NETFLIX AS A DIGITAL EFL LEARNING AID FOR VOCABULARY IMPROVEMENT: COLLEGE STUDENTS' PERSPECTIVE

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ABSTRACT In the digital era, people use technology to expand the source of learning and teaching. To comprehend a general discussion at a native speaker level, one needs a vocabulary of thousands of words. This research seeks to find out college students' perception about English movies/series in Netflix contribution as digital EFL learning aid on vocabulary improvement. The aims of this research are: (1). What is the perspective between private university students and state university students towards Netflix as digital EFL learning? (2). Is there any significant difference between female and male students' perspectives toward Netflix as digital EFL learning? (3). Are there any differences in the perspective about Netflix as a digital EFL learning based on their age? This study is a quantitative and employed a survey method by giving an online questionnaire on Google Form. The questionnaire is distributed to students in various universities. The subject of this research is college students who are taking English classes. The findings of this study indicate that watching English movies/series on Netflix can help students improve their vocabulary.

Keywords: EFL Learning, English movies/series, Netflix, Student' responses, Vocabulary enhancement

A. INTRODUCTION

When learning a second/foreign language, some talents and components must be gained. One of the most crucial abilities and components in language development is vocabulary, as communication is difficult without it (Mansourzadeh, 2009). According to Research conduct by (Van Zeeland & Schmitt, 2013), second language English learners need to understand 95 percent of spoken English, and master approximately 3,000-word families. Nation (2006) also stated that a second language (L2) English learners must understand 98 percent of authentic spoken speech, and they must know roughly 6,000–7,000-word families. By that, vocabulary improvement is thus an essential component of achieving language competency.

Vocabulary comprehension is strongly linked to general intelligence, standardized success tests, and academic success (Dickinson, 1984). This statement is supported by (Katemba, 2021) that stated vocabulary is the most important word to be learned in the language, without vocabulary learners cannot speak, write, read, or understand what is being said in the listening and speaking

process. If we lack vocabulary it may hinder us to understand the words that consisted of the sentences is the most significant word for language learning, without which learners cannot talk, write, read or understand what is spoken in a listening and speaking process." Mansourzadeh (2009) stated that communication in a foreign language cannot take place in any meaningful way unless there are words to express a wide range of meanings, no matter how completely a student learns grammar or how well the sounds of a foreign language are learned. As a result, teaching vocabulary is an important topic that needs more investigation.

Indonesian students starting from kindergarten through university, English is a foreign language that is studied. "Indonesian students often experience problems when learning English, specifically vocabulary, because English differs from Bahasa Indonesia (the Indonesian language) in its structure, pronunciation, and vocabulary" (Katemba, 2019, p. 88). Because the English language model differs from Indonesia, English is still seen as a tough subject for Indonesian students. Therefore, it is needed to use a variety of learning techniques to optimize their chances of acquiring new words. The method is to expose themselves to a lot of L2 input, which will help with vocabulary development. In the process of teaching and learning EFL today, the digital based language learning has been the focus in the classroom (Katemba & Sinuhaji, 2021), particularly during the pandemic covid-19.

Because vocabulary is so essential, various strategies have been used to improve vocabulary, and researchers have discovered a method of learning new vocabulary from previous studies that involve watching English movies. During the outbreak of the pandemic Covid-19, the vast majority of classes were online, and students got used to getting involved in every activity online. Netflix has gained the attention of many university students, and this research is opted to find out that watching English movies through Netflix can improve their language learning, especially vocabulary. It is then urgent to conduct this study that answers these questions: (1). What is the perspective between private university students and state university students towards Netflix as digital EFL learning? (2). Is there any significant difference between female and male students' perspectives toward Netflix as digital EFL learning? (3). Are there any differences in the perspective about Netflix as a digital EFL learning based on their age?

To achieve these research questions, the researchers did a survey study to attain the research aims. It focuses on observable and measurable events involving people, events, or objects, as well

as determining the strength of the relationship between variables, which is frequently achieved using statistical tests (Couchman & Dawson, 1995).

B.   REVIEW OF LITERATURE

In this era, technology has become an essential element of human life, and it plays a crucial function in education and learning. Katemba (2021) stated that in the globalization era, we cannot escape technology because it has infused into our lives and the educational system. In her study it showed that the students' vocabulary increased significantly upon using the technology in the classroom or during the learning process. The experimental group outperformed the control group. Technology In recent decades, on-demand video streaming such as Netflix has become a worldwide application of everyday life. Netflix has taken television to a whole new level by making it available on-demand and on mobile devices all around the world. (Jenner, 2018). Video libraries on websites contain thousands of titles in different languages and subtitling choices so that even novice learners may enjoy foreign-language content. Popular TV shows are published in whole seasons, leading viewers into compulsive binge-watching. Some of the series' strong appeal makes them not only accessible but also motivating language learning materials. Furthermore, The language features in Netflix can help language learners of all levels (Alm, 2019). A study conducted by Dizon & Thanyawatpokin, (2021), on "Language learning with Netflix: Exploring the effects of dual subtitles on vocabulary learning and listening comprehension", their result showed that the L1 subtitles and dual subtitles groups outperformed the L2 captions group in terms of vocabulary learning, while the participants who watched the episode with dual subtitles outperformed the other two groups in terms of listening comprehension. These findings imply that L1 subtitles, either alone or in conjunction with L2 captions, are critical for supporting vocabulary learning and comprehension of video. Further, Türkmen, (2020) conducted a study on "Utilising digital media as a second language (L2) support: A case study on Netflix with translation applications" to 150 Turkish students who are Netflix programs' audiences, and they were asked whether Netflix could help improve foreign language competence. The result showed that Netflix programs, as a video-film category, have been determined to contribute to the development of the second language. As a result, by using it in a controlled manner, Netflix may help with foreign language competence. Therefore, the researcher was interested to see the perspective of the Indonesian tertiary students regarding Netflix and their English vocabulary learning, since Netflix has attracted millions of viewers.

Goctu (2017); Katemba & Wei (2018), investigated foreign language (EFL) students' attitudes and awareness of the use of English movies in the classroom as a means of improving their second language (L2) skills. The study's findings indicate that college students had good attitudes regarding using movies in their classrooms to improve their language abilities. As a result, introducing Netflix to class might open the way for a new educational method that uses the streaming service as a Language Learning plan. This research is notable for teachers who want to employ movies in their courses to help their students enhance their foreign language skills. Ayu (2020) stated that online movies can help students learning English easily anytime and anywhere.

C. METHOD

This study was conducted with inter-mediate university-level students who enrolled in English classes. Researchers select a sample of respondents from the general population and ask them standardized questions in survey research. This method was employed by the researchers to learn about the students' perspectives toward Netflix as a second language learning aid to improve vocabulary.

The main instrument used in this study was a questionnaire with a self-designed survey. The questions were read by the participants in this study, they understand what was intended, and after that wrote down their answers. Thirty questions were asked in this study, and five responses were provided on a linear scale: Strongly disagree, Disagree, Neutral, Agree, and Strongly Agree. In this questionnaire, researchers use both positive and negative statements.

The questions were given to the sample by the researcher using Google form throughout the questionnaires. There are 30 questions include negative and positive questions. The researcher requested the students to be honest in their responses to the questionnaire. Therefore, based on the result above, it shows that the calculation from 60 respondents, 14 people is a private university student and 46 people is a state university student. The percentage of students of a private university is 23.3% while a student of a state university is 76.7%, of which 76.7% of them compose of female and 23.3% are male.

The instrument's validity and reliability were assessed during the pilot test. As research instruments, researchers utilized items that were both valid and reliable. An instrument's validity can be determined according to Arikunto (2012):

$$r_{xy} = \frac{n\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{n\Sigma X^2 - (\Sigma X)^2\}\{n\Sigma Y^2 - (\Sigma Y)^2\}}}$$

Where:

r_{xy} : correlation coefficient

n : number of subjects

x : item score

y : total score

Table 1: Reliability statistical result

Reliability Statistics	
Cronbach's Alpha	N of Items
.867	30

According to the table above, the Cronbach's Alpha value is 0.858 or 85 percent, which is more than 0.50 or 50 percent. It means that the questions on the list are trustworthy.

Table 2: Validity criteria

r xy	Interpretation
≤ 0.00	Not Valid
0.00 – 0.19	Very Low
0.20 – 0.39	Low
0.40 – 0.59	Moderate
0.60 – 0.79	High
0.80 – 1.00	Very High

According to Arikunto (2012), an instrument is trustworthy if the test provides the same result after being tested by many times. As a result, it is acceptable to gather the necessary data.

The following is the formula that is used to find the reliability of the instrument:

$$r_{11} = \left(\frac{n}{n-1}\right)\left(\frac{S^2 - \Sigma pq}{S^2}\right)$$

Where :

r_{11}	: reliability of all test
n	: total number of question
p	: subject proportion for the right answer
q	: subject proportion for the wrong answer ($q = 1 - p$)
S^2	: standart deviation of the test
$\sum pq$	: The result of p times q

The table below shows the classification of the reliability coefficient:

Table 3: Classification of reliability

Amount of r_{11}	Interpretation
$r_{11} \leq 0.50$	Very low
$0.50 - 0.65$	Low
$0.66 - 0.79$	High
$0.80 - 0.99$	Very high

D. FINDINGS AND DISCUSSION

The researcher tallied the data in Excel to determine the number of students who responded to each statement. The following table provides a summary of the data tallied.

Table 4: Summary of the data tallying

Student's Perception	1	95% of students agreed that Netflix is easy to access
	2	84% of students agreed that watching English movies/series on Netflix is more enjoyable than watching them on other SVoD services (Subscription Video on Demand)
	3	88% of Students agreed that watching English movies/series on Netflix can help them improve their English in everyday situations.
	4	73% of students agreed that their second language (L2) learning effectiveness was enhanced because of Netflix
Enhancing Vocabulary	5	89% of students agreed that watching English movies/series can help them learn many words.
	6	52% of students agreed that they comprehend when they watch movies or television shows with English subtitles.
	7	68% of students agreed that they can distinguish between words. For example, the words 'big' and 'huge'
	8	89% when students who watch English movies or series, all agree that they want to understand the meaning.

	9	62% of students agreed that when they see themselves using English successfully in the future, they sometimes have numerous vivid mental pictures and/or sounds of events.
	10	46% of students agreed that after watching Netflix, they improved their vocabulary in their English tests.
	11	65% of students agreed that they comprehend every word when the teacher talks in English after watching Netflix,.
	12	81% of students agreed that watching Netflix movies/series helps them enhance their vocabulary.
	13	83% of students agreed that they learned a lot of vocabulary from the listening material they listened to while watching Netflix movies/series.
The Knowledge of Learning Background through movies/series watch on the Netflix	14	85% of students agreed that watching English movies/series with subtitles helps them acquire vocabulary.
	15	56% of students agreed to take notes on vocabulary from English movies/series they watched.
	16	75% of students agreed that watching movies/series and trying to recall terms regularly helped them improve vocabulary.
	17	43% of students agreed that they were concerned about the tough words they discovered when reading or listening and that they did not pass them.
	18	67% of students agreed that they test their vocabulary knowledge using online exercises.
	19	63% of students decided to use a new word in a phrase to help them remember it.
	20	59% of students agreed that when studying, they say their words aloud.
Personal Feelings and Attitudes of Students Toward English Movies/Series on Netflix	21	71% of students prefer watching English movies/series using Netflix.
	22	73% of students prefer to watch English movies/series on Netflix if they have free time.
	23	46% of students were afraid to apply what they have learned from Netflix's English movies/series by having a conversation with an English speaker using new words.
	24	87% of students agreed that improving vocabulary from Netflix's English movies/series is an interesting way.
	25	37% of students prefer books over Netflix's English movies/series for learning vocabulary.
	26	71% of students agreed that it is easier learning a new vocabulary via Netflix English movies/series
	27	64% of students agreed that English movies/series from Netflix should be included in EFL classes.
	28	80% of students all agreed Netflix English movies/series are an excellent resource for teaching English vocabulary..
	29	86% of students agreed that a movie review motivates students more than a book review.
	30	84% of students agreed that watching English movies/series on Netflix is useful to their English learning.

From this student perception variable, we can conclude that the majority of students agreed that Netflix is easy to access and they enjoy watching movies/series using Netflix. In the second variable, the majority of students stated that they learned a lot of vocabulary from the listening material they watched in Netflix movies/series and that they could tell slight distinctions between words. They are also understood when the teacher speaks in English after been exposed to Netflix.

The knowledge of learning background through movies/series they watch on Netflix was shown in the third variable where mostly, they remember the new word from movies/series from Netflix repeatedly, and only 43% of them that is still worried about the difficult word they found in English. Personal feelings and attitudes of students about English movies/series in Netflix were shown in variable 4 where the result is the majority of the students said that learning vocabulary via Netflix's English movies/series is an exciting method to acquire vocabulary, and they prefer to watch an English movie/series on Netflix if they have spare time to relax.

Based on table 4, the affective response describes how students react to watching English movies/series on Netflix to acquire new vocabulary. Students' feelings and thoughts on the usage of Netflix's English movies/series are the topics of this answer. To compare the statistic of both student categories, it will state in Table 4.

Table 4: Descriptive statistic for comparing private and state college student

	N	Mean	Std. Deviation
Private	14	119.86	13.231
State	46	116.61	14.047

The mean scores of private and state college students were: private students (M = 119.86) and state college students (M = 116.61), respectively, as shown in Table4. In terms of vocabulary learning, the respondents from both groups appeared to be almost identical; nevertheless, private college students performed somewhat better than state college students. The data were subjected to the independent samples t-test to assess the significance of the difference in mean scores between private and state college students. The results of the t-test are shown in table 5.

Table 5: Independent-samples t-test for private and state college student

	Levene's test for Equality Variances		T-test for equality of means	
	F	Sig.	t	Sig. (2-tailed)

Equal variances assumed	.213	.646	.767	.446
Equal variances not assumed			.793	.436

According to Table 5, there was no statistically significant difference in mean scores between private and state college students. This is due to the value above the stated level of significance (0.05). As a result, the two mean scores were not statistically different, and the second null hypothesis was confirmed: there is no significant difference among the private and the state universities of the students.

Table 6: Descriptive statistics of male and female students.

	N	Mean	Std. Deviation
Male	14	121.50	14.717
Female	46	116.11	9.646

Table 6 shows that the mean scores of the male and female students were (M = 121.50) and (M = 116.11). In terms of acquiring vocabulary, the respondent of both groups appeared to be slightly different; however, the male students performed slightly better than the female students. An independent samples t-test was used to assess if there was a significant difference between the mean scores of male and female students. The t-test findings are shown in Table 7.

Table 7: Independent-samples t-test for male and female student

	Levene's test for Equality Variances		**T-test for equality of means**	
	F	Sig.	t	Sig. (2-tailed)
Equal variances assumed	1.343	.251	-1.285	.204

			-1.600	.119
Equal variances not assumed				

As shown in table7, the difference between the mean and median scores of private college respondents and state college respondents was not statistically significant. This is because the value is above the specified significance (0.05). Thus, the results of the two mean scores were not statistically different, and the second null hypothesis, that there is no statistical difference between male and female students, was confirmed.

Table 8: Descriptive statistic for comparing the age of the student

	N	Mean	Std. Deviation
17-20 years	50	117.56	14.531
21-25 years	10	116.40	10.058

According to table 8, the student's mean scores who are 17-20 years old were (M = 117.56) and 21-25 years old were (M = 116.40), respectively. In terms of learning vocabulary, both sets of respondents appeared to be almost identical; however, the 17-20 years old students performed marginally better than the 21-25 years old students. An independent samples t-test was conducted on the data to determine the significant difference between the mean scores of students at private and state colleges. The t-test findings are shown in table 9.

Table 9: Independent-samples t-test for the age of the student.

	Levene's test for Equality Variances			T-test for equality of means
	F	Sig.	t	Sig. (2-tailed)
Equal variances assumed	2.142	.149	.240	.811
Equal variances not assumed			.306	.763

Between the mean score of 17-20 years old students and 21-25 years old students, there was no statistically significant difference as shown in table 9. This is because the value is above the set

level of importance (0.05). As a result, the two mean scores were not statistically different, and the second null hypothesis, that there is no significant difference in the ages of the students, was verified.

The study aimed to test the hypotheses in an experimental setting; hence, the study's focus was on the following hypotheses: 1) There is no significant different perspective between private college students and state college students toward Netflix movies/series on vocabulary improvement. Even though their English learning was at the same level, but the result is slightly different. 2) Gender has no significant effects on improving vocabulary using Netflix movies/series; This statement is supported by the other research that said gender has no significant effect on learning English among EFL Learners (Iranmanesh et al., 2018). Hsu, (2019) also proves in the research he conducts about students learning achievement in vocabulary. The result showed that there was no different significance in the students' learning outcomes based on their gender. 3) There is no significant difference between 17-20 years old students 21-25-year-old students toward Netflix as a learning aid in improving vocabulary. Barjesteh (2018) supported this statement by saying that there was no statistically significant difference in the performance of vocabulary acquisition between the young and old groups. It should be noted that the research described here was conducted with 60 college students as responders, with the vast majority of the students are from the local country- Indonesia. As a result, we cannot guarantee that the same results would be produced elsewhere. Additional research is needed to see if this pattern of limited English vocabulary learning is common in other countries.

The result of data analysis revealed that movies/series helped increase vocabulary among college students. Netflix movies/series are regarded as one of the finest ways for learning vocabulary with many benefits and advantages no matter whether the student is from a private or state university, the gender or age are the student's don differ. On other hand, Katemba & Ning (2018) in her research also stated that subtitled English movie makes vocabulary learning easier for the student. According to the research finding conducted by Ramazan Goctu (2017), including movies in language learning is not only beneficial for EFL students, but it also increases self-motivation and provides an engaging educational experience. Albiladi et al., (2018) in their research state that almost all adult language learners said that watching English movies to learn the language is useful since the movies represent real-life language spoken by native speakers. The respondents tended to believe that the language used in movies is lifelike, real, and presently, it is used to produce

movies as authentic linguistic sources. In the study conducted by Jayasudha et al., (2021) students feel that watching English movies, especially those with subtitles, can help them learn the language. Aside from that, the students' responses indicate that they believe that English films are enjoyable and engaging.

E. CONCLUSION

Based on the previous data discussed, it can answer to the following questions 1). What is the perspective between private university students and state university students towards Netflix as digital EFL learning? The data in Table 4 showed that the mean scores of students from private university (M = 119.86) and state university (M = 116.61). In terms of vocabulary learning, the respondents from both groups appeared to be almost identical; nevertheless, private college students performed somewhat better than state university students. Data in table 5 showed that there is no significant difference among the private and the state universities of the students'perspective. (2). Is there any significant difference between female and male students' perspectives toward Netflix as digital EFL learning? Data in table 7 showed that the two mean scores were not statistically different, and the second null hypothesis, that there is no statistical difference between male and female students, was confirmed. (3). Are there any differences in the perspective about Netflix as a digital EFL learning based on their age? There is no significant difference between 17-20 years old students 21-25-year-old students toward Netflix as a learning aid in improving vocabulary (table 9). Another interesting response of the students, it may be inferred that some college students have a limited vocabulary. There are 43% of students who agreed that they were concerned about the tough words they discovered when reading or listening and that they did not pass them. Then, 37% of students prefer books over Netflix's English movies/series for learning vocabulary. As a result, students require an efficient method to help them in the acquisition of new vocabulary. 89% of students agreed that watching English movies/series can help them learn a lot of vocabulary. And 81% of students agreed that they like to improve their vocabulary through watching Netflix movies/series. Similarly, 84% of students believed that watching English movies/series on Netflix is useful to learning English.

In a nutshell, acquiring new vocabulary through Netflix English movies/series provides students with an interesting approach to learning new vocabulary. They can interestingly improve their vocabulary. So, watching English movies/series on Netflix will assist students in improving

their vocabulary easier, besides the students enjoy the movie watching, music and that makes the atmosphere of learning enjoyable.

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