

STUDENTS' PREFERENCES FOR VIDEO GENRES AND THEIR RELATIONSHIP TO ENGLISH PROFICIENCY: EVIDENCE FROM INDONESIAN UNIVERSITY EFL CONTEXT

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Article Info	Abstract
Article History Received: January 2025 Revised: May 2025 Published: July 2025	<i>This study investigates the relationship between English proficiency levels and video genre preferences in the Extensive Viewing (EV) program. The research aimed to understand how students' language abilities influence their choice of video content, focusing on genres such as Folklore, Educational Video/Learning, Comedy, Drama Series, and General Knowledge/Science. The study involved 30 undergraduate students, and the data were collected through a post-program survey and viewing logs from the Canvas platform. A Chi-Square test was conducted to determine the statistical significance of the relationship between genre preference and English proficiency. The results reveal that students with lower English proficiency tend to favor simpler genres, such as Comedy, which are easier to understand, while students with higher proficiency prefer more complex genres like Drama Series and General Knowledge/Science. The Chi-Square test confirmed a significant relationship between language proficiency and genre choice ($p < 0.05$). This suggests that video content should be selected based on students' language abilities to enhance comprehension and engagement. The study supports the theory of comprehensible input and differentiated instruction, highlighting the importance of tailoring materials to match students' proficiency levels. The results have important implications for designing effective language learning programs, ensuring that the content is both accessible and challenging based on students' individual needs. Further research with a larger sample and broader genre selection is recommended to deepen the understanding of students' viewing preferences.</i>
Keywords Extensive viewing; Comprehensible input; Video genres; Preferences;	
How to cite: Prancisca, S., Rizqi, M.A., Aminullah, F., & Ningsih, E.S. (2025). Students' Preferences for Video Genres and Their Relationship to English Proficiency: Evidence from Indonesian University EFL Context, <i>JOLLT Journal of Languages and Language Teaching</i> , 13(3), 1457-1468. Doi: https://doi.org/10.33394/joltt.v13i3.14420	

INTRODUCTION

Providing language input that matches learners' proficiency levels is crucial in language acquisition, especially for English learners who require aural input in a second language (L2). One approach to addressing this challenge is through Extensive Viewing (EV), an extension of Extensive Listening (EL). Extensive Listening is defined as a language teaching and learning approach that encourages learners to engage with a large amount of comprehensible and enjoyable material in the target language over an extended period (Ivone & Renandya, 2019). Extensive Viewing adopts these principles while adding a visual dimension, enabling learners to understand the language in richer and more dynamic contexts.

EV is greatly inspired by the success of earlier approaches, Extensive Reading (ER) and Extensive Listening (EL) (Ivone & Renandya, 2019). The EV concept has been discussed in literature, including advice on how it can be applied for L2 learning through watching television, films, and videos (Webb, 2015; Siyanova-Chanturia & Webb, 2016). However, the

practical application of Extensive Viewing in language learning remains relatively underexplored. Few empirical studies have examined how genre preferences correlate with learners' English proficiency, particularly in EFL university contexts in Indonesia.

This study addresses this gap by investigating the relationship between students' video genre preferences and their English proficiency within an Extensive Viewing program. By identifying how students at different proficiency levels engage with different genres, this research offers original insights into how EV can be more effectively personalized for diverse learners. Some studies highlight its benefits and potential; for example, Masrai (2020) found that extensive film viewing can lead to incidental vocabulary acquisition and improved listening comprehension. This suggests that watching TV can be an effective method for developing aural vocabulary knowledge for L2 learners, particularly in contexts where aural input is limited to classroom settings.

From the limited existing literature, it is evident that Extensive Viewing is still in its early stages, requiring further pedagogical exploration. Rodgers (2018) noted a key challenge in isolating the impact of viewing activities since they are typically conducted outside the classroom. Therefore, further development of EV programs is needed to enhance their implementation and impact. Rodgers (2018) also identified a critical area for exploration: learners' viewing habits, such as how they select or stop watching videos, the frequency of rewatching episodes, weekly viewing duration, and preferred genres. While previous studies have demonstrated the benefits of Extensive Viewing in language learning, there remains a significant research gap regarding learners' viewing preferences. Specifically, few studies have deeply explored the video genres most appealing to learners in an EV program. Understanding these preferences is vital as they can influence the program's effectiveness and the overall learning experience.

To guide this investigation, two key questions are posed within the framework of this study: (1) What video genres are most preferred by students in an Extensive Viewing program? and (2) How do students' video genre preferences vary based on their English proficiency levels? These questions will provide deeper insights into the development of programs better tailored to learners' interests, thereby enhancing the effectiveness and impact of Extensive Viewing in language teaching. Additionally, viewing preference data will be used to identify learners' preferences based on their English proficiency levels—low, medium, and high—categorized using their TOEFL scores. This data will help personalize the learning experience, align materials with learners' needs and proficiency levels, and create a more holistic and interest-based learning environment.

Understanding the Concept of Extensive Viewing

To understand the concept of Extensive Viewing (EV), it is important to consider the success of Extensive Reading (ER), which has been widely implemented in language education. According to Day and Bamford (2002), in ER, learners are encouraged to access materials that are engaging and appropriate for their comprehension level, which makes the learning process more natural and enjoyable. Renandya and Day (2020) further explain that ER is characterized by broad exposure to input, a focus on general understanding, and rapid reading. Inspired from these characteristics, EV adopts similar principles, but in an audiovisual format, which involves watching videos, movies, and TV programs in the target language.

In its implementation, the EV program follows several key principles as outlined by Webb (2015). First, the benefits of EV for language learners must be clear to all involved. Second, learners should be at an appropriate level to understand the material without excessive difficulty. Third, listening comprehension must still be supported, meaning that teachers or facilitators can offer additional help, such as subtitles or contextual explanations of the video when necessary. Fourth, understanding the main idea is the goal, not the

requirement, meaning that minor misunderstandings are not a major issue as long as learners grasp the core message. Fifth, classroom-based EV should be conducted to guide out-of-class EV. Teachers or facilitators should provide structure and strategies to help learners apply EV independently. Finally, learners are encouraged to watch videos in the target language as much as possible, to increase exposure to the language in a broader and more authentic context.

According to Rodgers (2013), EV can help improve listening skills and vocabulary comprehension because learners are exposed to language used in everyday situations. Ivone and Renandya (2019) highlight at least five main objectives of Extensive Listening/Viewing: (1) improving listening comprehension skills through broad exposure to spoken texts; (2) providing enjoyable listening experiences; (3) enhancing general understanding focused on meaning; (4) developing fluency and automaticity in listening; and (5) increasing motivation and confidence.

Moreover, EV offers advantages in terms of motivation and learner engagement. According to Nation and Waring (2020), one key aspect of EV is the flexibility and freedom to choose materials, which allows learners to tailor their learning to personal interests. This can boost engagement, as learners are more likely to be involved in activities they find interesting and relevant. Over time, this can help develop independent learning habits and reinforce learning autonomy, which are crucial elements in long-term language mastery. Webb and Nation (2017) also emphasize the importance of selecting appropriate materials in EV. They suggest that audiovisual materials should match learners' proficiency levels and ideally feature interesting and relevant contexts. For beginners, cartoons or children's shows in the target language might be suitable, as they use simple and clear language. For more advanced learners, films or documentaries with subtitles can help develop deeper listening comprehension and vocabulary.

Overall, EV is a promising approach in language education that takes advantage of technological advances and modern media preferences to support language development. By following the principles outlined above, EV can be an effective and engaging way for learners to improve their language skills while enriching their understanding of cultural and social contexts in the target language. As access to various audiovisual platforms continues to expand, the potential of EV as a flexible and adaptive language learning tool will grow, offering learners more opportunities to learn in ways that align with their individual styles and preferences.

Genre Preferences in EV Programs

Genre preferences in Extensive Viewing (EV) are a crucial aspect that influences students' motivation and engagement in the language learning process. Although specific literature on genre preferences in EV is still limited, research related to Extensive Reading (ER) can provide relevant insights, as both approaches share fundamental principles, such as continuous exposure to engaging and accessible language input for learners (Day & Bamford, 2002). The connection between EV and ER lies in the concept that personal preferences for the type of material consumed can enhance learning motivation and engagement, ultimately leading to improved language comprehension.

In the context of ER, genre preferences have been proven to influence how often and how long learners engage in reading activities. For instance, research by Maro, Gusdian, and Safitri (2020) found that students were more motivated to read when they could choose reading materials based on their personal interests. These genre preferences not only affect motivation but also enable learners to explore topics that interest them, strengthening their connection and engagement with the material. This concept can be applied in the context of EV, where the choice of video genres such as drama, documentaries, animation, vlogs, or news can influence how often learners engage in watching activities.

Webb (2015) mentions that to maximize the benefits of EV, it is essential for learners to watch materials that are not only suitable for their proficiency level but also relevant to their interests. For example, students who prefer comedy might enjoy and engage more with sitcoms or short comedy clips, while those interested in global issues might prefer documentaries or news programs. Selecting genres that align with individual preferences can help create a more engaging learning environment and support independent learning, as learners are more likely to spend time watching material they enjoy.

In studies related to EL/EV, Turan Öztürk and Tekin (2020) found that the freedom to choose topics they wanted to listen to was perceived positively by learners and had a significant impact on developing their listening skills. This finding suggests that genre preferences not only influence motivation but also affect the overall effectiveness of language learning. Moreover, genre preferences allow learners to tailor their learning process to their personal style and pace, which can improve learning efficiency and strengthen long-term engagement with the target language.

The reviewed literature (Turan Öztürk & Tekin, 2020; Maro, Gusdian, & Safitri, 2020; Webb, 2015) highlights that genre preferences in EV are a key factor that can enhance language learning effectiveness through increased motivation, engagement, and material relevance. However, no study has specifically examined the video genre preferences of learners participating in an Extensive Viewing program. Therefore, this research aims to explore video genre preferences in EV and how these preferences affect students' engagement and learning outcomes. This study is expected to contribute to the development of more effective EV programs by considering genre preferences as an essential factor in designing learning materials.

Previous Studies on Extensive Viewing and Genre Preferences

Extensive Viewing (EV) is a language learning strategy that adopts the principles of Extensive Reading (ER), focusing on language input through large and varied amounts of video or audiovisual material. Like ER, Extensive Listening/Viewing aims to enhance language skills by providing learners with continuous exposure to comprehensible and enjoyable input (Renandya & Farrell, 2011).

Several studies have demonstrated that EV can improve listening skills, language comprehension, and vocabulary through intensive and diverse exposure to authentic language in real-world contexts. For example, Rodgers (2013) found that learners engaged in EV showed significant improvement in listening skills compared to those using traditional methods. This highlights EV's potential as an effective language learning tool, supporting a more natural and context-based learning process. In the context of genre preferences, research on Extensive Reading has shown that preferences for specific genres can influence learners' motivation and engagement. For instance, Maro, Gusdian, and Safitri (2020) revealed that learners were more motivated to engage in reading activities when they could choose reading materials aligned with their personal interests. Such preferences not only affected the frequency and duration of reading engagement but also led to better learning outcomes.

Genre preferences in EV play a similarly crucial role. For example, a study by Turan Öztürk and Tekin (2020) found that allowing learners the freedom to choose video topics or genres was perceived positively and contributed to the improvement of their listening skills. These preferences also enable learners to tailor their learning process to their personal style and pace, enhancing learning efficiency and fostering long-term engagement with the target language. Furthermore, Ivone and Renandya (2019) emphasized the importance of selecting materials that align with learners' preferences in EV. According to Ivone and Renandya, engaging in listening and viewing activities relevant to learners' interests not only boosts motivation but also supports more effective language skill development, as learners are more likely to participate actively and consistently.

Additionally, Prancisca et al. (2019) showed that in the context of Extensive Reading, students' genre preferences positively impacted their engagement with the program. This study highlighted that allowing learners to choose reading materials based on personal preferences facilitated a more enjoyable and effective learning experience. This insight is relevant to EV, where video genre preferences can similarly influence learners' motivation and their willingness to engage in language learning. Although specific literature explicitly addressing genre preferences in EV remains limited, connections with ER research suggest that personal preferences in material selection can facilitate a more positive and effective learning experience. Consequently, further research is necessary to identify the most effective genre preferences in the context of EV and how these preferences can be optimized in language learning programs.

RESEARCH METHOD

The research method is a crucial element to ensure the success and validity of a study. This section will explain in detail the research design, population and sample, techniques and instruments used for data collection, data analysis methods, and other procedures relevant to the implementation of this research.

Research Design

This study employed a correlational research design to explore the relationship between students' English proficiency levels and their preferences for video genres in the Extensive Viewing (EV) program. A correlational design was selected because the goal of the research was to examine naturally occurring associations between two variables—English proficiency and video genre preferences—without manipulating either variable. This design is particularly appropriate for answering the research questions, which focus on identifying patterns and determining whether significant associations exist between learners' language ability and their content preferences.

The focus was on identifying patterns and significant associations between variables without manipulating or controlling them. Specifically, the study aimed to determine how students' English proficiency (categorized as low, medium, and high based on their TOEFL scores) related to their preferences for video genres, such as Folklore, Educational Video/Learning, Comedy, Drama Series, and General Knowledge/Science. Correlational research is particularly suited for examining relationships between variables, as highlighted by Norouzian and Plonsky (2018), who emphasized its relevance in educational and applied linguistics research. Unlike experimental research, where variables are controlled or manipulated, correlational research examines naturally occurring relationships, making it an appropriate choice for this study. By using this design, the study aimed to provide practical insights that could inform instructional decisions in Extensive Viewing programs.

Research Population and Sample

This study was conducted at a university in West Kalimantan, Indonesia, involving one class consisting of 30 students from non-English study programs. Over the course of one semester, these students participated in the Extensive Viewing program. Regarding their English language proficiency, the students had previously taken English proficiency tests, such as TOEFL, and had been categorized into three proficiency levels: low, intermediate, and high. It is important to note that the classification of these levels were made according to the current students' level in general. In our context, score 425 is deemed good enough and eligible to take a final test at the end of their study. All participants were active undergraduate students enrolled in the third semester. The classification and the number of participants in each group are presented in Table 1.

Table 1
Participants' English proficiency classification

Category	Score range	Number of Participants
High	501 - 677	6
Medium	426 - 500	5
Low	297 - 425	19
Total		30

The purpose of this categorization is to determine the viewing preferences of each student group based on their proficiency level. With this information, it is hoped that it will provide useful references for the management of the Extensive Viewing program to develop and adjust the program accordingly, as well as provide guidance for other students in selecting materials appropriate to their language proficiency level.

Instruments

In this study, data were collected from two sources: surveys and viewing logs. The surveys were distributed to each participant after they watched each video title. The surveys aimed to gather data regarding participants' video genre preferences, satisfaction, and viewing experiences. The questionnaire included data such as the video titles and ratings on a 1-5 scale. Participants completed the surveys online immediately after watching the videos, ensuring that their feedback was fresh and accurate. Meanwhile, the viewing logs were obtained from the Canvas platform, which recorded participants' video-watching activities. The reporting system in Canvas documented information such as video titles, genres, duration, rewatch frequency, and quiz scores.

These two instruments were selected to provide both subjective and objective perspectives on learner preferences. The surveys captured students' self-reported genre choices and reactions, while the Canvas logs offered real-time behavioral data such as rewatch patterns and frequency of engagement. This dual approach strengthened the reliability and validity of the findings by allowing triangulation between what students said they preferred and how they actually engaged with video content. The instruments were chosen because they align well with the research objective of identifying genre preferences across different proficiency levels. Although the questionnaire was not formally piloted, it was reviewed by two language instructors for clarity and relevance to ensure content validity.

Data Analysis

The study utilized a combination of descriptive and inferential statistical methods to analyze the collected data. Descriptive statistics were used to summarize overall viewing preferences, such as the frequency of each video genre watched. This approach aligns with Briggs Baffoe-Djan and Smith's (2020) emphasis on the importance of organizing and summarizing data to identify patterns and trends effectively.

Inferential statistics, specifically a Chi-Square test, were applied to examine the significance of relationships between English proficiency levels and video genre preferences. The Chi-Square test was chosen because it is well-suited for analyzing categorical data, such as proficiency levels and genre categories. This method helps determine whether observed preferences differed significantly from expected distributions, as highlighted by Briggs Baffoe-Djan and Smith (2020) in their discussion on statistical methods for testing relationships in categorical datasets. All statistical analyses were conducted using IBM SPSS Statistics software, which provided accurate and efficient processing of the contingency table data. A significance level of $p < 0.05$ was used to determine statistical significance, indicating meaningful associations.

RESEARCH FINDINGS AND DISCUSSION

Overall students' viewing preferences

This section presents the research findings collected during the period from September 1 to October 31, 2024. The study employed a descriptive statistics to describe students' viewing preferences within the Extensive Viewing program. Data was gathered from 30 participants who were third-semester students majoring in International Relations. These students participated in the Extensive Viewing program for two months, aiming to identify their preferred video genres after watching videos in an extended period of time.

The research instrument involved viewing logs recorded by students each time they completed watching a video as part of the Extensive Viewing program. These logs captured key information, including the date of viewing, student names, video titles, video ratings, genres, and quiz scores. The logs analyzed the number of occurrences of certain genres chosen by the participants. It offered a detailed overview of the students' watching patterns and tendencies throughout the program period.

Based on the video log data collected, the overall viewing preferences of the participants according to video genres are presented in Table 2.

Table 2
Video Preferences by Genre

No	Genre	Frequency
1	Folklore	186
2	Educational Video/Learning	184
3	Comedy	121
4	Travel Vlog	97
5	General Knowledge/Science	86
6	Drama Series	75
7	Talk Show	63
8	Inspirational/Motivational Video	58
	Total	870

Based on the collected data, the genres with the highest frequencies were Folklore (186 views) and Educational Video/Learning (184 views), indicating students' interest in educational and cultural content; these genres likely resonated due to their informational value and elements of storytelling. Comedy ranked third (121 views), followed by Travel Vlog (97 views), reflecting students' preference for entertainment and relaxing content. General Knowledge/Science (86 views) and Drama Series (75 views) were in the middle tier, offering a mix of informative material and engaging narratives. The genres with the lowest frequencies were Talk Show (63 views) and Inspirational/Motivational Video (58 views), which might have been less appealing due to their format or topics being less engaging compared to more visually stimulating or narrative-driven genres. These results help answer the first research question regarding which video genres are most preferred in an Extensive Viewing program. Folklore and Educational genres emerge as dominant choices, suggesting that students are drawn to both narrative and informative formats.

Student Viewing Preferences Based on English Proficiency

The collected data indicates that the Extensive Viewing Program plays a significant role in improving students' English skills through exposure to various video genres. Students' viewing preferences may vary depending on their English proficiency level (as measured by TOEFL), which influences their engagement and learning effectiveness. Understanding the most preferred genres among students with different language proficiency levels can help

design programs that are more relevant and engaging. Table 3 presents the analysis of students' viewing preferences based on their English proficiency levels.

Table 3
Video preferences based on English proficiency

No	Genre	English Proficiency		
		Low	Medium	High
1	Folklore	97	35	54
2	Travel Vlog	44	19	34
3	Comedy	60	27	34
4	Drama Series	42	4	29
5	General Knowledge/Science	54	2	30
6	Educational Video/Learning	97	37	50
7	Inspirational/Motivational Video	36	10	12
8	Talk Show	37	7	19

Based on Table 3, there is a noticeable difference in video genre preferences among students with varying levels of English proficiency. Students with low English proficiency most frequently watched the Folklore and Educational Video/Learning genres (97 times), followed by Comedy (60 times) and General Knowledge/Science (54 times). This suggests that students with lower language skills tend to choose lighter genres or those related to culture, which may be easier to understand and more engaging for them.

Students with intermediate English proficiency showed lower overall watching frequency compared to both the low and high proficiency groups. The most preferred genres for intermediate students were Educational Video/Learning, with a frequency of 37 times, followed by Folklore (35 times) and Comedy (27 times). Genres like Drama Series (4 times) and General Knowledge/Science (2 times) had very low watching frequencies, indicating that students at this proficiency level were more selective in their genre choices.

On the other hand, students with high English proficiency demonstrated more diverse preferences and higher watching frequencies across several genres. They most frequently watched the Folklore (54 times) and Educational Video/Learning (50 times) genres, indicating interest in both cultural and educational content. Additionally, they showed more interest in Drama Series (29 times) and General Knowledge/Science (30 times) compared to students at other levels. Inspirational/Motivational Videos (12 times) and Talkshows (19 times) were also watched by high proficiency students, but with lower frequencies. This directly addresses the second research question about how genre preferences vary according to English proficiency. Students at lower levels gravitated toward simpler genres like Comedy and Folklore, whereas those at higher levels engaged more frequently with Drama Series and General Knowledge/Science.

These findings have important implications for the design of language learning programs. The use of descriptive statistics, as advocated by Briggs Baffoe-Djan and Smith (2020), allowed for a clear presentation of genre preferences across different proficiency levels, facilitating a better understanding of the relationship between these variables. This analysis is followed by an inferential statistics using a chi-square test to ensure the finding's generalizability to a wider population.

Chi-Square Test

A chi-square test analysis is required to determine if there is a significant relationship between English proficiency levels and participants' viewing preferences. The result of the Chi-Square Test data is presented in Table 4.

Table 4
Chi-Square Tests

Test Statistic	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	14	0.003
Likelihood Ratio	14	0.000
Fisher's Exact Test		0.003
N of Valid Cases	870	

The results of the Chi-Square test indicate a statistically significant relationship between students' English proficiency levels and their video genre preferences in the Extensive Viewing (EV) program. The Pearson Chi-Square value of 14, with a p-value of 0.003, demonstrates that these observed preferences are unlikely to have occurred by chance. The inclusion of 870 valid cases further strengthens the statistical reliability of the findings, allowing for meaningful insights into the interplay between proficiency levels and genre preferences.

The significance of this result further confirms the correlation suggested in the second research question. It validates that genre preferences are not randomly distributed but significantly associated with students' proficiency levels. Specifically, the analysis highlights that students with low English proficiency levels tend to favor genres such as Folklore and Comedy, which are easier to comprehend. In contrast, students with higher proficiency levels prefer more complex genres, including General Knowledge/Science and Drama Series, reflecting their ability to engage with challenging content. These patterns align with the principle of comprehensible input, suggesting that genre preferences are shaped by students' linguistic capabilities and cognitive readiness. By identifying these significant relationships, the findings emphasize the importance of tailoring Extensive Viewing materials to match students' proficiency levels. This approach ensures that learners are provided with content that not only engages their interests but also aligns with their language comprehension abilities, thereby enhancing their overall learning experience.

Discussion

The results of this study reveal differences between students' overall viewing preferences and their viewing preferences based on their English proficiency levels. Overall, the genres Folklore and Educational Video/Learning emerged as the most preferred, indicating students' interest in content that provides educational value and cultural significance. However, when this preference is analyzed based on language proficiency levels, it is evident that students with lower language proficiency tend to prefer lighter and more accessible genres such as Comedy. Conversely, students with higher language proficiency tend to prefer more challenging genres like Drama Series and General Knowledge/Science.

These findings align with the principles of Extensive Listening and Extensive Reading. According to Day and Bamford (2002), Extensive Reading emphasizes enjoyable learning through exposure to materials that are easy to understand and suitable for the learner's level. This principle is also applied in Extensive Listening, where students are encouraged to listen to or watch target language materials that match their proficiency without causing too much difficulty (Ivone & Renandya, 2019). In the context of this study, students with lower language proficiency tend to choose simpler genres like Folklore and Comedy, which allow them to understand the content without much difficulty, supporting the principle of comprehensible input (Krashen, 1982). The concept of comprehensible input states that language learning is most effective when learners are exposed to language just above their

proficiency level, enabling them to grasp the core message even if they do not understand all the details.

These results also corroborate recent findings by Turan Öztürk and Tekin (2020), who observed that learner-selected topics improve listening outcomes. Similar to their findings, this study confirms that genre freedom and personalization are key to sustaining engagement. Moreover, this research contributes new empirical evidence from an Indonesian university EFL setting—a context underrepresented in genre preference literature—thus expanding the geographical and pedagogical scope of current EV research.

On the other hand, students with higher language proficiency are more interested in more challenging and substantial genres, such as General Knowledge/Science and Drama Series. This aligns with the theory of Extensive Reading, which suggests that students with higher proficiency levels are more likely to be challenged and engaged with complex material that matches their intellectual interests. Nation and Waring (2020) also emphasize the importance of flexibility and freedom in selecting materials in Extensive Viewing, allowing students with higher language proficiency to explore genres that are richer in language and context.

Additionally, the finding that students with intermediate language proficiency have scattered viewing preferences with low frequency across various genres suggests the need to provide engaging but comprehensible materials at that level. Rodgers (2013) notes that Extensive Viewing can improve listening skills and vocabulary, but it is most effective when the material is suitable for the learner's comfort level. In this case, intermediate students may still require guidance in selecting genres that can enhance their language skills without causing confusion or boredom. Overall, the results of this study support the theories of Extensive Listening and Extensive Reading, which state that selecting materials based on language proficiency can enhance motivation and student engagement. Appropriate genre preferences help students feel more comfortable and motivated, thereby supporting effective language learning. These findings indicate the importance of adjusting Extensive Viewing materials according to students' language proficiency levels, making the program more effective in developing their English skills.

Furthermore, in this analysis, the Chi-Square test was used to examine whether there was a significant relationship between students' English proficiency levels and the video genre preferences they chose in the Extensive Viewing program. The results of the test show that for some proficiency categories and specific genres, there is a significant relationship, indicated by a $p\text{-value} < 0.05$. This means that students' viewing preferences are indeed influenced by their language proficiency, with students with higher proficiency tending to choose more complex genres, while those with lower proficiency select simpler and more understandable genres.

These findings have important implications in the context of language teaching. By understanding the relationship between language proficiency levels and genre preferences, instructors can make more informed decisions in selecting Extensive Viewing materials. For students with lower proficiency, it would be advisable to provide materials from lighter and more accessible genres like Comedy or Folklore, which provide simple yet relevant and engaging language contexts. Conversely, students with higher proficiency can be challenged with genres such as Drama Series or General Knowledge/Science, which can further enhance their language abilities. By adjusting the materials accordingly, the learning program can be tailored to meet students' needs and preferences, thereby increasing their engagement and motivation in learning. These results support the approach of differentiated instruction, where materials are tailored to individual abilities to maximize the effectiveness of language learning.

CONCLUSION

This study shows that students' English proficiency levels affect their preferences for video genres in the Extensive Viewing program. Overall, students prefer genres like Folklore and Educational Video/Learning, which offer educational and cultural value. However, students with lower English proficiency tend to choose simpler genres like Comedy, which are easier to understand, while students with higher proficiency prefer more complex genres like Drama Series and General Knowledge/Science. The Chi-Square test confirms that there is a significant link between language proficiency and genre preferences. This suggests that video content should match students' language abilities to maximize their learning. For example, students with lower proficiency may benefit from simpler genres, while those with higher proficiency can handle more challenging content. This approach supports differentiated instruction, where materials are tailored to students' needs.

Adjusting video content to students' proficiency levels can improve their engagement and learning. Understanding students' preferences and abilities helps create more effective language learning programs. The study also highlights the value of aligning genre selection with language development strategies, supporting the design of more personalized Extensive Viewing curricula. However, this study has limitations that should be acknowledged. The relatively small sample size ($n = 30$) from a single institution may limit the generalizability of the findings. Additionally, the study only considered a limited set of genres and did not consider other factors, such as personal interests or external influences, which could also affect genre preferences. Finally, the research relied on self-reported data, which may be subject to bias or inaccuracies in students' responses.

To strengthen future research, we recommend longitudinal studies that track changes in genre preferences and language proficiency over time, as well as experimental designs that evaluate the effects of tailored video genre assignments on language outcomes. Such approaches would help validate and extend the current findings and offer stronger pedagogical evidence for genre-based learning interventions. Additionally, future research could expand the sample size and include a wider range of genres and factors to provide a more comprehensive understanding of students' viewing preferences.

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