

**ENGLISH EDUCATION DEPARTMENT STUDENTS'
PERCEPTION TOWARD NETFLIX AS DIGITAL EFL
LEARNING AID ON LISTENING AND SPEAKING SKILLS**

THESIS



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FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE UNIVERSITY,
MALANG
June, 2021**

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THESIS

Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment
of the Requirement for the Degree of Education (S.Pd.) in English Education
Department



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**ENGLISH EDUCATION DEPARTMENT STUDENTS' PERCEPTION
TOWARD NETFLIX AS DIGITAL EFL LEARNING AID ON LISTENING
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DEDICATION

The most important thing is prostration and gratitude to Allah SWT who has given us many blessings and mercies and thanks for giving me knowledge, strength and a bright path to accomplish this thesis. To our beloved Prophet Muhammad SAW who has guided us from the darkness to the brightness era.

This graduating paper is dedicated to my beloved super mom, Mrs. Nurul Hidayah, for her support, love and motivation, also thanks to everyone who helped and accompanied me accomplish this paper. Lastly, Thanks to myself for surviving and being strong time to time.

MOTTO

“God, Goals, Growing, Glowing”

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THE OFFICIAL ADVISOR'S NOTE

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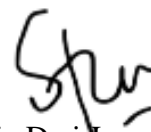
The Honorable,
To the Dean of Teacher and Training Education Faculty
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Assalamuaikum Wr. Wb.

After interpret and correcting Raulina Suci Maharani's thesis paper entitled **"English Education Department Students' Perception toward Netflix as Digital EFL Learning Aid on Listening and Speaking Skills."** I have decided and would like propose that this graduating paper can be fulfilled by Teacher and Training Education Faculty. Hopefully, this thesis will be examined as soon as possible.

Wassalamualaikum Wr. Wb.

Advisor,



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LATIN ARABIC TRANSLITERATURE GUIDELINES

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543b/U/1987 which can be described as follows:

A. Huruf

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	`
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Vokal Panjang

Vokal (a) Panjang = â

Vokal (i) Panjang = î

Vokal (u) Panjang = û

C. Vokal Diftong

أَوْ = aw

أَيَّ = ay

أُوَّ = ŭ

إِيَّ = î

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim.

Assalamu 'alaikum Wr.Wb

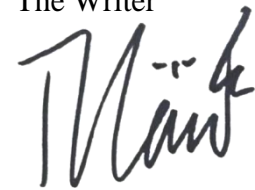
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2. Dr. H. Agus Maimun, M.Pd., the Dean of Teacher Training and Education Faculty of UIN Maulana Malik Ibrahim Malang.
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11. And everyone whose name cannot be mentioned one by one.

Malang, June 8th 2021

The Writer

A handwritten signature in black ink, appearing to read 'Raulina Suci Maharani', written in a cursive style.

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ABSTRACT

Maharani, Raulina Suci. 2021. English Education Department Students' Perception toward Netflix as Digital EFL Learning Aid on Listening and Speaking Skills. Thesis. English Education Department. Teacher Training and Education Faculty. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Septia Dwi Jayanti, M.Pd.

Keywords: Netflix, EFL learning aid, listening skill, speaking skill

The advance of mobile technology combined with aggregating customers viewing habits have increased the growth of subscription video on demand (SVoD) services. Although this SVoD services potentially offer some benefits in EFL learning, little has known about the benefit of SVoD in term of EFL learning. Therefore, this study was aimed at finding out fifteen English education department students perception in UIN Maulana Malik Ibrahim Malang about English movies and series in Netflix contribution as digital EFL learning aid on their listening and speaking skills. The study used qualitative approach focusing on case study. The subjects were fifteen students of English education department of UIN Maulana Malik Ibrahim Malang. Questionnaire, interview, and documentation were used in collecting the data. Then they were analyzed and interpreted through qualitative procedure. The findings indicated that English education department students have positive perception about Netflix as digital EFL learning aid. It showed that Netflix has direct influence in comprehending English education department students' listening and speaking skills.

ABSTRAK

Raulina, Maharani Suci. 2021. Persepsi Mahasiswa Jurusan Tadris Bahasa Inggris terhadap Netflix sebagai Media Digital Belajar Bahasa Asing terhadap Kemampuan Mendengar dan Berbicara Mahasiswa. Skripsi. Jurusan Tadris Bahasa Inggris. Pembimbing: Septia Dwi Jayanti, M.Pd.

Kata Kunci: Netflix, media pembelajaran bahasa asing, mendengar, berbicara.

Kemajuan teknologi selular yang dikombinasikan dengan peningkatan jumlah penonton layanan video berlangganan (SVoD), meskipun layanan SVoD ini berpotensi memberikan manfaat terhadap pembelajaran bahasa asing/bahasa asing (EFL). Tetapi sangat sedikit sekali eksplorasi tentang pemanfaatan layanan SVoD ini dalam hal pembelajaran bahasa asing. Tujuan utama dari penelitian ini adalah untuk meneliti tanggapan limabelas mahasiswa jurusan Bahasa Inggris UIN Maulana Malik Ibrahim Malang terhadap kontribusi film dan serial berbahasa Inggris di Netflix sebagai media pembelajaran bahasa asing pada kemampuan mendengar dan berbicara mereka. Peneliti menggunakan metode kualitatif berfokus pada studi kasus. Subjek dari penelitian ini ada limabelas mahasiswa jurusan Bahasa Inggris UIN Maulana Malik Ibrahim Malang. Dalam mengambil data, peneliti menggunakan kuisioner, wawancara, dan dokumentasi. Data yang diperoleh kemudian dianalisis dan diinterpretasikan menggunakan prosedur kualitatif. Penemuan dari penelitian ini mengidentifikasi bahwa mahasiswa jurusan Bahasa Inggris ini memiliki persepsi yang positif terhadap Netflix sebagai media belajar Bahasa Asing. Hasil penelitian ini menunjukkan bahwa Netflix memiliki pengaruh langsung dalam mendalami kemampuan mendengar dan berbicara mahasiswa jurusan bahasa Inggris.

التلخيص

رولينا, ماهاراني سوجي. 2021. تحليل ملاحظة الطلاب بقسم اللغة الانجليزية عن " نيتفليكس " كالألة الرقمية لتعليم اللغة الطريفية حول مهارة الاستماع به و مهارة الكلام عند الطلاب. البحث العلمي. قسم تعليم اللغة الانجليزية. كلية التربية و التعليم. جامعة مولانا مالك إبراهيم الاسلامية الحكومية مالانج. المشرفة : سيفتيا دوي جاياتي, الماجستير.

الكلمات المرشدة : نيتفليكس, وسائل تعليم اللغة الطريفية, الاستماع, الكلام.

الهدف الأول من هذا البحث تحليل وعي الطلاب بقسم اللغة الانجليزية جامعة مولانا مالك إبراهيم الاسلامية الحكومية مالانج إلى أثر الفيلم باللغة الانجليزية في " نيتفليكس " كالوسيلة التعليمية للغة الطريفية في مهارة الاستماع أو الكلام لهم. و استخدمت الباحثة طريقة البحث النوعي التي تركز في تحليل المشكلة. أمّا أصل الحقائق فيه فمأخوذ من خمسة عشر طالبا من أعضاء الطلاب في قسم اللغة الانجليزية بجامعة مولانا مالك إبراهيم الاسلامية الحكومية مالانج.

و استخدمت الباحثة السؤال و المقابلة و التوثيق لأخذ الحقائق. و الحقائق المأخوذة محلّلة و مقدّمة على الطرق النوعية. و النتيجة من هذا البحث أنّ طلاب اللغة الانجليزية لهم ملاحظة جيدة في " نيتفليكس " كالوسيلة التعليمية للغة الطريفية. و هذا البحث يدلّ على أنّ " نيتفليكس " لها أثر مباشر في تعمق مهارة الاستماع أو الكلام عند الطلاب بقسم اللغة الانجليزية.

CHAPTER I

INTRODUCTION

In this chapter the researcher presents background of the study, the scope of the study, the research question, the objective of the study, the significance of the study, and the definition of key terms.

1.1 Background of the Study

During sudden outbreak of deadly Corona Virus disease (COVID-19) pandemic, governments and public health institutions across the globe have set social distancing and stay-at-home guidelines to survive from the COVID-19 pandemic (World Health Organization, 2020). This social distancing action affects many sectors including educational sector. The stay-at-home forced our society to study from home to prevent the spread of Corona Virus. As a result, our society spending more time online to virtually connect with other and stream online entertainment. In March 2010 during the first months of the pandemic, industry reports showed that digital media use tremendously increased as people spent more time at home due to Corona Virus lock downs (Kemp, 2020).

One of the new lifestyle that become popular to spend time during social distancing is watching streaming shows or subscription video on demand (SVoD). SVoD is a popular entertainment programming model in all ages where the petitioners monthly fee in order to exchange their instant access to the streaming shows library consisting of TV shows, movies and other media content. One of the popular SVoD provider is Netflix, In 2017 Netflix is the leader in the worldwide SVoD market with over 109 million global members although Netflix has several prominent competitors such as Amazon Prime and Hulu, (Netflix, 2017). In this social restriction situation, Netflix has a huge more expansion since the increasing TV series and foreign language movies spectators. In the first quarter of 2020, the number of Netflix paid memberships globally grew by 15.8 million higher than the estimated 22.8 percent year over year, bringing Netflix total membership to 183 million (Netflix, 2020).

This SVoD services considered to offer some benefit for EFL learners. Ismaili (2012) on his research stated that movies pave the way for the EFL learners and give the opportunities to see the social dynamics of communication just like native speakers incorporate into real settings. Since Netflix has a lot of streaming movies and series that has no ending. Netflix as an English movies provider might also be the source for extensive listening and speaking in an advance level language learning as a pedagogical framework. Beginners can put on subtitles to improve their spelling while they are watching. Understanding spoken English will be easier by watching movies. Memorizing the sound and learning how certain word pronounced will be easier by hearing. Reading is definitely helpful in improving English but hearing how to speak English is also equally important. However, very few study discuss about SVoD in the term of EFL learning.

Four language skills needed for communication are reading, writing, listening and speaking. Beside four language skills mentioned, the very basic skills needed for daily communication are listening and speaking. Listening has very important role in communication, by mastering listening skill, English major students will be able to understand the message sent by the speakers and also the messege will be able to understood by student logically. Howatt & Dakin (1974), stated that without a good listening skill, we cannot have a successful conversation. In the other hand, many language learners regard speaking skill as the most important skill to be mastered. Speaking is a process of constructing meaning that involves producing, receiving and processing information interactively. (Brown, 1994; Burns & Joyce, 1997). Gumperz (1999) stated that speaking is cooperatively constructed which is based on contributions, assumptions, expectations, and interpretations of the participants' utterances (p. 101).

Living together is human natural instinct. Based on that statement individual needs communication with other for fulfilling their needs and convey their feelings. Moreover, verbal communication is an important skill to be

acquired in order to present our thoughts, wills, emotions, and wishes through conversation and speaking. Being a complete code of life, Islam provided us the required guidelines for effective communication like mentioned in the Quran Surah Ibrahim (14:04)

مَنْ يَشَاءُ وَ بُوَ الْعَزِيزُ الْحَكِيمُ وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَ يَهْدِي

“We did not send any messenger but (speaking) in the language of his people, so that he might clearly convey message to them”

Speaking and listening is the easiest and simplest mode of communication. In a social communication, If we fail to represents our thoughts effectively, it will result into miss comprehension. Ineffective communication leads to create ambiguities, misunderstandings and conflicts between the speaker and the listener. Moreover, the listener will ignore the importance of our conversation. So, we can conclude that effective communication leads to a peaceful life.

Some previous studies that used by the researcher are, the first is Liando, V.F., et.al (2018) tried to find out the English major students' perceptions toward watching English movies in listening and speaking skills development in North Sulawesi University. This study found that watching movie was effective to improve the students' speaking and listening skills.

The second previous study is from Gilbert Dizon (2018). this study investigated nine Japanese EFL learners who used Netflix for EFL learning. He found that subscription VoD has the potential to foster EFL learning. Furthermore, Friska, Aquino (2018). In her study, she tried to find out students' perception in getting the meaning of English movie watching in learning process. She found that watching English movie is beneficial for learning English skills and make students more engage with the teaching and learning process.

In hence, this study occupies the gap established from the previous

study above by examining English education department student of Universitas Islam Negeri of Maulana Malik Ibrahim Malang as English foreign language (EFL) learners views of Netflix. I found it challenging to see English education department students' perception about how much they think watching Netflix contribute to their listening and speaking skills.

1.2 The Scope of The Study

Based on the above phenomena of language learning, the main focus of this study is to investigate about Netflix utilization as digital EFL learning aid. This study will try to find out the perception of English education department students' of UIN Maulana Malik Ibrahim Malang when utilizing Netflix to develop their listening and speaking skills. This study will focus on 15 male and female students at second, fourth, sixth and eighth semester students who are active viewers of Netflix during their spare time at least a month and interested to engage in this research.

1.3 The Research Question

The researcher will be focused on identifying the problems as stated on the background above. Therefore, the researcher will answer the following questions in this study:

1. How English education department students' perception toward Netflix as a Digital EFL Learning aid?
2. How does Netflix contribute English education department students' listening and speaking skills?

1.4 The Objective of The Study

Based on the results of the identification above, the researcher formulates the objective of this study as follows:

1. To analyze English education department students' perception toward Netflix

2. To investigate the effects that comes from utilizing Netflix as digital EFL learning aid for English education department Students' listening and speaking skills.

1.5 The Significance of the study

The result of this study is supposed to analyze the English education department students' perception toward Netflix as digital EFL learning aid on listening and speaking skills. The researcher believe this study will give contribution for those who desire to investigate the future study in relation with Netflix as digital EFL learning aid, especially in learning English listening and speaking skills. In addition, this study is intended to investigate the perception of learners. It is expected to supply any significant information for those who want to investigate more about media learning using Netflix.

1.6 The Definition of Key Terms

In this subs chapter, the researcher defined some key terms used in this study. It aims to give a better understanding. The researcher provide the following key terms:

1. **College Students** : A person who involve or enrolled in educational institution at a collage university with the goals of acquiring knowledge
2. **English education department student of UIN Malang** : a person who involve or enrolled in English education department of UIN Malang who applies themselves to the intensive knowledge about English is term of education
3. **Perception** : process of receiving stimulus by an individual which identical with decoding in communication process
4. **Netflix** : Netflix is a provider of digital streaming service which allows its streamer watching a wide variety of TV documentaries, shows, anime, movies, etc. without any single commercial.

5. **EFL learning** : EFL is abbreviation from English foreign language, thus EFL learning refers to deliberate process where learners from non-English speaking countries consider to learn English as additional language
6. **Digital aid** : Digital aids are website, program, or online resources that will make task easier to complete
7. **Speaking skill** : Speaking is an individual ability to convey information verbally so it can create an effective communication
8. **Listening skill** : Listening skill is one of the important skill to understand what other people saying to get any important information from the speaker.

CHAPTER II

LITERATURE REVIEW

This chapter will be focused on the theories that will be used to strengthen this study. It will consist of some primary variables. They are definition of student, perception, learning media, digital aid, Netflix, EFL learning, speaking skill, and listening skill.

2.1 Definition of Student

The word student is original from Medieval Latin *studiare*, the meaning is to study, to be eager, zealous, or diligent. A student principally is a person who is under learning with goals of developing professions, acquiring knowledge, and achieving employment which entered in a formal educational institution. Students can be anyone who enforce themselves to master specific knowledge or expertise.

2.1.1 College Student

Cited from wikipedia.org the word the root word from “college” is from Latin verb *legere, lego, legi, lectum*, the meaning is to gather together, collect, pick, plus the preposition *cum*, “with”, the meaning “selected together”. Furthermore the word *collegium*: Latin is the original for the word college, it means an educational institution or a constituent part of one. Common definition of college is a training institution that awards trade qualifications, a higher-education as a constituent part of a university.

2.1.2 English Education Department Students of UIN Malang

English education department students of UIN Malang are who enrolled as UIN Malang student in the English education department that concerned in English education program which purpose is to examine English studies, starting from listening, speaking, reading, and writing aspects. English education department students aimed to become excellent in teaching

those four English skills prepared to become English teachers present and past experience, the human interest, the level of interest, and the interpretation of the perception (Adediwura and Tayo, 2007: 166). In addition, Mc Goldrick and Caffrey(2009) defined students' perception as students' ability to justify their own statements and distinguish it from the study that presented in the classroom.

2.2 Perception

2.2.1 The Concept of Perception

Cited from Wikipedia.org The word “perception” comes from the Latin *perceptio*, the meaning is gathering or receiving. It is the organization, identification, and interpretation of sensory information to interpret and understand the information, (Daniel ,2011). The word perception is closely related to human psychology. In layman's term, the perception is defines as a conscious act of a person's environment through physical sensation which establish individuals ability to understand. Unumeri (2009) stated that perception defined as conformity with someone views and opinion about something. However, someone opinion of others depending on the available information and the extent to which they can interpret the obtained information. In conclusion, some people might get the same information with the others in a certain situations, but, someone or a group of people might have a different conclusion because of individual difference capacity to interpret the obtained information.

Furthermore, Adediwura and Tayo (2007) in their research have showed the process of having a perception. They explain “everything come from outside become an impression, something we heard and see becomes our consciousness that drafted off in our certain directions, making a connection with other materials that has already there, and final become a our reaction.” So, it is clear that perception is our reaction that elicited when an impression is perceived from without after making a connection with other materials in the consciousness

(memory). From the explanation above, we can conclude that perception cannot just appear. It comes from the background information someone have then it produce a reaction. Perception might be supported by the individual attitude at a particular moment, the present and past experience, the human interest, the level of interest, and the interpretation of the perception (Adediwura and Tayo, 2007: 166). In addition, Mc Goldrick and Caffrey (2009) defined students' perception as students' ability to justify their own statements and distinguish it from the study that presented in the classroom.

2.2.2 Factors Affecting Perception

According to Walgito (2003), the perception is influenced by factors that have been classified, as follows. First, internal factors. It is factor that come from the ability of someone in finding and creating something that comes from a relationship with mental, mental, intelligence, and bodily. Second is external factor. It is comes from the stimulus and traits that stand out beyond the objects that comes from someone determination such as: social and environmental.

According to Setiyana (2012), functional and structural factor also influence individual's the perception. First, functional factors or personal factors are some factors that relate to the individual's understanding of the impact from the stimuli, it can be referred to the benefits of stimuli generated. Second, structural factors or situational factors are external factors that affect an individual's understanding of the existing stimuli.

2.3 Learning Media

2.3.1 Definition of Learning Media

Media is defined as a tool that used as a mediator to communicate, or connecting something to something else. National Education Association (NEA) defined media as a kind of communication that can be printed or audio

visualized and all its equipment. The media itself can be manipulated, can be heard, seen, and read.

In the education sector media is interpreted as an element or a tool that can stimulate students to learn. Meanwhile, learning media defined as an instrument to deliver learning information to students and it is expected to help students to improve their achievement.

Branch (2009) claimed that educators can use media as an effective aid to construct knowledge and skills because using media allows information to be dispersed quickly to the learners. In the other hand, Jalmur (2006) stated that learning media is a method, technique or a tool used to make the teaching communication or interaction process between teacher and students more effective and efficient.

Based on those definitions above, it can be taken a conclusion that learning media is a device use to guide learning materials and provide more convenience learning to students in achieving the learning objectives. The learning process regarded to be succeed, If there is a change in student behavior. Therefore, with effectiveness of learning the objectives of learning will be achieved more effective.

2.3.2 The Benefit of Learning Media

By using Media program as a package, it makes the materials become clearer, more interesting, and more complete for students. Using learning media to present the material can also arouse curiosity between students. Arsyad (1997) mentioned some benefits of teaching using media such as: First, learning media make the message and information presented clearer. So, it can improve the learning outcomes. Second, learning media can improve students' attention so it could lead to improve students' learning motivation and improve students' direct interaction to their environment and allows students to learn on their own interest and abilities. Third, learning media can be a solution to overcome the space

limitation. Learning media provide students the same experiences close to their environment cases, and sustain a direct interaction with their teachers, their environment, and community. We can conclude Arsyad's opinion about the benefit of learning media that learning media can excite students' respond to their environment physically and emotionally so it can help the learning process.

2.3.3 Digital Aid

Digital aid refers the broad range of technology uses a logic algorithm for example, software such as digital images, video games, digital video, web pages, websites, including social media. Digital aid can be created, viewed, distributed, and persisted on digital electronic devices. Using technology for education provokes student's curiosity, boost their engagement, and leads to better learning and comprehension.

2.3.4 Netflix

An online streaming service called Netflix provide popular TV-series released as entire seasons. Netflix began as a mail-order DVD rental service in 1997 and now it is a leader of subscription VOD market which has over 109 million members across 190 countries (Netflix, 2017). Netflix does not only have the most subscribers worldwide, it also expend most on original content. Quoting statistics from JPMorgan, Molla (2017) stated that Netflix will spend \$6 billion in 2017 to produce their original content. Cited from hbr.org, Netflix emphasis on its original contents combined with its strong growing expansion into 190 countries has resulted in its producing series in variety of languages, including Mandarin, Spanish, Japanese, German, and Russian that make it potentially useful as a language learning tool. The powerful appeal of some of the Netflix series also necessary in attracting its viewer to engage in its storyline, then make it become highly motivating resource for language learning. According to Janner (2018) as an accessible on demand application around the globe, Netflix has taken the television experience to a new level. Netflix viewers are able to watch

foreign language series or film in its original version, dubbed with subtitle in native (L1) or target language (EFL). Furthermore, the L1/EFL subtitles makes Netflix become more accessible to beginner learners. It is very important because of the cognitive load essential for beginner learners to understand L2 video (Sydorenko, 2010). There are some option that Netflix viewers can choose to watch a film in their native language or with target language subtitles. So, we can conclude that Netflix is an attracting media for language learning context.

2.4 English Foreign Language (EFL)

Thee method of expressing ideas and emotions in the form of sign and symbols to encode and decode information is called language, Enamul (2017). Based on Collins dictionary definition, a language is a system of communication which consists of a set of sounds and written symbols which are used by a group of people in a particular region or country for communication such as talking and writing. Owen (2006) defined a language as a combinations of symbols and its rule governed. Those combinations of symbols are socially acceptable as a code or conventional system for delivering concepts through the use of symbols and combinations that regulated by the provisions. Based on Zhu (2001) and Crystal (1997), roughly 6,000 languages are spoken in the world, with widely varying distribution, and most of them have been learned as second. There are four most used languages, those are English, Chinese, Spanish, and Hindi, which are learned by more than 2 billion as L1s and almost 1.7 billion as L2s.

English as a Foreign Language is learning English in a non-English-speaking country. For example, in Indonesia English is not the official language of the country. Thus, students in Indonesia who are learning English are considered EFL students. But, students were learning English in British or U.S. they would be considered ESL students. According to Richards and Schmidt (2002) English in Indonesia is considered to be an EFL (English as a Foreign Language), in means that English in Indonesia is not used in formal

communication and daily communication. Thus, it can be concluded that the condition of English in Indonesia learning will be different from one in the English native speakers' country or in ESL country.

2.4.1 English Foreign Language (EFL) Learning

Capability to learn language is an innate capacity of human being which manifest distinct structural regularities. Language is used as a means to express human's wants and needs. In this last twenty years, we have seen an increasing interest in how learners learn English as foreign language. This is due to the awareness of the importance mastering English. EFL learning is a witting process in which learners consider to learn English foreign language beside the first language (L1) and second language (L2) take place. The EFL learning take place after the first language and second language (L2) has been acquired.

According to Halliday (2004), there are three main things about the relationship between language and learning: learning *a* language, learning *through* language and learning *about* language. As children are socialized, they are engaged in all three processes simultaneously. They learn a language, such as how to form sounds and utterances in their first (or additional) language(s) (learning *a* language). They learn about the world as they do so. By acquiring the word 'hail' they will learn that there is such a concept (possibly even before having experienced it in the real world) and that is different from both snow or rain (learning *through* language). In the end, they learn *about* language, i.e. through either explicit or implicit feedback and modeling, they learn how to put together morphemes, phonemes, words, and phrases together accurately.

2.5 listening and speaking Skills

2.5.1 Listening Skill

Basically, Listening skill is related to hearing sense, but it has a distinct process from hearing itself. In contrast with hearing, listening skill need an active and contiguous analysis of the streams of the sound but hearing means

perceiving sound in a passive way. According to Rubin in Helgesen and Brown (2007), listening is an active process of selecting and interpreting auditory and visual information by listeners which come from auditory and visual clues. Furthermore, listening skill is an active process of receiving and responding to spoken message. In the education field listening skill is one of the subject learned that students not only hear a spoken message but also analyze the message. According to Helgesen (2003) listening is an active, purposeful process of making sense of what we hear. When we hear something more often also the more we can understand it.

In comprehension process of spoken language, the listeners not only process the spoken language but also interpreting the information contained by their background of knowledge and experience. Confirming the statement above, Spratt, Pulverness, and Williams (2005), clearly categorize a receptive skill of listening which involves responding to spoken language. Moreover, Spratt, Pulverness, and Williams (2005) stated that listening require doing several things including using the context and knowledge of the world, dealing with the spoken language characteristic, understanding different speeds of speech and accents, understanding different text types, and using different listening subs kills.

Richards and Schimdt (2002) stated that listening comprehension is the process of understanding speech in the first or second language. When we studied about listening comprehension in second language learning, we will focuses on the role of 9 individual linguistic material such as phonemes, words, grammatical structure as well as the role of the individual expectation, background of knowledge, the situation and context, and listening topic. Furthermore, Rost (1994) in his research, has pointed out that listening skill is important basic skill to be acquired in the language classroom because it provides input for the learners. In conclusion, if learners cannot understand input at the right level, any learning simply cannot begin. Based on that theory

above, the researcher conclude that listening skill is a fundamental skill to be acquired, it is not only the process of understanding the sound, however the listeners have to be able to know the context from the speech to gain the information need.

2.5.2 Speaking Skill

Speaking skill described as an important skill to be acquired to convey information verbally in a way the listeners can understand. It is an interactive process of constructing meaning by the shared information. Not only expressing some specific points of language such as vocabulary, grammar or pronunciation. However, speaking skill show individual understand why, when, where, and how to produce voice as speaking action itself.

According to Cameron (2001) speaking is the active use to express meaning of language so that other people can understand what the speaker means. In order to share understanding in speaking foreign language, it requires attention to precise the details of language and also the speaker needs to find appropriate words in correct grammar to bring the meaning precisely and accurately. The Council of Chief State officer (CCSSO, U.S., 2009) defines listening as the ability to understand the language of the teacher used in instruction, comprehend the important details, abstract pertinent information, and to keep abreast with the training modules through which teachers provide information. Simply, Djwandono (2005) defined speaking as the activity to express thought and feeling orally. Rudolph, Ann & Ernest (1976) believed that listening and speaking skill are two most important skills to be acquired in communication by learners due to some reasons. Furthermore, we cannot underestimate the importance of listening skill. A great listening skill will allow an individual perform better with effective communication, and understand more. In the end good listening skill will produce a better relationship.

In conclusion with all the statements above, a good listener can absorb all the detail information from the speech by being sensitive to tone of speakers' voice, body action, and facial expression, as well as to the words themselves. Then, the good listeners are able to evaluate the speaker's ability and consider the speaker's method to help us determine what elements we should adopt and what elements we should avoid.

CHAPTER III

METHODOLOGY

In this chapter, the researcher will focus on how to obtain, gather and arrange the data collection. It also covers discussion about the research design, data source, research instrument, data collection, and data analysis.

3.1 Research Design

In conducting this research, the researcher uses qualitative method focusing on case study technique. It aims at analyzing English education department students' perception toward Netflix as EFL learning aid on listening and speaking skill. The investigation for this study will be focused at English education department students of Universitas Islam Negeri Maulana Malik Ibrahim Malang. Especially, the students in second, fourth, sixth and eight semesters. This case study research is focusing on social phenomena from the perspective of the participants of this research. It is an intensive analysis of an individual or community emphasizing on the developmental factors in relation to the environment.

A case study in educational term is an empirical enquiry which conducted among localized boundary of space and time into interesting aspects of an educational activity, or system, or institution, or programs, mainly in its natural context within an ethic of respect for persons, Bassey (1999). In order to inform the judgments and decisions of practitioners or theoreticians or policymakers who are working on in such a sufficient way the data collected the researcher will explore significant features of the case and create plausible interpretations test for their trustworthiness and construct a worthwhile argument to convey the argument convincingly to the audiences. In this research, the interesting aspect of educational activity is the EFL learning activities of English education department through watching Netflix. The researcher observes and draws from

phenomenon as clear as possible without manipulation. In the end, the researcher will report the result of analyzing English education department students' perception toward Netflix as digital EFL learning aid on their listening and speaking Skill.

3.2 Data Source

The source of the data is a significant part of a research. The researcher requires the data source for getting the information and dealing with problem formulations. According to Arikunto (2002), data source is all facts and figures that the researcher used as material to compile information, while information is the result of data processing that is used for a purpose.

The data of this research is the information of English education department students of Universitas Islam negeri Maulana Malik Ibrahim Malang perception toward Netflix as digital EFL learning aid on listening and speaking skills. Here the primary data source is the questionnaires and interviews answered by English education department students. While field note and pictures were as the secondary data.

3.3 Research Instrument

In order to conduct this study, the researcher uses some instruments, those are interview and questionnaires to help the work more effective and efficient. In this study. The researchers will employ a set of surveys which belong to qualitative data collection techniques. Furthermore, to get deeper meaning from students' questionnaires result and to complete the data, the researcher will collect information from the interview that will be conducted at English education department of Universitas Islam Negeri Maulana Malik Ibrahim Malang. It consists of questionnaires (Google forms: Free online survey), interviews, audio or video recordings and note taking.

The participant of this study will be the students of English education

Department of UIN Maulana Malik Ibrahim Malang. They are 15 male and female students from the second, fourth, sixth and eight semesters who are an active viewers of Netflix and having high spirit to integrate with this study. The research is held from early March up to April 2021.

3.4 Data Collection

In this study, the researcher has to use and combine some method and instruments. Denzin & Lincoln (2005) said that instrument of collecting data is a tool chosen and used by the researcher in his or her activity of collecting data in order that the activity becomes systematic and easy. The method used by the researcher in conducting the data collection in this study as follows.

3.4.1 Interviews

Interview is one of data collection technique which is done by asking open-ended question to the participants of the research. It can help the researcher to understand, and explore subjects' behavior, experiences, and opinions to gain depth information based on the phenomena researched. Bungin (2007) stated that depth interview is a process to gain information needed for the aim of research by face to face questioning between the interviewer and interviewee, with or without the use of an interview guide.

In this study, the researcher focus on interviewing 15 participants consist of the second, fourth, sixth and eighth semester of English education department Students. In conducting the interview, the researcher prepares a list of question as a guidance to know English education department students perception toward Netflix as digital EFL learning aid on listening and speaking skills. In collecting the data from interview, the researcher used steps as follow. First, the researcher prepared some questions that would be asked to selected English education department students who are active viewers of Netflix. The researcher also prepared recorder to record the respondents answer. Second, the researcher talked

and ask prepared question to the respondents in friendly way. Finally, the researcher transcribed the respondents' answers. This method conducted to get deep information about students' perception toward Netflix as a digital EFL learning aid on listening and speaking skills.

3.4.2 Questionnaires

Questionnaires are a list of questions based on the topic that the researcher wants to explore. The aim of conducting the questionnaires is to gain the important information from the respondents. In this day, the questionnaires can be conducted by an online survey such as google form to be more effective and efficient. The set of question in this study might consist of students' demographic background, students' Netflix access, students' perception toward Netflix, and Learning effectiveness on listening and speaking skills.

3.5 Data Analysis

Data analysis according Bogdan and Taylor (1975) is the process of planning effort formally to find the theme and to formulate hypothesis as suggested by the data and as an effort to help the theme and the hypothesis. So, it can be synthesized that data analysis is the process organizing and put the data into the right category, pattern, and the basic unit in order to find the theme and formulate the hypothesis based on the data collection.

In accordance with the research objectives, researcher use data analysis procedure from Miles and Huberman (1992) that consist of three flows activities: data reduction, data display, verification, conclusion, and triangulation. First, data reduction is started by selecting the basic thing and focus on something important to the content of data and simplify it. The data here is students' perception toward Netflix as a digital EFL learning aid on listening and speaking skills. The researcher will summarize it by separate the accurate and inaccurate data. Second, The researcher display the data by presenting the data collection gained from questionnaires and interview. The

researcher display the data from questionnaires by interpreting the data in form of word, sentences, narrative, table and graphic and transcribe the data that gained from interview to make it easier to understand and to arrange the next step to take an appropriate conclusion.

Third, verification and conclusion, in this step the researcher's conclusion will be verified to the notes taken and furthermore. It aims to bring the perfect conclusion by drawing the conclusion from the clear data and good statement. Lastly, to validate the data, the researcher use triangulation technique which used variety of data source, especially from the subject to increase the credibility of the data that has been obtained. It means that the researcher will looking for more than one source to understand the data or information. It has been found to be beneficial in providing confirmation of findings, increasing validity and enhanced understanding of studied phenomena. it was assisted by using interview, questionnaires and documentation.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter the researcher expand the research findings and discussion of the research. The findings include the descriptive analysis of English education department students' perception toward Netflix as digital EFL learning aid on their listening and speaking skills.

4.1 Findings

4.1.1 Questionnaire Result

The data that was obtained by the researcher from the result of a questionnaire focusing on the of English education department students' perception toward Netflix as digital EFL learning aid on their listening and speaking skills. The first category is useful to understand the participants demographic background. There are two question about gender and year of enrollment in English education department of UIN Malang. based on demographic information of questionnaire as the basic data about the participants. As suggested by Johnson and Christensen (2008), a questionnaire was self report that each participant fills out as data-collection instrument. To make it clear, the demographic information.

Table 4. 1 Gender

Gender	Frequency of Students	Percentage
Male	3	20%
Female	12	80%
Total	15	100%

Based on this table, there are 12 female students (80%) and 3 male students (20%) participated in this research. The female students are more than the male students.

Table 4. 2 Year of Enrollement

Year of Enrollment	Frequency of Students	Percentage
2017	8	53,3%
2018	4	26,7%
2019	1	6,7%
2020	2	13,3%
Total	15	100%

From this table, most of the students are from 2017 generation. The table shows that there are 8 (53,3%) students from 2017 generation, 4 (26,7%) students from 2018 generation, 1 (6,7%) students from 2019 generation, and 2 (13,3%) students form 2020 generation.

Table 4. 3 Students' Netflix Access

I have subscribed to Netflix since	Frequency of Students	Percentage
First outbreak of Corona Virus (pandemic)	13	86,7%
Before Pandemic	2	13,3%
Total	15	100%

Table 4. 4 Instruments Used by Students to Access Netflix

I access Netflix using	Frequency of Students	Percentage
Mobile Phone	8	53,3%
Laptop/Pc	5	33,4%

Both PC and Mobile Phone	2	13,3%
Total	15	100%

Table 4. 5 Students' Netflix Access Frequency

I watch English movies/series in Netflix times in a month	Frequency of Students	Percentage
<10	9	60%
10-15	3	20%
15-20	3	20%
20-25	-	-
>26	-	-
Total	15	100%

Table 4. 6 Netflix Convenient

Netflix is easy to access	Frequency of Students	Percentage
SD	-	-
D	-	-
N	-	-
A	10	66,7%
SA	5	33,3%
Total	15	100%

The second category was about students' Netflix access, in the first question about since when the students subscribed to Netflix can be seen that English education department students mostly subscribed to Netflix since the first outbreak of Corona Virus as many as 13 (86,7%) students and 2 (13,3%) students

subscribed to Netflix before pandemic. It can be concluded since the first Corona Virus outbreak and the stay at home policy implemented by government the number of students who subscribed to Netflix is increasing.

The second question was about what device used by English education department Students to access Netflix. Based on the questionnaires above 8 students (53,3%) use mobile device to watch English movies in Netflix, 5 (33,4%) students used their laptop or pc, and 2 (13,2%) students used both their mobile phone or laptop to watch English movies in Netflix. It can be concluded that English education department student mostly used their mobile phone to watch Netflix. The third question was about students' Netflix access frequency in a month. Most students 9 (60%) answer <10 it means that most of the students very rarely watching English movies in Netflix, 3 (20%) students answer 10-15 times in a month it means that they rarely watch English movies in Netflix, and the other 3 (20%) students choose 15-20 times in a month, it means that they seldom watching English movies or series in Netflix. The last question in this category was about Netflix's convenient for its user. From the result was got that 5 (33,3%) students choose strongly agree and 10 (66,7%) students claimed agree or in line with the researcher statement. Related to the description above, it can be concluded that the students prefer to agree on the statement that Netflix is easy to access.

Table 4. 7 Students' Perception toward Netflix

Statement of questionnaire	Percentage Frequency					Total
	SD	D	N	A	SA	
I enjoy watching English movies or series in Netflix more than another	-	2 13,3%	4 26,7%	5 33,3%	4 26,7%	15 100%

SVoD platform * SVod (Subscription Video on Demand)						
Watching English movies or series in Netflix can improve my English in everyday life	-	-	2 13,3%	6 40%	7 46,7%	15 100%
My EFL learning effectiveness was enhanced because of Netflix	-	1 6,7%	4 26,7%	7 46,7%	3 20%	15 100%

The third category was about students' perception toward Netflix. The statement of Netflix is an enjoyable platform to watch English movies or series. That was obtained data as follow, 2 (13,3%) from 15 students believed disagree, 4 (26,7%) stand neutral, 5 (33,3%) choose agree and the remaining 4 (26,7%) choose strongly agree with the researcher's statement. Thus, it can be concluded that most students think that Netflix is an enjoyable platform to watch English movies or series.

The second statement was about Netflix in improving students' English ability in everyday life. From the result of the questionnaire above 2 (13,3%) students stand neutral, 6 (40%) students choose agree and 7 (46,7%) students choose strongly agree. Thus, we can conclude that most of the students agree with the researcher's statement. The last statement in this table was about the enhance of students' EFL learning effectiveness because of Netflix. From the result of questionnaire above 1 (6,7%) student claimed disagree, 4 (26,7%) students stand neutral, 7 (46,7) choose to agree or in line with the researcher's statement, 3 (20%) voted strongly agree. Related to the researcher's description above, it can

be taken a conclusion that Eeducation department student prefer to say agree with the statement, My EFL learning effectiveness was enhanced because of Netflix.

Table 4. 8 *Learning Effectiveness on listening skill*

Statement of questionnaire	Percentage Frequency					Total
	SD	D	N	A	AD	
Learn correct pronunciation through English movies or series in Netflix.	-	-	2 13,3%	6 40%	7 46,7%	15 100%
Understand unfamiliar accents and dialects better through English movies or series in Netflix.	-	-	1 6,7%	7 46,7%	7 46,7%	15 100%
Learn new vocabularies through English movies or series in Netflix	-	1 6,7%	-	4 26,7%	10 60,7%	15 100%
Understand unfamiliar idioms, proverbs, and slang better through English movies or series in Netflix.	-	-	2 13.3%	5 33,3%	8 53,3%	15 100%
English movies or series in Netflix can improve my listening skill better than other	-	-	3 20%	6 40%	6 40%	15 100%

digital EFL learning media normally used in class.						
I can improve your listening skill through English movies or series in Netflix	-	1 6,7%	-	7 46,7%	7 46,7%	15 100%

Table 4.8 reveals about students' learning effectiveness on listening skill using Netflix. The first statement was about, learn correct pronunciation through English movies or series in Netflix. 2 (13,3%) students stand neutral with this statement, 6 (40%) choose agree, the rest 7 (46,7%) students claimed strongly agree, and no one voted disagree. Thus, it can be concluded that students strongly agree with the statement, learn correct pronunciation through English movies or series in Netflix. Next statement was understand unfamiliar accents and dialects better through English movies or series in Netflix. Of the 15 participants, no one voted strongly disagree and disagree. Indeed, 1 (6,7%) students stand neutral, 7 (46,7%) students stand voted agree and strongly agree. From the statement above, in can be concluded that the students agree more over they are strongly agree with researcher's statement.

The third statement was learn new vocabularies through English movies or series in Netflix. As shown in the data above, the result is 1 (6,7%) believe disagree with this statement, 4 (26,7%) students choose agree and most of the students 10 (60,7%) choose strongly agree with the researcher's statement. Next statement was about understanding unfamiliar idioms, proverbs, and slang better through English movies or series in Netflix. Data obtained was 2 (13,3) students stand neutral, 5 (33,3%) students choose agree, and 8 (53,3%) choose strongly agree or in line with the researcher's statement. It can be concluded that English education department students strongly agree that Netflix help them to understand

unfamiliar idioms, proverbs, and slang better through through its English movies or series. The result was got 3 students voted neutral, 6 (40%) students choose agree, and another 6 (40%) students choose strongly agree or in line with the researcher's statement. Related to the description above, it can be concluded that most students tend to agree more over they are strongly agree with the researcher's statement.

The last statement was about Netflix can improve students' listening skill through its movies or series. Only 1 (6,7%) from 15 students who participated in this research vote disagree, 7 (46,7%) students voted agree, and another 7 (46,7%) voted strongly agree with the statement that Netflix can improve their listening skill. In conclusion the students tend to agree more over they are strongly agree with this statement.

Table 4. 9 Learning Effectiveness on speaking skill

Statement of questionnaire	Percentage Frequency					Total
	SD	D	N	A	SA	
Apply correct pronunciation in practice through English movies or series in Netflix.	1 6,7%	-	-	8 53,3%	6 40%	15 100%
Apply unfamiliar accents and dialects better through English movies or series in Netflix.	-	-	1 6,7%	8 53,3%	6 40%	15 100%
Apply new vocabularies in practice through English movies or series in Netflix.	-	1 6,7%	-	7 46,7%	7 46,7%	15 100%

Apply more idioms, proverbs, and slang in practice through English movies or series in Netflix.	-	1 6,7%	3 20%	5 33,3%	6 40%	15 100%
Motion pictures in Netflix movies or series inspire me in practicing better daily communication.	-	-	2 13,3%	9 60%	4 26,7%	15 100%
English movies or series in Netflix can improve my speaking skill better than other digital EFL learning media normally used in class.	-	1 6,7%	2 13,3%	9 60%	3 20%	15 100%
I can improve my speaking skill by watching English movies or series in Netflix.	-	1 6,7%	1 6,7%	7 46,7%	6 40%	15 100%

The last category was about learning effectiveness on speaking skill using Netflix. The first statement was Netflix can help students apply correct pronunciation in practice through English movies or series in Netflix. The result of the questionnaire, it can be seen that 1 (6,7%) students, 8 students (53,3%) choose agree, and 6 (40%) students choose strongly agree. thus, it can be concluded that the students choose to agree as the most answer. The next statement was about Netflix helps students apply unfamiliar accents and dialects better through its English movies or series. From the result, it can be seen that 1 (6,7%) students choose to stand neutral, 8 (53,3%) choose agree and 6 (40%)

choose strongly agree. From the data above, the researcher conclude that the students tend to agree or in line with the researcher's statement.

The third statement was about apply new vocabularies in practice through English movies or series in Netflix. Of the 15 students, 1 (6,7%) students stand disagree with this statement, 7 (46,7%) students prefer to choose agree and another 7 (46,7%) stand for strongly agree. Thus, it can be taken a conclusion that there are as many students who choose to agree and strongly agree with the researcher's statement. The fourth statement was apply more idioms, proverbs, and slang in practice through through English movies or series in Netflix. From the data above, it can be seen that 1 (6,7%) students choose to disagree, 3 (20%) stand neutral, 5 (33,3%) students choose to agree, and 6 (40%) students choose strongly agree. Thus, it can be taken a conclusion that students prefer to vote strongly agree with the statement that watching English movies or series in Netflix can help students apply more idioms, proverbs, and slang in practice.

The fifth statement was motion pictures in Netflix movies or series inspire me in practicing better daily communication. This statement has various response as follow. 2 (13,3%) students stand neutral, 9 (60%) students prefer to choose agree and the rest 4 (26,%) choose strongly agree. Related to the description above, it can be taken a conclusion that students prefer to agree or in line with the researcher's statement. The sixth statement was English movies or series in Netflix can improve my speaking skill better than other digital EFL learning media normally used in class. As many as 1 (6,7%) students select disagree, 2 (13,3%) stand neutral, 9 (60%) choose agree, the rest 3 (20%) choose strongly agree with the researcher's statement. Thus, it can be concluded that most students agree or in line with this statement.

The last statement was I can improve my speaking skill by watching English movies or series in Netflix. Based on the data above, 1 (6,7%) students choose disagree, 1 (6,7%) stand neutral, 7 (46,7%) students choose to agree, and

the rest 6 (40%) choose strongly agree. Related to data presented above, it can be taken a conclusion that students prefer to say agree with the researcher's statement.

4.1.2 Interview Result

In this section, the researcher present the data result of interview using transcription. The researcher wanted to confirm and to strengthen students' responses in questionnaire. In presenting the interview data, the researcher used codes as follow: I : stand as the interview, AI : stand as the answer of the interview.

The first question, the researcher wanted to know how the students' perception about the advantages of Netflix toward in term of EFL learning.

I.1 : What is the advantages of Netflix in term of EFL Language learning

AI.1 :

NB : *"I can improve my listening skill with real-world accents. And It is also help me to pick up vocabulary and colloquial phrases or daily conversation."*

KN : *"The advantages of Netflix in term of TEFL are alternative way to learn English, flexible learning in the spare time in the outbreak of COVID, rich knowledge in term of dialects, culture, and different accents."*

UM : *"The advantages of using Netflix is that English movies and series in Netflix always up to date with new terms and vocabularies in its conversation so students don't need to stuck with the terms and vocabularies in a textual book. Because, terms and vocabularies in a textual book not always used by native speaker, example: the word coach potato means lazy. So it can be said that the terms and vocabularies used in Netflix have more variation and slang words."*

YS : *"Netflix is easy to access, really helps students who love to watch movies"*

but also want to learn English, helps students get used to listen to the native speaker, and students can learn English by adapting the word from English movie conversations.”

- IK : *“For me, Netflix gives some positive impact for my English learning experience, I can learn English from any aspect like speaking, listening, get a new vocab and also accent.”*
- VR : *“It's an interesting platform for learning English. It can also improve my English and for me, it's easier than the traditional technique for learning English.”*
- AR : *“Advantage :there are a lot of interesting movie genres in Netflix. If I want to learn English I can choose the genre that I like. So, it will not bored.”*
- DA : *“Easier to learn English.”*
- IN : *“Helps me improve my listening and speaking skills.”*
- RR : *“It can improve my English skill, especially my listening skill.”*
- BG : *“The advantages is that we can increase our vocabulary, improve our speaking skills and improve our listening skills because we watch and listen to the way how native speaker speaks.”*
- LN : *“Indirectly, we learn English from the conversation and the subtitle from English movies or series in Netflix.”*
- NN : *“Learning English from Netflix makes me enjoy and doesn't make me bored.”*
- JN : *“Netflix helps me a lot in learning English, especially for learning new vocabularies and slang words.”*
- JT : *“Netflix has many benefits for English student like me such as improving my listening skill through the conversation from its movies and series, learning new vocabularies, and also learning to speak like a native speaker weather British or American accent because Netflix has a lot of English movies from all around the world that we can watch with any*

single commercial.”

The first question is intended to know the students perception about the advantages of Netflix in term of EFL learning. Based on the interview transcript above, it can be taken a conclusion that based on English education department perception Netflix has a lot of advantages in term of EFL learning. There are some reasons such as the students enjoy watching movies and series in Netflix. So, indirectly they also learn English from the conversation in movies and series in Netflix. Some students said that movies and series in Netflix use a lot of slang words so, they can learn slang word more than from a textual book in the classroom. Netflix also help them used to listen some real word accents from native speakers.

In contrast with the first question, in the second question the researcher wanted to know about the disadvantages of Netflix in term of EFL learning.

I.2 : What is disadvantages of Netflix in term of EFL Learning?

IA.2 :

NB : *“In my opinion, the disadvantage of Netflix is watching programs in Netflix is a bit passive and it is only focuses on listening. For the EFL learners without understanding of foreign languages are at a disadvantage in today’s globalized and multicultural world”.*

KN : *“First, measuring the effectiveness of learning through this aid, I tend to say no. Because, there's no continuity and requirement for learning through this aid. We don't have any facilitator to guide us (in term of further explanation for speaking, correcting our pronunciation, analyzing slang or formal vocab etc). Second, too many distractions (re: we cannot focus to analyze one by one words along the movie we*

watch)

- UM : *“There is no filter for good words, bad words, even rude words. For an example, when a character angry in Netflix movies or series he or she will use rude words and it is totally different with the word used by an angry character in a textual story in a book.”*
- YS : *“So many inappropriate word spread all along a Netflix movies or series. So, we must be careful.”*
- IK : *“And the disadvantage from using Netflix is it movies and series make me addicted to watch and for me, that is a negative impact. Because of that, I think learning language using another media beside Netflix is boring.”*
- VR : *“It has Bahasa subtitle. If I can't hold myself, I may use Bahasa subtitle.”*
- AR : *“It has no disadvantage.”*
- DA : *“Nothing.”*
- IN : *“There may be some content that is not appropriate for the age of the student.”*
- RR : *“Sometimes they used inappropriate language on series like a rude/ bad words.”*
- BG : *“The disadvantage is that Netflix is not specifically for learning intensively, it is only for sharpening and updating our brain for speaking as good as native speaker.”*
- LN : *“Its movies ad series make me addicted and forget how much the time flies.”*
- NN : *“Netflix consumes a lot of internet quota for who watch Netflix not using wi-fi.”*
- JN : *“So far I haven't felt its disadvantages,”*

JT : *“ I think, a lot of rude words and no filter.”*

Based on the interview transcript above, it can be conclude that most of the students answer the disadvantage of Netflix is that there is no filter for rude words. Because of that, Netflix not really suitable for learning Media. In contrast there are three students answer Netflix has no disadvantages.

The third question was about students' perception about Netflix as digital EFL learning aid

I.3 : What do you think about Netflix as digital EFL learning aid?

IA.3 :

NB : *“ I think, Netflix is a good digital resource platform that enable the learners to develop their English skills effectively . Because Netflix provides a lot of stimulus to learn accent, pronunciation, vocabulary, expressions used in context, and a way to speak English more fluent. It can be said that, movies and TV series provided by Netflix is a good alternative to approach learning English, so that learners could explore something different and new in term of language learning.”*

KN : *“If Netflix become a formal platform to learn English such as in listening, speaking, pronunciation, and morphology (slang words), it' gonna be cool and match!. Because, learners will be directed by lecture as a guidance in classroom.”*

UM : *“Sometimes, Netflix is beneficial enough and it is prosper. Because students learn English unconsciously without any compulsion. They enjoy the movies and get English knowledge without them realizing”.*

YS : *“It helps students who loves watching movies to learn English in an enjoyable way.”*

- IK : *“It’s pretty good for students who want to learn English language. Because it’s such a creative and interesting way to learn English language.”*
- VR : *“I think, it’s really entertain for young people because it easy to use. For kids, it also easy to use. My little brother found an interesting series that he can control the story with choose for the next scene/story.”*
- AR : *“It’s very helpful and interesting for me and people who love to watch movie while learning English.”*
- DA : *“Can improve students’ vocabulary so, the students’ can apply this new vocabulary in their English conversation with their friends and lecturers”*
- IN : *“Using Netflix media in EFL learning can make it easier to improve students’ listening and speaking skills, besides that it can also make students more interested and not easily bored in learning.”*
- RR : *“It’s good for us who want to improve our English skill, especially listening skill. Besides, we can know the idioms or many English term that we don’t know before. In addition, it can enrich our English vocabulary.”*
- BG : *“I agree with that. Because, if more students use it for learning how to speak English fluently and add some vocabularies. So there would be many of students could speak English more fluent than English learner who don’t use Netflix.”*
- LN : *“It’s a good learning platform especially for learning listening and speaking skill. Even more, the English subtitle provided by Netflix make us easier listen to the conversation.”*
- NN : *“It’s good platform, because Netflix provide us with a lot of movies genres so we will not bored in learning English.”*
- JN : *“I think it will be interesting and fun if Netflix use as EFL learning*

media, because Netflix provide us with unlimited English movies and series.”

JT : *“I agree if Netflix use as learning media, because it is such a fresh thing in learning media, students will not bored.”*

It can be concluded that most of the students found that Netflix is such a fresh, fun, interesting EFL learning media and it is also easy to use. Netflix provided its user with subtitle so, they can listen while checking the pronunciation speak by a native speaker in Netflix movies and series conversation.

The fourth interview question will strengthen the answer of questionnaires about the learning effectiveness on students’ listening skill in table 4.1.4

I.4 : What is the benefit of watching English movies or series in Netflix on your listening skill?

IA.4 :

NB : *“Watching English movies and series in Netflix helps me to develop my listening skill with only a little practice everyday. The first time, When I start to watch Netflix I find it very frustrating, but if I only watch one short episode of a TV series every day, slowly I get used to the speed, pronunciation, and common expressions used. This really help me when I am having conversations with native speakers, and give me confidence to talk for longer. For me Netflix is a great place to find examples of all of these accents, and the more I listen to them, the easier I will understand them. I can also use English subtitles to help me follow exactly what each character is saying if it necessary.”*

KN : *“Know more English accents around the world.”*

- UM : *“Of course Netflix really has a huge benefit on my listening skill if the movie or series use American accent such as improving my listening skill. But if the movies or series that I watch use British accent I found it difficult to understand the conversation example, Bridgeton (Netflix series).”*
- YS : *“Helps me do get used to listen to the native speaker accent.”*
- IK : *“I can learn a lot of English accent around the world that I never know before like Australian, Indian, British etc. So, its help me a lot.”*
- VR : *“It’s really really can improve my listening skill. Through Netflix, I can learn many new vocabularies that I’ll not get it from the formal education. It helps me a lot.”*
- AR : *“Make me used to listen to the English accent, because the listening material I used to get at classroom is totally different when I listen to the movies or series in Netflix. Example, “how are you” in movies sounds faster than “how are you” in some listening given by my lecturer in classroom. So, if we meet the real native speaker, we will not get surprise with the accent.”*
- DA : *“We can learn how to pronounce a word correctly.”*
- IN : *“Sharpen our hearing sensitivity in listening.”*
- RR : *“Absolutely, it can improve my listening skill, because there are so many accent that they use in speaking English. So, it can make my ears familiar with various English accent and it makes me know what they are talking about without the subtitles.”*
- BG : *“We can repeat many times each of words and listen to it how the way they spell and we practice to say the word couple of times carefully.”*
- LN : *“Make us used to listen English conversation.”*
- NN : *“The benefits are make us used to listen to the native speaker, and make us think faster to respond on the English conversation, So, we*

learn English indirectly.”

JN : *“Because a lot of movies and series using English accent from all around the world, so we can listen and learn the different English accent around the world.”*

JT : *“Indirectly, Netflix could strengthen my listening skill because I used to listen to the native conversation.”*

From the interview transcript above, it can be concluded that most of the students answer that Netflix really help them to get used to listen to the native speaker and also help them to learn the different accent all around the world. In contrast, one students answer that if the movies or series she watch in Netflix use British accent, she found it difficult to understand.

The last interview question was about the benefit of English movies or series in Netflix on students’ speaking skill. This interviews question is to strengthen the questionnaires in table 4.1.5

I.5 : What is the benefit of watching English movies or series in Netflix on your speaking skill?

IA.5 :

NB : *“For me, Netflix really help improving my pronunciation and my speaking skill. The concept is listening to someone on a video, and I will try to repeat what the speaker saying at the same time. With a little of practice, this can really help me to improve my speed, fluency, and also my pronunciation.”*

KN : *“It’s same with the benefit on my listening skill that I’ve told before.”*

UM : *“It has no significant benefit in my speaking skill, because some of the words from Netflix are rarely used in formal learning.”*

- YS : *“The way I learn speaking skill in Netflix is adapting the words in Netflix in my daily English conversation.”*
- IK : *“For speaking skill, I can learn a new vocabulary from hearing the right pronunciation then apply it in my daily life when I needed to use English language.”*
- VR : *“I think, for the speaking skill, it seems difficult. Because I ain't practicing my speaking skill through Netflix. I only listen and watch the video, not practice my speaking skill, even my writing skill.”*
- AR : *“We can think faster about how to response on a daily English conversation because we used to listen on the movie.”*
- DA : *“Apply new vocabulary in my daily conversation.”*
- IN : *“Adding vocabulary, idioms, and improving pronunciation.”*
- RR : *“It also can improve my speaking skill but not as much as listening skill because I less practice my speaking skill, so yea.”*
- BG : *“We can speak word by word in the right way like native speaker says many of times because of that practice, our speaking skills will be sharpened than before.”*
- LN : *“Apply correct pronunciation in my daily English conversation.”*
- NN : *“We know how to speak each English word correctly and fluently.”*
- JN : *“After supplied with a lot of English conversation in Netflix movies and series, it give me sense to response to an English conversation faster than before I subscribed to Netflix.”*
- JT : *“Improve my confidence in speaking English because I used to listen to the native conversation on Netflix movies and series.”*

The last interview above demonstrated that Netflix help students in improving their speaking skill. Moreover, English movies and series in Netflix help them become more confidence in speaking English because they used to

listen the English conversation. Netflix also help student to apply correct pronunciation and help the speak fluently. However one student answer that

Netflix has no significant benefit in her speaking skill because some of the terms and vocabularies used in Netflix are not really used in a formal learning.

4.1.3 Word Per-Minute (WPM) Speaking Test Result

Listening and speaking are always interrelated if we see from the perspective of pragmatic knowledge. Speaking is the product of listening process Brown (2004). Based on the previous expert statement that mentioned, in this section, the researcher present the data result from word per-minute speaking test from the correspondent before and after utilizing Netflix. The researcher wanted to confirm and strengthen the data gain from questionnaires and interviews which indicate the enhancement of English education department students' level of listening and speaking after utilizing Netflix.

The data were used to be judgment consideration for speaking fluency assessment was adapted from Hariyanto.(2016). *The Assessment of Speaking fluency Using Retelling Technique*. Jurnal Edulingua. As follows :

>130 = Very good

91-130 = Good

51-90 = Fair

0-50 = Poor

No.	Correspondent	Total and Level of Correspondent WPM			
		Before Watching Netflix	Level	After Watching Netflix	Level
1.	NB	80	Fair	100	Good
2.	KN	90	Good	134	Very good
3.	UM	78	Fair	99	Good
4.	YS	70	Fair	85	Fair
5.	IK	82	Fair	100	Good
6.	VR	74	Fair	80	Fair
7.	AR	88	Fair	105	Good
8.	DA	100	Good	120	Good
9.	IN	50	Poor	80	Fair
10.	RR	70	Fair	88	Fair
11.	BG	90	Fair	125	Good
12.	LN	80	Fair	98	Good
13.	NN	81	Fair	97	Good
14.	JN	98	Good	131	Very good
15.	JT	49	Poor	80	Fair

Based on the data above, nine from fifteen (60%) majority of English education department students of UIN Maulana Malik Ibrahim Malang have improvement in their WPM speaking level after watching Netflix. Thus, the researcher conclude that Netflix has important contribution to English education department student of UIN Maulana Malik Ibrahim Malang listening and speaking skills.

4.2 Discussion

The purpose of this study is to identify the perceptions of English education department students at UIN Maulana Malik Ibrahim Malang toward Netflix as EFL learning aid on their listening and speaking skills. Based on finding explained by researcher above, the students have positive or good response regarding Netflix as EFL learning aid in developing English education department students' listening and speaking skills. From the researcher's view concerning on listening skill, English education department students believe that English movies and series in Netflix can comprehend their listening skill. According to the findings, majority of students (40% agree + 46,7% strongly agree) that they can learn better pronunciation through English movies and series provided by Netflix. As English education department students who are required to use English as intensive as possible. They must have their own ways to be more fluent in English. With this research finding, it reveals that Netflix could be one of the efficient and effective ways used by students to improve their listening skill.

Listening to the native speaker directly is the best way to practice listening comprehension, but to meet foreign people to practice listening skill every day seems not easy. In here Netflix can be a solution for students to sharpen their listening skill from mother tongue speakers easily only by videos because Netflix provide a lot of English movies and series. The students mostly aware of this importance of movies this way. Students who are able to comprehend native English speakers with several kinds of unfamiliar accent and dialects is such a good skill to have. In fact that students most students (46,7% agree + 46,7% strongly agree) are able to understand even unfamiliar dialect and accents better, proof that Netflix is a good learning media for them.

Another good point is majority of students (26,7% agree + 60,7% strongly agree) consider that they are able to learn new vocabularies through movies and series in Netflix. Because of they enjoy movies and series in Netflix, indirectly

they add more words to their own vocabularies insight. In another point about understanding unfamiliar proverb, slang words, and idioms better, they think that they are able to do that (33,3% agree + 53,3% strongly agree). It is because proverb, slang words, idioms, and phrases, are not easily learn by students in a formal education such as school, it needs more natural acquisition with good intake ability. However, some students answer that the disadvantage of learning from Netflix is there s no filter for rude words coming from the conversation thus, they have to be careful to filter it themselves.

In the next point, most of students (40% agree + 40% strongly agree) consider that Netflix can improve their listening skill better than other media normally used in class. The motion help them understand the English conversation in movies better, because movie and series in Netflix are kind of an audio-visual media which allow people to see and to hear simultaneously. Movies and series in Netflix is such a realistic aids that can stimulate the students to be able to understand the language in context of several kinds of conversation, especially by having motivation in watching English movies for skill improvement which is relevant with the finding that majority of students (46,7% agree + 46,7% strongly agree), they could really learn and understand the conversation contextually. Thus, it can improve their listening skill.

From the perspective of the effectiveness of Netflix for students' comprehend speaking skill, the overall students believe that they can develop their speaking skill through watching English movies and series in Netflix. The ability of speaking English fluently is one of the most crucial things that English education department student have improve at time to time. According to the researcher's findings, English education department student of UIN Maulana Malik Ibrahim Malang mostly have positive responses on how English movies and series contribute to their speaking skill.

They believe that Netflix can help them apply better pronunciation through English movies and series. Majority of students (53,3% agree + 40% strongly agree) believe movies and series in Netflix also stimulate them to do better pronunciation in practice. With good intention about students' motivation in watching English movie and series, Netflix could be a media to help students improve listening skill and also develop their speaking skill. This is a good point where Netflix provide a lot of English movies and series enjoyed by most of the students, indirectly it can introduce the students to new English words and terms. And it is also can motivates them to use the English words and terms in their daily conversation practice.

In the researcher's point where students' able to apply unfamiliar dialects and accents in practicing English conversation, most of the students' (53,3% + 40%) think that they could do that enough because practice other dialects and accents is totally different with only understand it. Dialect and accents are more native tongue typical language aspects. It can be difficult to apply by common people, especially for EFL learners.

At another point majority of students (33,3% agree + 405% strongly agree) that they can apply unfamiliar idioms, proverb, and slang better by watching English movies and series in Netflix. The reason is mostly the same with the previous point regarding to the dialect and accent. Idioms, proverb and slang more native tongue language aspects but EFL speakers are not used to use such as English idioms, proverbs, and slang in their daily speaking. With good listening ability and full understanding in watching English movies and series, it could really help them in mastering the idioms, proverbs and slang in their English daily conversation

Students also believe (60% agree + 26,7% strongly agree) that motion pictures in English movies and series provided by Netflix motivate them to practice better daily conversation. The motion pictures as an audio-visual media,

not only help the students understand the English conversation by listening, but it is also motivate them in practicing the conversation they learn in movies into daily English speaking practice in class or outside the class.

The researcher conclude that most of the students (60% agree + 20% strongly agree) highly believe that Netflix help them improve their speaking skill better than other media that are usually used in class. The overall English education department students' questionnaires and interview answers have strengthen with speaking WPM test conducted by researcher, the speaking wpm test data shows that 9 students (60%) success in level up their wpm test. Thus, it can be concluded that Netflix truly give contribution to their listening and speaking skills.

Students are not only aware of the good impact of watching English movies and series in Netflix but also, their language skills development. Overall, Not only English movies and series are good for comprehend their listening skill, but also speaking skill as well. It can be summarized that English education department students of UIN Maulana Malik Ibrahim Malang believe that they can improve their speaking skill by watching English movies and series in Netflix.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on finding at the previous chapter, the results of the questionnaire and interview show that English education department students of UIN Maulana Malik Ibrahim Malang have positive perception toward Netflix as digital EFL learning aid on their listening and speaking skills. They believe it is an effective EFL learning media more than other media normally used in the class. It was strengthen with the result of English education department students' speaking WPM test which indicate the enhancement of students' listening and speaking skills. With an audio-visual media such as English movies and series in Netflix, students are easier to understand the language in context of several kinds of conversation because it can stimulate them to see and hear the video simultaneously.

English education department students of UIN Maulana Malik Ibrahim Malang also believe that Netflix contribute to their listening and speaking skills in positive way. They think that watching English movies and series in Netflix has direct influence to comprehend their listening and speaking skills. In addition, watching movies and series through Netflix can be an enjoyable media to learn English because English education department students can watch Netflix in their spare time.

5.2 Suggestion

After getting the result about English education department students' perception toward Netflix on their listening and speaking skills which give positive result, the researcher suggest for reliable result, future research have to incorporate with larger group of students, because this research only use a small sample that limits the generalization made from the findings.

Second, this research only investigate English education department students' perception toward Netflix on their listening and speaking skills.

Although it can be potential for Netflix or other SVoD services to promote other language skills and vocabulary development. The researcher suggests the future research would be study about what other skills might be developed through Netflix as EFL learning Aid for EFL learners. Third, what movie and series genre in Netflix is more effective as EFL learning aid to comprehend EFL Learner's English skill. Fourth, the future research would investigate other SVoD services than can be beneficial for English learning. Lastly, the researcher hope this study will help EFL learners and EFL teachers to promote Netflix to become enjoyable media to learn English.

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APPENDICES

APPENDIX 1

Questionnaires Guideline

No.	Content	Question	Number of content
1.	Demographic Background	Name	1
		Gender	2
		Year of enrollment	3
2.	Students' Netflix access	I have subscribed to Netflix since ..	4
		Netflix is easy to access	5
		I Access Netflix using ...	6
		I watch English movies/series in Netflix times in a month	7
3.	Students' Perception	I enjoy watching English Movies/Series in Netflix more than another SVoD platform *SVod (Subscription Video on Demand)	8
		Watching English movies/series in Netflix can improve my English in everyday life.	9
		My EFL learning effectiveness was enhanced because of Netflix	10
4.	Learning Effectiveness on listening skill	Learn correct pronunciation through English movies/series in Netflix.	11
		Understand unfamiliar accents and dialects better through English movies/series in Netflix.	12
		Learn new vocabularies through English movies/series in Netflix.	13
		Understand unfamiliar idioms, proverbs, and slang better through English movies/series in Netflix.	14
		English movies/series in Netflix can improve your listening skill better than other digital EFL learning media normally used in class.	15

		You can improve your listening skill through English movies/series in Netflix	16
4.	Learning Effectiveness on speaking skill	Apply correct pronunciation in practice through through English movies/series in Netflix.	17
		Apply unfamiliar accents and dialects better through English movies/series in Netflix.	18
		Apply new vocabularies in practice through through English movies/series in Netflix.	19
		Apply more idioms, proverbs, and slang in practice through through English movies/series in Netflix.	20
		Motion pictures in Netflix movies/series in inspire you in practicing better daily conversations.	21
		English movies/series in Netflix can improve your speaking skill better than other digital EFL learning media normally used in class.	22
		You can improve your speaking skill by watching English movies/series in Netflix.	23

Adapted from Liando, N. V. F., Sahetapy, R. J. V., & Maru, M. G. (2018). *English Major Students' Perceptions Towards Watching English Movies In Listening And Speaking Skills Development*. *Advances in Social Sciences Research Journal*.

APPENDIX 2

Interview Guideline

No	Content	Question	Number of Question
1.	Students' Perception toward Netflix as Digital EFL Learning Aid	What are the advantages of Netflix in term of EFL Language learning?	1
		What are the disadvantages of Netflix in term of EFL Language learning?	2
		What do you think about Netflix as Digital EFL Learning aid?	3
2.	How Netflix contribute Students' Speaking and Listening Skill	What is the benefit of watching English movies/series in netflix on your listening skill?	4
		What is the benefit of watching English movies/series in netflix on your speaking skill?	5

APPENDIX 3
INVITATION LETTER

Assalamu'alaikum Wr.Wb

My name is Raulina, I am an undergraduate student majoring in English Language Education at UIN Malang. I am now conducting a research entitled "English education department Students' Perception toward Netflix as Digital EFL Learning Aid on Listening and Speaking Skills". This research aimed at investigating the English education department students who watch Netflix and their perception toward Netflix as a digital learning aid on their listening and speaking skills.

Respondent Criteria:

1. English education department student of UIN Malang in second, fourth, sixth, and eight semester.
2. Have subscribed to Netflix at least 1 month

Your participation involves completing these surveys bellow which take approximately 5-10 minutes. Your responses are confidential and will not be shared with anyone in any ways that identifies you as an individual in the results report. The results of this study will be reported in the form of graduate thesis.

Your participation are means so much and greatly appreciated. if you have any questions, do not hesitate to contact the researcher via email raulnamaharani@gmail.com

Thank you.

Wassalamualaikum Wr.Wb

APPENDIX 4

Google Form Questionnaires

The screenshot shows a Google Form titled "Questionnaires of Netflix". The form is in edit mode, as indicated by the "Kirim" button and the "Pertanyaan" tab. The main content of the form is the introduction text, which reads:

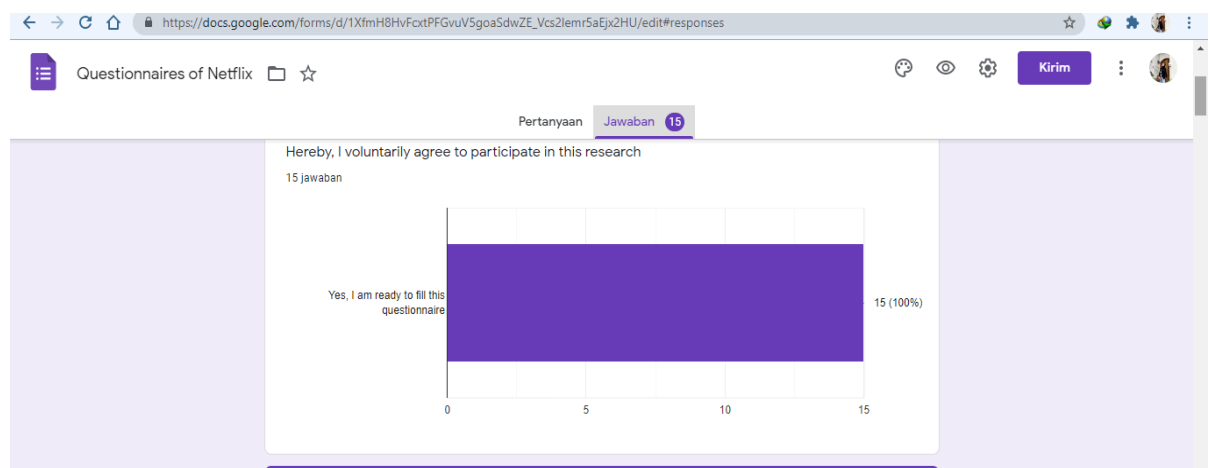
THE ANALYSIS OF ENGLISH DEPARTMENT STUDENTS' PERCEPTION TOWARD NETFLIX AS DIGITAL L2 LEARNING AID ON LISTENING AND SPEAKING SKILLS

Assalamu'alaikum Wr.Wb

My name is Raulina, I am an undergraduate student majoring in English Language Education at UIN Malang. I am now conducting a research essay entitled "The Analysis of English Department Students' Perception toward Netflix as Digital L2 Learning Aid On Listening and Speaking Skills". This research aimed to investigate the English Department students' who watch Netflix and their perception toward Netflix as a digital learning aid on their listening and speaking skills.

Your participation involves completing these surveys below which take approximately 5-10 minutes. your responses are confidential and will not be shared with anyone in any ways that identifies you as an individual in the results report. the results of this study will be reported in the form of graduate thesis.

Your participations are means so much and greatly appreciated. if you have any questions, do not hesitate to contact the researcher via email raulina Maharanti@gmail.com
Thank you.



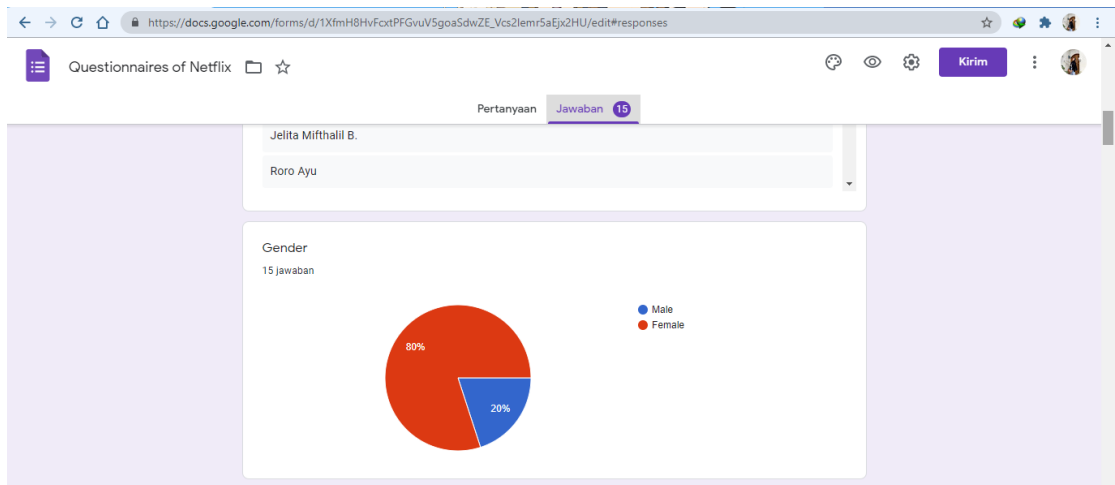
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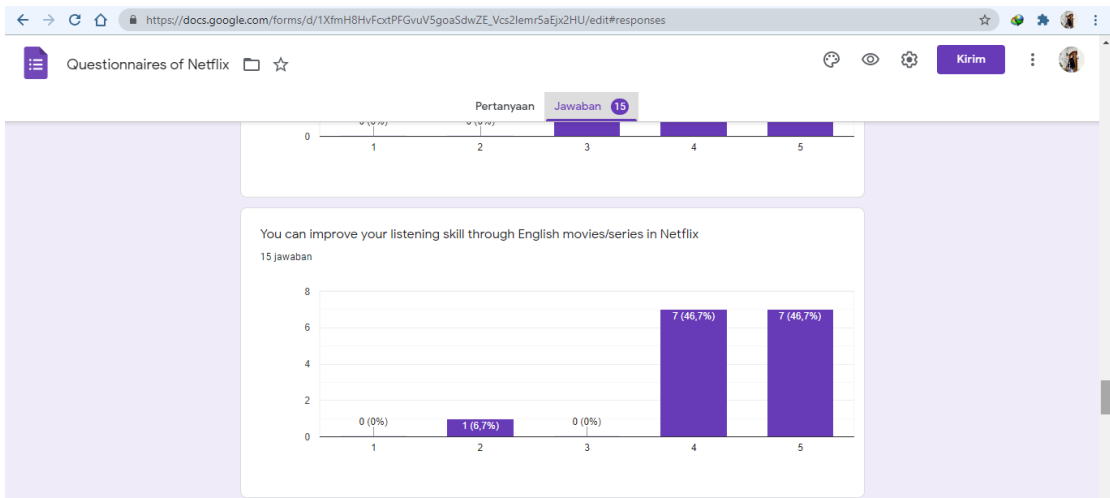
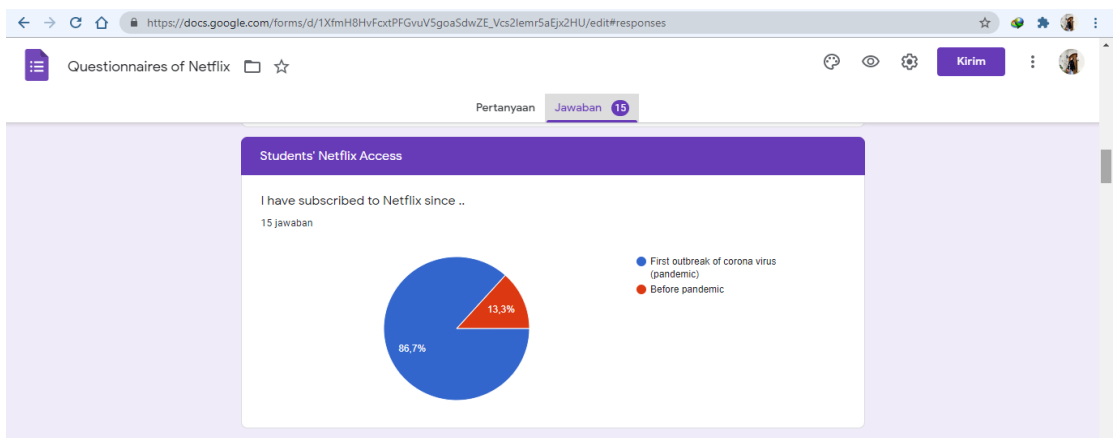
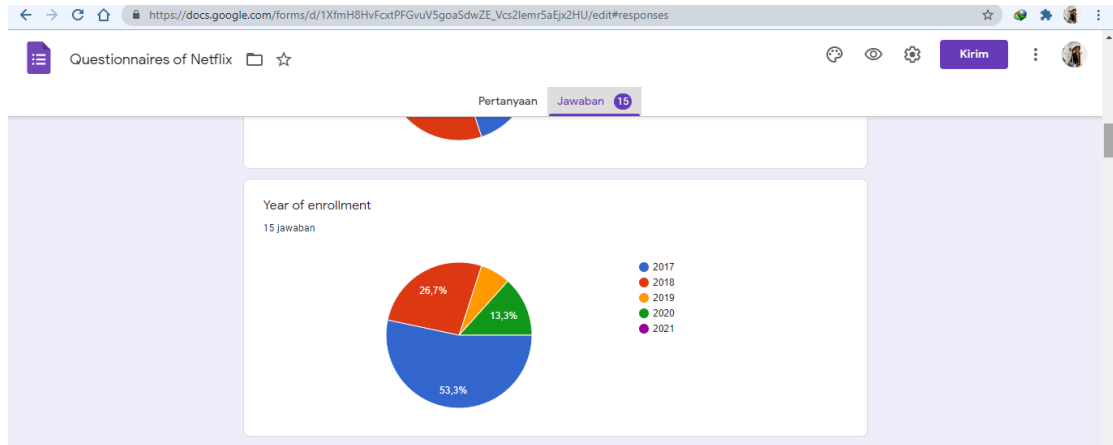
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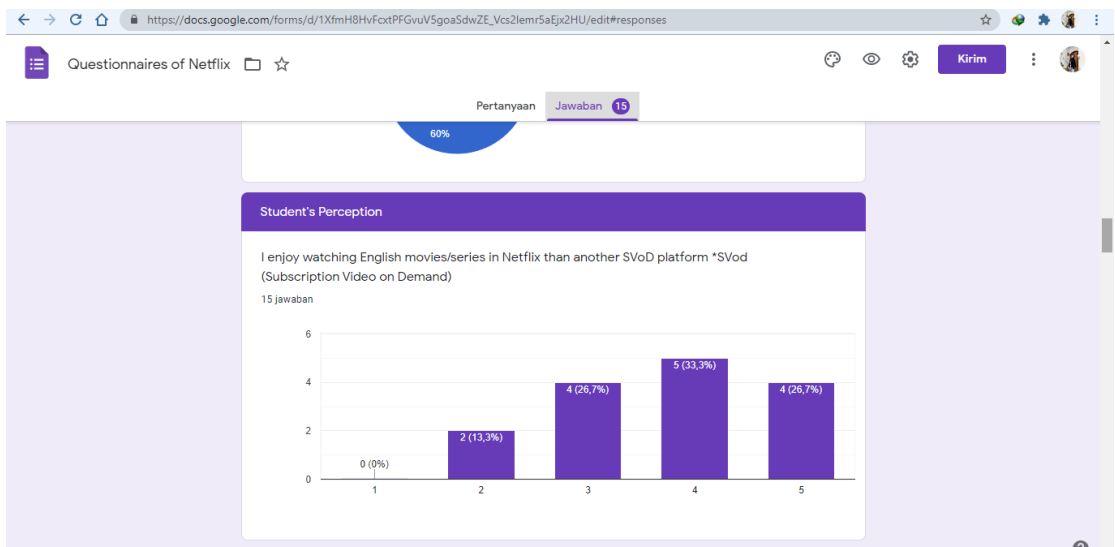
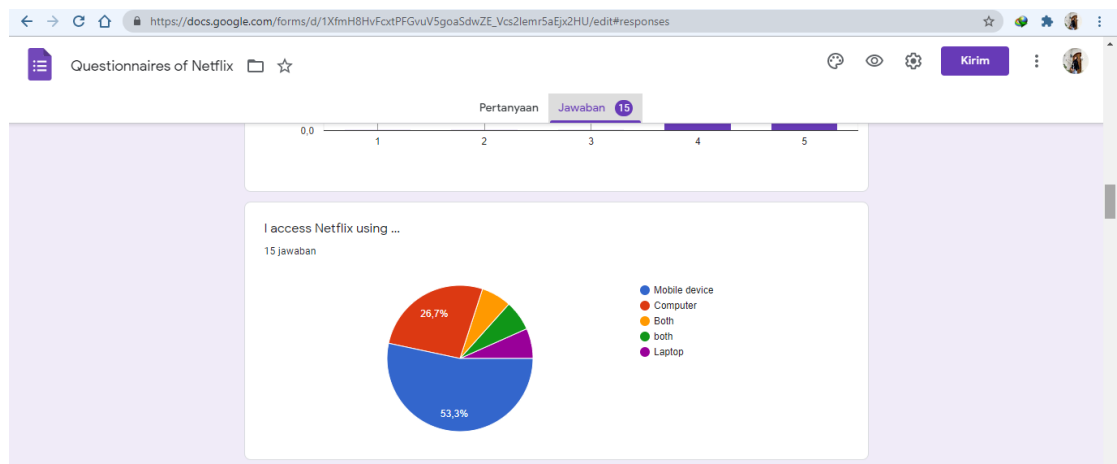
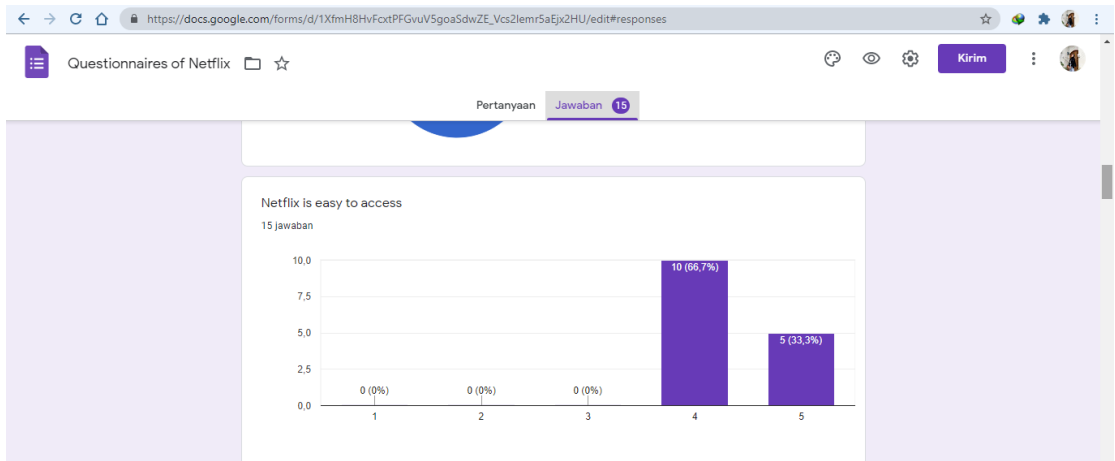
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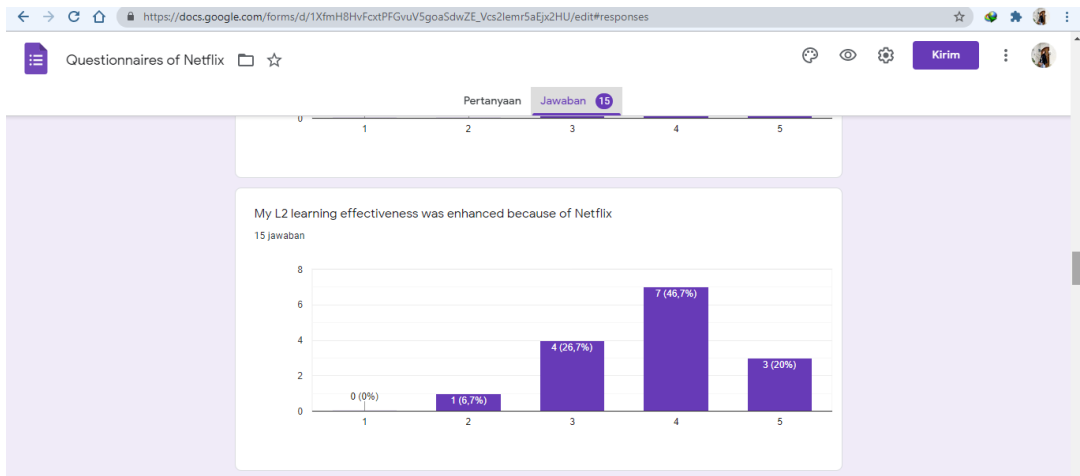
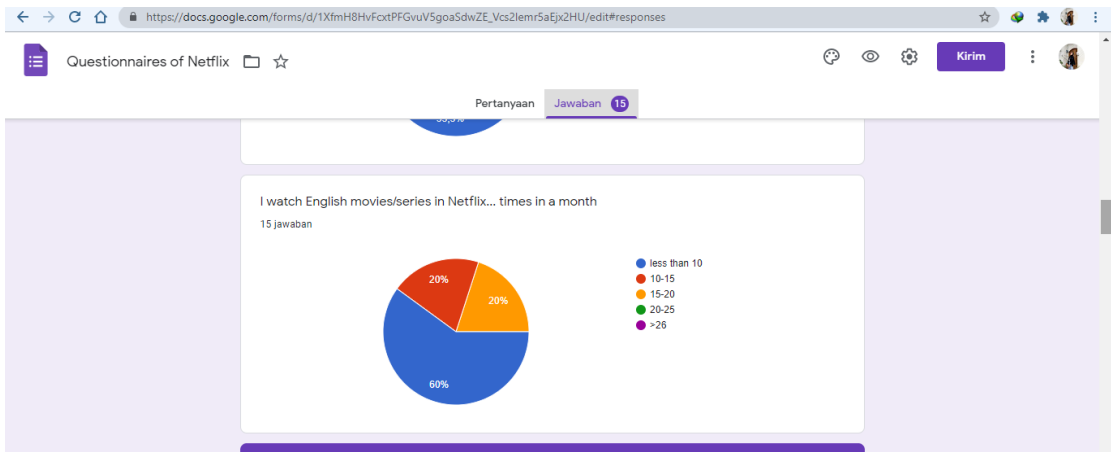
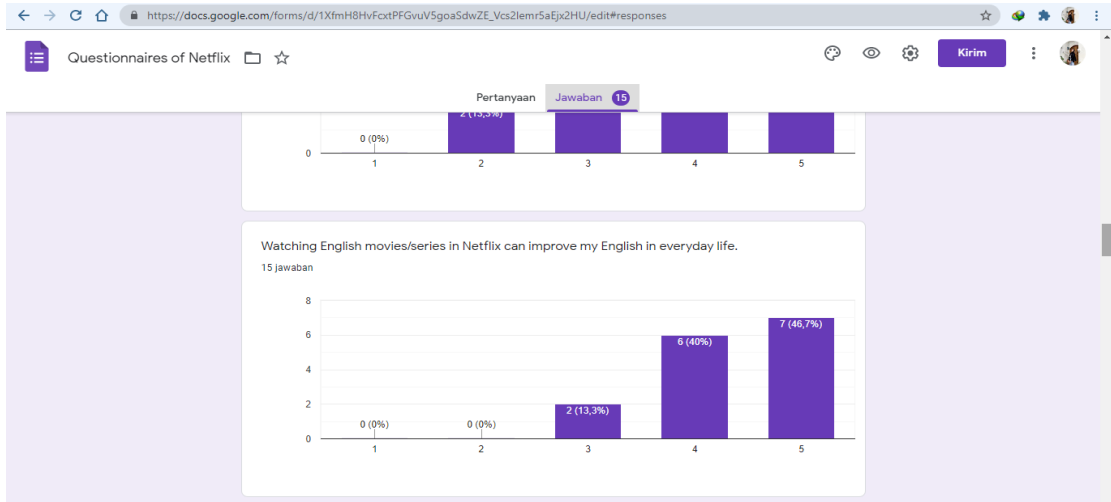
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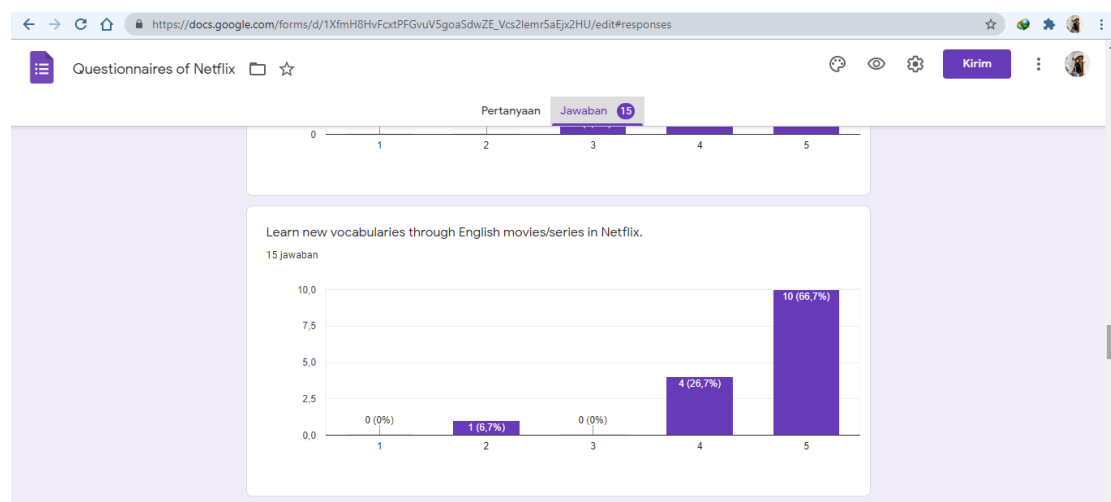
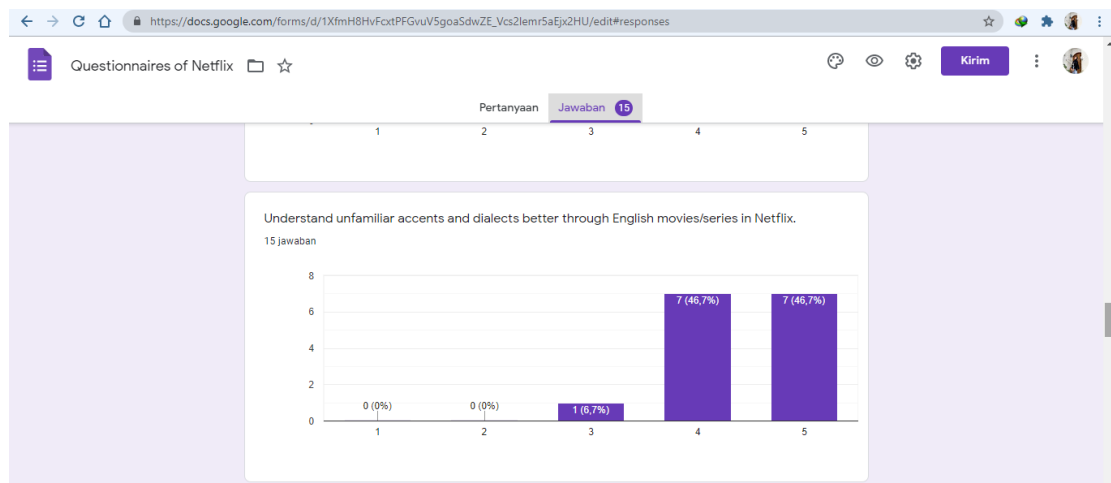
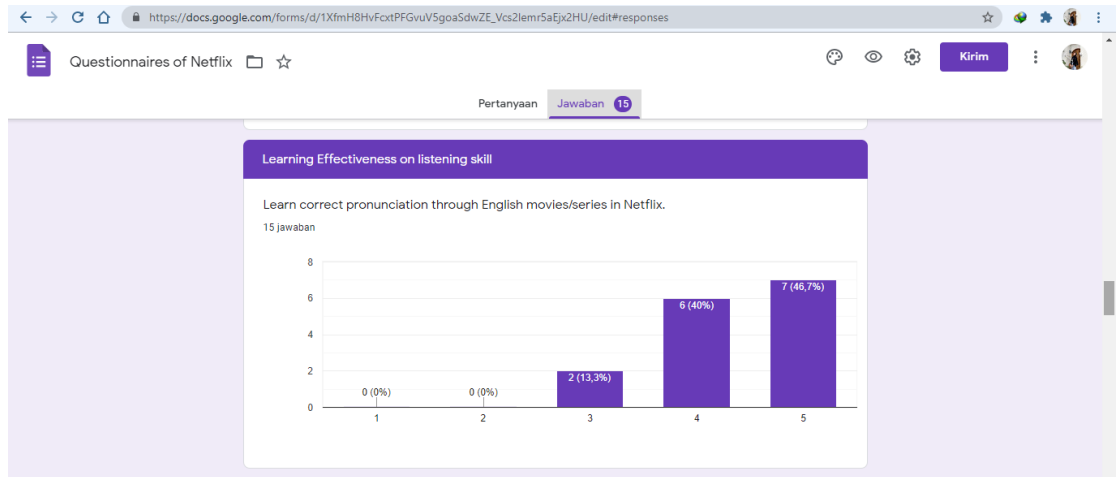
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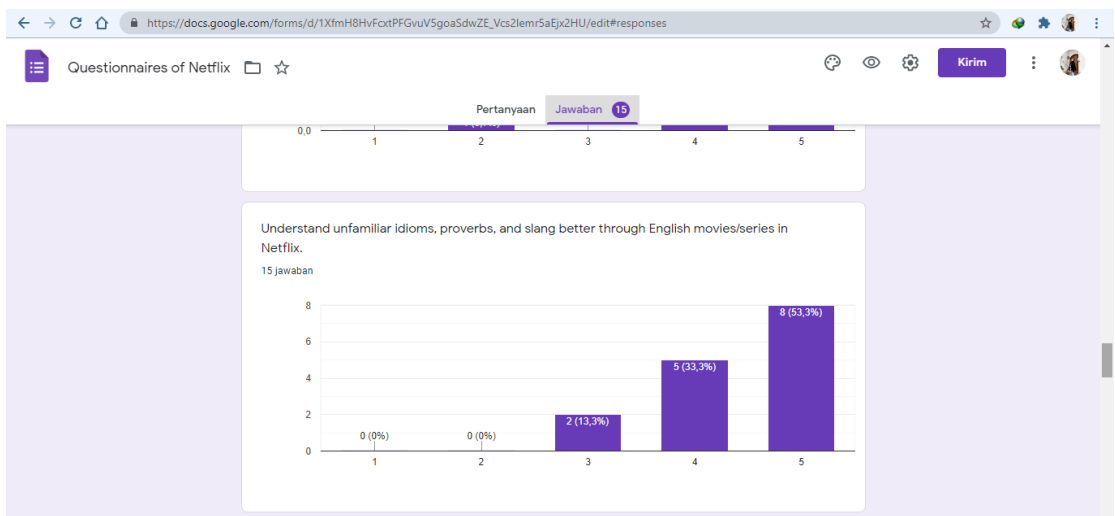
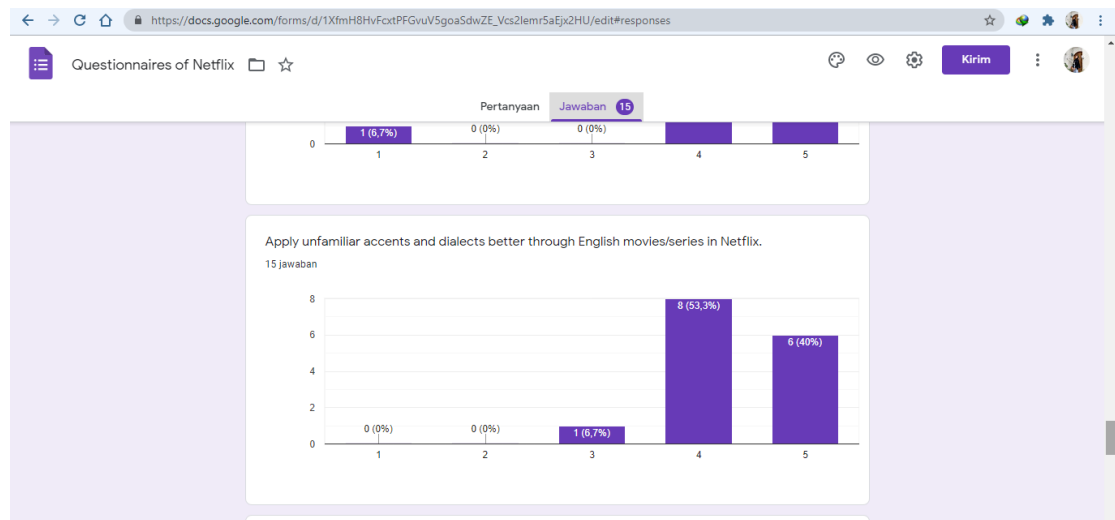
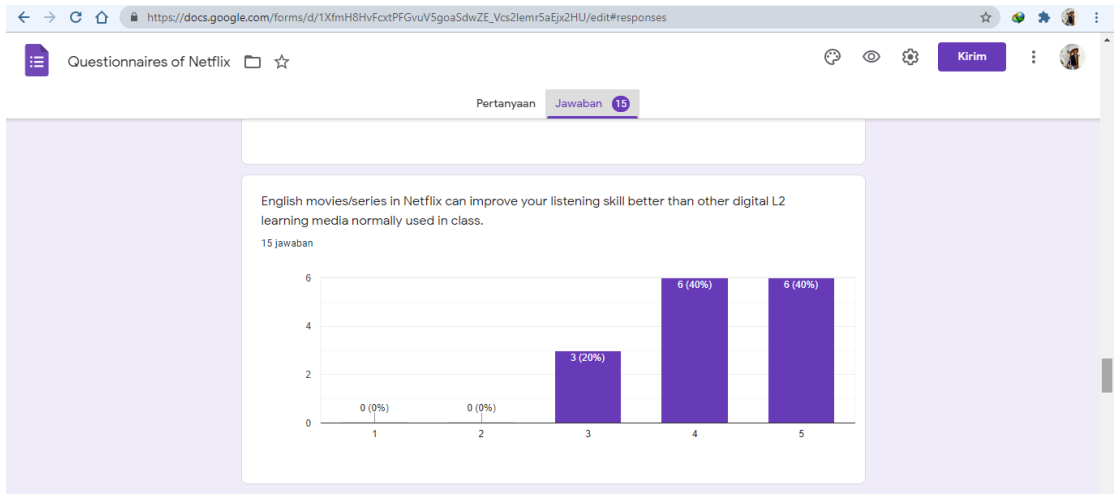


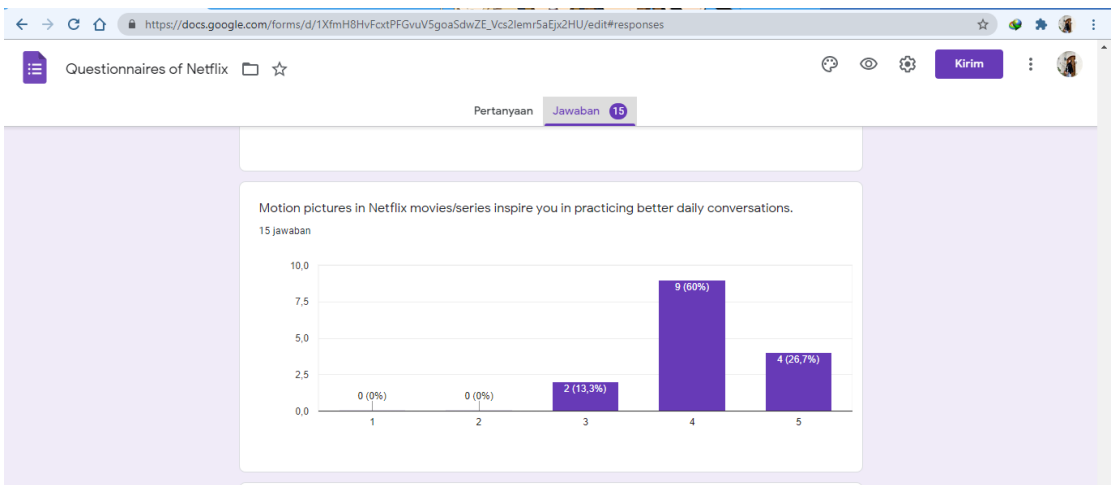
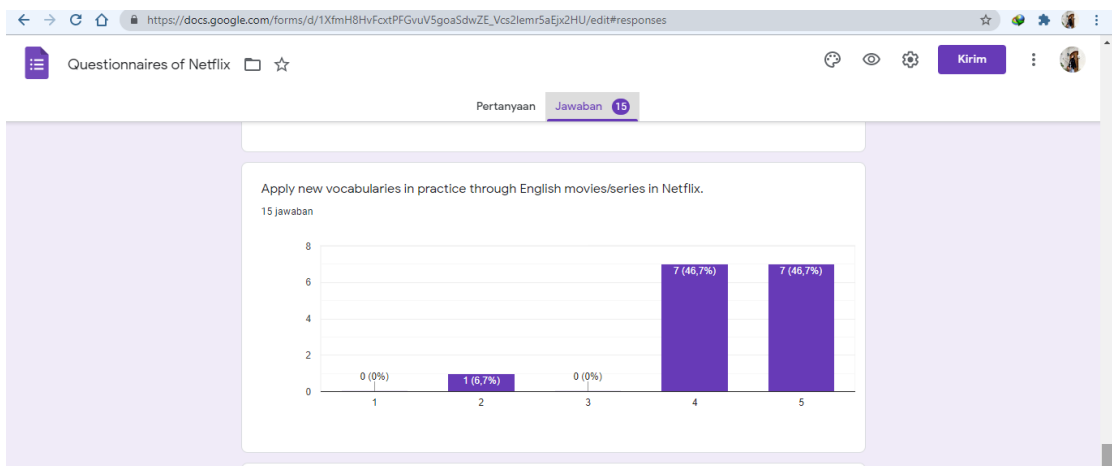
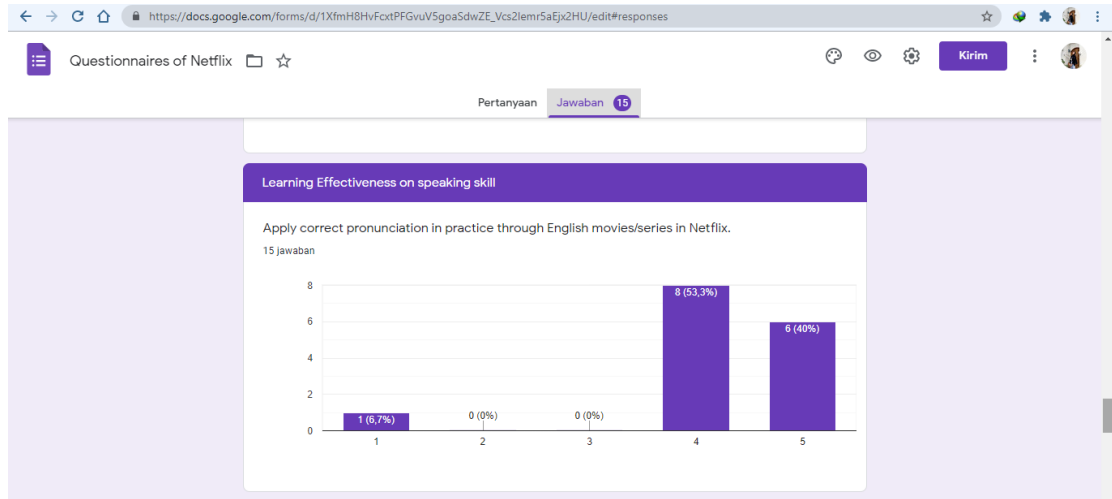


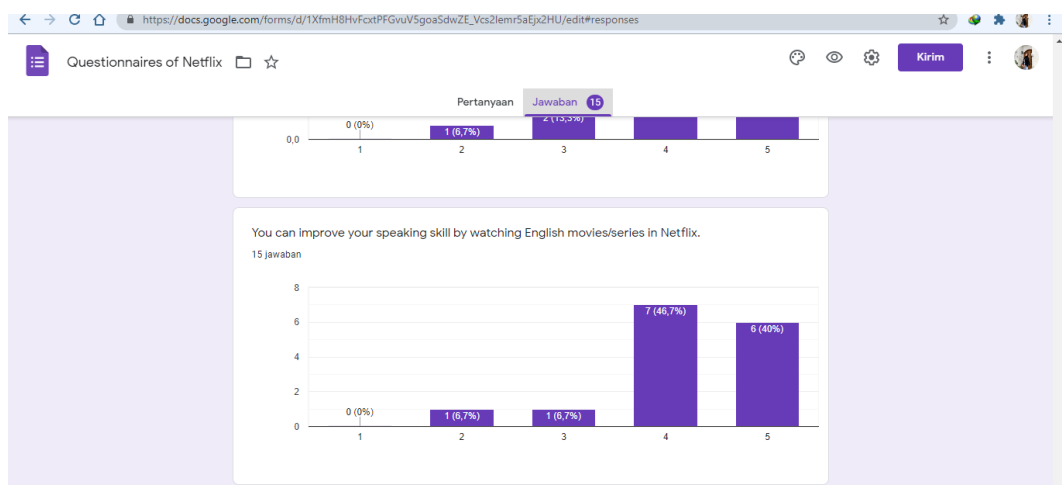
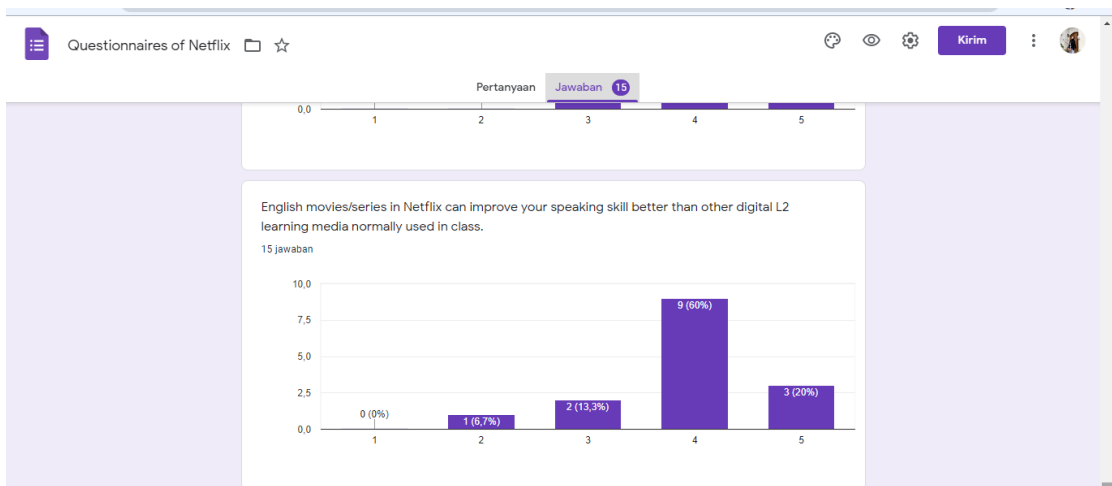
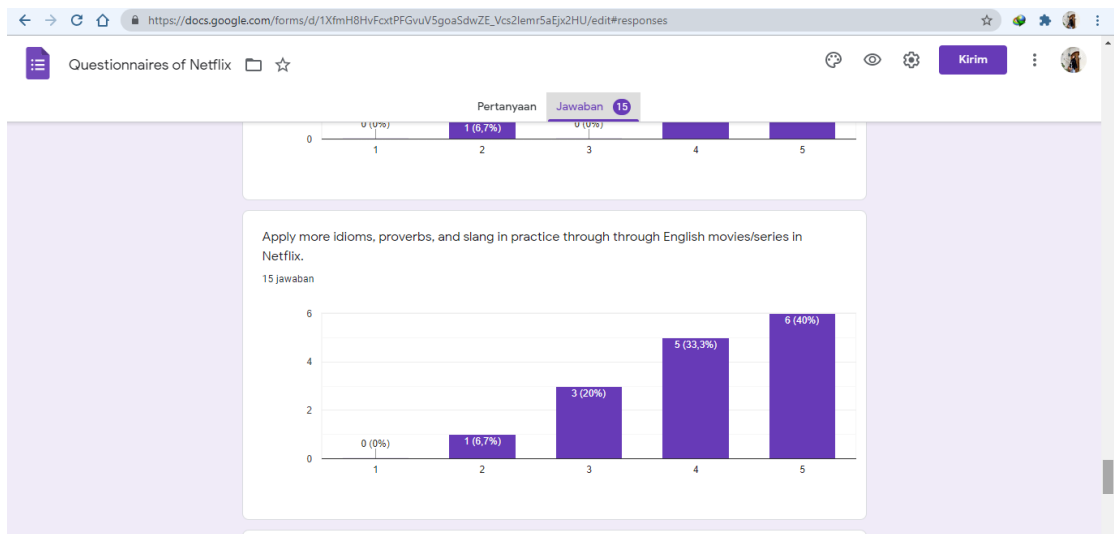












APPENDIX 5

Interview transcription of English education department students

April, 10th 2021

Interview 1

Subject : Female 1

Date : 10th April 2021

Coding Description : I (Interviewer), NB (Correspondent)

I : *“What is the advantages of Netflix in term of EFL Language learning”*

NB : *“I can improve my listening skill with real-world accents. And It is also help me to pick up vocabulary and colloquial phrases or daily conversation.”*

I : *“What is disadvantages of Netflix in term of EFL Learning?”*

NB : *“In my opinion, the disadvantage of Netflix is watching programs in Netflix is slightly passive and focuses only on listening. For the EFL learners with no understanding of foreign languages are at a disadvantage in today’s globalized and multicultural world”.*

I : *“What do you think about Netflix as digital EFL learning aid?”*

NB : *“I think, Netflix is a good digital resource platform that enable the learners to develop their English skills effectively . Because Netflix provides a lot of stimulus to learn accent, pronunciation, vocabulary, expressions used in context, and a way to speak English more fluent. It can be said that, movies and TV series provided by Netflix is a good alternative to approach learning English, so that learners could explore something different and new in term of language learning.”*

- I : *“What is the benefit of watching English movies or series in Netflix on your listening skill?”*
- NB : *“Watching English movies and series in Netflix helps me to develop my listening skill with only a little practice everyday. The first time, When I start to watch Netflix I find it very frustrating, but if I only watch one short episode of a TV series every day, slowly I get used to the speed, pronunciation, and common expressions used. This really help me when I am having conversations with native speakers, and give me confidence to talk for longer. For me Netflix is a great place to find examples of all of these accents, and the more I listen to them, the easier I understand.*

Interview 2

Subject : Female 2

Date : 10th April 2021

Coding Description : I (Interviewer), KN (Correspondent)

- I : *“What is the benefit of watching English movies or series in Netflix on your speaking skill?”*
- KN : *“For me, Netflix really help improving my pronunciation and my speaking skill. The concept is listening to someone on a video, and I will try to repeat what the speaker saying at the same time. With a little of practice, this can really help me to improve my speed, fluency, and also my pronunciation.”*
- I : *“What is the advantages of Netflix in term of EFL Language learning”*
- KN : *“The advantages of Netflix in term of TEFL are alternative way to learn English, flexible learning in the spare time in the outbreak of COVID, rich knowledge in term of dialects, culture, and different accents.*
- I : *“What is disadvantages of Netflix in term of EFL Learning?”*

KN : *“First, measuring the effectiveness of learning through this aid, I tend to say no. Because, there's no continuity and requirement for learning through this aid. We don't have any facilitator to guide us (in term of further explanation for speaking, correcting our pronunciation, analyzing slang or formal vocab etc). Second, too many distractions (re: we cannot focus to analyze one by one words along the movie we watch)*

I : *“What do you think about Netflix as digital EFL learning aid?”*

KN : *“If Netflix become a formal platform to learn English such as in listening, speaking, pronunciation, and morphology (slang words), it' gonna be cool and match!. Because, learners will be directed by lecture as a guidance in classroom.”*

I : *“What is the benefit of watching English movies or series in Netflix on your listening skill?”*

KN : *“Know more English accents around the world.”*

I : *“What is the benefit of watching English movies or series in Netflix on your speaking skill?”*

KN : *“It's same with the benefit on my listening skill that I've told before.”*

Interview 3

Subject : Female 3

Date : 11th April 2021

Coding Description : I (Interviewer), UM (Correspondent)

I : *“What is the advantages of Netflix in term of EFL Language learning”*

UM : *“The advantages of using Netflix is that English movies and series in Netflix always up to date with new terms and vocabularies in its conversation so students don't need to stuck with the terms and vocabularies in a textual book. Because, terms and vocabularies in a*

textual book not always used by native speaker, example: the word coach potato means lazy. So it can be said that the terms and vocabularies used in Netflix have more variation and slang words.”

I : *“What is disadvantages of Netflix in term of EFL Learning?”*

UM : *“There is no filter for good words, bad words, even rude words. For example, when a character angry in Netflix movies or series he or she will use rude words and it is totally different with the word used by an angry character in a textual story in a book.”*

I : *“What do you think about Netflix as digital EFL learning aid?”*

UM : *“Sometimes, Netflix is beneficial enough and it is prosper. Because students learn English unconsciously without any compulsion. They enjoy the movies and get English knowledge without them realizing.”*

I : *“What is the benefit of watching English movies or series in Netflix on your listening skill?”*

UM : *“Of course Netflix really has a huge benefit on my listening skill if the movie or series use American accent such as improving my listening skill. But if the movies or series that I watch use British accent I found it difficult to understand the conversation example, Bridgeton (Netflix series).”*

I : *“What is the benefit of watching English movies or series in Netflix on your speaking skill?”*

UM : *“It has no significant benefit in my speaking skill, because some of the words from Netflix are rarely used in formal learning.”*

Interview 4

Subject : Male 4

Date : 10th April 2021

Coding Description : I (Interviewer), YS (Correspondent)

I : *“What is the advantages of Netflix in term of EFL Language learning”*

YS : *“Netflix is easy to access, really helps students who love to watch movies but also want to learn English, helps students get used to listen to the native speaker, and students can learn English by adapting the word from English movie conversations.”*

I : *“What is disadvantages of Netflix in term of EFL Learning?”*

YS : *“So many inappropriate word spread all along a Netflix movies or series. So, we must be careful.”*

I : *“What do you think about Netflix as digital EFL learning aid?”*

YS : *“It helps students who loves watching movies to learn English in an enjoyable way.”*

I : *“What is the benefit of watching English movies or series in Netflix on your listening skill?”*

YS : *“Helps me do get used to listen to the native speaker accent.”*

I : *“What is the benefit of watching English movies or series in Netflix on your speaking skill?”*

YS : *“The way I learn speaking skill in Netflix is adapting the words in Netflix In my daily English conversation.”*

Interview 5

Subject : Female 5

Date : 11th April 2021

Coding Description : I (Interviewer), IK (Correspondent)

I : *“What is the advantages of Netflix in term of EFL Language learning”*

IK : *“For me, Netflix gives some positive impact for my English learning experience, I can learn English from any aspect like speaking, listening, get a new vocab and also accent.”*

I : *“What is disadvantages of Netflix in term of EFL Learning?”*

IK : *“And the disadvantage from using Netflix is it movies and series make me addicted to watch and for me, that is a negative impact. Because of that, I think learning language using another media beside Netflix is boring.”*

I : *“What do you think about Netflix as digital EFL learning aid?”*

IK : *“It’s pretty good for students who want to learn English language. Because it’s such a creative and interesting way to learn English language.”*

I : *“What is the benefit of watching English movies or series in Netflix on your listening skill?”*

IK : *“I can learn a lot of English accent around the world that I never know before like Australian, Indian, British etc. So, its help me a lot.”*

I : *“What is the benefit of watching English movies or series in Netflix on your speaking skill?”*

IK : *“For speaking skill, I can learn a new vocabulary from hearing the right pronunciation then apply it in my daily life when I needed to use English language.”*

Interview 6

Subject : Female 6

Date : 11th April 2021

Coding Description : I (Interviewer), VR (Correspondent)

I : *“What is the advantages of Netflix in term of EFL Language learning”*

VR : *“ It's an interesting platform for learning English. It can also improve my English and for me, it's easier than the traditional technique for learning English.”*

I : *“What is disadvantages of Netflix in term of EFL Learning?”*

VR : *“It has Bahasa subtitle. If I can't hold myself, I may use Bahasa subtitle.”*

I : *“What do you think about Netflix as digital EFL learning aid?”*

VR : *“I think, it's really entertain for young people because it easy to use. For kids, it also easy to use. My little brother found an interesting series that he can control the story with choose for the next scene/story.”*

I : *“What is the benefit of watching English movies or series in Netflix on your listening skill?”*

VR : *“It's really really can improve my listening skill. Through Netflix, I can learn many new vocabularies that I'll not get it from the formal education. It helps me a lot.”*

- I : *“What is the benefit of watching English movies or series in Netflix on your speaking skill?”*
- VR : *“I think, for the speaking skill, it seems difficult. Because I ain't practicing my speaking skill through Netflix. I only listen and watch the video, not practice my speaking skill, even my writing skill.”*

Interview 7

Subject : Female 7

Date : 11th April 2021

Coding Description : I (Interviewer), AR (Correspondent)

- I : *“What is the advantages of Netflix in term of EFL Language learning”*
- AR : *“Advantage :there are a lot of interesting movie genres in Netflix. If I want to learn English I can choose the genre that I like. So, it will not bored.”*
- I : *“What is disadvantages of Netflix in term of EFL Learning?”*
- AR : *“It has no disadvantage.”*
- I : *“What do you think about Netflix as digital EFL learning aid?”*
- AR : *“It's very helpful and interesting for me and people who love to watch movie while learning English.”*
- I : *“What is the benefit of watching English movies or series in Netflix on your listening skill?”*
- AR : *“Make me used to listen to the English accent, because the listenin material I used to get at classroom is totally different when I listen to the movies or series in Netflix. Example, “how are you” in movies sounds faster than “how are you” in some listening given by my lecturer in*

classroom. So, if we meet the real native speaker, we will not get surprise with the accent.”

I : *“What is the benefit of watching English movies or series in Netflix on your speaking skill?”*

AR : *“We can think faster about how to response on a daily English conversation because we used to listen on the movie.”*

Interview 8

Subject : Male 8

Date : 11th April 2021

Coding Description : I (Interviewer), DA (Correspondent)

I : *“What is the advantages of Netflix in term of EFL Language learning”*

DA : *“Easier to learn English.”*

I : *“What is disadvantages of Netflix in term of EFL Learning?”*

DA : *“Nothing.”*

I : *“What do you think about Netflix as digital EFL learning aid?”*

DA : *“Can improve students’ vocabulary so, the students’ can apply this new vocabulary in their English conversation with their friends and lecturers”*

I : *“What is the benefit of watching English movies or series in Netflix on your listening skill?”*

DA : *“We can learn how to pronounce a word correctly.”*

I : *“What is the benefit of watching English movies or series in Netflix on your speaking skill?”*

DA : *“Apply new vocabulary in my daily conversation.”*

Interview 9**Subject : Female 9****Date : 11th April 2021****Coding Description : I (Interviewer), DA (Correspondent)**

I : *“What is the advantages of Netflix in term of EFL Language learning”*

IN : *“ Helps me improve my listening and speaking skills.”*

I : *“What is disadvantages of Netflix in term of EFL Learning?”*

IN : *“There may be some content that is not appropriate for the age of the student.”*

I : *“What do you think about Netflix as digital EFL learning aid?”*

IN : *“Using Netflix media in EFL learning can make it easier to improve students' listening and speaking skills, besides that it can also make students more interested and not easily bored in learning.”*

I : *“What is the benefit of watching English movies or series in Netflix on your listening skill?”*

IN : *“Sharpen our hearing sensitivity in listening.”*

I : *“What is the benefit of watching English movies or series in Netflix on your speaking skill?”*

IN : *“Adding vocabulary, idioms, and improving pronunciation.”*

Interview 10**Subject : Female 10****Date : 11th April 2021****Coding Description : I (Interviewer), RR (Correspondent)**

I : *“What is the advantages of Netflix in term of EFL Language learning”*

RR : *“ It can improve my English skill, especially my listening skill.”*

I : *“What is disadvantages of Netflix in term of EFL Learning?”*

RR : *“Sometimes they used inappropriate language on series like a rude/ bad words.”*

I : *“What do you think about Netflix as digital EFL learning aid?”*

RR : *“It's good for us who want to improve our English skill, especially listening skill. Besides, we can know the idioms or many English term that we don't know before. In addition, it can enrich our English vocabulary.”*

I : *“What is the benefit of watching English movies or series in Netflix on your listening skill?”*

RR : *“Absolutely, it can improve my listening skill, because there are so many accent that they use in speaking English. So, it can make my ears familiar with various English accent and it makes me know what they are talking about without the subtitles.”*

I : *“What is the benefit of watching English movies or series in Netflix on your speaking skill?”*

RR : *“It also can improve my speaking skill but not as much as listening skill because I less practice my speaking skill, so yea.”*

Interview 11

Subject : Male 11

Date : 11th April 2021

Coding Description : I (Interviewer), DA (Correspondent)

I : *“What is the advantages of Netflix in term of EFL Language learning”*

BG : *“ The advantages is that we can increase our vocabulary, improve our speaking skills and improve our listening skills because we watch and listen to the way how native speaker speaks.”*

I : *“What is disadvantages of Netflix in term of EFL Learning?”*

BG : *“I agree with that. Because, if more students use it for learning how to speak English fluently and add some vocabularies. So there would be many of students could speak English more fluent than English learner who don't use Netflix.”*

I : *“What do you think about Netflix as digital EFL learning aid?”*

BG : *“I agree with that. Because, if more students use it for learning how to speak English fluently and add some vocabularies. So there would be many of students could speak English more fluent than English learner who don't use Netflix.”*

I : *“What is the benefit of watching English movies or series in Netflix on your listening skill?”*

BG : *“We can repeat many times each of words and listen to it how the way they spell and we practice to say the word couple of times carefully.”*

I : *“What is the benefit of watching English movies or series in Netflix on your speaking skill?”*

BG : *“We can speak word by word in the right way like native speaker says many of times because of that practice, our speaking skills will be sharpened than before.”*

Interview 12

Subject : Female 12

Date : 11th April 2021

Coding Description : I (Interviewer), DA (Correspondent)

I : *“What is the advantages of Netflix in term of EFL Language learning”*

LN : *“Indirectly, we learn English from the conversation and the subtitle from English movies or series in Netflix.”*

I : *“What is disadvantages of Netflix in term of EFL Learning?”*

LN : *“Its movies ad series make me addicted and forget how much the time flies.”*

I : *“What do you think about Netflix as digital EFL learning aid?”*

LN : *“It’s a good learning platform especially for learning listening and speaking skill. Even more, the English subtitle provided by Netflix make us easier listen to the conversation.”*

I : *“What is the benefit of watching English movies or series in Netflix on your listening skill?”*

LN : *“Make us used to listen English conversation.”*

I : *“What is the benefit of watching English movies or series in Netflix on your speaking skill?”*

LN : *“Apply correct pronunciation in my daily English conversation.”*

Interview 13**Subject : Female 13****Date : 11th April 2021****Coding Description : I (Interviewer), DA (Correspondent)**

I : *“What is the advantages of Netflix in term of EFL Language learning”*

NN : *“Learning English from Netflix makes me enjoy and doesn’t make me bored.”*

I : *“What is disadvantages of Netflix in term of EFL Learning?”*

NN : *“Netflix consumes a lot of internet quota for who watch Netflix not using wi-fi.”*

I : *“What do you think about Netflix as digital EFL learning aid?”*

NN : *“It’s good platform, because Netflix provide us with a lot of movies genres so we will not bored in learning English.”*

I : *“What is the benefit of watching English movies or series in Netflix on your listening skill?”*

NN : *“The benefits are make us used to listen to the native speaker, and make us think faster to respond on the English conversation, So, we learn English indirectly.”*

I : *“What is the benefit of watching English movies or series in Netflix on your speaking skill?”*

NN : *“We know how to speak each English word correctly and fluently.”*

Interview 14

Subject : Female 14

Date : 12th April 2021

Coding Description : I (Interviewer), DA (Correspondent)

I : *“What is the advantages of Netflix in term of EFL Language learning”*

JN : *“Netflix helps me a lot in learning English, especially for learning new vocabularies and slang words.”*

I : *“What is disadvantages of Netflix in term of EFL Learning?”*

JN : *“So far I haven’t felt its disadvantages,”*

I : *“What do you think about Netflix as digital EFL learning aid?”*

JN : *“I think it will be interesting and fun if Netflix use as EFL learning media, because Netflix provide us with unlimited English movies and series.”*

I : *“What is the benefit of watching English movies or series in Netflix on your listening skill?”*

JN : *“Because a lot of movies and series using English accent from all around the world, so we can listen and learn the different English accent around the world.”*

I : *“What is the benefit of watching English movies or series in Netflix on your speaking skill?”*

JN : *“After supplied with a lot of English conversation in Netflix movies and series, it give me sense to response to an English conversation faster than before I subscribed to Netflix.”*

Interview 15

Subject : Female 15

Date : 12th April 2021

Coding Description : I (Interviewer), DA (Correspondent)

I : *“What is the advantages of Netflix in term of EFL Language learning”*

JT : *“ Netflix has many benefits for English student like me such as improving my listening skill through the conversation from its movies and series, learning new vocabularies, and also learning to speak like a native speaker weather British or American accent because Netflix has a lot of English movies from all around the world that we can watch with any single commercial.”*

I : *“What is disadvantages of Netflix in term of EFL Learning?”*

JT : *“ I think, a lot of rude words and no filter.”*

I : *“What do you think about Netflix as digital EFL learning aid?”*

JT : *“I agree if Netflix use as learning media, because it is such a fresh thing in learning media, students will not bored.”*

I : *“What is the benefit of watching English movies or series in Netflix on your listening skill?”*

JT : *“Indirectly, Netflix could strengthen my listening skill because I used to listen to the native conversation.”*

I : *“What is the benefit of watching English movies or series in Netflix on your speaking skill?”*

JT : *“Improve my confidence in speaking English because I used to listen to the native conversation on Netflix movies and series.”*

APPENDIX VI

Lembar Validasi Instrumen Kuisisioner Penggunaan Netflix sebagai Media Digital untuk Pembelajaran untuk Pembelajaran Bahasa Asing

Nama : Septia Dwi Jayanti, M.Pd.
 NIP : 19890912201802012223
 Instansi : UIN Maulana Malik Ibrahim Malang

A. Petunjuk Pengisian Angket

1. Sebelum mengisi angket ini, mohon Bapak/Ibu membaca dengan teliti angket penggunaan *Netflix* sebagai Media Digital untuk Pembelajaran Bahasa Asing
2. Instrumen ini berisi kolom pertanyaan dan kolom jawaban. Silahkan Bapak/Ibu memberi tanda centang (√) pada salah satu skor yang terdapat pada kolom jawaban sesuai dengan kriteria penilaian Bapak/Ibu.
3. Keterangan skor beserta kriteria penilaian angket adalah sebagai berikut:

Skor	Keterangan
1	Sangat tidak (tepat, sesuai, jelas, menarik, mudah)
2	Kurang (tepat, sesuai, jelas, menarik, mudah)
3	Cukup (tepat, sesuai, jelas, menarik, mudah)
4	Tepat (tepat, sesuai, jelas, menarik, mudah)
5	Sangat (tepat, sesuai, jelas, menarik, mudah)

B. Pertanyaan

No	Aspek yang dinilai	Skor				
		1	2	3	4	5
1	Menggunakan Bahasa Inggris dengan struktur dan gramatikal yang tepat					
2	Kesesuaian bahasa dengan tingkat berpikir responden.					
3	Kesesuaian penggunaan bahasa.					
4	Kesesuaian angket dengan komponen variabel penelitian					

Kritik dan saran langsung ditulis pada angket yang dibuat untuk diperbaiki

C. Pernyataan

Malang, 15 Februari 2021

Validator,




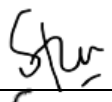





Septia Dwi Jayanti, M.Pd.
NIP.198909122018020

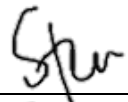

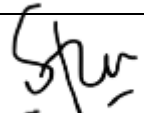
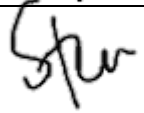
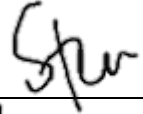
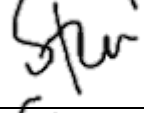
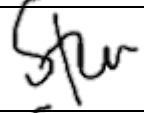
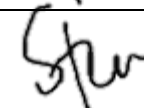
APPENDIX VII
CONSULTATION CARD

Name : Raulina Suci Maharani

NIM : 17180017

Title : English Education Department Students' Perception toward Netflix as
Digital EFL Learning Aid

No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Pembimbing Skripsi
1	24 / 10/ 2020	Judul	
2	30/ 10/2020	Chapter 1	
3	16/11/2020	Revisi Chapter 1	
4	22/12/2020	Capter 2 dan 3	
5	16/01/2021	Format penulisan proposal	
6	20/01/2021	Revisi Chapter 2 dan 3	
7	29/01/2021	Revisi draft proposal	

8	26/02/2021	Revisi Draft proposal	
9	04/03/2021	Konsultasi instruments guidelines (Questionnaire, Interview, and Observation)s	
10	23/03/2021	Chapter 1,2,3 and 4	
11	02/03/2021	Revise chapter 1,2,3, and 4	
12	13/04/2021	Revise chapter 1,2,3, and 4	
13	28/04/2021	Chapter 1,2,3, 4 and 5	
14	31/05/2021	Revise chapter 1,2,3, 4 and 5	
15	03/06/2021	Revise chapter 1,2,3, 4 and 5	

Malang, 11th June .2021

Accepted,

Dosen Pembimbing



Septia Dwi Jayanti, M.Pd.
NIP 19890912201802012223

Approved,

Ketua Jurusan TBI




Dr. H. Langgeng Budianto, M.Pd.
NIP. 197110142003121001

APPENDIX VIII

RESEARCH PERMISSION LETTER

09/2021 <https://fitk.uin-malang.ac.id/persuratan/mahasiswa/penelitianinstansi-cetak.php?nodata=343>



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Gajayana 50, Malang 65144 Telepon (0341) 551354 Faks (0341) 572533
 Website: www.fitk.uin-malang.ac.id E-mail: fitk@uin-malang.ac.id

Nomor : 343/Un.03.1/TL.00.1/06/2021 08 Juni 2021
 Sifat : Penting
 Lampiran : -
 Hal : Izin Penelitian


Kepada
 Yth. Penelitian Skripsi
 di
 UIN Maulana Malik Ibrahim Malang Jl. Gajayana No.50, Dinoyo,
 Ke.Lowokwaru, Kota Malang, Jawa Timur

Assalamu'alaikum Wr. Wb.
 Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan Skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Raulina Suci Maharani
 NIM : 17180017
 Jurusan : Tadris Bahasa Inggris
 Semester : Genap Tahun Akademik 2020/2021
 Judul Skripsi : The Analysis of Department Students' Perception toward Netflix as Digital L2 Learning Aid on Listening and Speaking Skills.
 Lama Penelitian : 28 Maret 2021 sampai dengan 28 April 2021


diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu. Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

Scan QRCode ini



untuk verifikasi

a.n. Dekan
 Wakil Dekan Bidang Akademik,



Muhammad Walid

Tembusan:
 1. Ketua Jurusan Tadris Bahasa Inggris;
 2. Arsip.

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<https://fitk.uin-malang.ac.id/persuratan/mahasiswa/penelitianinstansi-cetak.php?nodata=343> 1/1

APPENDIX IX
CURRICULUM VITAE



Name : Raulina Suci Maharani

Gender : Female

Place/Date of Birth : Jakarta, January 10th 1999

Address : Dsn.Klepu RT/RW 03/08
Sidomulyo, Semen Kediri

No	Educational Background	Graduated
1.	TKIT AL-AZHAR KEDIRI	2005
2.	SDIT AL-AZHAR KEDIRI	2011
3.	MTsN 1 KEDIRI	2014
4.	MAN 3 KOTA KEDIRI	2017