagreed. Apart from that, there are 42% of respondents agreed that they have a good grammatical control and can communicate spontaneously after they learn English through watching TV drama

series; 34% of respondents were stated neutral; 17% of respondents were disagreed on this statement; only 7% of respondents strongly agreed. Lastly, 58% of respondents agreed that they can communicate in the language fluently, accurately, and effectively on a wide range of topics; 24% of respondents were neutral; 12% of respondents strongly agreed that their communication has been improved in the language fluently, accurately, and effectively by learning English on watching TV drama series; 5% of respondents were disagreed and only 1% of respondents were strongly disagreed on this statement.

4.1.3 Section C: Other pedagogical tools used to learn English

4.1.3.1 Types of pedagogical tools that respondents will use to learn English
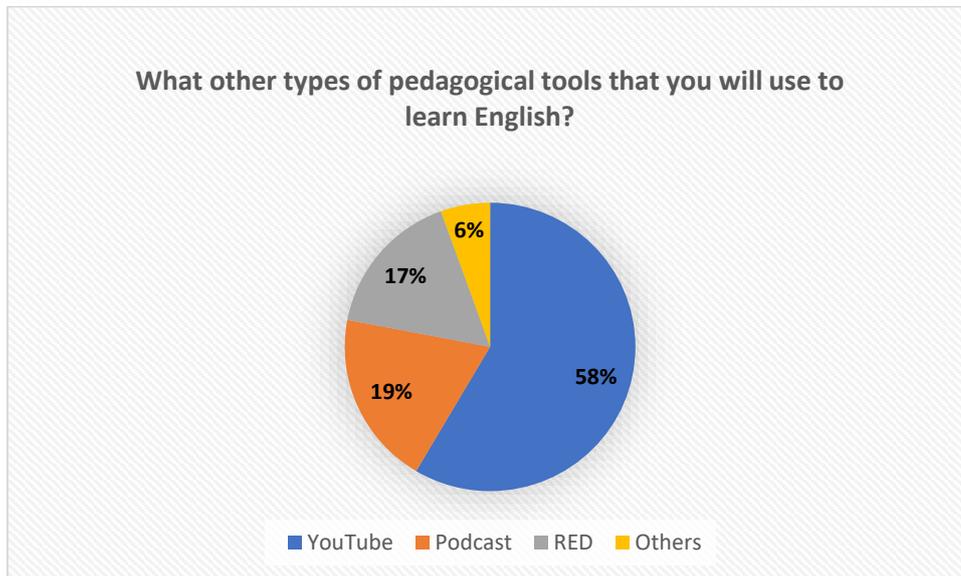
Figure 15: Types of pedagogical tools that respondents will use to learn English

Pie chart above discovered the types of pedagogical tools that the respondents will use to learn English. All respondents are required to have two options in this question. YouTube has the highest percentage which is 58% (117) of respondents use it as one of the pedagogical tools to learn English; Podcast is the second highest percentage which is 19% (79) of respondents use it as one of the pedagogical tools. Besides, there are 17% (33) of respondents use RED to learn English. However, there are 11 (6%) respondents selected the option of "others" as one of their pedagogical tools.

4.1.3.2 The motivation of respondents to learn English by using the pedagogical tools
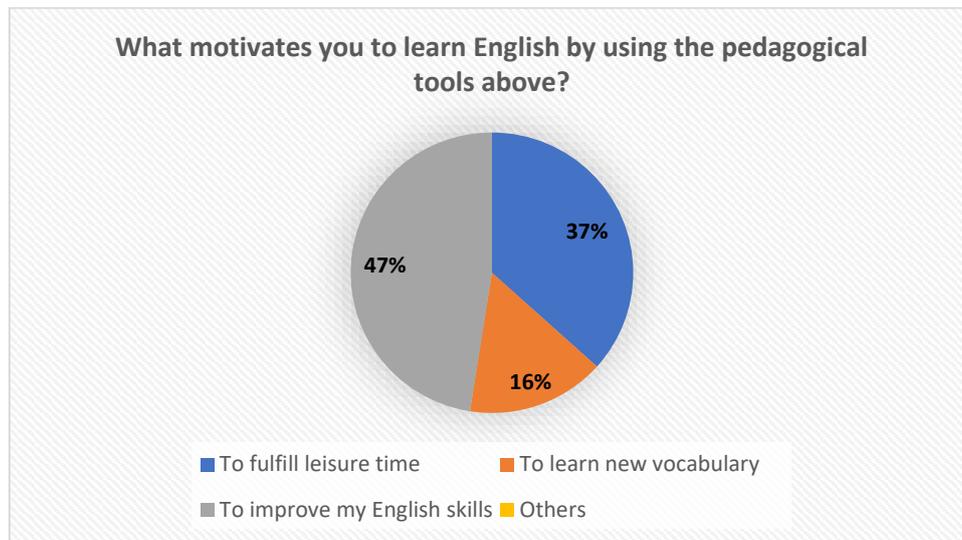
Figure 16: The motivation of respondents to learn English by using the pedagogical tools

Pie chart above shows the motivation of respondents to learn English by using the pedagogical tools. 57 (47%) respondents use the pedagogical tools above to improve their English skills. Besides, 44 (37%) respondents are in favour with fulfil their leisure time by using the pedagogical tools to learn English. Lastly, only 19 (16%) respondents learn English by using pedagogical tools to learn new vocabulary.

4.1.3.3 The frequency of respondents using pedagogical tools above for the English
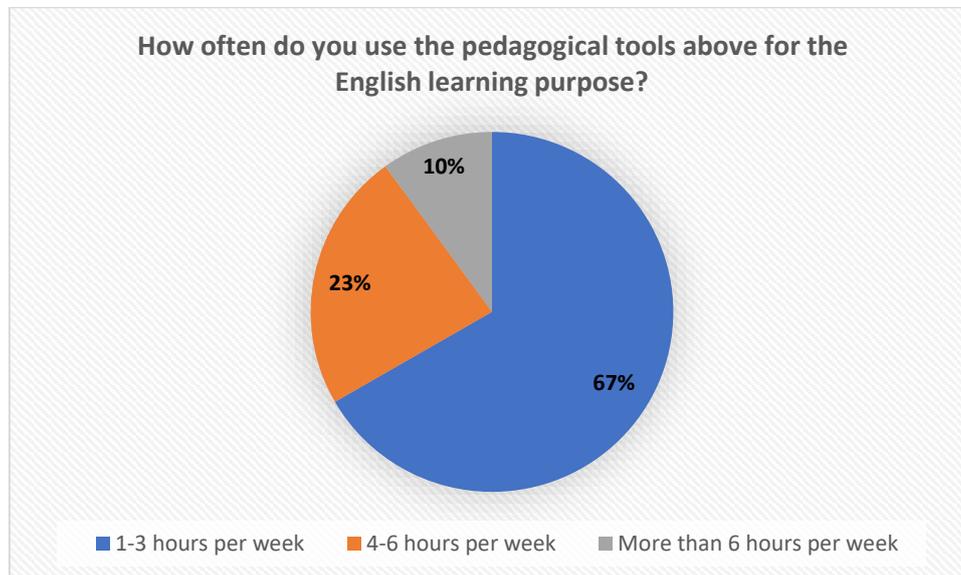
learning purpose

Figure 17: The frequency of respondents using pedagogical tools above for the English

learning purpose

Pie chart above shows the frequency of respondents using pedagogical tools above for the English learning purpose. The majority of respondents (80 respondents, which is 67%) spent 1-3 hours per week on learning English by using pedagogical tools above. Besides, 28 (23%) respondents spent 4-6 hours per week on learning English. Lastly, only 12 (10%) respondents spent more than 6 hours per week on learning English by using pedagogical tools above.

4.1.3.4 Respondents' opinion on YouTube is an effective platform for English learning
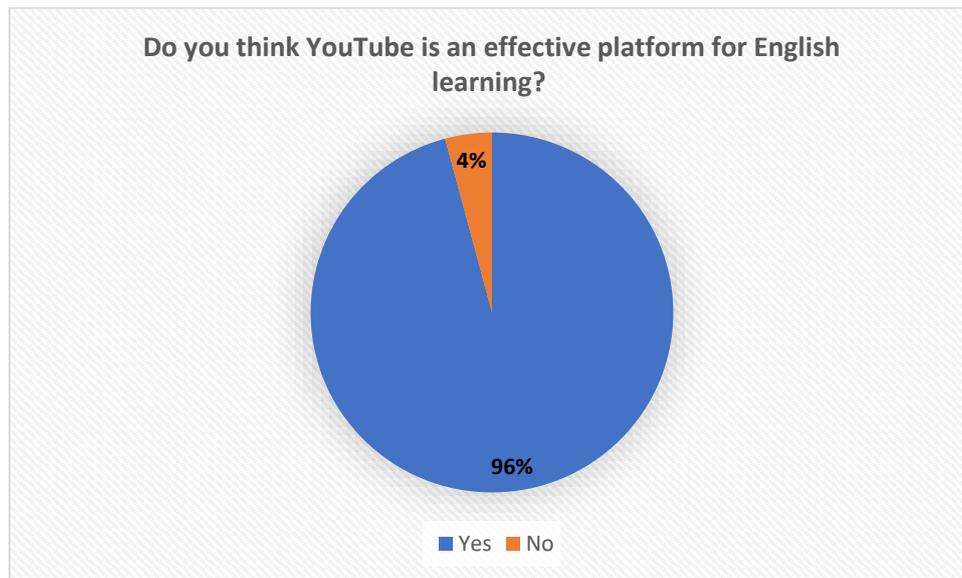
Figure 18: Respondents' opinion on YouTube is an effective platform for English

learning

Pie chart above shows the opinion of respondents on whether YouTube is an effective platform for English learning. The majority of respondents which is 115 (96%) respondents agreed that YouTube is an effective platform for English learning. Only 5 (4%) respondents disagreed on this statement.

4.1.3.5 Respondents' opinion on Podcast is an effective platform for English learning

Do you think Podcast is an effective platform for English learning?

8%

92%

■ Yes ■ No
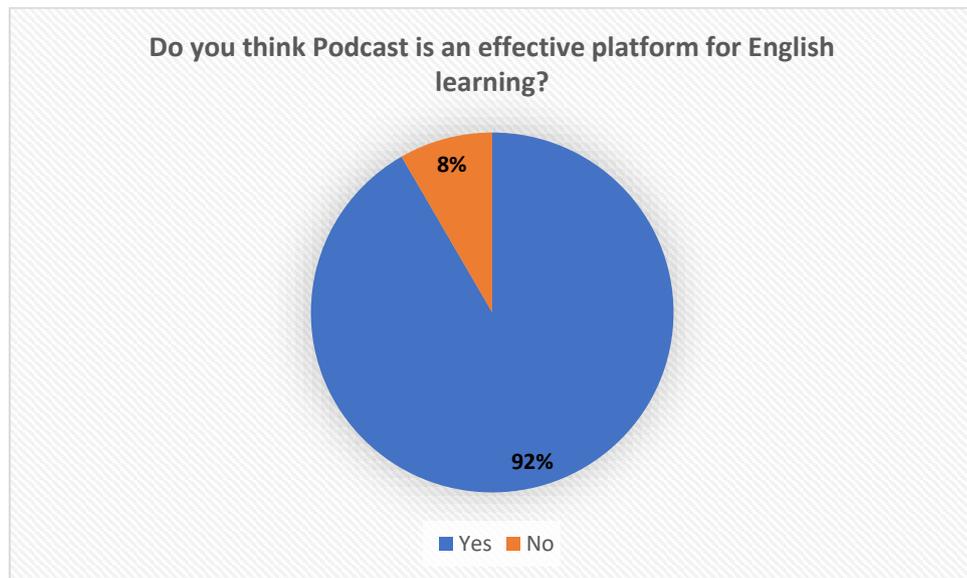
Figure 19: Respondents' opinion on Podcast is an effective platform for English

learning

Pie chart measures the opinion of respondents on whether Podcast is an effective platform for English learning. Out of 120 respondents, only 10 (8%) respondents do not think that Podcast is an effective platform for English learning. However, the majority of the respondents (110 respondents, 92%) agreed that Podcast is an effective platform for English learning.

4.1.3.6 Respondents' opinion on RED is an effective platform for English learning
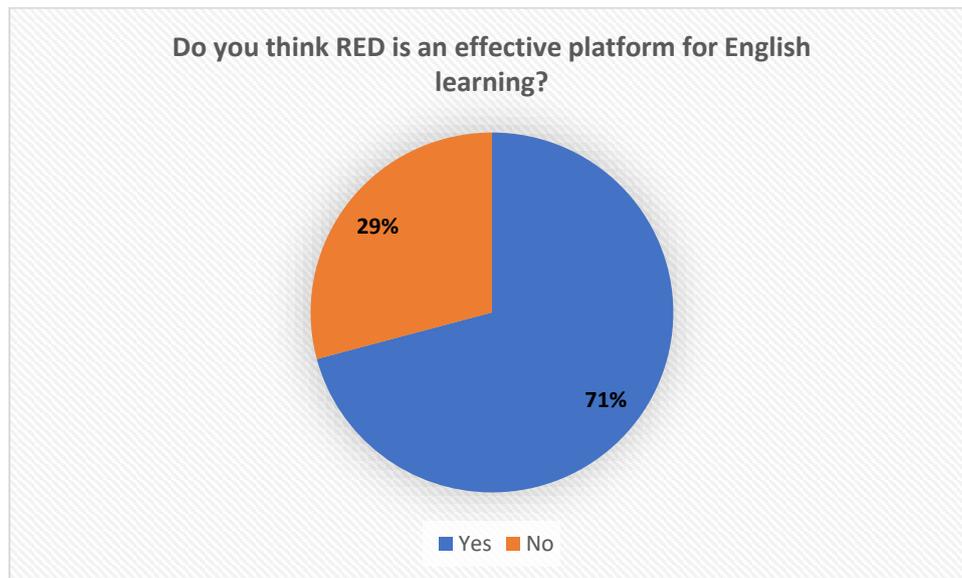
Figure 20: Respondents' opinion on RED is an effective platform for English learning

Pie chart above shows the opinion of respondents on whether RED is an effective platform for English learning. 85 (72%) respondents claimed that they think RED is an effective platform for English learning. Nevertheless, 35 (29%) respondents disagreed RED is an effective platform for English learning.

4.1.3.7 Respondents' opinion on pedagogical tools above are more effective than watching English TV drama series in improving English learning
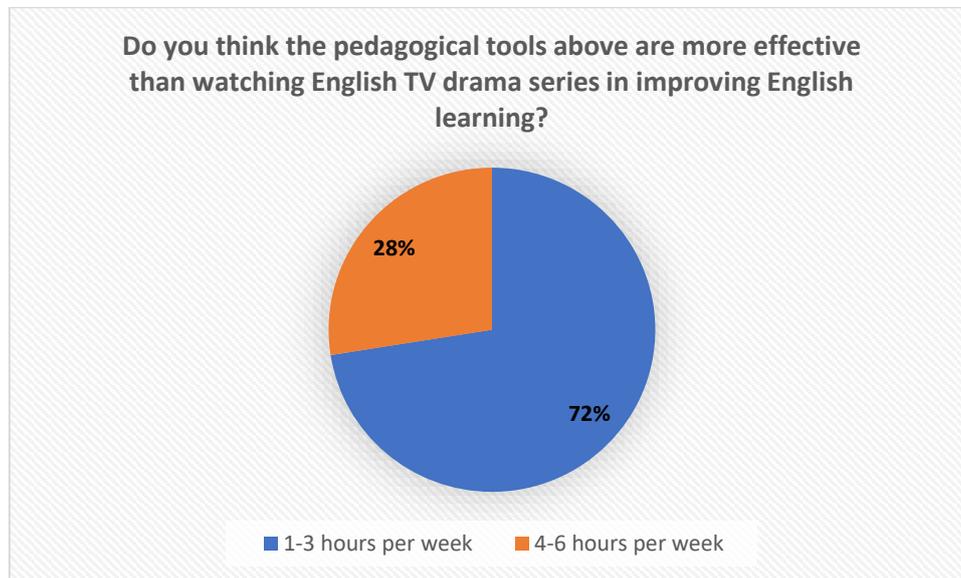
Figure 21: Respondents' opinion on pedagogical tools above are more effective than watching English TV drama series in improving English learning

Pie chart above shows the opinion of respondents on pedagogical tools above are more effective than watching English TV drama series in improving English learning. More than half of the respondents which is 87 (33%) respondents agreed that pedagogical tools above are more effective than watching English TV drama series in improving English learning. However, there are 33 (28%) respondents disagreed to this statement. They claimed that watch English TV drama series is more effective than pedagogical tools in improving English learning.

4.2 Chapter Transmission

In conclusion, there are 22 questions for this survey and a total of 120 respondents took part in this survey. The discussion of the findings and analysis, the limitation of the research, recommendation for future research and the conclusion will be covered in the following chapter.

CHAPTER V

DISCUSSION AND CONCLUSION

5.0 Chapter Overview

This chapter provides an overview of the major findings and discusses the research results and the data that has already been analysed. A discussion of the limitations of the study will also be provided. Plus, the research recommendations are provided at the end of the chapter.

5.1 Discussion of Major Findings

5.1.1 the impact of watching English drama series on English learning

RO1: To identify the impact of watching TV drama series on English learning among university students.

The first objective of this study is to identify the impact of watching English drama series on English learning among university students. For above findings, 99% of respondents has agreed that watching TV drama series has a beneficial effect on English learning. It is consistent with Koushki (2019)'s finding that drama was discovered as an effective method of teaching language in the late 1960s. Nowadays, university students learn English in a variety of ways, including watching English drama series. The participants agreed that watching English drama series could improve their English skills, such as listening abilities, reading abilities, and pronunciation abilities.

For example, there are a total of 63% of respondents agreed that watching English drama series can help them to improve the listening skills on catching the major point of clear

standard conversation on known subjects which are experienced frequently at work, school, and leisure, and including short narratives. 45% of respondents agreed that they able to follow a long speech even when they are not well structured after they learned English through watching drama series. Plus, 42% of respondents agreed that they have no difficulty understanding any spoken language whether live or podcast, provided at native speech. The findings are in line with the study conducted by Uzzman & Roy (2015) which found it helpful for learning informal English, like slang words and phrases, that aren't found in books or dictionaries. Among the respondents, one said he could learn and remember more words by listening to and watching English movies (Uzzman & Roy, 2015). Furthermore, Muntane & Faraco's (2016) study found that the participants' listening skills improved considerably after watching the English substituted version.

Moreover, more than half of the respondents has stated that their reading ability has also been improved through watching drama series. 66% of respondents agreed that they can identify important points in simple essays about known topics. 59% of respondents agreed that they can recognize common names, words and very basic sentence on simple notices in the most common everyday situations. Lastly, 57% of respondents agreed that they can quickly read long and complex texts for crucial details after they learn English by watching TV drama. This finding were in agreement with the findings from Hamakarim & Halabja (2015) where students' reading comprehension, word identification, and vocabulary learning may be improved through subtitle drama. When students watch drama, they can learn new vocabulary and understand what words mean.

Apart from this, the pronunciation of respondents has also been expanded through watching English drama series. 59% of the respondents agreed they can participate actively in

discussions in familiar settings, accounting for and supporting their points of view. There are 42% of respondents agreed that they have a good grammatical control and can communicate spontaneously after they learn English through watching TV drama series. 58% of respondents agreed that they can communicate in the language fluently, accurately, and effectively on a wide range of topics. The results build on existing evidence of Nurhasanah, (2020), stated that the students' perception of watching movies as a medium for learning English pronunciation is that they enjoy watching movies for improving their pronunciation and that watching movies makes pronunciation fun. According to Uzzaman & Roy (2015), listeners can also determine the correct pronunciation based on context.

5.1.2 other pedagogical tools used by university students to learn English

RO2: To investigate other pedagogical tools used by university students to learn English.

The second objective of this study is to investigate other pedagogical tools used by university students to learn English. According to the result above, 58% of respondents use YouTube as one of the pedagogical tools to learn English and it was the highest percentage. 96% of respondents agreed that YouTube is an effective platform for English learning. A similar finding was reported by Almurashi (2016), which concluded that YouTube may be incredibly helpful in helping students better understand their English classes, perform better, and develop their English comprehension.

Besides, Podcast is the second highest percentage which is 19% of respondents use it as one of the pedagogical tools. The majority of respondents (67%) agreed that Podcast is an

effective platform for English learning. Philips' study from 2017 found that 84.4% of participants were able to improve their language abilities as a result of podcasting assignments. According to 87.4% of respondents, podcasting is an effective way to practice and use updated terminology. A few people mentioned that their speaking abilities had improved. When students listen to podcasts, they are more likely to pay attention to language learning and become more interested in it. Thus, Philips' (2017) study supports this result.

Lastly, according to the findings above, barely of respondents (17%) use RED to learn English. There are 72% of respondents claimed that they think RED is an effective platform for English learning. In line with Muftah (2022), this statement is also consistent with the conclusion that social media, like RED, has been shown to improve writing style, reading skills, vocabulary diversity, listening comprehension, communication skills, and grammar use while learning English. Through articles, writings, and vocabulary on social media platforms today, people receive a lot of grammatical and presentational input (Bhatti et al., 2020).

5.1.3 theoretical framework

According to the Magic Bullet theory, the message is a bullet fired into the viewers' heads by the media (gun) which might change the behaviour and mindset of the viewers. In this study, according to the findings above, there 81 (94%) out of 86 respondents have an interest in learning English when they are watching English TV dramas. Nevertheless, 5 (6%) respondents have no interest in learning English when they are watching English TV dramas. Based on the findings, the mindset of university students on English learning could be affected by watching TV drama series as they will have an interest to learn English when they are watching drama. This finding is aligned with Zazulak's findings (2016), 58% of those who are

learning English have already admitted to using movies and television programs as study aids. Plus, this finding proves that Magic Bullet theory continues to be applicable today in the digital age. Furthermore, this study supports the findings of Nwabueze & Okonkwo's (2018) study, which showed that certain media content still evokes an active passive reaction in the audience today. Therefore, in this study, Magic Bullet theory can be utilized to examine the impact of watching TV drama series on English learning among university students.

5.2 Limitations of the Study

It is certain that there will be several limitations with this study as with any other. Limitations of a study refer to any aspect of the design or methodology that impacts the interpretation or application of the results ("Limitation of the study," n.d.). Throughout this study, a few limitations were encountered.

Firstly, there was a small sample size that made it impossible for the results to be generalized. In this study, 120 university students from Klang Valley participated. The majority of respondents (79%) were university students from University Tunku Abdul Rahman (UTAR). To obtain more accurate results, a larger sample size is needed, such as students from different universities. The study was limited by a lack of geographical diversity since the questionnaire was mainly distributed to Klang Valley residents. Consequently, all the factors mentioned above have reduced the accuracy of the results.

Moreover, there were too many "Neutral" responses on the survey questionnaire. It may have a negative impact on the quality of the study. A high number of "neutral" responses may

have been due to the study's vagueness. According to Edwards & Smith (2014), the neutral response option allows those who are unaware or indifferent to a subject to select no opinion or neutral rather than selecting a response that is not representative of their beliefs. Therefore, the respondents might not understand the concept of the following ways that they can being improve through watching English drama series which may have resulted in many "neutral" responses.

5.3 Recommendations for future research

A significant amount of research should be done on investigating alternative pedagogical tools. By doing this, the researcher would be able to determine which pedagogical tool is most effective for English learning. It is informative to know which pedagogical tools are commonly used for English learning. Moreover, future researchers should consider conducting qualitative research such as in-depth interviews with respondents as a method for collecting data. Compared to quantitative research, qualitative research is more focused and consists of sampling specific groups resulting in more insightful responses and opinions. Open-ended questions allow respondents to provide more details and open-ended responses. Besides, researchers are encouraged to use a large sample size when conducting research. A larger number of responses will improve the accuracy and validity of future research.

The impact of watching English on specific language skills should also be considered in future research, as different languages can be impacted differently by it. Observing TV shows in English might improve listening comprehension, whereas reading English texts might improve reading comprehension. It would be more accurate to measure different language skills separately in order to get an accurate picture of how watching English impacts language

learning. Future studies should also examine student perceptions and attitudes toward watching English TV drama series. Students' perceptions and uses of pedagogical tools are crucial to understanding what they need to succeed. It would be helpful for future researchers to conduct a survey with students to determine their attitudes towards the tools, how useful they perceive them to be, and what barriers they face in using them effectively.

5.4 Conclusion

In conclusion, this research provides insight into impact of watching English drama series on language learning. This study covers two research objectives which are to identify the impact of watching TV drama series on English learning among university students and to investigate other pedagogical tools used by university students to learn English. According to the findings above, most of the respondents stated that watching English drama series is effective for language learning. Respondents' listening skills, reading ability and their pronunciations has been improved while they are watching English drama series. Besides, the respondents have also use other pedagogical tools to learn English such as RED, Podcast and YouTube. This chapter concludes with a discussion of the research findings, several limitations of the study and suggestion for further research in the future.

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APPENDIX A: QUESTIONNAIRE

The impact of watching TV drama series on English learning among university students. ⅄

Greetings,

I am Teo Zhi Enn, a student from Universiti Tunku Abdul Rahman (UTAR) who is conducting a Final Year Project (FYP) for the course, BACHELOR OF CORPORATE COMMUNICATION (HONS).

You are invited to participate in this research. The purpose of this research is to identify the impact of watching TV drama series on English learning among university students and to investigate other pedagogical tools used by university students to learn English. This survey contains 3 sections and should only take approximately 3 to 5 minutes.

The researcher will make sure that all the information and response of the participants will be kept private and confidential.

Here, the researcher would like to express high appreciation for your time and effort with your participation.

Section 1 ・・・

Acknowledgement

1. I agree to participate in this study.

   ○ Yes

Section 2 ...

Section A: Demographic Profiles

2. Gender

○ Female

○ Male

○ Non binary

3. Age

○ 17 20 years old

○ 21 23 years old

○ 24 26 years old

○ 27 years old and above

4. Highest Education Level

○ Foundation

○ Diploma

○ Bachelor's degree

○ Master

○ Doctorate

5. Which university are you currently study in?

○ UTAR

○ TARUMT

○ Taylor

○ Sunway

○ Monash

○ UM

○ Other

6. Do you think watching TV drama series has a beneficial effect on English learning?

○ Yes

○ No

7. Do you think English subtitles help in English learning?

○ Yes

○ No

8. Which genres do you prefer to watch?

Please select 2 options.

☐ Comedy

☐ Romantic

☐ Crime

☐ Horror

☐ Other

9. Do you watch drama series for English learning purpose?

○ Yes

○ No

10. Do you have an interest in learning English when you are watching English TV dramas?

○ Yes

○ No

11. How often do you watch drama series for the purpose of English learning?

○ 1-3 hours per week

○ 4-6 hours per week

○ More than 6 hours per week

12. I prefer to watch TV drama series with subtitles.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

13. Watching English drama series can improve my listening ability in the following ways:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
a) I have no difficulty understanding any spoken language, whether live or broadcast, provided at native speed.	○	○	○	○	○
b) I can follow long speeches even when they are not well structured.	○	○	○	○	○
c) I can catch the major points of clear standard conversation on known subjects which are experienced frequently at work, school, and leisure, and including short narratives.	○	○	○	○	○

14. Watching TV drama series can improve my reading skills in the following ways:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
a) I can quickly read long and complex texts for crucial details.	○	○	○	○	○
b) I can recognize common names, words and very basic sentence on simple notices in the most common everyday situations.	○	○	○	○	○
c) I can identify important points in simple essays about known topics.	○	○	○	○	○

15. Watching TV drama series can expand my pronunciation in the following ways:

	Stongly disagree	Disagree	Neutral	Agree	Strongly agree
a) I can communicate in the language fluently, accurately, and effectively on a wide range of topics.	○	○	○	○	○
b) I have good grammatical control and can communicate spontaneously.	○	○	○	○	○
c) I can participate actively in discussions in familiar settings, accounting for and supporting my points of view.	○	○	○	○	○

Section 4 ...

Section C: Other pedagogical tools that used to learn English

Below are questions about the other pedagogical tools that used to learn English. Please choose the answer you consider appropriate.

*Pedagogical tools refer to any tools that allow a person to learn.

16. What other types of pedagogical tools that you will use to learn English?

Please select 2 options.

☐ YouTube

☐ Podcast

☐ RED

☐ Other

17. What motivates you to learn English by using the pedagogical tools above?

◯ To fulfill leisure time

◯ To learn new vocabulary

◯ To improve my English skills

◯ Other

18. How often do you use the pedagogical tools above for the English learning purpose?

◯ 1-3 hours per week

◯ 4-6 hours per week

◯ More than 6 hours per week

19. Do you think YouTube is an effective platform for English learning?

◯ Yes

◯ No

20. Do you think Podcast is an effective platform for English learning?

○ Yes

○ No

21. Do you think RED is an effective platform for English learning?

○ Yes

○ No

22. Do you think the pedagogical tools above are more effective than watching English TV drama series in improving English learning?

○ Yes

○ No