



Prosiding

Seminar Nasional Inovasi pendidikan dan Pembelajaran
Fakultas Pendidikan Bahasa dan Seni
IKIP PGRI Bojonegoro

Tema "Inovasi pendidikan dan Pembelajaran di era digital untuk Pengalaman Belajar
Imersif"



Vocabulary Acquisition Through Game Audience: The Case Study of Channel 7 Game and Windah Basudara Youtube Channel

Rochma Annisa Choiriyah¹(✉), Moh Fuadul Matin², Chyntia Heru Woro Prastiwi³

^{1,2,3} Pendidikan Bahasa Inggris, IKIP PGRI Bojonegoro, Indonesia

¹rochmanisa661@gmail.com, ²fuadul_matin@ikippgribojonegoro.ac.id,

³chyntia_heru@ikippgribojonegoro.ac.id

Abstrak— Penelitian ini mengkaji fenomena perolehan kosakata secara tidak sengaja di kalangan penonton saluran YouTube gaming Windah Basudara, dengan fokus khusus pada sesi permainan bergenre horor dalam game "Channel 7". Penelitian ini meneliti bagaimana interaksi penonton dengan masukan berbahasa Inggris memfasilitasi perkembangan kosakata dalam lingkungan digital yang informal. Dengan menggunakan desain studi kasus kualitatif, data dikumpulkan melalui kuesioner dan wawancara, kemudian dianalisis menggunakan analisis tematik untuk mengidentifikasi pola respons penonton dan pembelajaran kosakata. Analisis data menunjukkan respons audiens terbagi ke dalam dua kecenderungan utama: *approach* dan *avoidance*. Mayoritas audiens menunjukkan perilaku *approach*, di mana mereka secara aktif memperhatikan konteks emosi karakter, memanfaatkan *code-switching*, dan meniru istilah baru untuk memperkaya kosakata secara natural. Sementara itu, perilaku *avoidance* muncul sebagai bentuk pasif akibat hambatan kecepatan berbicara konten kreator atau kompleksitas istilah game, sehingga audiens cenderung mengabaikan stimulus linguistik dan hanya fokus pada aspek hiburan. Konten *gaming* YouTube efektif menjadi media akuisisi kosakata informal yang interaktif, namun optimalisasi pembelajaran memerlukan strategi pendukung seperti subtitle bilingual untuk meminimalkan hambatan audiens yang pasif.

Kata Kunci— Pembelajaran kosakata, Konten *Gaming*, Youtube, *Approach*, *Avoidance*

Abstract— This study investigates the phenomenon of incidental vocabulary acquisition among viewers of the Windah Basudara YouTube gaming channel, with a specific focus on horror gameplay sessions within the game "Channel 7." It examines how audience interaction with English-language input facilitates lexical development in an informal digital environment. Employing a qualitative case study design, data were gathered through questionnaires and interviews, and subsequently analyzed using thematic analysis to identify patterns of audience response and vocabulary learning. The analysis reveals that audience responses fall into two primary behavioral tendencies: *approach* and *avoidance*. The majority of viewers exhibit *approach* behaviors, actively engaging with the characters' emotional contexts, leveraging *code-switching*, and imitating new expressions to naturally expand their vocabulary. Conversely, *avoidance* behaviors manifest as passive engagement, triggered by barriers such as the content creator's speech rate or complex in-game terminology, leading some viewers to disregard linguistic stimuli and focus solely on entertainment. The findings indicate that YouTube gaming content serves as an effective medium for interactive, informal vocabulary acquisition; however, optimizing learning outcomes requires supportive strategies like bilingual subtitles to mitigate barriers for passive viewers.

Keywords – Vocabulary Acquisition, Gaming Content, YouTube, Approach, Avoidance.

INTRODUCTION

The rapid development of digital technology and social media has transformed patterns of communication in contemporary society, where entertainment increasingly functions as a medium of learning. YouTube, with 2.53 billion users or 30.9% of the global population (Agnez Z. Yonatan, 2025), has become one of the most dominant platforms worldwide, serving not only as a source of entertainment but also as an educational tool. In Indonesia, this phenomenon is particularly evident in gaming content, especially within the horror genre, which often involves spontaneous translation by creators such as Windah Basudara, MiawAug, and Luthfi Halimawan (Tjahjawulan et al., 2025).

Windah Basudara distinguishes himself through a communicative style that combines humor, *code-switching*, and the creative use of English slang. According to Fiyana & Tawami (2025), this approach positions him as a linguistic mediator who introduces global vocabulary into local communities. His audience, largely composed of children, acquires new vocabulary incidentally through interaction with his content. This highlights the role of digital entertainment as a medium for implicit vocabulary acquisition, aligning with Ramadhan (2025) assertion that vocabulary is a crucial component of second language learning. The acquisition of vocabulary serves as a prerequisite for the effective construction of sentences, the logical progression of paragraphs, and the synthesis of comprehensive written communication. (Estika et al., 2025). Vocabulary establishes the primary framework that underpins the development of receptive and productive skills, including reading, writing, oral communication, and auditory comprehension. (Rochmadhoni et al., 2022; Aprilianti et al., 2025).

Consequently, examining audience responses to English usage and vocabulary acquisition facilitated through Windah Basudara's channel is highly relevant to the enrichment of applied linguistics and digital learning media. This study is expected to contribute theoretically by expanding vocabulary acquisition frameworks through empirical evidence from live-streaming contexts, and practically by serving as a reference for future research on the role of digital platforms in language learning.

RESEARCH METHOD

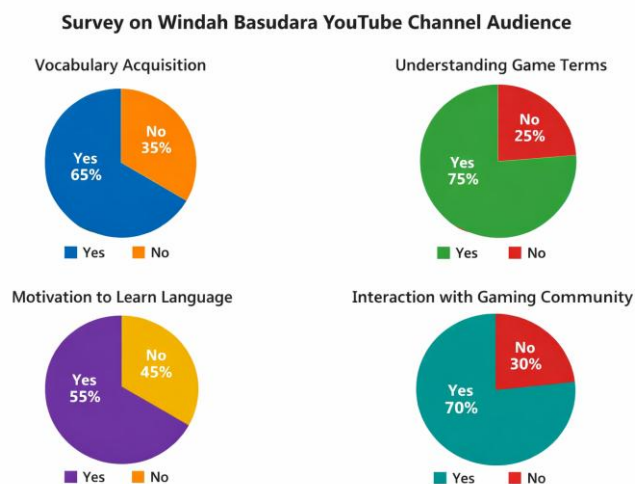
This study employs a qualitative case study design (Merriam & Tisdell, 2015) to investigate audience responses to English usage and vocabulary acquisition within Windah Basudara's *Channel 7* horror game content. The case study approach is particularly suitable as it allows for an in-depth exploration of a bounded phenomenon, the ecology of YouTube live-streaming, while attending to the complex interplay of stimulus, psychological processing, and incidental language learning. The research integrates the Stimulus-Organism-Response (SOR) model with the framework of Incidental and Contextual Vocabulary Acquisition, thereby enabling the mapping of how exposure to gameplay and linguistic mediation triggers cognitive, affective, and behavioral processes that culminate in vocabulary retention. Data collection spans six months (February-May 2026) and combines multiple sources, including structured questionnaires, and semi-structured interviews, distributed

through platforms such as Discord, Facebook, and Instagram. Four purposively selected respondents serve as primary participants, chosen based on consistent viewing frequency and active engagement in community interaction. Analytical procedures involve iterative transcript review, open coding, categorical clustering, and thematic synthesis, supported by qualitative software tools. This methodological orientation is grounded in critical discourse analysis frameworks (Matin, 2017), enabling exploration of how linguistic mediation within gaming content shapes audience engagement and fosters vocabulary acquisition. To ensure credibility, the study employs triangulation across data sources, member checking, reflexivity, and temporal stratification, thereby reinforcing the trustworthiness and transferability of findings.

FINDINGS AND DISCUSSION

These findings align with the concept of incidental vocabulary acquisition, where vocabulary is learned implicitly through exposure rather than formal instruction. The results also resonate with Nation (2001) theory emphasizing the role of authentic input in vocabulary development. Overall, the study demonstrates that Windah Basudara's Channel 7 Game content contributes not only to vocabulary enrichment but also to motivation and community interaction, positioning digital entertainment as a meaningful medium for informal language learning.

Table 1. Questionnaire result



The questionnaire results reveal that the majority of respondents (65%) reported acquiring new vocabulary after watching Channel 7 Game through Windah Basudara. This finding indicates that the content serves as a linguistic input that enriches viewers' vocabulary, particularly in gaming-related terminology. Furthermore, 75% of respondents stated that they gained a better understanding of technical game terms such as *quest*, *respawn*, and *loot*, suggesting that exposure to authentic digital content facilitates contextual learning of foreign words.

In addition, 55% of respondents expressed increased motivation to learn language, while 45% did not perceive any significant impact. This variation implies that digital entertainment can stimulate language learning motivation, although

individual factors such as personal interest and learning habits remain influential. Moreover, 70% of respondents acknowledged that watching Windah Basudara enhanced their interaction with the gaming community, highlighting the social dimension of language learning through digital media.

These questionnaire results were reinforced by interview data. Respondents highlighted that they had acquired new vocabulary such as *respawn*, *loot*, and *quest*. Several respondents emphasized that the viewing experience encouraged them to seek out the meanings of unfamiliar words, thereby fostering greater motivation to learn language. Social interaction through live chat was also mentioned as a medium for deepening vocabulary comprehension.

CONCLUSION

This study demonstrates that YouTube gaming content, particularly Windah Basudara's Channel 7 horror gameplay, constitutes a significant medium for incidental vocabulary acquisition. The findings reveal two primary audience response tendencies: approach, characterized by active engagement with emotional contexts, imitation of new lexical items, and the use of code-switching; and avoidance, marked by passive disengagement due to barriers such as rapid speech or complex terminology.

Survey data indicate that 65% of respondents acquired new vocabulary, while 75% reported improved comprehension of technical gaming terms such as *respawn*, *loot*, and *quest*. Furthermore, 55% expressed heightened motivation to learn language, and 70% acknowledged enhanced interaction within the gaming community, underscoring the social dimension of vocabulary learning in digital environments.

ACKNOWLEDGMENT

The author gratefully acknowledges the support of the English Education Department of IKIP PGRI Bojonegoro, with special appreciation to Dr. Moh. Fuadul Matin and Chyntia Heru Woro Prastiwi for their valuable guidance. Sincere thanks are also extended to the respondents whose active participation made this study possible.

REFERENCE

- Agnez, Z. Yonatan. (2025). *YouTube as a global platform for entertainment and education*. Jakarta: Media Nusantara. GoodStats Data - YouTube Rajai Platform Video Indonesia 2025
- Aprilianti, E., Tirtanawati, M. R., & Prastiwi, C. H. W. (2025). Using flashcard to enhance the vocabulary of the fourth graders of elementary school. *In Seminar Nasional Inovasi pendidikan dan Pembelajaran* (Vol. 1, No. 1, pp. 301-307).
- Estika, A. L., Tirtanawati, M. R., & Prastiwi, C. H. W. (2025). Improving Students Vocabulary Mastery Through Tpr (Total Physical Response) Assisted by Song Media. *In Seminar Nasional Inovasi pendidikan dan Pembelajaran* (Vol. 1, No. 1, pp. 442-447).
- Fiyana, R., & Tawami, S. (2025). Code-switching and linguistic mediation in Indonesian gaming YouTubers. *Indonesian Journal of Communication Studies*, 14(3), 112-128.

- Matin, MF (2017). Implementasi analisis wacana kritis di kelas bahasa Inggris. *Jurnal EFL Indonesia*, 3 (1), 11-20.
- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation (4th ed.)*. San Francisco, CA: Jossey-Bass.
- Nation, I. S. P. (2001). Learning vocabulary in another language. *Cambridge: Cambridge University Press*. <https://doi.org/10.1017/CBO9781139524759>.
- Ramadhan, A. (2025). Vocabulary acquisition as a key component of second language learning. *Journal of Language and Education Research*, 10(2), 77-89. <https://doi.org/10.37134/ajelp.vol13.2.4.2025>.
- Rochmadhoni, R., Putra, H., & Anisa, F. (2022). Vocabulary frameworks in receptive and productive skills. *Journal of Linguistics and Education*, 9(1), 21-34. <https://www.bing.com/search?q=https%3A%2F%2Fjournal.unp.ac.id%2F>.
- Tirtanawati, MR, & Prastiwi, C.H.W. (2024). Persepsi Guru Terhadap Implementasi Kurikulum Merdeka dalam Pengajaran Kosakata Bahasa Inggris di Sekolah Dasar Pedesaan. *Jurnal Pengajaran Bahasa Inggris Aisyah (AIJELT)*, 3 (1), 202-211.
- Tjahjawan, I., Prasetyo, M., & Handayani, S. (2025). Gaming content and spontaneous translation in Indonesian YouTube channels. *Journal of Digital Media Studies*, 7(2), 56-70.
- Widyaningrum, H. K., Pratiwi, C. P., Menggala, A. D., Hasanudin, C., & Fitriyaningsih, A. (2022). Android application appy pie to support students writing stories skill through flipped classroom learning models. *International Journal on Advanced Science, Engineering and Information Technology*, 12(2), 530-538.