

EFL Students' Perception towards the Use of Debate Video Session for Vocabulary Acquisition and Retention

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Abstract. Discovering captioned debate videos for vocabulary acquisition is an essential learning strategy for EFL learners. Vocabulary is a crucial element in the acquisition of a foreign language. However, many students experience challenges in mastering English vocabulary. Various vocabulary learning strategies were established, with some students utilizing personalized techniques to learn new words. Learners' motivation and obsession with vocabulary acquisition are enhanced by audiovisual stimuli, such as animated films, videos, and music, which captivate their attention. This study aims to explore students' perceptions of using captioned debate video sessions in English for vocabulary acquisition and retention. In this study, the researcher utilized a mixed method. The research was conducted in the English Department of Universitas Negeri Malang, East Java. It involved 40 participants: 30 undergraduate students in their third and fifth semesters and 10 postgraduate students in their first semester of master's studies. The findings revealed that debate videos improved EFL learners' English vocabulary mastery and pronunciation and helped with word retention. Captioned debate videos should be employed in the EFL teaching classroom to enhance learners' English proficiency, particularly for vocabulary acquisition and retention, as well as to foster pronunciation. In addition, captioned debate videos can improve active vocabulary mastery and listening comprehension.

Keywords: Debate, English Foreign Language, Video, Vocabulary acquisition

Introduction

The learners of English as Foreign Language (EFL) are exposed to different technological tools which can help them with learning new vocabularies. Vocabulary is an essential element that must be mastered in language acquisition.

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Mastery of vocabulary is critical for students acquiring English. Yang (2024) argues that acquiring vocabulary is essential in English language learning, underpinning efficient communication. Sarani and Shirzaei (2016) believe that vocabulary is a crucial element of language proficiency, enabling students to effectively employ reading, speaking, listening, and writing abilities in communication. A wide vocabulary improves the learning process for English learners. According to Pang (2024), a solid vocabulary foundation is vital for accomplishing learning tasks and succeeding in examinations and future work environments. Therefore, English learners have to fortify their shields in order to have strong background in all four language skills. Cheng (2023) highlights that proficiency in vocabulary is essential for understanding input and producing output in English language acquisition.

Although grammar may be lacking in any form of communication, messages can still be sent, albeit to a limited extent; nevertheless, without vocabulary, expression is unattainable. Therefore, language learners must concentrate diligently on vocabulary acquisition, as they may struggle to express their thoughts or communicate their ideas with a limited lexicon (Ur, 1996). Vocabulary proficiency is knowledge and utilization of words and their meanings in a certain language. Carter (1987) characterizes vocabulary as the set of words recognized and employed by individuals in a particular language, and it is a critical component of comprehension and communication. An extensive vocabulary enhances proficiency in all four language skills, especially listening comprehension. Afzal (2019) argues that a strong vocabulary enables students to understand and communicate materials. Students struggle in school and discussions without having enough vocabulary to understand and use the language. On the other hand, vocabulary is one of the most difficult obstacles for those learning a language (Ghazal, 2007). In addition, Narzullayevna & Jamshidovna (2021) state that mastering English vocabulary poses significant challenges for students, mostly due to word definitions, pronunciation, and contextual application complexities.

Vocabulary mastery is essential for language competence, text creation, and comprehension. Vocabulary proficiency significantly influences learners' understanding of reading and auditory material (Du, 2023). A learner's vocabulary is extensive when it includes the range and volume of their known terms. Some students gained a significant vocabulary from reading captivating publications, newspapers, academic journals related to their field, and textbooks based on instructors' resources. Moreover, vocabulary requires understanding word quality, morphology, grammar, pronunciation, and register. However, the current study has illustrated numerous vocabulary development and learning approaches. Multimedia tools, such as music and videos, significantly enhance vocabulary acquisition by providing engaging and diverse input that caters to various learning styles. Studies show that incorporating visual and audio components markedly enhances vocabulary acquisition relative to conventional techniques. According to Teng (2022), multimedia elements, particularly videos combined with definitions and lexical data, significantly enhance vocabulary learning and retention in EFL contexts, demonstrating the advantages of audiovisual materials over traditional text-only definitions. Technology provides

numerous avenues for the study and enhancement of language proficiency. Media is a conventional instrument for language acquisition. Media enhances educational learning. Animated and subtitled videos enable pupils to simultaneously observe and listen. Captioned videos facilitate vocabulary enhancement by providing contextualization of words. Moreover, Nisa, Nurhidayati & Mufidah (2023) support this idea by stating that Multimedia, which includes music and videos, enhances language acquisition by providing context, visual aids, and engaging content. Furthermore, He (2023) says young English learners acquire and remember incidental vocabulary more effectively through captioned videos, particularly those with glosses.

Utilizing media-based technologies in education is a viable solution to language learning difficulties. Multimedia accommodates diverse learning styles; some pupils excel in reading, some in auditory learning, and others in visual learning. Multimedia is an approach that integrates music, video, and text to convey ideas in communication, entertainment, or art through many media (Merriam-Webster, 2024). Moreover, Grégis & Carvalho (2019) claim that videos improve language acquisition by offering contextual, visual, and auditory stimuli. However, significant pre-, while, and post-activities are necessary for good retention, as simple exposure to movies is inadequate for vocabulary acquisition. According to Andresen and Brink (2013) and Rosales (2017), multimedia may enhance learning and increase information acquisition for certain learners, as stated by the UNESCO Institute for Information Technologies in Education.

A video of the debate session was selected for this study for specific reasons. Since it provides EFL learners with more formal words and expressions that can aid in formal discussions and academic writing, the authors implemented it to explore new academic vocabulary for learners. Techniques of debate have been demonstrated to considerably improve students' ability to communicate verbally as well as their vocabulary learning process. Linh (2024) highlights that the incorporation of debating strategies into language instruction was a substantial contributor to the expansion of students' vocabulary. He also points out that participating in structured debates prompted learners to contextualise new vocabulary, improving their speaking abilities and communicative proficiency in English. Besides developing critical thinking, communication, comprehension, and swift problem-solving skills, debate allows pupils to employ extensive language to support a specific stance on an issue persuasively. In EFL debate contests, students represent both sides, articulating reasons for or against specific thoughts and beliefs regarding a given issue (Wulandari & Ena, 2018). Cinganotto (2019) highlights that incorporating debate as an instructional technique can augment language proficiency, particularly vocabulary enhancement, by involving learners in interactive and collaborative activities, stimulating motivation, and promoting the application of varied language in discourse and argumentation.

Previous relevant research in EFL has shown the impact of debates on speaking abilities, critical thinking, communication, and comprehension. Some scholars have performed studies with the primary purpose of investigating diverse techniques of vocabulary instruction and acquisition. Sari (2019) reported a significant enhancement in students' vocabulary proficiency and positive

reactions to using a vocabulary notebook in language acquisition through a project-based learning approach. The previous study by Dalimunthe and Haryadi (2022) looked at the relationship between instructional methods, vocabulary development, and English-speaking proficiency among language learners. The results indicate that cooperative learning techniques markedly improve speaking abilities, particularly for students with advanced vocabulary proficiency, by promoting interactive and contextual language application. Moreover, the recent research conducted by Aam and Anggi (2020) examine the influence of role-playing games (RPGs) on vocabulary acquisition in language learning contexts, highlighting the efficacy of gamified learning methodologies in improving vocabulary proficiency among students. The researchers argue that role-playing games (RPGs) allow learners to engage with and practice new language significantly by creating immersive and captivating scenarios. Thus, none of these researches have highlighted the interrelation between the three variables and students' perceptions towards the use of different kind of methods for vocabulary teaching. So, this research tried to address this question:

What are the perceptions of EFL learners regarding captioned debate videos in terms of vocabulary learning and retention enhancement?

Research Method

Research Design

This study employed a mixed-method research approach to examine students' perspectives on utilizing video recordings of debate sessions for vocabulary learning and retention. This research method was deemed essential for thoroughly comprehending the data's reliability and validity utilized in this investigation. Utilizing an open-ended interview question for qualitative data with a closed-ended question in a survey questionnaire for quantitative data. Lee (2024) argues that integrating qualitative and quantitative procedures in mixed methods provides a more nuanced perspective, augmenting statistical investigations with detailed narrative data.

Participants

The participants in this study were classified as advanced EFL learners. The research included undergraduate and postgraduate students from the English department of Universitas Negeri Malang, primarily aged between 18 and 42, and enrolled in the 2024 academic year. The entire population consisted of 40 students: 30 undergraduates in their third and fifth semesters and 10 postgraduates in their second semester of master's studies; all Indonesian native speakers who were learners of English as foreign language. The researcher randomly selected 10 individuals for semi-structured interviews, each lasting approximately 15 to 20 minutes. The interview selection process was elaborated based on the participants' answers indicating their availability for the interview session. Therefore, those who confirmed that they were available for further interviews were randomly selected.

Data Collection and Instruments

Some data was collected by observing the students during the time arranged for watching the video of the debate session with students. There was an observation sheet which was created by the researcher. The study utilized one video titled "Democratic Candidates Debate: Addressing the Country's Racism,"

a 14-minute American political short debate video session retrieved from YouTube. The participants were asked if they knew seven target vocabularies including “*Supremacy, Incarceration, Rehabilitation, Criminal, Substantive, Tackle and Dismantle*” before watching the debate video session. Only 6% knew some of the target vocabularies. Then, the participants were asked to write down all unfamiliar vocabulary first. Motion pictures and visuals, as instances of audiovisual resources, promote the creation of an interactive learning environment that involves all senses, hence enhancing the absorption and retention of new vocabulary (Syahid et al., 2024). After viewing the debate video, participants discussed unfamiliar vocabulary to understand its contextual use throughout the debate session. A survey questionnaire was distributed to participants to gather insights into their perceptions of the vocabulary acquisition method through debate video sessions. A close-ended survey through a Likert scale with five points (ranging from strongly disagree to strongly agree) was employed by the researcher. The Likert scale is frequently employed in survey research, particularly for analysing attitudes and opinions. Yask and Nuhu (2024) suggest that Likert scales, especially the 5-point variant, are proficient for quantitative analysis, facilitating the assessment of ideas and attitudes. The interview was conducted based on the consent of the participants when they filled out the questionnaires. 10 individuals accepted to take part in semi-structured interviews, each lasting approximately 15 to 20 minutes. The interview questions were basically related to the theme of questionnaires’ items including participants’ perspective toward the debate video session and its effectiveness for vocabulary improvement. In addition, the questions were aligned with the questionnaire items in which the participants orally provided their own words to answer.

Data Analysis

The researcher employed Excel to analyse questionnaire data using descriptive statistics. In addition, qualitative data from interviews were thematically analysed, encompassing the identification, organization, and interpretation of significant patterns associated with the questionnaire themes. The participatory observational data gathered from the notes and transcription were integrated. Taylor-Powell and Renner (2003) claim that qualitative data analysis necessitates interpreting diverse narrative forms, such as survey responses, interviews, field notes, or reports, to extract significant insights from the gathered material. The formula that was used to calculate the percentage is as follows:

$$\% = \frac{f}{N} \times 100$$

Note:

P: %=percentage

f: Frequency

N: Number of Sample

Findings and Discussion

Findings

The data of this study were gotten from participatory observation, interview and questionnaire which were related to students 's perception of using debate video session for vocabulary acquisition and retention. The findings are presented as follows:

Students 'perception on audiovisual debate session for vocabulary learning Audiovisual debate session

Table 1 below shows that the average of the highest variables was 4.4, which corresponded to items 2 and 3. In item number 2, 18 people strongly agreed, accounting for 45% of the total, whereas 21 participants agreed with using audiovisual debate session, which accounted for 52.50%. The result shows that item 3 has the second-highest mean, 4.4. This item also had the most significant percentage of people who strongly agreed and agreed, with 55% of people agreeing and 42.50% of people strongly agreeing. Out of 40 participants, one disagreed with using the captioned audiovisual debate session to recognize this strategy.

Table 1. An effective tool for vocabulary learning

N° Statement	N	S. Disagree	Disagree	Neutral	Agree	S. Agree	Mean	SD
1.Utilizig audiovisual debate materials increase my engagement	40	0 0%	1 2.5%	4 10%	29 72.50%	6 15%	4	11.9
2. Using audiovisual debates material helps me get better at vocabulary acquisition, speaking and listening	40	0 0%	1 2.5%	0 0%	21 52.50%	18 45%	4.4	10.56
3.The utilization of captioned audiovisual debate materials enhances my vocabulary retention.	40	0 0%	0 0%	1 2.5%	22 55%	17 42.50%	4.4	10.65
4.Integrating audiovisual debate session resources is beneficial for effective vocabulary development	40	0 0%	0 0%	2 5%	32 80%	6 15%	4	13.64
5.I support utilizing additional audiovisual debate materials for teaching English vocabulary, speaking and pronunciation	40	0 0%	1 2.5%	4 10%	21 52.50%	14 35%	4.2	9.14

The results indicated that 29 out of 40 participants agreed, while 6 strongly agreed, on the efficacy of audiovisual discussion materials in facilitating the

acquisition of academic English vocabulary. The mean of item 5 was 4.2, placing it second in the mean ranking. It constituted 52.50% of the total participants that concurred with it. The audiovisual debate session grabbed students' interest in vocabulary acquisition and retention.

The previously presented data from the questionnaire was confirmed by the results from different answer of open-ended questions, detailed below:

"Well! I am interested in this because I learned not only vocabulary but also different communication styles, like refuting or supporting an idea. It can be a beneficial method of retaining vocabulary that I already know." (P5)

"It is quite a fascinating method for learning new vocabulary. I feel that I learned vocabulary and how to use it in a real context with the accurate pronunciation of native speakers." (P11)

"It isn't the same as watching an ordinary film. It is extraordinary to learn the English language. It is essential not only for learning new vocabulary but also for knowing how to express one's ideas to maintain a conversation with a happy ending in terms of debating. I am impressed by it." (P16)

The research participants stated that this method of teaching vocabulary is highly beneficial since it not only teaches vocabulary but also provides them with an opportunity to learn how to pronounce the words correctly and utilize them in real-life situations. Some of the responses from the interview show that this approach is beneficial for them in terms of their speaking abilities. Some of the participants provided their opinions to strengthen the data from the questionnaire through open-ended questions as follows:

"This method should be implemented in speaking class because It is adequate for both learning vocabulary and speaking." (P9)

"This can help students 'speaking skills at first glance. In my opinion, teachers should spend at least 30 minutes a week using captioned audiovisual debate sessions. These sessions can benefit students with two different language skills, including speaking and listening, and can improve their vocabulary as well." (P21)

Debate video

As can be observed from Table 2, item number 8 is the highest in terms of mean, as it took 4.2. The number of participants strongly agreed with this item was 13, which took up 33%. This item represents that the debate session inspired them to know the new, sophisticated vocabulary. Furthermore, this table had two same means, including item numbers 9 and 11. It is shown in this table that the number of strongly agreed and agreed participants were the same; for strongly agreed, 8 participants, which took up 20% of the total participants, and for those agreed, 26, which took up 65%. Apart from this, the result shows that using debate sessions helps students acquire new vocabulary and guides them in real-life situations. It can be seen in item number 7, in which 80% of the participants agreed with the statement and 10% strongly agreed. In the item 9 which represents debate video session to teach students vocabulary and communications, no participants disagreed with the statement. The combination of strongly agree and agree took up 34 of the participants which gave 90% in combination of percentage.

Table 2: An Effective method for vocabulary teaching and learning

N° Statement	N	S. Disagree	Disagree	Neutral	Agree	S. Agree	Mean	SD
6. I learnt that debate sessions are quite effective for acquiring new English vocabulary.	40	0	2	5	21	12	4.1	8.57
		0 %	5%	13%	53%	30%		
7.This debate session provided me with enough chances to use new English words in real-life situations	40	0	0	4	32	4	4	13.56
		0 %	0%	10 %	80 %	10%		
8.The debate session inspired me to acquire a more complicated English vocabulary	40	0	0	4	23	13	4.2	9.92
		0 %	0%	10 %	58 %	33%		
9.Debate sessions are an effective method for acquiring communication skills and vocabulary	40	0	0	6	26	8	4.1	10.68
		0 %	0%	15 %	65%	20%		
10.I would Suggest Incorporating audiovisual debate sessions into the English vocabulary or speaking learning class.	40	0	4	6	27	3	3.7	10.84
		0 %	10%	15 %	68 %	8%		
11.Video of Debate sessions should be used to teach and learn English vocabulary in educational settings	40	0	0	6	26	8	4.1	11.20
		0 %	0%	15%	65 %	20%		

According to the findings, just two (2) participants disagreed with the statement of item number 6 which was basically considered the debate video

session effective techniques for vocabulary acquisition. It accounted for 5% of the total number of participants. In addition, item number 10 indicates that 4 participants disagreed with the inclusion of the audiovisual debate session for vocabulary growth, which accounted for 10% of the total number. On the other hand, the students considered the audiovisual debate session with captions very interesting, as shown in Table 2, because it helped them learn new words.

The results of the questionnaire were confirmed and justified through open-ended question, as stated in detail below:

"Even though it was quite an interesting technique, I am not yet convinced to implement it in the classroom. However, I suggest that learners, instead of spending much time on movie series, should try at least 3 debate videos to strengthen their language skills". (P35)

"It would never have been possible for me to learn vocabulary with audiovisual debate before. Now, I find it quite interesting. I suggest that teachers of English should try to implement this technique for speaking class." (P15)

It can be observed through the open-ended question data that future English teachers support the implementation of this method of vocabulary teaching. The opinions were aligned with item number 10, in which the questionnaire responses of the combination of strongly agree and agree took up 76%.

Vocabulary improvement

As can be seen in Table 3, the highest mean of this theme was 4 for the three different items, which were respectively 12, 12, 14, and 17, which could be interpreted as equal in terms of mean. Furthermore, the data in this table shows that the combination of strongly agree (SA) and agree (A) of item number 13 took the highest score in which the number of participants who strongly agree took up 35 and those who agree were 2, which gave 37 in total. The item described participants 'confidence in using new vocabulary that they got from the debate after watching the debate session. However, in item number 15, 3 participants disagreed with the statement, and a participant strongly disagreed that the vocabulary used in the debate video could be used in any academic writing use.

Table 3: Students' opinions of vocabulary improvement by using the debate and audiovisual session

N° Statement	N	S. Disagree	Disagree	Neutral	Agree	S. Agree	Mean	SD
12. My Vocabulary got improved after learning the vocabularies from the video of the debate session	40	0	1	6	20	13	4.1	8.46
		0%	3%	15 %	50 %	33%		
13. I feel confident using new	40	0	0	3	35	2	4	15.15
		0%	0%	8 %	88 %	5%		

vocabulary
after watching
the video of
the debate session

14. Debates help me understand the meaning and the use of new vocabulary in context	40	0	0	5	28	7	4.1	11.60
		0 %	0%	13%	70 %	18%		
15. The vocabulary employed in this debate video can be applied to academic writing	40	1	3	5	29	2	3.7	11.83
		3 %	8%	13%	73%	5%		
16. I am exposed to advanced vocabulary while watching the video debate sessions.	40	1	1	4	28	6	3.9	11.38
		3 %	3%	10 %	70 %	15%		
17. I think that video of debates should be a regular part of learning new words in English	40	0	0	6	24	10	4.1	9.90
		0 %	0%	15 %	60 %	25%		

In addition to those mentioned above, 33% of the participants strongly agreed that their vocabularies improved due to exposure to a variety of new academic words through this method. Twenty participants agreed with this statement, and 13 of them strongly agreed. Furthermore, it can be seen in item 17 that 34 participants agreed with the implementation of this strategy, which resulted in an 85% percentage.

The arguments made by participants during open-ended question supported validating the questionnaire results. Participants expressed their vocabulary awareness through debates video, especially regarding how it relates to speaking and academic use.

"Well! I guess I can improve my vocabulary with this kind of technique. In my opinion, much of the vocabulary used in such debates is academically useful." (P3)

"Good! I am not familiar with learning English through video, but I can say that this method is simply helpful not only for vocabulary improvement but also for enhancing English pronunciation. The caption helped me remember the vocabulary that I lost in time." (P8)

"I can gain three different skills from this technique. First it can foster my listening skills. Second, it exposes me to different kind of vocabulary. Third, I feel confident with my pronunciation of every word that I target from the debate video." (P10)

Based on interview data, the findings reflected on the participants' opinions on using debate video to improve their vocabularies mastery and retention, and how they experience this method for vocabulary learning as EFL learners in general.

Q1: What is your opinion about learning vocabulary through debate video session? How do you feel about using debate video sessions as a tool to learn new vocabulary?

Students' interest

During watching the debate video, students were interested in different parts of the discussion. The topic was combatting racism in various ways in the USA for the Democratic party's candidate in the previous presidential election. There were many vocabularies that the debaters used to defend their ideas during the rise of warm discussions between the candidates. The debate exposed the participants to large, unfamiliar words, which are sometimes very common in academic writing and articles.

"I think that the debate video is really interesting because it exposes me to a lot of new vocabulary words, and I get to hear how native speakers pronounce them and use them in real-life situations." (P15)

"In my opinion, knowing vocabulary does not mean to only understand the meaning of words but also to know how to pronounce them correctly. The debate video provides all the information to the learners. It exposes them to accurate pronunciation and awakens their curiosity to check the dictionary with unfamiliar words. (P9)

Students' motivation

It may enhance students' motivation and interest in continuing to utilize the new vocabulary they have acquired. Upon spotting unfamiliar words and terminology, students can reach for their dictionaries and build their self-confidence to use the new words they have recently acquired in the debate video.

"Good! I am interested in this because I learnt not just about vocabulary but also about various ways to communicate, such as opposing or supporting an opinion. It can be a helpful way to remember words that I already know. I feel it enhances retention by exposing words in meaningful arguments." (P6)

Effectiveness

As has been pointed out by some of the participants above, this method not only helps them learn and remember vocabulary, but it also improves their listening skills, even if they can read the caption on the screen. With the caption, students may see, hear, and canvass the target words, and they may interrupt lecturing the video to study the context in which these are utilized.

"It differs from conventional video like (e.g., movies, podcasts, or online lectures). It is essential for learning new vocabulary and expressing one's opinions to maintain a good discussion discourse. It's impressive. I suppose I might use this strategy to

expand my vocabulary. I think that a lot of the words that are used in these kinds of debates are useful in an academic context. (P9)

Q2: What types of vocabulary do you think you remember better after watching debate video sessions?

In this question, the participants determined whether the nature of the vocabulary they got from the debate video was active or passive. The answers from various participants shared almost the same point of view on this critical question.

Debate video 's focus on active vocabulary

The debate video presented was not solely intended to acknowledge everyday conversation. The vocabulary used consisted of active words that students already knew and understood, and some of the words were used contextually in the debate. It was found that debate videos may facilitate passive language acquisition depending on the context. The debate video concentrated solely on the various vocabulary employed in the debate and everyday discourse.

"While watching the debate video, I recalled the extensive vocabulary employed throughout the debate. Active vocabulary refers to the vocabulary we know and use in everyday communication. In my opinion, the 14-minute debate video contains a substantial array of active vocabulary. I also observed numerous passive vocabulary terms used contextually within the topic of the debate. (P4)

Participants' awareness of their vocabulary skills

Participants acknowledged their vocabulary proficiency and recognized that the debate video could enhance their vocabulary skills. Therefore, they determined that the debate video contributed to the enhancement of their active or passive vocabulary.

"I believe that the majority of the vocabulary used in the debate were active. Because I understood almost 85% of the conversation during lecturing the video. However, I am not really sure of active or passive vocabulary. I can say that I remembered many of active vocabulary during the debate". (P11)

Q3: Do you prefer debate videos with subtitles, without subtitles, or with post-session discussions? Why?

In this question, the participants defined their points of view through three different categories of video. The main point was to understand their preferences and the reasons behind them.

"Well, I do prefer debate videos with subtitles because I focus on both familiar vocabulary and those unfamiliar ones". With subtitled debate videos, I can easily read it on the screen and immediately check my dictionary with unfamiliar words." (P21)

"Good! I would prefer debate videos with subtitles because they are very helpful to me because the stressed words can simply be appeared on the screen and I can follow the lecture. However, I feel alright with both whether with or not". (P35)

"I guess I prefer debate videos without subtitles because it helps me focus on both identifying the unfamiliar terminology and challenging my listening skills. It fosters my listening skills and pronunciation at the same time". (P4)

Students 'engagement during and after watching debate video session

Based on observational research, this research reveals that students were completely engaged and motivated to discover new vocabulary from the debate video session. First, the engagement activities consist of listening carefully, taking down the notes, providing the stressed vowels of the target words and identifying the debater and their position during the discussion (for or against). Then, the participants were asked to write down the unfamiliar vocabulary with underlining the stressed vowels of that words. Second, all participants had to provide their ideas about the meaning of target words by using it with sentences apart from the context of the debate. Multimedia education increases student engagement across areas and levels. Research shows that audiovisual tools enhance student engagement, comprehension, creativity, and interaction. The main goal was to identify new vocabulary and retain those were already in the mental lexicon of the students. The researcher's involvement exemplified the teacher's role in language instruction. He posed an essential question to assess students' vocabulary understanding of the target words and additional words not included in the targeted list, which were presumed to be unfamiliar to some participants. During the discussion after watching the debate video, it can be observed that students' interests was significant. The new technique which was implemented draw the deep attention of the students.

Discussion

This study's results offer substantial insights into the efficacy of captioned discussion video sessions for vocabulary learning and retention in EFL students. The results indicate that audiovisual debate sessions are well-received by students and function as an excellent method for enhancing their English vocabulary.

Based on quantitative data from the questionnaire, students' perceptions of using debate videos to improve their vocabulary indicated strong consensus among participants. The high-rated item, with an average score of 4.4, revealed that students perceived debate video materials as advantageous for improving their vocabulary, speaking, and listening skills. Most participants agreed or strongly agreed that integrating this material into language learning enhances new vocabulary retention and comprehension. A few students disagreed, signifying broad support for the strategy. According to Syahid and al. (2024) audiovisual media, including videos and interactive presentations, have demonstrated a substantial enhancement in students' engagement with learning materials, especially in areas such as Indonesian language and vocabulary development.

The open-ended responses further reinforced the students' enthusiastic support for this method, which provided additional evidence for these findings. Several participants mentioned that the debate sessions provided them with the opportunity to learn new vocabulary and assisted them in comprehending various modes of communication, such as refuting and supporting an argument. Moreover, students appreciated the contextualised exposure to vocabulary, which enabled more effective retention of words than conventional rote memorisation methods. A study on higher education students found that while videos boost cognitive and affective engagement, behavioural engagement might vary. This highlights educators' need to communicate the function of video resources in the curriculum clearly (French et al., 2023).

The results presented the effectiveness of debate videos in improving vocabulary acquisition. A significant number of students (90%) agreed that debate video sessions facilitated the acquisition of new vocabulary and communication skills. Utilising video for vocabulary acquisition increases interest and understanding among young learners (Sabgini & Wiraatmaja, 2023). The results also indicated that debate videos inspired students to learn more sophisticated vocabulary. The participants stated that debate video sessions allowed them to recognize words that are frequently used in academic English speaking, making them feel more prepared for formal communication. This aligns with previous research by (Miralpeix et al., 2024) (Gülseren & Araz, 2024), which emphasized that students exposed to audiovisual materials show higher vocabulary recognition scores compared to those who learn through traditional methods. Participants showed a preference for debate videos compared to conventional classroom lectures or text-based resources, stressing the interactive quality of videos as a significant component in their engagement. Furthermore, this finding aligns with research by Teng (2022) and Nisa, Nurhidayati & Mufidah (2023), which showed that multimedia learning techniques substantially improve vocabulary retention by supporting different learning styles.

The data that was acquired through observation during this phase of the study revealed that the students were extremely engaged while they were watching the debate videos. Moreover, this significance of engagement of the participants was attributed to the efficacy of this method. Syahid et al., (2024) highlighted that audiovisual media increases student engagement by providing a multimodal experience, rendering learning more enjoyable and efficient. Participants were also asked about their preferences for subtitled and unsubtitled videos. The majority of participants preferred subtitled debate videos because they could immediately see spelling and meaning. Some students preferred subtitle-free videos because they felt it helped their listening comprehension and pronunciation. It implies that captioned videos may work better for different learning styles, underlining the need for adaptable multimedia learning in language learning.

According to the findings, students were inspired to keep utilizing debate videos to learn words. Participants wanted teachers to use this strategy in class. Some suggested 30 minutes per week for debate video sessions to boost vocabulary memory and language skills. Sari (2019) found that project-based learning improves student motivation and vocabulary. In addition, students said the debate videos helped them build critical thinking abilities by introducing them to other perspectives and reasoning methods. According to Wulandari & Ena (2018), debating activities improve cognitive and verbal skills. Understanding and using vocabulary in context helps EFL learners achieve communicative skills.

Conclusion

To conclude, the participants of this study strongly supported the use of captioned debate video sessions as an effective tool for vocabulary acquisition and retention among EFL learners. Moreover, the results indicate that debate videos provide students with a dynamic and meaningful way to acquire and retain words, making them valuable to EFL instructional strategies.

However, the study also highlights the need for complementary activities to support vocabulary retention, particularly for academic writing. While debate videos can improve active vocabulary and listening comprehension, educators should consider incorporating additional written exercises to ensure a well-rounded vocabulary-learning experience. Thus, using captioned or subtitled debate videos is recommended for EFL students to acquire contextual and academic words, and fostering communication skills.

This research contributes to the expanding body of literature on multimedia-assisted language acquisition and has practical implications for teachers who want to improve vocabulary education using entertaining and inventive techniques.

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