

A Systematic Literature Review: The Effectiveness of English Amusement Exposures to Acquire the Language for ESL Learners

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Abstract

The development of technology increases exposure to the English language. There are various forms of English exposure are given by the technology. One of them is through English amusement such as games, songs, movies, podcasts, social media, and other media that is accessible to the learners. They are not only used in the classroom, but they can be used by the learners outside the classroom. However, most of learners often use these kinds of media for entertainment purposes only; they may not aware using it for learning purposes. Therefore, this study aims to investigate how effective English amusement exposures are for ESL learners acquiring the language. A systematic literature review was used as a method for this study. Furthermore, the data were collected by collecting and comparing the 30 articles related to English amusement exposures that had been conducted by some researchers. The expected finding of this study is to promote informal exposures such as English amusement to be an effective way for ESL learners getting the language and facilitate the learners with a pleasant way of learning with flexible time so they can learn English whenever they want outside the classroom. In addition, through English amusement exposures, learners may not feel bored and stressed when they learn a language. They can find enjoyment which may lead to unconsciously acquiring the language itself.

Keywords: English amusement exposures; ESL; Language acquisition

INTRODUCTION

Nowadays, English is seen as a need that is learned and utilized as a medium of communication all over the world. One can either learn consciously in the classroom through active learning or gain linguistic information through being exposed to the target language. "The term exposure refers to overall period that individual has actively or passively in contact with textual or verbal language" (Magno, Bunagan & Rogodon, 2009). It can be said that exposure to English language is something learners run into in their everyday life. The availability of technology facilitates ESL learners to acquire the language in a fun and enjoyable atmosphere from English amusement exposures such as listening to English songs or podcasts, watching a film, playing games, or using social media.

Furthermore, ESL learners may be able to work on their language learning material at any time of day using a computer or any other mobile devices and its associated language learning tools, allowing them to be more independent of classes. Also, the spread of English entertainment from songs, movies, and other media in the English language gives the ESL learners contact with the language itself. Those media offer large proportion of language practice to the learners, as Ellis (2006) states that efficient language use is required not only for academic purposes but also in real-life situations. For ESL learners to become fluent in social and academic situations, they must use the English language.

In order to be effective ESL learners, they should expose themselves to the target language outside the classroom activity and become autonomous learners who can regulate their mobile devices and online tools to gain the language they learn. Unfortunately, an excellent opportunity to learn a second language through amusement exposures is not fully used by ESL learners. Many ESL learners, especially young people, may be experienced with using technologies and online media for social networking or entertainment purposes; they may not be as successful with using technology for learning a language.

There are many studies that have been conducted about English amusement exposure in learning English. For instance, Rao (2019) investigated the influence of English movies in ESL and EFL classrooms, revealing that audiovisual media with subtitles helped students enhance their English language ability. Pratiwi (2018) also conducted a class action research on the use of songs to improve English learning in the classroom, the result showed that learning through song can enhance English learning by creating comfortable and conducive atmosphere in the classroom and the best way of using songs to students is easy to remember and sing it over and over again.

Another study was conducted by Alhadad, Mustofa & Karimullah (2021) about exploring the benefits of English entertainment exposure as language acquisition. The result revealed that watching English movies facilitates students with authentic material that develops pronunciation, speaking fluency and listening skills with the help of English subtitles. Regarding to English songs the students mainly benefited through flexibility of using music, repeated words and lyric that promotes listening skills and vocabulary knowledge and retention while English text provides learner with wide array of vocabulary that will help students to develop their vocabulary knowledge and well written language structures and patterns that promotes writing skills and grammar. Those previous studies focused on the influence, the use, and the benefits of using English amusement exposure such as songs and movies. However, in this study, the researcher tries to find how effective English amusement exposure such as games, songs, movies, podcasts, and social media to acquire the language for ESL learners.

Therefore, the objective of this study is to investigate the effectiveness of English amusement exposure for ESL learners with guiding from teachers, so that the learners can use the technologies they have effectively and gain insight as well as knowledge from it. As a result, they can acquire the language they learn through various communicative and interactive activities that are given by technologies. Also, facilitating the learners with a pleasant way of learning with flexible time so they can learn English whenever they want outside the classroom, and they can become independent language learners.

METHOD

The method used in this study was a systematic literature review. This method consists of identifying, reviewing, evaluating, and interpreting all available research. Using this method, researchers examine and identify journal in a systematic way following the processes that have been established (Triandini et al., 2019).

With this method, to obtain the results of the study, the researcher collected journal articles using the keywords such as English entertainment, learning English through songs, movies, YouTube, games, podcasts, and social media. Data collection was attained by documenting all of the articles included within the literature review article. The journal articles used in this study were 30 articles accredited journals related to the English amusement. The articles were collected from Google Scholar. The selected articles are analyzed and summarized to get the results of this study.

RESULT AND DISCUSSION

The findings of the study are an analysis and summary of 30 articles related to English amusement exposures for ESL acquiring the language. It is revealed in table below:

Table 1. Thirty articles related to English amusement exposures

No	Title	Researcher and Year	Journal	Research Findings
1.	Exploring The Benefits of English Entertainment Exposure as Language Acquisition	(Alhadad et al., 2021)	Jurnal Penelitian, Pendidikan, dan Pembelajaran	The findings showed that all the students give positive responses. It is also confirmed that watching English movies facilitates students with authentic material that develops pronunciation, speaking fluency and listening skills with the help of English subtitles. Regarding to English songs the students mainly benefited through flexibility of using music, repeated words and lyric that promotes listening skills and vocabulary knowledge and retention while English text provides learner with wide array of vocabulary that will help students to develop their vocabulary knowledge and well written language structures and patterns that promotes writing skills and grammar.

2.	No more excuses, learn English for free: Factors affecting L2 learners intention to use only technology for informal English learning	(Balouchi & Samad, 2020)	Education and Information Technologies	The results indicated that nine out of ten of the hypotheses were supported, which implies that the extended model can effectively predict L2 learners' IOEL technology adoption in online contexts. The results also showed that perceived interaction and perceived ease of use were the two main predictors influencing learner's technology acceptance for IOEL.
3.	The Advantages and Disadvantages of computers Technology in Second Language Acquisition	(Lai & Kritsonis, 2006)	National Journal For Publishing and Mentoring Doctoral Student Research	The findings had proved that the use of computer technology has a positive effect on the achievement levels of English as Second Language (ESL) students, but it still has its limitations and weaknesses, such as financial, isolated, and knowledge required issues.
4.	Motivating English Language Use by Using the Benefits of Technology	(Barreto, 2018)	Gist Education and Learning Research Journal	The findings revealed two categories, firstly, Collaborative work to instill motivation which explains why students tend to work better while working in groups and secondly The use of technology to enhance language learning where it is described how the use of technology makes students more confident to learn English.
5.	Learners' Perceptions of the Impact of Using Digital Storytelling on Vocabulary Learning	(Har Leong et al., 2019)	Teaching English with Technology	The findings revealed that there were several impacts of digital storytelling on vocabulary learning and all of these effects are positive.
6.	Using Web 2.0 Tool Podcast in Teaching Foreign Languages	(Stefancik & Stradiotova, 2020)	Advanced Education	The findings of the study concluded that the educators can use podcasts as a tool for improving listening skills which are very important for active

				applying language knowledge in the working environment. Podcasts also enable students to record their episodes in a foreign language as well as to listen to a foreign language. The findings showed technologically perceptive environment in the classroom facilitates the ESL learning process, thus improving and strengthening students' gained knowledge and enables their active participation during classes.
7.	Digital Discourse of English Language Acquisition	(Lazebna & Prykhodko, 2021)	Journal of Language and Linguistics Studies	Technology creates the opportunity for differentiation in the classroom. The variety of technology allows for teachers to pick the right technology and level for each of their students. Technology also provides opportunity for expanded learning. Not only can students access authentic materials, advanced or motivated students can complete extra activities or visit more sites instead of having to wait for students learning at a different pace. Students who need more assistance can also get the one on one attention they need.
8.	The Effect of Virtual Immersion on Second Language Acquisition	(Durkin, 2016)	Student Research Submissions	The findings indicated 10 types of digital games dominate the field, and these generally demonstrate positive effects in promoting short-term and long-term vocabulary learning, facilitating reading and listening comprehension, increasing motivation and engagement, decreasing
9.	Digital game-based vocabulary learning: where are we and where are we going?	(Zou, Huang & Xie, 2019)	Computer Assisted Language Learning	

				anxiety and fostering interactions among learners.
10.	Can a “shouting” digital game help learners develop oral fluency in a second language?	(Grimshaw et al., 2016)	EUROCALL	The findings suggested that mobile games such as Spaceteam ESL have the potential to assist in fluency development, but further investigation is needed.
11.	Exploring the L2 learning of digital game-based spoken interaction among Japanese learners of English	(Hofmeyr, 2020)	EUROCALL	The findings recommended that the game, as well as others that make use of a similar information gap mechanic, could be effectively put to use for language learning and teaching purposes in a variety of formal and informal educational contexts.
12.	Use of Digital Games in Teaching Vocabulary to Young Learners	(Hazar, 2020)	Educatia 21 Journal	The findings showed that the experimental group outperformed the control group and the statistical results were considerable in post-test. Findings indicated that digital games usage in teaching vocabulary is effective for learners to improve their vocabulary knowledge.
13.	Video Games and English as a Second Language: The Effect of Massive Multiplayer Online Video Games on the Willingness to Communicate and Communicate Anxiety of College Students in Puerto Rico	(Horowitz, 2019)	American Journal of PLAY	The findings found a statistically significant relationship between them, supporting previous studies that establish a relationship between online multiplayer video game play and increased confidence and lowered anxiety about using English among second-language learners.
14.	Influence of Video Games on the Acquisition of the English Language	(Rudis & Postic, 2018)	VERBUM	The findings pointed out that video games have a profound impact on language learning. The areas of most benefit were vocabulary and pronunciation. As a form of highly desirable

				entertainment, video games provide a positive and motivating atmosphere, which is perfect for adopting a foreign language.
15.	Bridging Activities: Social Media for Connecting Language Learners" in-School and out- School Literacy Practices	(Yeh & Mitric, 2020)	International Journal of Computer-Assisted Language Learning and Teaching	The findings revealed pedagogical practices of using Instagram as a tool for professional purposes and how ELLs achieved the bridging- activities learning outcomes.
16.	Metaphors for social media-enhanced foreign language teaching and learning	(Reinhardt, 2020)	American Council on Teaching of Foreign Languages	As L2 (foreign and second language) instructors and materials designers are faced with online and distance learning mandates, new perspectives on how to use familiar, everyday technologies that learners can access from home like social media are welcome. For better conceptualize these two-way user dynamics, more apt metaphors include windows, mirrors, and doorways. The idea of a playground further captures the sheltered, practice-focused, experimental, and creative potential of social media as a learning context.
17.	Mobile Immersion: an experiment using mobile instant messenger to support second-language learning	(Lai, 2016)	Interactive Learning Environments	The findings did not show a significant difference between the vocabulary gains of the experimental group and the control group. Nevertheless, the positive correlation between chat frequency and vocabulary gain pointed to the possibility that the mobile immersion might have some potential value in the learning process.

18.	Determining How Social Media Affects Learning English: An Investigation of Mobile Applications Instagram and Snap Chat in TESOL Classroom	(Al Fadda, 2020)	Arab World English Journal	The finding revealed comparing to Snapchat, Instagram was a more effective social media platform for engaging and learning of the English language. This contributed to a greater understanding of the English language and its culture while providing more practical knowledge and promoting interactions.
19.	The Rhetoric of Twitter in Terms of the Aristotelian Appeals (Logos, Ethnos, and Pathos) in ESL/EFL Educational Settings	(Saaty, 2020)	English Language Teaching	The findings indicated that offering students with these opportunities, whether through the use of Twitter or other social media platforms, help students to become socially adept communicators in the 21st century and better writers.
20.	Facebook as a Formal Instructional Environment in Facilitating L2 Writing: Impacts and Challenges	(Alam & Mizan, 2019)	International Journal of Language Education	The findings explained that using Facebook for the said purpose has had a positive impact on students' writing practices though some challenges and suggestions for future implementation were reported.
21.	The Effect of Social Media on English Second Language Essay Writing with Special Reference to WhatsApp	(Songcxaba & Sincuba, 2019)	Journal of the Reading Association of South Africa	The findings showed the influence of social media on learners' writing. Some of the findings included use of abbreviations, unnecessarily shortened words, and use of numbers instead of the complete word form.

22.	Learning English from YouTubers: English L2 learners" self-regulated language learning on YouTube	(Wang & Chen, 2020)	Innovation in Language Learning and Teaching	The findings revealed after viewing the videos on YouTube, the students were more likely to press like and share the videos with their friends. Moreover, learning English on YouTube was considered to be more flexible, more interesting, and more interactive than formal learning in the classroom.
23.	The Effect of YouTube on High School Students" Second Language Acquisition	(Sahayu & Friyanto, 2019)	International Journal of Linguistics, Literature and Translation (IJLLT)	The findings mentioned that Youtube's video blogging has effect upon students in SLA. The students get new English vocabulary from various genres of videos. They also improve their English sentence structure found on the video to sentence structure with other words. Video blogging is part of informal environment English as second language acquisition given the benefit in this research so that the student can learn English from different objects, apart from school.
24.	Use of Video Blogs in Alleviating Public Speaking Anxiety among ESL Learners	(Madzlan et al., 2020)	Journal of Education and e-Learning Research	The findings revealed that students in the treatment group observed that their public speaking anxiety decreased significantly after conducting video blogging activity, compared with the control group which did not conduct any such activity.

25.	Cartoons as an Authentic Supplementary Teaching Tool in English as a Second Language Classrooms	(Gamage, 2019)	Advances in Language and Literary Studies	The findings discovered that a majority of students actively involved in the assigned task related to cartoons. The students gave a comprehensive and controversial account of the assigned cartoons incorporating the clues given by the facilitator resulting to assure better learner motivation and participation, transforming the teaching and learning experience into an enjoyable, stimulating, and memorable experience. Furthermore, nearly 70% of students demonstrated a positive perception towards the use of cartoons in ESL classrooms as they believed it facilitates their speaking skills making the input more comprehensible and enhancing collaborative learning.
26.	Audiovisual News, Cartoons, and Films as Sources of Authentic Language Input	(Bahrani, 2012)	TOJET: The Turkish Online Journal of Educational Technology	The findings showed that audiovisual programs generally are a great source of language input for teaching purposes. However, more caution should be given to the selection of the type of audiovisual programs for low level proficiency learners.
27.	The Impact of English Movies on Learning English in ESL/EFL Classrooms	(Rao, 2019)	Research Journal of English Language and Literature (RJELAL)	The result showed if the learners are exposed more to the audio-visual technologies such as English movies, they can easily develop the skills needed for the second language acquisition and develop to a significant extent in English language environments. Since English movies are more useful in promoting the ESL or EFL learners" English language

				proficiency, the teachers of English have to take proper care while presenting the movies in the ESL or EFL classrooms.
28.	Malaysian Teachers" Perspectives on Using Songs in English Language Teaching	(Tse, 2015)	International Journal of Social and Humanity	The findings found that songs can become useful sources to assist language learning and acquisition if teachers possess the strategies in using them.
29.	Using Action Songs in Teaching Action Words to Young ESL Learners	(Razak & Yunus, 2016)	Journal of Language Education and Applied Linguistics (IJLEAL)	The findings revealed that using action songs help the children to learn action words. The integration of action songs is an ingenious way to facilitate the young, low proficiency ESL learners in comprehending action words.
30.	A Review of Studies on Action Songs among ESL Learners to Improve English	(Singh & Jeganmohan, 2020)	International Journal of Psychosocial Rehabilitation	The finding explained that songs particularly action songs can improve students" English proficiency skills, motivation and attitude with regard to the use of songs in classroom and teachers" and students" perception of using songs. It also showed that songs strengthen memory and recall, increase language skills and promote social skills and cooperation.

In this study, the researcher identified some English amusement exposures for ESL such as technology, game-based, social media, YouTube, cartoon or movies, and songs. According to the findings, which were collected from 30 journal articles related to the topic, it could be said that entertainment exposures were incredibly significant for ESL to gain the English language they learned. Entertainment exposures could contribute to increase communication and even relief ESL from stress. In other words, amusement exposures incorporate authentic words, are easy to access and are enjoyable for the ESL. It revealed that English amusement exposures such as technology, game-based, social media, YouTube, cartoon or movies, and songs, could strengthen and increase language skills; it also could promote social skills and cooperation. It is effectively helping the ESL learners to acquire the language.

Alhadad (2021) conducted the study about the benefits of English entertainment for ESL. The finding explained that watching English movies facilitates students with authentic material that develops pronunciation, speaking fluency and listening skills with the help of English subtitles. Regarding to English songs the students mainly benefited through flexibility of using music, repeated words and lyric that promotes listening skills and vocabulary knowledge and retention while English text provides learner with wide array of vocabulary that will help students to develop their vocabulary knowledge and well written language structures and patterns that promotes writing skills and grammar. Balouchi & Samad (2020) identified the main factors related to students' informal online English learning (IOEL) that could predict their usage

intention the study conducted a model based on the Technology Acceptance Model (TAM) to investigated students' behavioral to IOEL with particular reference to Malaysian L2 learners. The finding mentioned that perceived interaction and perceived ease of use were the two main predictors influencing learner's technology acceptance for IOEL. Additionally, Lai & Kritsonis (2006) discussed about the advantages and disadvantages of computer technology and Computer Assisted Language Learning (CALL) programs for current second language learning. Even though the findings showed that technology for ESL stills had its weaknesses financial, isolated, and knowledge required issues, the strength of using technology were higher. It had proved that the use of computer technology has a positive effect on the achievement levels of English as Second Language (ESL) learners. Barreto (2018) shared the results of a small-scale research project focused on using technology to motivate the use of English. Findings revealed two categories. Firstly, Collaborative work to instill motivation which explained why students tend to work better while working in groups, and secondly The use of technology to enhance language learning where it is described how the use of technology makes students more confident to learn English.

Furthermore, Har Leong et al. (2019) examined the effects of digital storytelling in vocabulary learning among young Malaysian English as a Second Language Learners (ESL). The findings revealed that there were several impacts of digital storytelling on vocabulary learning and all of these effects are positive. Stefancik & Stradiotova (2020) analyzed the use of the Web 2.0 tool podcast in teaching English and German languages and the impact of using podcasts on the considerable improvement of respondents' listening skills. The findings revealed the teachers were highly recommended to use podcast as a tool for improving listening skills which were significant for active applying language knowledge in the working environment. Podcasts also enabled students to record their episodes in a foreign language as well as to listen to a foreign language. Likewise, Lazebna & Prykhodko (2021) conducted the study about digital discourse of English language acquisition. The findings revealed technologically perceptive environment in the classroom facilitated the ESL learning process thus improving and strengthening students' gained knowledge and enabled their active participation during classes. Also, Durkin (2016) conducted the research about the effect of virtual immersion on second language acquisition. The findings mentioned that technology created the opportunity for variation in the classroom. Technology also provided opportunity for expanded learning. Not only can students access authentic materials, advanced or motivated students can complete extra activities or visit more sites instead of having to wait for students learning at a different pace. Students who need more assistance can also get the one on one attention they need.

Besides, with the advance development of educational technologies, game-based learning is emerging into a field with considerable potential for the ESL learners. Zou, Huang & Xie (2019) conducted the research in digital game-based vocabulary learning: where are we and where are we going? The finding revealed that 10 types of digital games dominated the field, and these generally demonstrated positive effects in promoting short-term and long-term vocabulary learning, facilitating reading and listening comprehension, increasing motivation and engagement, decreasing anxiety and fostering interactions among learners. Another research was conducted by Grimshaw et al. (2016) to know the effect of playing Spaceteam ESL on fluency development in second language learners. The findings presented that mobile games such as Spaceteam ESL have the potential to assist in fluency development. Furthermore, Hofmeyr (2020) accompanied a research to describe the initial findings of an exploratory research project investigating the use of the cooperative digital puzzle game Keep Talking and Nobody Explodes as a means to facilitate Second Language Acquisition (SLA). The finding suggested that the game, as well as others that make use of a similar information gap mechanic, could be effectively put to use for language learning and teaching purposes in a variety of formal and informal educational contexts. Hazar (2020) attempted to determine the role of digital games on enhancing English vocabulary and to compare games with traditional practices. The findings showed that the experimental group outperformed the control group and the statistical results were considerable in post-test. The findings indicated that digital games usage in teaching vocabulary is effective for learners to improve their vocabulary knowledge.

Horowitz (2019) analyzed the effect of massive multiplayer online video games on the willingness to communicate and communicate anxiety of college students in Puerto Rico. The informal setting of online multiplayer video games may offer safe spots for speakers of other languages learning English to practice their communication skills and reduce their anxiety about using a second language. The findings found a statistically significant relationship between them, supporting previous studies that establish a relationship between online multiplayer video game play and increased confidence and lowered anxiety about using English among second-language

learners. Moreover, Rudis & Postic (2018) had a research about influence of video games on the acquisition of the English language. The research was conducted to find the association between video-game playing and English proficiency. The findings explained that video games have a thoughtful impact on language learning. The areas of most benefit were vocabulary and pronunciation. As a form of highly desirable entertainment, video games provided a positive and motivating atmosphere, which is perfect for adopting a foreign language.

Furthermore, the use of social media as English amusement exposure also has highly positive impact in acquiring the second language for the ESL learners as some research findings revealed. Yeh & Mitric (2020) applied pedagogically-focused project design by using Instagram as a platform to investigate how the use of social media such as Instagram in a multimodal digital storytelling model could bridge the skills English language learners (ELLs) learn in the classroom to out-of school literacy practices. The finding revealed pedagogical practices of using Instagram as a tool for professional purposes and how ELLs achieved the bridging-activities learning outcomes. In addition, Reinhardt (2020) proposed a research about metaphors for social media-enhanced foreign language teaching and learning. It

explained that as L2 (foreign and second language) instructors and materials designers are faced with online and distance learning mandates, new perspectives on how to use familiar. Daily technologies that learners can access from home like social media are welcome. For better conceptualize these two-way user dynamics, more suitable metaphors include windows, mirrors, and doorways. The idea of a playground further captured the sheltered, practice-focused, experimental, and creative potential of social media as a learning context. Lai (2016) conducted a research about an experiment using mobile instant messenger to support second-language learning. This study was motivated by a long-standing problem in second-language education—the lack of communicative learning opportunities hinders the progress of many school students. It was believed that MIMs such as WhatsApp™ could help address this problem by providing a more accessible alternative to the traditional face-to-face immersion. The research results did not show a significant difference between the vocabulary gains of the experimental group and the control group. Nevertheless, the positive correlation between chat frequency and vocabulary gain pointed to the possibility that the mobile immersion might have some potential value in the learning process.

Al Fadda (2020) was explored the effects of social media in learning English speaking and reading skills. The finding revealed comparing to Snapchat, Instagram was a more effective social media platform for engaging and learning of the English language. This contributed to a greater understanding of the English language and its culture while providing more practical knowledge and promoting interactions. Saaty (2020) provided pedagogical implications and future research potentials on the use of Twitter in ESL/EFL educational settings. The Aristotelian appeals were discussed as the framework for the analysis of Twitter's content in ESL/EFL educational contexts. The findings indicated that offering students with these opportunities, whether through the use of Twitter or other social media platforms, help students to become socially adept communicators in the 21st century and better writers. Likewise, Alam & Mizan (2019) conducted the study which was describing the impact and challenges of including Facebook as a formal environment in facilitating this productive skill. The findings mentioned that using Facebook for the said purpose has had a positive impact on students' writing practices though some challenges and suggestions for future implementation were reported.

Wang & Chen (2019) investigated ESL university students' self-regulated language learning on YouTube outside of the classroom. The results showed after watching the videos on YouTube, the ESL learners were more likely to press like and share the video with their friends. It also showed that learning English through YouTube was considered to be more flexible, more interesting, and more interactive than formal learning in the classroom. Also, Sahayu & Friyanto (2019) investigated the effect of watching YouTube videos on students' second language acquisition based on Krashen (2002). The finding revealed that video blogging had effect upon students in SLA. The students got new English vocabulary from various genres of videos. They also improved their English sentence structure found on the video to sentence structure with other words. Video blogging was part of informal environment English as second language acquisition given the benefit in this research so that the ESL learners can learn English from different objects, apart from school. Gamage (2019) conducted the study to find the students' performance towards the assigned tasks related to cartoons and their perceptions towards the use of it as an authentic, supplementary teaching tool to facilitate the process of speaking. The findings of the study discovered that a majority of students actively

involved in the assigned task related to cartoons. The students gave a comprehensive and controversial account of the assigned cartoons incorporating the clues given by the facilitator resulting to assure better learner

motivation and participation, transforming the teaching and learning experience into an enjoyable, stimulating, and memorable experience. Furthermore, nearly 70% of students demonstrated a positive perception towards the use of cartoons in ESL classrooms as they believed it facilitates their speaking skills making the input more comprehensible and enhancing collaborative learning. In accordance with authentic audiovisual exposures, Bahrani (2012) conducted the research which aimed to find the effectiveness of exposure to news, cartoons, and films as three different types of authentic audiovisual programs on improving the language proficiency of low level language learners. The findings showed that audiovisual programs generally are a great source of language input for teaching purposes. However, more caution should be given to the selection of the type of audiovisual programs for low level proficiency learners. Cartoons and films with good story lines seem to motivate the learners to absorb the language input better and have a significant effect on the language improvement. Still in the same field, Rao (2019) analyzed the impact of English movies on learning English in ESL/EFL classrooms. The findings indicated that if the learners are exposed more to the audio-visual technologies such as English movies, they can easily develop the skills needed for the second language acquisition and develop to a significant extent in English language environments. Since English movies are more useful in promoting the ESL or EFL learners' English language proficiency, the teachers of English have to take proper care while presenting the movies in the ESL or EFL classrooms.

Speaking about amusement exposures, songs are stuff that cannot be left to mention. Based on findings on the review articles, there were found some about the use of songs in learning a language, especially English. It has positive effects for the ESL learners to obtain the language. Tse (2015) surveyed the perspectives of English as Second Language (ESL) teachers in Malaysian state primary schools on using songs to teach English to young learners. It showed that songs can become useful sources to assist language learning and acquisition if teachers possess the strategies in using them. Razak & Yunus (2016) investigated the use of action songs in teaching action words to young ESL learners. The research was conducted to find an effective way in helping low proficiency primary school ESL learners in rural area to widen and master their English vocabulary. The findings revealed that using action songs help the children to learn action words. The integration of action songs is an ingenious way to facilitate the young, low

proficiency ESL learners in comprehending action words. Singh & Jeganmohan (2020) conducted a review literature on using songs specifically action songs among ESL/EFL learners. The finding revealed that songs particularly action songs can improve students' English proficiency skills, motivation and attitude with regard to the use of songs in classroom and teachers' and students' perception of using songs. It also showed that songs strengthen memory and recall, increase language skills and promote social skills and cooperation

CONCLUSION

To conclude, according to the finding and discussion of the research to answer the research question about the effectiveness of English amusement exposures for the ESL learners, it indicates a positive influence toward ESL learners which is demonstrating the effectiveness. English amusement exposures such as technology, game-based, social media, YouTube, cartoon or movies, and songs give the learners flexibility and enjoyment to learn autonomously outside the class. It also encourages the learners to improve their English skills by exposing themselves to the language from entertainment sources that they are familiar with. English amusement exposures help the learners to acquire the language.

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