

THE EFFECTIVENESS OF NETFLIX SUBTITLES AS A LEARNING MEDIA FOR EFL LEARNERS' VOCABULARY

Thesis

By:

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC
UNIVERSITY MALANG**

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THE EFFECTIVENESS OF NETFLIX SUBTITLES AS A LEARNING MEDIA FOR EFL LEARNERS' VOCABULARY

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

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UNIVERSITY MALANG**

2024

APPROVAL SHEET

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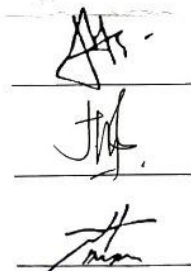
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Assalamu 'alaikum Wr. Wb.

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MOTTO

لَا يُلْقِيُكَ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

Allah does not require of any soul more than what it can afford.

“In the world, there is a place where we belong. There is a way we are meant to be.”

-BTS Interlude: Wings

THESIS DEDICATION

With deep gratitude, I dedicate this thesis to my loving parents, whose endless love, support, and sacrifices have been the foundation of my life and education. I am forever thankful to my father, who always offers wise advice, and to my mother, whose care and strength have been my constant source of motivation. I can never fully repay their hard work and prayers for my success. I also want to dedicate this work to my supervisor, who patiently guided me through the research and writing process. Additionally, I thank my friends and loved ones, whose humor, encouragement, and support helped me through difficult times. Above all, I am grateful to Allah S.W.T. for giving me health, determination, and wisdom to keep going despite challenges. This thesis is a small contribution to knowledge and a reminder that any dream can come true with hard work, persistence, and support from loved ones.

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In completing this thesis as a requirement for the undergraduate degree, the researcher would like to express sincere gratitude to everyone who contributed to the success of this research. The researcher acknowledges that it was possible to finish this thesis promptly with their support and assistance. The researcher would like to offer gratitude with a sense of humility to:

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The author recognizes that this thesis still has many flaws. As a result, the researcher hopes to receive valuable suggestions from all parties to improve the shortcomings in this writing. Hopefully, this thesis will be helpful for both the author and readers.

Malang, 18 December 2024

A handwritten signature in black ink, appearing to read 'Agustina', with a large, stylized loop at the end.

Agustina Putri Wulandari
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LATIN ARABIC TRANSLITERATION GUIDE

The Arabic-Latin transliteration in this thesis uses transliteration guidelines based on the joint decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

A. Words

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	= h	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. Long Vocal

Long Vocal (a)

=[^]a

Long Vocal (i)

= ^î

Long Vocal (u)

=[^]u

C.

Diphthong Vocal

اُو = aw

اُي = ay

او = [˘]u

اي = ^î

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ABSTRACT

Wulandari, Agustina Putri (2024). The Effectiveness of Netflix as a Learning Media for EFL Learners' Vocabulary. Thesis of English Education Department at Faculty of Education and Teacher Training of Maulana Malik Ibrahim Islamic State University Malang. Advisor: Dr. Hj. Like Raskova Octaberlina, M.Ed

Vocabulary is fundamental to learning English, especially for EFL (English as a Foreign Language) students. This study aims to test the effectiveness of using Netflix Subtitles as a medium for learning vocabulary. The method used was quasi-experimental with a pretest-posttest design, involving 66 students divided into experimental and control classes. Students in the experimental class received three treatments using Netflix Subtitles. The analysis showed that using Netflix Subtitles significantly improved students' vocabulary mastery (H_0 rejected, H_a accepted). These findings indicate that Netflix Subtitles are an effective learning medium for improving EFL students' vocabulary. Further research is recommended to explore additional variables, such as gender differences or academic levels, to understand the impact of this media on a more diverse population.

Keywords: Vocabulary, EFL Students, Netflix Subtitles

ABSTRAK

Wulandari, Agustina Putri (2024). Keefektifan Netflix Subtitles sebagai Media Pembelajaran untuk Vocabulary Siswa EFL. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang.
Pembimbing: Dr. Hj. Like Raskova Octaberlina, M.Ed

Kosakata merupakan aspek fundamental dalam pembelajaran bahasa Inggris, terutama bagi siswa EFL (English as a Foreign Language). Penelitian ini bertujuan untuk menguji efektivitas penggunaan Netflix Subtitles sebagai media pembelajaran kosakata. Metode yang digunakan adalah kuasi-eksperimen dengan desain pretest-posttest, melibatkan 66 siswa yang terbagi dalam kelas eksperimen dan kontrol. Siswa di kelas eksperimen menerima tiga kali perlakuan dengan menggunakan Netflix Subtitles. Hasil analisis menunjukkan bahwa penggunaan Netflix Subtitles secara signifikan meningkatkan penguasaan kosakata siswa (H_0 ditolak, H_a diterima). Temuan ini menunjukkan bahwa Netflix Subtitles adalah media pembelajaran yang efektif untuk meningkatkan kosakata siswa EFL. Penelitian lebih lanjut disarankan untuk mengeksplorasi variabel tambahan, seperti perbedaan gender atau tingkat akademik, guna memahami dampak media ini pada populasi yang lebih beragam.

Kata kunci: Kosakata, Siswa EFL, Netflix Subtitles

تجريدي

اللغة طلاب لمفردات تعليمية كوسيلة Netflix ترجمات فعالية. (2024) بوتري أغوستينا ، وولانداري مالانغ الإسلامية، الدولة
جامعة إبراهيم مالك مولان. المعلمين وتدريب التربية كلية. أجنبية كلغة الإنجليزية. ه. د: المشرف

، الإنجليزية اللغة تعلم جوانب من أساسي جانب هي المفردات الطب في دكتوراه أوكابرلينا، راسكوبا لايك كحافز Subtitles
Netflix مثل وسائط استخدام يعد. متقنة لغوية لمهارات الطريق سيمهد المفردات وإتقان يتعرضون الذين للطلاب يمكن. الكلمات نمو
في يساهمون كلهم. الغناء يستحق مسعى الإنجليزية اللغة لفهم أكثر هم ومتنوعة واسعة مفردات لديهم الذين الطلاب. مفرداتهم وتوسيع
جديدة كلمات تعلم اللغة متكرر بشكل الوسائط استخدام تأثير تحديد إل الدراسة هذه تهدف. الجديدة واللغات المنطوقة واللغة النصوص فهم
على قدرة طريقة الدراسة هذه استخدمت. أجنبية كلغة الإنجليزية اللغة طلاب فهم إتقان على Netflix ترجمات مثل الطريقة الباحث
اختار. الضابط الفصل في طالب 33 و التجريبي الفصل في طالب 33 مع تجريبية شبه بحث ثلاثة الطلاب تلقى. Netflix من الترجمة معالجة
تطبيق وبعد قبل النتائج معرفة أراد لأنه الكمية شبه التجريبية هي الفرضية اختبار حساب نتائج. وبعده العلاج قبل اختبارا وأكملوا
Netflix ترجمات باستخدام علاجات كوسيط Netflix ترجمات استخدام أن يعني مما ، مقبول Ha رفضه تم H_0 ، T
جدول < حسب T في كوسيط Netflix Subtitles سيستخدمون الذين الباحثون يقوم أن المتوقع من ، وبالتالي. فعال تعليمي يمكن
مختلفة سكانية مجموعات على محددة تأثيرات لتحديد الأكاديمية أو الجنسية المستويات بنضمين الدراسة سبيل على) السياقية العوامل مراعاة
مع ، الشخصية التعليمية الاستراتيجيات حول رؤى البحث هذا يوفر أن الترجمة دور حول قيمة رؤى المستقبلية الأبحاث توفر قد ، النطاق
توسيع خلال من. (المدرسة مقابل المنزل ، المثال

الكلمات. المفردات تحسين في

Netflix ترجمات، أجنبية كلغة الإنجليزية اللغة طلاب، المفردات: الدالة

CHAPTER I

INTRODUCTION

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

1.1 Background of The Study

A vocabulary is a group of words that comprise a particular language. Things, people, places, activities, thoughts, etc. are included in this list of words. Additionally, it addresses terms whose meanings vary based on the context in which they are employed. The vocabulary is made up of a variety of words that demonstrate a wide range of language usage and understanding. The student's vocabulary should be as extensive as possible to improve communication. Therefore, vocabulary is an essential component that must be known by foreign language learners (Ghalebi et al., 2020). By expanding vocabulary, students can improve their ability to communicate.

According to Simamora (2020), listening, speaking, reading, and writing skills likely improve in line with how students learn vocabulary. They all contribute to the growth of vocabulary. Students who are exposed to language frequently can learn new words and expand their vocabulary. Students that possess a broad and varied vocabulary are better able to comprehend texts, spoken language, and new languages. Students increased their grasp of language by using their existing vocabulary, which includes general vocabulary, specialized terms, phrases, and terminology related to a particular topic. As a result, students can communicate

well in the language, more adept and securely while using it in a range of contexts and situations. From the discussion, we can say learning vocabulary is essential for learning a language. An effective understanding of listening, speaking, reading, and writing is aided by a strong vocabulary.

Islam strongly encourages learning new things, such as vocabulary, as stated in the Qur'an Surah Al-Alaq:5.

عَلَّمَ الْإِنْسَانَ مَا لَا يَعْلَمُ

Meaning: “*Allah taught man things he did not know*” (Q.S Al-Alaq:5)

From the verse above we can conclude that it is important to expand our knowledge and understanding. In the context of vocabulary, the verse above asks for the ability to build a strong vocabulary when discussing language. Although there is no specific discussion in the Quran for learning vocabulary, its guiding principles support ongoing education. Small effort that we can do is expanding the vocabulary. After that, we are at least able to communicate effectively and deeply through word understanding.

Learning vocabulary also has several benefits, including improved communication skills, academic performance, job promotion, and personal development. As an example, on communication skills, a person who studied language will lay the groundwork for efficient communication. The words that are used when conversing will be able to convey ideas clearly. Moreover, when interacting with others, they can express their thought, ideas, feelings and emotions more meaningfully. Therefore, to succeed academically, students who have a

boarder understanding of vocabulary will be able to comprehend more difficult text, take part in conversations, and think critically. Students can be more careful in analyzing information and solving a problem. As a result, learning new vocabulary can develop the capacity to speak logically and communicate perspectives specifically.

Additionally, strong vocabulary abilities can be highly regarded at work for job progression. Learning a new language helps one concisely and persuasively in both verbal (e.g. presentations and meeting) and written (e.g. emails and reports). Success at work is influenced by one's ability to communicate ideas and concepts. This ability can be obtained from learning new vocabulary. Last but not least, the benefit that will get while learning vocabulary is personal development. Increasing vocabulary can give fresh insights. This enables us to appreciate language's beauty and power to express ourselves more properly.

Despite the advantages of learning new vocabulary, there are several problems that teachers must overcome while teaching, such as low motivation, poor memory, irrelevant context, and inappropriate use. Some students require commitment and perseverance. If a student lacks motivation, then it is educator's responsibility to improve the learning habits to inspire a spirit of learning. To grasp and maintain vocabulary is a challenge for students, as it requires repetitive and consistent practice.

Another issue with language acquisition is the irrelevant learning context. An irrelevant context for students will make it difficult for them to connect emotionally to the words they are taught. This can reduce the interest of students'

motivation to learn new vocabulary. The last is the lack of practical use. Students will struggle to apply new vocabulary in daily life if they do not recognize the advantages and opportunities that come with employing it. As a result, they can easily forget the vocabulary they have acquired. Therefore, this thesis was created with the hope of solving the problem among the learners.

Regarding a variety of media options that can be used to inspire students to learn more. One of them is through audio-visual which can be obtained from the Netflix application. Netflix is an audio-visual platform that offers tens of thousands of shows for viewers of all ages. Because Netflix is accessible in almost 190 countries, it enables language learners worldwide to watch various international TV series and films (Alm, 2021). For EFL students, watching Netflix with subtitles may provide an exciting and relevant learning experience. According to the statement, the researcher believes that using Netflix English subtitles as a learning media for EFL learners can help students increasing their vocabulary also getting them ready to use English in daily conversation.

To support this research, several relevant previous studies are used as references. The first research was conducted by Damanik & Katemba (2021). This research discussed how Netflix is a digital EFL learning aid for vocabulary improvement, and results prove that using Netflix can help students acquire new vocabulary through Netflix films/series, which allows students to improve their vocabulary learning. The Second research was written by Turkmen (2020). This study aims to analyze the general views of university students who need to develop their second language (English) on using Netflix broadcasts. And for the

last research was conducted by Rinekso, et al. (2021). This study discussed about learning vocabulary using K-dramas; this activity is certainly very interesting, especially for EFL learners.

This previous and present research has several differences. For the present research, the research is centered on evaluating how Netflix subtitles impact vocabulary acquisition among EFL student, with a particularly focus on female students aged 14-15. This study employs direct experimentation with these students to assess the effectiveness of this learning method. In contrast, previous research has utilized different method and has primarily investigated EFL learning among university students.

1.2 Research Questions

1. How effective are Netflix subtitles in improving vocabulary mastery for EFL learners?

1.2 Research Objectives

1. To know the effectiveness of Netflix subtitles in enhancing vocabulary mastery among EFL learners

1.3 Scope and Limitation of Study

This study aims to identify the effectiveness of using Netflix subtitles as learning media. This study describes how to employ audio-visual media material in improving student's vocabulary proficiency. Where the scope of this study is EFL learners', because the research place is based on an Islamic boarding school, the limitation of this research is that it is only carried out in junior high school in grade 8th that consists of 33 female students.

1.4 Significance of Study

The research was significant when the research objectives were met. In this study, the researcher discussed how Netflix subtitles were effective in teaching vocabulary to students, which was the aim of this study. In addition, research can be useful as reference material and enrich the existing research literature on media studies as a learning tool, especially using Netflix subtitle.

Theoretically, this research is expected to provide an overview of how to develop various kinds of applications that young learners can use for teaching and learning, not only limited by some materials and media that have been used before. Practically, for students, this research improved vocabulary mastery for EFL learners by using Netflix subtitles as one of the materials. For teachers, this research hopes the teacher develops Netflix as a media to be emulated and used for future learning. This study improves the quality of students' learning outcomes in vocabulary acquisition skills. Lastly, for future researchers, this research provided data that could be used as a reference for subsequent studies on the usage of Netflix subtitles for EFL learners' vocabulary that might be conducted.

1.5 Definition of Key Term

In this study, the researcher has several key terms to define. Those are as follow:

1.5.1 Netflix Subtitles

It refers to a feature on Netflix where they provide text as a translator. This was because there were many choices of shows that could be enjoyed from all over the

world. L1 referred to the mother tongue or language taught from birth, and L2 was a foreign language that would and wanted to be learned namely English.

1.5.2 Vocabulary

It refers to a group of words learned and mastered that can be used to communicate. It indicates that language students can employ their vocabulary in speaking and writing tasks.

1.5.2 EFL (English as a Foreign Language) Learners'

It refers to the practice of teaching and learning English in settings where it is neither the native tongue nor the official language. When used in this way, English is referred to as a foreign language that non-native speakers learn. Because English is not the official language of Indonesia, students who study it are classified as EFL students, and the researcher used junior high school students as EFL learners in this study. In this research, the researcher used junior high school children as EFL learners. Learners could get new knowledge, such as vocabulary for daily use conversations.

1.5.3 Media

It refers to any learning media used to facilitate effective teaching and learning. In this study, the researcher used Netflix as a learning media. Learning by media can help students understand concepts, become more motivated, and enhancing interaction in the learning environment. The purpose of the use of learning media is to convey information and concepts visually, so that can enhance student understanding and help them to develop new skills and knowledge. Learning

media can also be used to explain procedures, make abstract ideas more understandable, give relevant examples, and enhance educational experiences.

CHAPTER II

LITERATURE REVIEW

This chapter focuses on the theories that strengthen this study and contains several main variables. They are the definition vocabulary, techniques to improve vocabulary, media, the definition of Netflix subtitles, advantages, and disadvantages of Netflix subtitles, the step to use Netflix, Relevant Research, framework, and hypothesis.

2.1 Vocabulary Learning

Having a strong vocabulary helps students read and write more effectively in English. Students were able to comprehend uncommon words, recognize often used words more quickly, and create more varied and interesting writing. The paragraph below is conducting definition, importance, and techniques of learning vocabulary.

2.1.1 Definition of Vocabulary

Vocabulary is essential for effective communication because it forms the foundation for interaction. It is widely seen as the primary tool for communicating (Dakhi & Fitria, 2019; Jamalipour & Faharani, 2012). Vocabulary is a way for people to express their thoughts, ideas, and opinions, reflecting the workings of the human mind. Without students, they need an adequate vocabulary to understand others and express their thoughts. Vocabulary refers to collection of word or linguistic constructions that a person familiar with and employs in communication. It includes all the words, expressions, and phrases that can be used for speaking, writing, listening, and reading. Developing reading skills,

reading comprehension, and acquiring a new language are the benefits of learning vocabulary (Afzal, 2019; Tozcu&Coady, 2004). According to research, to properly meet the needs of spoken and written input vocabulary, we need to have adequate vocabulary knowledge.

Vocabulary learning is typically categorized into two types: receptive and productive. Receptive vocabulary includes the words that students can identify and comprehend within a given context, such as reading or listening. These words are often acquired passively through exposure to language in various forms, such as books, conversations, or media. Schmitt (2010) stated that receptive vocabulary tends to be larger than productive vocabulary because it requires less active recall and can be recognized in context without fully mastering it.

On the other hand, productive vocabulary involves words that students can actively use in speaking or writing. It requires a deeper understanding, as students must be able to recall the word and apply it appropriately in various communication contexts. Nation (2001) notes that productive vocabulary is generally smaller than receptive vocabulary, which demands more cognitive resources for active recall and correct usage. Developing productive vocabulary is crucial for effective communication and is often emphasized in language learning programs to enhance learners' expressive abilities.

The ability to communicate clearly and fluently increases when a person learns vocabulary. Therefore, learning vocabulary is essential because it enables students to develop critical thinking skills and respond more efficiently, and how

they solve problems. Vocabulary has been discussed and classified into several categories. Some are classified as active or passive vocabulary. (Gruneberg & Sykes, 1991; Susanto, 2017) The two types of vocabulary were explained. The first type is the vocabulary that students have learned and should be able to use. The second type includes words that students can recognize but might not be able to pronounce. Mainly, active vocabulary refers to words a person can confidently employ in speaking and writing. In contrast, passive language refers to words that can be recognized and comprehended but are not actively used.

2.2 Techniques to Improve Vocabulary

Musa et al. (2022) explained that teachers should help students develop a strong desire to learn by arousing curiosity and interest. When curious, students were more motivated to learn, leading to better results. Teachers can make this happen by creating a learning environment that captures students' attention and keeps them engaged. There are some techniques for improving vocabulary; the first is learning how to acquire new words. Student can learn new words in any way like by reading books, listening to music, and watching English-language television programs.

Learning to acquire new words is an essential skill for expanding vocabulary, and research has highlighted several techniques that facilitate this process. One effective method is learning vocabulary in context, which allows learners to see how words are used in real-life situations. Peters (2019) emphasizes that when learners encounter new words in meaningful contexts, such as reading or watching media, they are more likely to remember and use them correctly in their speech

and writing. Contextual learning helps connect new words to existing knowledge, making them easier to remember.

Furthermore, active engagement with words, such as using new vocabulary in speaking or writing, is essential. Schmitt (2014) suggests that actively producing language helps to strengthen vocabulary knowledge because learners must remember and use words in context, enhancing memory and comprehension. Engaging with new vocabulary in various ways, whether through conversation, writing exercises, or interactive activities, makes the acquisition process more dynamic and effective.

The second one is trying to memorize a new word that has been obtained. Memorizing new vocabulary is essential to language learning, especially for EFL learners. Several studies have shown that direct engagement with new words can improve memory. According to Nation (2013), vocabulary learning involves both receptive (recognition) and productive (recall) knowledge, where consistent exposure and interaction with words can improve memory. Another study by Webb and Nation (2017) emphasized the importance of encountering new vocabulary in various contexts to strengthen memory and facilitate long-term learning. Repetition and active use of new words are essential strategies in vocabulary acquisition, making memorization an effective technique for EFL learners. For example, if a student encounters the word leash in the movie *The Secret Life of Pets*, a practical learning approach would involve recognizing the word in a scene of owners leashing their pets before going out. The student could then try to use the word in other contexts, such as writing, "I put my dog on a

leash before going for a walk," or discussing the scene with a classmate. Students can also look for more examples of the word in different contexts, strengthening understanding through varied exposure and active use. This process helps the word become more memorable and part of the learner's active vocabulary.

The third one is practice constantly. Repeating techniques can help students to remember the vocabulary. Make a schedule for the words being studied and allocate time every day or several times a week to practice and memorize for study routine. Continuous vocabulary practice is essential for effective language acquisition, memory strengthening, and fluency. A study published in *Language Learning* (2016) emphasized that "repeated exposure to vocabulary in a variety of contexts significantly improves memory and comprehension." This highlights the need for learners to engage with new words in various situations, which can deepen their understanding and ability to use vocabulary effectively.

2.3 Media

The use of Media can provide a comprehensive and exciting learning experience in learning English. Choosing suitable media depending on the student's learning objectives, level of fluency, interests, and learning styles can potentially boost students' interest in learning. The paragraph below is the definition of media.

2.3.1 Definition of Media

The term of media refers to tools of communication that are used to deliver information, message, or content to a target audience. Information is transmitted through the media, which also affects perceptions, understanding, facilitating

interaction and communication. The digital media industry is continuously changing and offers many choices for people with specific interests, like those who like to watch TV shows and movies in their free time (Turkmen, 2020).

Media-based communication and learning can potentially engage larger audiences and deliver messages in more engaging ways. Due to the wide range of media options, we can select the one that best meets our objectives, target audience, and preferred communication environment. Netflix has seen significant growth in recent years. Series in multiple languages and countries offer significant cultural and language learning benefits to all countries. (Turkmen, 2020).

2.4 Netflix Subtitles

Using Netflix subtitles is one way to increase vocabulary. This section discusses the definition, advantages, and disadvantages of using Netflix as a learning media and provides a step-by-step guide to using it.

2.4.1 Definition of Netflix Subtitles

The digital media sector continues to grow and provides a variety of possibilities for consumers with specific interests, as is the case with Netflix. Since 2016, Netflix has been available in 130 countries to offer global entertainment (Turkmen, 2020). In this case, the researcher used Netflix as audiovisual and Netflix subtitles as learning media. Netflix subtitles usually appear at the bottom of the screen in a legitimate style and are timed to match the music and video. They serve as a valuable tool for language learners, helping them develop their comprehension of the material overall and their listening and vocabulary abilities. Netflix can help with understanding for those with hearing

issues or who watch in noisy settings where it could be challenging to hear the speech well. In this study, the researcher used English subtitles to determine how much students know about vocabulary.

2.4.2 Advantages and Disadvantages of Netflix Subtitles

Media has advantages and disadvantages. If there are more good sides, then using media is helpful. Netflix for media in teaching English vocabulary has advantages and disadvantages. Learning by using spectacles as a learning media is certainly an interesting thing and fun for students. This is undoubtedly one of the advantages of using Netflix as a learning media. The first one is that Netflix subtitles offer Contextual Learning, the possibility of studying vocabulary in context. Learners can more easily understand the definitions and usage of words by paying attention to how they are used in sentences and certain contexts. Second, Audiovisual Support, subtitles reinforce the relationship between spoken words and their written versions by fusing written text with audiovisual content. This integration improves understanding and makes it easier for vocabulary to be associated with the matching audio and visual clues.

Third, in Listening Comprehension Practice, students can improve their listening comprehension skills by hearing the spoken words and reading subtitles that are written at the same time. With the help of subtitles, students can practice listening in addition to reading. Fourth, Self-Paced Learning, Netflix offers a self-paced learning environment by allowing learners to pause, rewind, and replay scenes. The vocabulary used in the subtitles can be thoroughly understood and absorbed by learners at their own pace. And the last, Variety of Content, Netflix

provides learners with a wide variety of settings and vocabulary by offering a large selection of content in many genres. Allowing students to explore knowledge related to their interests makes learning more exciting and pleasurable.

All things are made up of both good and negative. Like the media for learning, Netflix has disadvantages that will be presented. The first is Potential Distraction. When watching videos, subtitles can occasionally be distracting, especially for students not used to reading them. Constantly switching between the pictures and the subtitles might hinder comprehension and diminish the enjoyment of watching. Second, Lack of Personalization. Although Netflix allows users to change subtitle options like language and size, the subtitles must be customized to meet each student's unique needs or skill levels. Due to this lack of personalization, some students may have less-than-ideal learning experiences.

2.4.3 Step to Use Netflix Subtitle as a Learning Media

There is the step of how educators use Netflix as a learning media for EFL students. The researcher will explain the step by step. The first one is Content selection. The teacher must choose material appropriate for the student's abilities and relevant to the school curriculum. Second, in establishing learning objectives, the teacher sets specific goals for learning vocabulary, for example, learning some phrases, particular language, or general vocabulary. Third, watch using subtitles, and students use English subtitles to understand the context and plot better. Fourth, take notes on subtitles. The teacher asks students to interact with the content they watch, such as taking notes on unfamiliar or intriguing words.

Fifth, group discussion: After scanning, the teacher asked students to do a group discussion based on their watched content. Have students analyze and comprehend the terminology they previously wrote, then try to make sentences from the words. Sixth, play activities, creating play activities will increase students' enthusiasm for classroom learning. The teacher asks students to act as characters in movies they watch and speak using vocabulary they learned before. Seventh, in an Individual assignment, the teacher gives them homework relevant to the Netflix content they watch. Students can rewrite the storyline of the content or retell the characters in the content. Eight, Feedback and evaluation, the teacher provides feedback to students about their progress in learning vocabulary. Afterward, the teacher can give students evaluation methods such as written tests, conversations, and individual assignments.

2.4.4 Theory

Streaming platforms like Netflix have been recognized as practical tools for language learning, especially in improving student vocabulary acquisition. Studies have shown that watching movies and series in English, combined with subtitles, can significantly help with vocabulary acquisition. This is because learners are exposed to authentic and contextualized language usage, allowing them to see how words function in real-world conversations. A study by Dizon and Thanyawatpokin (2021) found that dual subtitles on Netflix, which feature both the target language and the learner's native language, greatly supported EFL learners' vocabulary learning and listening comprehension. The constant exposure to new vocabulary, combined with the visual and auditory elements in the movies,

helped students connect words and their meanings more effectively than traditional methods.

Another example is a study by Damanik and Katemba (2021), which explored how Netflix can be a digital aid for EFL learners' vocabulary enhancement. Students believed Netflix content provided a diverse and engaging way to discover new words, encouraging independent learning and repeated exposure, which are critical factors for vocabulary retention. For example, in a movie like *The Secret Life of Pets*, a student might encounter the word "chaos" during a scene where the pets wreak havoc in the city. The student can better understand its meaning and usage with the word presented both in subtitles and in context. This multisensory input, visual, auditory, and textual, enhances comprehension and retention, making Netflix a powerful media for vocabulary development.

2.5 Relevant Research

The researcher has identified relevant analyses from journals, articles, and theses in related research. The first is the research conducted by Ivana J. Damanik & Caroline V. Katemba (2021) under the title "Netflix as a Digital EFL Learning Aid for Vocabulary Improvement: College Student Perspective". This study used a questionnaire and a self-designed survey to examine 60 EFL students. A t-test was employed for data analysis. The study's result revealed that using Netflix English movies to learn new vocabulary gives students an exciting and effective approach to expanding their word knowledge. This method helps students enjoyably improve their vocabulary.

The second is the research conducted by Burcu Turkmen (2020) under the title “Utilising Digital Media as a Second Language (L2) Support: A Case Study on Netflix with Translation Applications”. This study employs a qualitative method, using questionnaires for data collection. A total of 150 students from Turkish universities participated in this study. The study’s result revealed that this entertainment and leisure activity makes students happy, relaxed, and comfortable. They feel pleased to learn a new language.

The third is the research conducted by Dizon and Thanyawatpokin (2021) under the title “Language learning with Netflix: Exploring the effects of dual subtitles on vocabulary learning and listening comprehension”. This study examined how dual subtitles help students learn vocabulary and improve listening skills. It involved 124 Japanese students and used ANCOVA for testing. The results showed that dual subtitles were effective for vocabulary learning, though slightly less effective than Japanese subtitles.

This study fills several gaps in previous studies. First, previous studies focused on university students, while this study involved 33 female junior high school students. This fills the gap regarding how Netflix subtitles affect vocabulary learning in a more specific age and gender group. Second, previous studies generally used Netflix media without focusing on a particular type of movie. This study used the animated film *The Secret Life of Pets*, which has simple dialogues and attractive visuals and is suitable for vocabulary learning in EFL learners. Third, previous studies evaluated various aspects, such as learning comfort and

listening comprehension, while this study only focused on the effectiveness of Netflix subtitles in improving vocabulary.

This focus provides a more targeted analysis of students' vocabulary development. Fourth, this study uses a quantitative method with a quasi-experimental design and a pretest-posttest approach, which differs from previous studies using qualitative methods or ANCOVA analysis. This approach allows for a more systematic and measurable measurement of effectiveness. Thus, this study fills a gap that has not been widely explored in previous literature, especially regarding the use of Netflix subtitles in improving EFL students' vocabulary through a quantitative approach and a specific learning media.

2.6 Thinking Framework

This research examines the effectiveness of Netflix subtitles as a learning media for enhancing vocabulary among EFL (English as a Foreign Language) students. Involving 33 female participants, this study is based on the theory of multimodal learning, which integrates text, audio, and visuals to support language comprehension. Netflix subtitles were chosen for their ability to present vocabulary in a relevant, engaging, and easily accessible context for learners. This research aims to give helpful information about how digital media helps teach English, especially learning new vocabulary.

2.7 Research Hypothesis

Based on the literature analysis and the problem statement, the researcher proposes the following:

1. The null hypothesis (H_0): Netflix subtitles are not effective for EFL learners' vocabulary
2. The alternative hypothesis (H_a): Netflix subtitles are effective for EFL learners' vocabulary.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the data collection and analysis methods used in the study.

3.1 Research Design

A quantitative research approach and quasi-experimental method are the approaches and methods used in this research, which are based on quantity or numerical measurements (Lukman, 2022; Syahrani, 2017). According to Sugiyono (2019:16), this method is referred to as quantitative because numbers represent the research data, and statistical analysis is used to interpret the data. This method is suitable for phenomena that can be measured in quantity. The study aims to analyze the effectiveness of Netflix subtitles as a learning media for improving EFL vocabulary acquisition. This design provides a pre-test before implementing the experimental treatment, then continues by giving a post-test according to their abilities. In this way, the researcher can assess and determine how effectively Netflix improves EFL learners' vocabulary.

3.2 Time and Setting of the Research

This research was conducted in the odd semester of 2023/2024 to be exact in Mei until June 2024 at Al Munawwariyyah Junior High School (SMP). In Sudimoro Village RT. 12 RW. 04 Bululawang, Malang, East Java. The researcher chose this location because the researcher had made observations and experimented there for three months, so the researcher was familiar with the problems encountered by students, one of which was how students felt lazy about

learning English due to vocabulary constraints, mainly since learning was only focused on learning materials in the learning module. As a result, the researcher wants to use new media in classroom learning.

Researcher used Netflix subtitles as a learning media for students to assess their English vocabulary skills. This treatment is used to identify whether this media affects students. The researcher used a pre-test and a post-test to find out. This treatment took the researcher three meetings to complete.

Table 3.1 *Schedule of the Research*

No	Activity	Date
1.	Observation	13 May 2024
2.	Pre-Test	27 May 2024
3.	Giving Treatment I	29 May 2024
4.	Giving Treatment II	3 June 2024
5.	Giving Treatment III	10 June 2024
6.	Post Test	13 June 2024

3.3 Research Population and Sample

This section covered the study population and sample. In a research study, the population and sample are necessary. The population is the area for generalization and comprises things or people chosen by the researcher to be investigated and from which inferences will be made. Sugiyono (2019:80) explained that the population can be objects or people; when the researcher cannot cover the entire population, sample selection is critical to generating revenue from research findings.

The population's size and characteristics are included in the sample. Therefore, the sample taken from the people must be truly representative (Sugiyono, 2019:81). This study's participants were 8th-grade female students from SMP Al Munawwariyyah Malang. The population was divided into two classes: class 8J, the experimental class, and class 8K, the control class, each with 33 female students. The researcher chose grade 8 at SMP Al Munawwariyyah because, according to observations made with the English teacher, Netflix had never been used as a learning media. All class 8 female students are 197 students, shown in the table below.

Tabel 3.2 Table Student's Number and Classes

No.	Classes	The number of the students
1.	8-G	33
2.	8-H	33
3.	8-I	33
4.	8-J	33
5.	8-K	33
6.	8-L	32
Total Number		197

3.4 Research Variable

Research variables are elements that researchers choose to examine to gather information and draw conclusions. According to Sugiyono (2019), a research variable is a characteristic, trait, or value of a person, object, or activity with specific variations chosen by the researcher to be studied and analyzed to conclude. The following are the research variables that were examined in this study:

3.4.1 Netflix Subtitles

Vocabulary learning using Netflix was used to display subtitles. Dizon Thanyawatpokin (2021) stated that studying language with film/serial Netflix is more effective and enjoyable. Students feel that using Netflix as a learning media is fun. Therefore, teachers must be more active in implementing learning. The researcher conducted the independent variable (X) that is Netflix Subtitles.

3.4.2 EFL Learners' Vocabulary

EFL learners often need help learning new vocabulary because they need more exposure to real-life language use. Webb and Nation (2017) stated that having a deep understanding of vocabulary is crucial for EFL learners, as it helps them use words correctly in different situations. This shows the importance of teaching vocabulary in a way that goes beyond just recognizing words; it focuses instead on assisting learners in using words effectively in communication, which is essential for language proficiency. As we know that English is second or foreign language for EFL. So, learning vocabulary is essential for them. The researcher conducted the dependent variable (Y) that is EFL learners' vocabulary. In this study, the researcher focused on observing EFL learners' vocabulary at Al Munawwariyyah Middle School students who were given different treatments but the same pre-test and post-test.

3.5 Data Sources

Data collection or data sources in this study were conducted to obtain the information needed to complement the research objectives. Data collection is the most strategic step in research because the main purpose of research is to get data (Sugiyono, 2013). In this study, entitled "The Effectiveness of Netflix Subtitle as

a Learning Media for EFL Learners' Vocabulary," the researcher collect data based on pre-and Post-Tests.

3.5.1 Primary Data

Primary data sources, or main data sources, refer to data directly provided to the researchers. In this study, the primary data collected were responses and results filled out by students as participants. The research was conducted using trial data obtained from the pre-test and post-test results of students in both the experimental and control classes.

3.5.2 Data Sources Secondary

Secondary data refers to supplementary information not directly linked to the primary data. This data type can be sourced from books, journals, personal records, and official documents. The researcher gathered secondary data from various books, journals, and articles in this study.

3.6 Research Instrument

The research instrument gathers data for the study by frequently using multiple questionnaires, one for each respondent identified through survey observations and interviews. According to Sitoyo et al. (2015), monitoring of data gathering is necessary for research so that the collected data can maintain its validity and dependability. It is essential to take the set-up process carefully to get the outcomes appropriate for the data collecting instrument's application and the proper collection of variables.

The instrument used in this study was a vocabulary test, including a pre-test and a post-test. The test consisted of 25 multiple-choice questions and was timed

for 40 minutes. For the pre-test and post-test, students were required to select their answers from four predetermined options (a-d). Scores were given to students who answered the provided questions, with each answer receiving a score of 4, for a total of 100.

3.7 Validity and Reliability Test

The validity and reliability of the test are assessed based on the trial results. Validity testing checks the quality of the instrument before it is given to students. In this case, the test is used in research.

3.7.1 Validity Test

According to Ghozali (2009), a validity test is essential for determining whether a questionnaire accurately measures its intended measure. A questionnaire is valid if its questions effectively capture the aspects they aim to assess. In other words, validity reflects how well the questions in a questionnaire align with the research objectives and accurately measure the intended variables. Evaluating the validity of a questionnaire is crucial in research, as it ensures the accuracy and reliability of the findings.

One method for assessing the accuracy of the research is to measure the validity of a test that was employed in the study. SPSS can be used to calculate the validity test. This study has content validity, construct validity, and item validity.

1. Content Validity
2. Construct Validity
3. Item Validity

For the validity and reliability tests, the researcher tested via Excel with the product moment formula:

$$R_{xy} : \frac{N \sum XY - (\sum X)(\sum Y)}{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}$$

Description:

R_{xy} = Correlation coefficient between variables X and Y

N = Total number of respondents

$\sum X$ = Total score of items

$\sum Y$ = Individual total scores

$\sum X^2$ = Sum of the squared scores of the items

$\sum Y^2$ = Sum of the total scores for the squares of the items

Value of r count \geq r table in sig. 0,05 with df: n-2 then the item is valid.

3.7.2 Reliability Test

The pre-test and post-test approach, which involves testing an idea more than once while using the same measuring instrument, is the simplest way used by this reliability method (Priyono, 2008). Pre-test and post-test are questions given before and after the treatment.

Reliability enables the researcher to decide whether to employ a study instrument for pre-test and post-test. Excel or SPSS can be used in this situation to calculate reliability. In this study, the researcher used Excel to calculate reliability.

3.7.2.1 Scale Reliability

The researcher employed Cronbach's Alpha formula to measure the level of reliability.

$$R_{tt} = \left[\frac{K}{K-1} \right] \left[1 - \frac{\sum S_1^2}{S_t^2} \right]$$

Description:

R_{tt} = Instrument reliability coefficient

K = Number of valid instruments

$\sum S_1^2$ = Number of item variants

S_t^2 = Variant of the total score

3.7.2.2 Test Reliability

The researcher employed the Kudr-Richardson formula 20 (K-R 20) to measure the level of reliability.

$$R_{tt} = \frac{K}{K-1} \left[\frac{v_t - \sum pq}{v_t} \right]$$

Description:

R_{tt} = Test reliability

k = Number of valid items

v_t = Varian total

p = Proportion of subject who answered the questions correctly

q = Proportion of subject who answered the question incorrectly

$\sum pq$ = Number of multiplication result between p and q

3.8 Data Collection Technique

This study employs quantitative methods to collect student data through pre-tests, treatment, and post-tests.

3.8.1 Pre-Test

The pre-test was conducted to determine how much students' ability to master vocabulary before the study was conducted. After implementing Netflix subtitles in vocabulary learning for EFL students, the results of the final test were compared with the initial test results as measurement data. The pre-test contains several vocabularies that appear in the film *The Secret Life of Pets* scene. In this case, both classes, the experimental class, and the control class, took this pre-test. Students must interpret to answer correctly. The time allocation for this pre-test is 40 minutes.

3.8.2 Treatment

Following a pre-test, the next step is to administer treatment. Treatment is only provided to the experimental class. In the experimental class, treatment takes place over three meetings. In this treatment, vocabulary learning is carried out using Netflix, and at the end of learning, it is followed by a post-test.

Picture 3.1 Lesson Plan

LESSON PLAN

Subject : English as a Foreign Language (EFL)
Class/Level : 8 / Intermediate (Junior High School)
Topic : Vocabulary Acquisition through Contextual Learning
Media : Netflix Subtitles - *The Secret Life of Pets*
Duration : 40 minutes per session (2 sessions per week for 3 weeks)

Treatment 1	Vocabulary Introduction and Contextual Learning
Warm-Up (10 minutes):	<ul style="list-style-type: none"> ○ Greet students and introduce the lesson objectives. ○ Brief discussion about animated movies and pets. ○ Introduce key vocabulary (e.g., claws, leash, bark, chew).
Watching with Focused Listening (40 minutes):	<ul style="list-style-type: none"> ○ Play a 30-minute clip from <i>The Secret Life of Pets</i> with English subtitles. ○ Pause at key moments to discuss and explain vocabulary. ○ Encourage students to note down unfamiliar words.
Vocabulary Practice (30 minutes):	<ul style="list-style-type: none"> ○ Students create sentences using new vocabulary. ○ Group discussions to reinforce meaning and usage.
Treatment 2	Vocabulary Expansion and Application
Review and Discussion (10 minutes):	<ul style="list-style-type: none"> ○ Review vocabulary learned in the previous session. ○ Discuss the vocabulary that students have written on the worksheet.
Watching and Context Analysis (40 minutes):	<ul style="list-style-type: none"> ○ Play another 30-minute clip. ○ Students complete a worksheet identifying key vocabulary and guessing meanings from context.
Interactive Activity (30 minutes):	<ul style="list-style-type: none"> ○ Group work that consists of 4-5 people, then create short dialogues or role-plays using new vocabulary. ○ Present dialogues to the class.

Treatment 3	Reinforcement and Real-World Application
Quick Review (10 minutes):	<ul style="list-style-type: none"> ○ Reinforce vocabulary by pointing at students randomly and asking them to answer the researcher's guesses.
Final Watching Activity (40 minutes):	<ul style="list-style-type: none"> ○ Show a final 30-minute clip. ○ Assign comprehension questions and vocabulary identification tasks.
Application Activity (30 minutes):	<ul style="list-style-type: none"> ○ Students write short paragraphs or summaries using learned vocabulary. ○ Peer feedback session for improvement.

3.8.3 Post-Test

A post-test is an evaluation used to assess how well students understand and master the material during the learning process. This post-test is influenced by the treatment given during learning. In other words, after the post-test, students can find out if there is a difference after learning in class using Netflix subtitles for SMP Al Munawwariyyah. The post-test type is the same as the previous pre-test, consisting of 25 questions that must be answered within 40 minutes.

3.9 Data Analysis

Managing data sequences and classifying them into patterns, groups, and fundamental description units is the process of data analysis. This study used Excel to evaluate the quantitative data collected from respondents' completed questionnaires and students' pre-and post-test scores. The data gathered from this study included evidence supporting or refuting the research hypothesis. To find statistically significant differences in scores, this study is examined. The data analysis results were used to help EFL learners enhance their vocabulary understanding by determining the effectiveness of Netflix subtitles as a learning

media. Three tests are part of data analysis: the normalcy test, the homogeneity test, and the hypothesis test. In this study, Excel was used for all three.

3.9.1 The Normality Test

The normality test checks if the data comes from a population that follows a normal distribution. This study uses Microsoft Excel to perform the normality testing process. A subset of the selected data, specifically the pre-test data, is utilized to conduct this test. In this study, researchers analyzed data conducted in Excel, including three tests, normality, homogeneity, and hypothesis testing.

- a. Hypothesis:

H_0 : Normally distributed data

H_1 : Not normally distributed data

- b. Significance level:

$\alpha = 0.05$

- c. Statistical test:

Using the t-Test: Two-Sample Assuming on Excel.

- d. Decision criteria

H_0 is rejected if $\text{Sig.} \leq \alpha 0.05$

3.9.2 The Homogeneity Test

The homogeneity test aims to determine whether the conditions of the control class and the experimental class are the same and whether the data variance is homogeneous. The results of this homogeneity test can also be observed in the pretest scores of each category.

- a. Hypothesis:

H_0 : Data has a homogeneous variation

H_1 : Data has non-homogeneous variations

b. Level:

$$\alpha = 0.05$$

c. Statistical test:

Significance Using the t-Test: Two-Sample Assuming on Excel.

d. Decision criteria:

H_0 is rejected if $\text{Sig.} \leq \alpha 0.05$

3.9.10 Hypothesis Test

This hypothesis testing uses statistics so that the testing process can be accepted or rejected later. It also aims to find out whether a hypothesis is true or not. The researcher used the t-test: Two-Sample Assuming Equal for the hypothesis test.

a. Hypothesis

H_0 : $n \leq 0,69$ Netflix Subtitles are not effective in terms of achievement for EFL learners' vocabulary.

H_1 : $n > 0,69$ Netflix Subtitles are effective in terms of the achievement for EFL learners' vocabulary.

b. Significance level:

$$\alpha = 0.05$$

c. Statistical test:

Using the t-Test: Two-Sample Assuming on Excel.

d. Decision criteria:

H_0 is rejected if $\text{Sig.} \leq \alpha 0.05$

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the data analysis, normality testing, homogeneity testing, hypothesis testing and discussion.

4.1 Findings

Data analysis, such as pre-tests and post-tests from the experimental and control classes, will be presented in this chapter.

4.1.1 Data Analysis of Pre-Test

In this study, the researcher chose class 8J as the experimental class and class 8K as the control class, each class consisting of 33 female students from a large population of class 8 at SMP Al Munawwariyyah. In this activity, students were asked to work on the multiple-choice questions that had been provided. This pre-test activity was conducted on May 27, 2024.

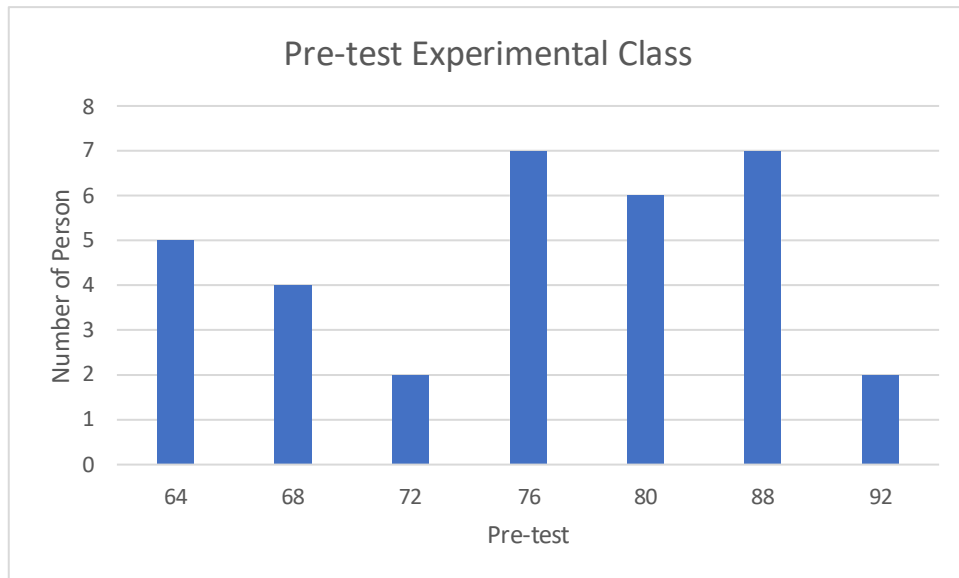
Both classes were administered an equal number of pre-test questions. However, in the experimental class, the treatment involved using Netflix subtitles as a tool for vocabulary learning. In contrast, treatment was not given using Netflix subtitles in the control class, and only the usual learning was given. Therefore, this pre-test aimed to determine students' ability to understand vocabulary by using Netflix subtitles in the experimental class and seeing the difference without using the same media in the control class. The result of the student's pre-test is presented in picture 4.1 below:

Picture 4.1 Student's Score Pre-Test Experimental Class

No.	Initial Name	Pre-test Score
8J-01	ATR	80
8J-02	AK	68
8J-03	ADA	92
8J-04	AKN	76
8J-05	AR	88
8J-06	AIM	64
8J-07	AZR	88
8J-08	AZ	76
8J-09	AAM	92
8J-10	DAAA	80
8J-11	DGA	88
8J-12	DV	68
8J-13	FA	88
8J-14	FASN	80
8J-15	HHJ	64
8J-16	HM	88
8J-17	HMZ	88
8J-18	INY	76
8J-19	IH	80
8J-20	LMNF	80
8J-21	LCL	72
8J-22	LPA	76
8J-23	MS	76
8J-24	NZA	68
8J-25	NIZ	68
8J-26	NM	64
8J-27	NMI	72
8J-28	NNS	88
8J-29	SRW	76
8J-30	SFA	64
8J-31	SSNF	64
8J-32	SN	80
8J-33	TAH	76
Σ		2548
AVERAGE		77.2

The pre-test results in table 4.1 show that in class 8J, which was used as the experimental class, students scored between 64 and 92. The average pre-test score in the Experimental Class was 77.2. The researcher utilized Microsoft Excel to perform a descriptive analysis of these pre-test scores. The distribution of the students' scores is shown in the histogram below:

Diagram 4.1 Pre-test Experimental Class



Based on the histogram above shows the distribution of scores from lowest to highest and the frequency of students in each range. According to the histogram, 11 students scored between 60-75, and 22 students scored between 80-100, with 33 students' scores being analyzed. Among these, 11 students scored below the KKM threshold of 75, while 22 scored above. Detailed information on the experimental class pre-test data is provided in the table below, showcasing the descriptive statistical analysis.

Picture 4.2 Descriptive Statistic of Pre-test Experimental Class

<i>Pre-test Experimental Class</i>	
Mean	77.21212121
Standard Error	1.561708937
Median	76
Mode	76
Standard Deviation	8.971334822
Sample Variance	80.48484848
Kurtosis	-1.129602622
Skewness	0.019889968
Range	28
Minimum	64
Maximum	92
Sum	2548
Count	33

Picture 4.2 shows that the experimental class had a mean pre-test score of 77.2, a median score of 76, and a standard deviation of 8.9. The table also indicates that Class 8J had 33 students, with scores ranging from 64 to 92. Given that the standard deviation is lower than the mean, it can be concluded that the quality of the pre-test data for the experimental class is good.

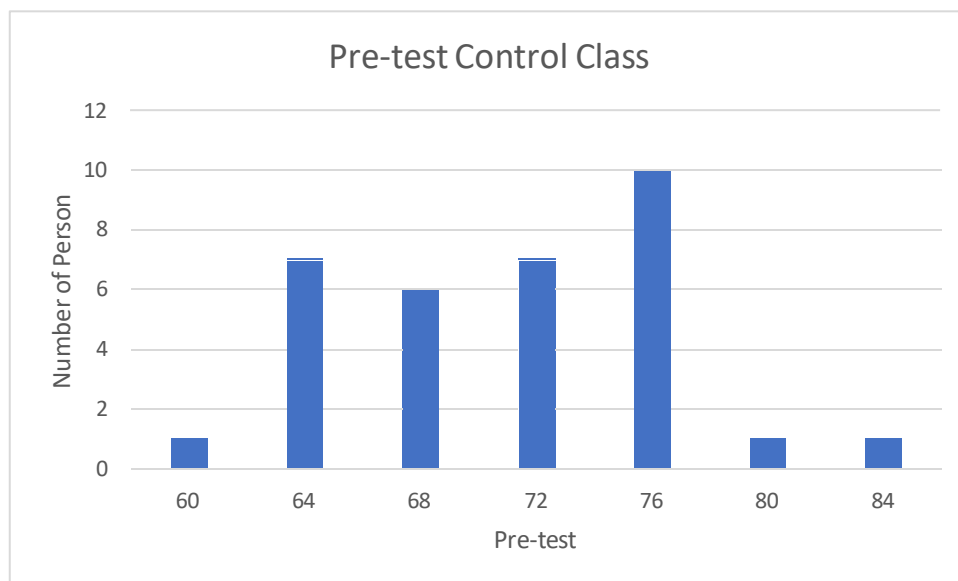
Picture 4.3 Student's Score Pre-test Control Class

No.	Initial Name	Pre-test Score
8K-01	ANM	76
8K-02	AMMW	64
8K-03	AANK	76
8K-04	ASR	68
8K-05	APM	72
8K-06	AQ	76
8K-07	ASZ	72
8K-08	CEP	76
8K-09	FNA	68
8K-10	FAN	64
8K-11	FHH	76
8K-12	FA	68
8K-13	ISH	64
8K-14	IS	68
8K-15	JTM	72
8K-16	KZSA	64
8K-17	KNH	68
8K-18	MISR	64
8K-19	NFAM	64
8K-20	NPR	76
8K-21	NN	72
8K-22	NNU	64
8K-23	PCN	72
8K-24	RSA	80
8K-25	SNZ	76
8K-26	SPW	76
8K-27	STD	84
8K-28	S	72
8K-29	SRNF	76
8K-30	THW	76
8K-31	VM	60
8K-32	YA	72
8K-33	AA	68
Σ		2344
AVERAGE		71

The pre-test results in table 4.3 show that in class 8K, which was used as the control class, students scored between 60 and 84. The average pre-test score in the control class was 71. The researcher utilized Microsoft Excel to perform a

descriptive analysis of these pre-test scores. The distribution of the students' scores is shown in the histogram below:

Diagram 4.2 Pre-test Control Class



Based on the histogram above shows the distribution of scores from lowest to highest and the frequency of students in each range. According to the histogram, 21 students scored between 60-75, and 12 students scored between 80-100, with 33 students' scores being analyzed. Among these, 21 students scored below the KKM threshold of 75, while 12 scored above. Detailed information on the experimental class pre-test data is provided in the table below, showcasing the descriptive statistical analysis.

Picture 4.4 Descriptive Statistic of Pre-test Control Class

<i>Pre-test Control Class</i>	
Mean	71.03030303
Standard Error	0.985198073
Median	72
Mode	76
Standard Deviation	5.65953205
Sample Variance	32.03030303
Kurtosis	-0.610173855
Skewness	0.035935011
Range	24
Minimum	60
Maximum	84
Sum	2344
Count	33
	1

Picture 4.4 shows that the experimental class had a mean pre-test score of 71, a median score of 72, and a standard deviation of 5.6. The table also indicates that Class 8K had 33 students, with scores ranging from 60 to 84. Given that the standard deviation is lower than the mean, it can be concluded that the quality of the pre-test data for the experimental class is good. After assessing the pre-test scores in both classes, the researcher carried out treatment using Netflix Subtitles three times. Following the treatment, a post-test was conducted to see the differences in scores before and after the treatment.

4.1.3 Data Analysis of Post Test

The post-test was conducted on June 13, 2024, following three times of Netflix Subtitles treatment. Students were expected to answer several questions about

their vocabulary learning abilities in this activity. The test questions were identical to those in the pre-test. The results of the post-test are presented in Table 4.5 below:

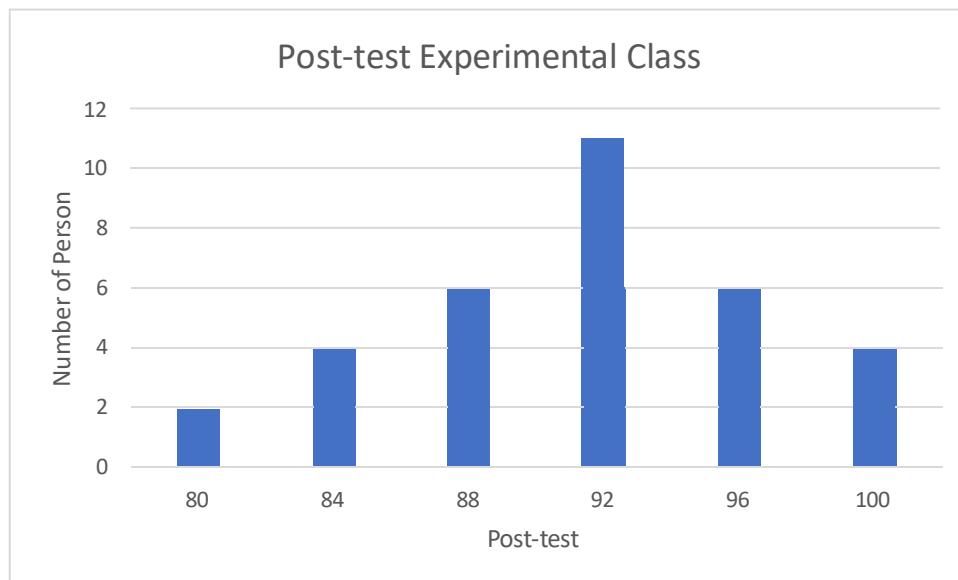
Picture 4.5 Student's Score Post Test Experimental Class

No.	Initial Name	Post Test Score
8J-01	ATR	92
8J-02	AK	92
8J-03	ADA	100
8J-04	AKN	92
8J-05	AR	100
8J-06	AIM	88
8J-07	AZR	96
8J-08	AZ	84
8J-09	AAM	100
8J-10	DAAA	92
8J-11	DGA	96
8J-12	DV	80
8J-13	FA	92
8J-14	FASN	96
8J-15	HHJ	88
8J-16	HM	92
8J-17	HMZ	100
8J-18	INY	92
8J-19	IH	92
8J-20	LMNF	96
8J-21	LCL	92
8J-22	LPA	88
8J-23	MS	84
8J-24	NZA	84
8J-25	NIZ	84
8J-26	NM	96
8J-27	NMI	88
8J-28	NNS	88
8J-29	SRW	92
8J-30	SFA	80
8J-31	SSNF	88
8J-32	SN	96
8J-33	TAH	92
Σ		3012
AVERAGE		91.2

The post-test results in table 4.5 show that in class 8J, which was used as the experimental class, students scored between 80 and 100. The average post-test

score in the Experimental Class was 91.2. So, all students pass the test based on the minimum score of the KKM threshold. Researcher utilized Microsoft Excel to perform a descriptive analysis of these post-test scores. The distribution of the students' scores is shown in the histogram below:

Diagram 4.3 Post-test Experimental Class



Based on the histogram above shows the distribution of scores from lowest to highest and the frequency of students in each range. According to the histogram, all students scored between 80-100, with 33 students' scores being analyzed. It can be concluded that no student scored below the KKM threshold of 75. Detailed information on the experimental class pre-test data is provided in the table below, showcasing the descriptive statistical analysis.

Picture 4.6 Descriptive Statistic of Post-test Experimental Class

<i>Post Test Experimental Class</i>	
Mean	91.27272727
Standard Error	0.960658635
Median	92
Mode	92
Standard Deviation	5.518563713
Sample Variance	30.45454545
Kurtosis	-0.442365697
Skewness	-0.260686197
Range	20
Minimum	80
Maximum	100
Sum	3012
Count	33
	1

Picture 4.6 shows that the experimental class had a mean post-test score of 91.2, a median score of 92, and a standard deviation of 5.5. The table also indicates that Class 8J had 33 students, with scores ranging from 80 to 100. Given that the standard deviation is lower than the mean, it can be concluded that the quality of the post-test data for the experimental class is good.

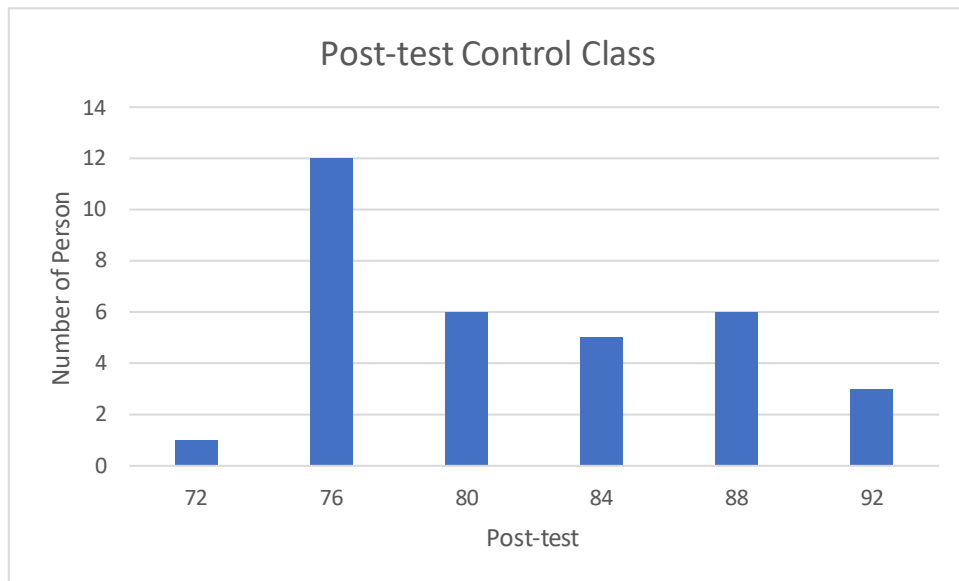
Picture 4.7 Student's Score Post-test Control Class

No.	Intial Name	Post Test Score
8K-01	ANM	76
8K-02	AMMW	84
8K-03	AANK	88
8K-04	ASR	76
8K-05	APM	76
8K-06	AQ	92
8K-07	ASZ	88
8K-08	CEP	80
8K-09	FNA	76
8K-10	FAN	72
8K-11	FHH	92
8K-12	FA	80
8K-13	ISH	84
8K-14	IS	76
8K-15	TM	88
8K-16	KZSA	76
8K-17	KNH	80
8K-18	MISR	84
8K-19	NFAM	76
8K-20	NPR	88
8K-21	NN	80
8K-22	NNU	76
8K-23	PCN	76
8K-24	RSA	92
8K-25	SNZ	88
8K-26	SPW	80
8K-27	STD	84
8K-28	S	80
8K-29	SRNF	88
8K-30	THW	84
8K-31	VM	76
8K-32	YA	76
8K-33	AA	76
Σ		2688
AVERAGE		81.4

The post-test results in table 4.7 show that in class 8K, which was used as the control class, students scored between 72 and 92. The average post-test score in the Experimental Class was 81.4. Most students pass the test based on the minimum score of the KKM threshold, and only one student can't pass the minimum score of the KKM threshold. The researcher utilized Microsoft Excel to

perform a descriptive analysis of these post-test scores. The distribution of the students' scores is shown in the histogram below:

Diagram 4.4 Post-test Scores of Control Class



Based on the histogram above shows the distribution of scores from lowest to highest and the frequency of students in each range. According to the histogram, 32 students scored between 76-92, and 1 student scored 72, with 33 students' scores being analyzed. It can be concluded that only one student scored below the KKM threshold of 75. Detailed information on the experimental class pre-test data is provided in the table below, showcasing the descriptive statistical analysis.

Picture 4.8 Descriptive Statistic of Control Class

<i>Post Test Control Class</i>	
Mean	81.45454545
Standard Error	1.012320793
Median	80
Mode	76
Standard Deviation	5.815340215
Sample Variance	33.81818182
Kurtosis	-1.095753751
Skewness	0.418177053
Range	20
Minimum	72
Maximum	92
Sum	2688
Count	33
	1

Picture 4.8 shows that the control class had a mean post-test score of 81.4, a median score of 80, and a standard deviation of 5.8. The table also indicates that Class 8K had 33 students, with scores ranging from 72 to 92. Given that the standard deviation is lower than the mean, it can be concluded that the quality of the post-test data for the experimental class is good.

4.1.4 Students Achievement in Vocabulary Learning Before and After Using Netflix Subtitles

This section described students' vocabulary learning achievements before and after the Netflix Subtitles treatment. The pre-test was given before the treatment, while the post-test was given afterward. The results for each class are shown in the table below. The achievements of students in the experimental class are presented as follows:

Table 4.1 Result of Pre-test and Post-test Experimental Class

No.	Initial Name	Difference	
		Pre-test Score	Post-test Score
8J-01	ATR	80	92
8J-02	AK	68	92
8J-03	ADA	92	100
8J-04	AKN	76	92
8J-05	AR	88	100
8J-06	AIM	64	88
8J-07	AZR	88	96
8J-08	AZ	76	84
8J-09	AAM	92	100
8J-10	DAAA	80	92
8J-11	DGA	88	96
8J-12	DV	68	80
8J-13	FA	88	92
8J-14	FASN	80	96
8J-15	HHJ	64	88
8J-16	HM	88	92
8J-17	HMZ	88	100
8J-18	INY	76	92
8J-19	IH	80	92
8J-20	LMNF	80	96
8J-21	LCL	72	92
8J-22	LPA	76	88
8J-23	MS	76	84
8J-24	NZA	68	84
8J-25	NIZ	68	84
8J-26	NM	64	96
8J-27	NMI	72	88
8J-28	NNS	88	88
8J-29	SRW	76	92
8J-30	SFA	64	80
8J-31	SSNF	64	88
8J-32	SN	80	96
8J-33	TAH	76	92
Average		77.21212121	91.27272727

This table shows the differences in achievement scores for each student in the experimental class between the pre-test and post-test. Out of 33 students, 32 improved their scores, while only one did not. Based on this data, the treatment proved effective for 32 students. The table also shows that the average pre-test score for the experimental class was 77.2, which increased to 91.2 in the post-test. This shows an increase in scores in the experimental class, indicating that students in the experimental class improved vocabulary after the treatment using Netflix Subtitles as a learning media. The achievements of students in the control class are as follows:

Table 4.2 Result of Pre-test and Post-test Control Class

No.	Initial Name	Difference	
		Pre-test Score	Post Test Score
8K-01	ANM	76	76
8K-02	AMMW	64	84
8K-03	AANK	76	88
8K-04	ASR	68	76
8K-05	APM	72	76
8K-06	AQ	76	92
8K-07	ASZ	72	88
8K-08	CEP	76	80
8K-09	FNA	68	76
8K-10	FAN	64	72
8K-11	FHH	76	92
8K-12	FA	68	80
8K-13	ISH	64	84
8K-14	IS	68	76
8K-15	JTM	72	88
8K-16	KZSA	64	76
8K-17	KNH	68	80
8K-18	MISR	64	84
8K-19	NFAM	64	76
8K-20	NPR	76	88
8K-21	NN	72	80

8K-22	NNU	64	76
8K-23	PCN	72	76
8K-24	RSA	80	92
8K-25	SNZ	76	88
8K-26	SPW	76	80
8K-27	STD	84	84
8K-28	S	72	80
8K-29	SRNF	76	88
8K-30	THW	76	84
8K-31	VM	60	76
8K-32	YA	72	76
8K-33	AA	68	76

This table shows the differences in achievement scores for each student in the control class between the pre-test and post-test. Out of 33 students, 32 improved their scores, while 1 student did not. Based on this data, the treatment proved effective for 32 students. The table also shows that the average pre-test score for the experimental class was 71, which increased to 81.4 in the post-test. This shows an increase in scores in the control class, indicating that students in the experimental class improved vocabulary after the treatment using Netflix Subtitles as a learning media.

4.1.5 Result of Validity Testing

Validation tests are a series of tests that aim to determine the validity of instruments. Before conducting research, this test ensures whether an instrument is valid. Valid questions were tested for the research instrument and tested on respondents, while invalid questions were not used. For this validity test, the researcher administered 50 questions to students in classes other than the experimental and control classes, specifically class 8L. The researcher carried out this validation test on July 9, 2024. This test was carried out in 1 meeting and was

attended by 33 students. In this study, the researcher used Microsoft Excel to test validity by using the correlation formula to find out the calculated r for each number of questions and obtained the following results:

Picture 4.9 Validity Testing

[illegible]

The validation test results indicate that a question is considered valid if r count $> r$ table. Out of questions numbered 1-50, 24 were found to be invalid with r count $< r$ table. These invalid questions are numbers 1, 2, 3, 4, 5, 6, 7, 8, 11, 12, 14, 15, 17, 19, 24, 26, 28, 29, 30, 33, 39, 44, 47, and 49. In contrast, 26 questions

were considered valid. The valid questions are numbers 9, 10, 13, 16, 18, 20, 21, 22, 23, 25, 27, 31, 32, 34, 35, 36, 37, 38, 40, 41, 42, 43, 45, 46, 48, and 50. Valid questions will be used for the pre-test and post-test in this research and administered to both the experimental and control classes.

4.1.6 Result of Reliability Testing

Reliability testing is conducted after validating each item. Reliability testing also measures the same object and produces the same data. In this study, the researcher performed a reliability test on the questions previously validated using Microsoft Excel, with the following results:

Picture 4.10 Reliability Testing

Name	Respondent	G	10	13	16	18	20	21	22	23	25	27	31	32	34	35	36	37	38	40	41	42	43	45	46	50	Total
1	AR	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22
2	ARK	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
3	ALBS	0	0	0	0	0	0	0	1	0	0	0	1	1	1	1	0	0	0	0	0	0	1	0	0	1	7
4	ANF	1	1	0	0	0	0	0	1	0	1	0	0	0	1	0	0	0	0	1	0	0	1	0	0	1	8
5	ANA	1	1	1	1	1	0	1	1	0	0	1	1	0	0	1	0	0	1	0	0	0	1	0	0	1	13
6	AK	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	4
7	AZ	0	1	1	0	1	1	1	1	0	1	1	1	1	1	0	0	0	0	0	1	0	1	0	0	1	14
8	ESA	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	0	0	1	1	0	1	1	1	1	1	18
9	IS	1	1	0	1	1	0	1	1	1	1	0	0	0	0	0	1	0	1	0	0	1	0	0	0	1	12
10	GKF	1	1	1	1	0	1	0	1	1	1	0	1	0	1	1	0	0	1	1	1	0	1	0	0	1	16
11	GAS	0	1	1	0	0	0	1	1	0	1	1	0	0	0	0	0	0	1	0	1	0	0	0	0	0	8
12	GH	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	0	0	0	0	18
13	HSK	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24
14	IRM	0	1	0	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	20
15	MMR	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	0	0	0	1	1	0	0	0	0	0	14
16	WTA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
17	ANB	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	0	1	1	19
18	NAC	1	1	1	0	1	0	1	1	0	0	1	0	0	0	1	0	0	1	0	0	1	0	1	0	1	12
19	NRH	1	1	1	1	0	0	1	1	0	1	0	1	0	1	1	1	0	1	1	0	1	0	1	0	1	17
20	NAF	1	1	1	1	0	0	1	1	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	9
21	NSAW	0	1	0	0	0	1	0	1	1	0	0	1	0	0	0	0	1	1	0	0	1	0	0	1	1	10
22	RAF	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21
23	SH	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	19
24	SHT	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	5
25	SAA	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	0	1	1	19
26	TN	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23
27	LUS	1	1	1	1	0	0	1	1	0	0	1	1	1	1	1	0	1	0	0	1	0	0	0	0	1	14
28	JA	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	20
29	ZS	1	1	1	1	0	1	0	1	0	1	0	1	0	0	1	0	1	0	0	1	0	0	0	0	0	11
30	ZSB	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	23
31	ZHFA	0	1	1	0	0	0	1	1	1	0	1	1	1	1	0	0	0	0	1	0	1	0	0	0	1	12
32	ZD	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	21
Variant		0.193548 0.087702 0.157258 0.221774 0.254032 0.257056 0.193548 0.257056 0.232863 0.241935 0.176411 0.248992 0.193548 0.208669 0.208669 0.257056 0.248992 0.254032 0.221774 0.208669 0.208669 0.157258 0.241935 0.196488 0.196488 0.196488 0.196488 0.196488																									
Jumlah Variant Butir		3.967540123																									
Variant Total		3.93647551																									
r		0.8869358																									
Reliability		Very Strong																									

Based on the reliability test results using the KR 20 formula, a score of 0.88 was obtained. According to the Interpretation of Correlation Coefficient Values, this indicates a "Very Strong" level of reliability, confirming that the data is reliable.

4.1.7 Result of Normality Testing

The normality test determines whether the population distribution of data is expected in a study. In this research, the normality test was conducted using Microsoft Excel and the Lilliefors normality test with a significance level (α) of 0.05. The decision criteria are that if $L \text{ count} \leq L \text{ table}$, the data is normally distributed. Below are the normality test results for the experimental class's pre- test data:

Picture 4.11 Normality Testing Pre-test Experimental Class

Pre-test Experimental Class					
No.	x	z	F(z)	S(z)	F(z)-S(z)
1	64	-1.48724	0.068476	0.060606	0.00787
2	64	-1.48724	0.068476	0.060606	0.00787
3	66	-1.24306	0.106922	0.121212	0.01429
4	66	-1.24306	0.106922	0.121212	0.01429
5	68	-0.99889	0.158924	0.242424	0.0835
6	68	-0.99889	0.158924	0.242424	0.0835
7	68	-0.99889	0.158924	0.242424	0.0835
8	68	-0.99889	0.158924	0.242424	0.0835
9	70	-0.75472	0.225209	0.333333	0.108124
10	70	-0.75472	0.225209	0.333333	0.108124
11	70	-0.75472	0.225209	0.333333	0.108124
12	72	-0.51054	0.304835	0.424242	0.119407
13	72	-0.51054	0.304835	0.424242	0.119407
14	72	-0.51054	0.304835	0.424242	0.119407
15	76	-0.0222	0.491145	0.606061	0.114915
16	76	-0.0222	0.491145	0.606061	0.114915
17	76	-0.0222	0.491145	0.606061	0.114915
18	76	-0.0222	0.491145	0.606061	0.114915
19	76	-0.0222	0.491145	0.606061	0.114915
20	76	-0.0222	0.491145	0.606061	0.114915
21	80	0.466149	0.679446	0.787879	0.108433
22	80	0.466149	0.679446	0.787879	0.108433
23	80	0.466149	0.679446	0.787879	0.108433
24	80	0.466149	0.679446	0.787879	0.108433
25	80	0.466149	0.679446	0.787879	0.108433
26	80	0.466149	0.679446	0.787879	0.108433
27	84	0.954496	0.830084	0.818182	0.011902
28	88	1.442842	0.925468	0.939394	0.013926
29	88	1.442842	0.925468	0.939394	0.013926
30	88	1.442842	0.925468	0.939394	0.013926
31	88	1.442842	0.925468	0.939394	0.013926
32	92	1.931189	0.97327	1	0.02673
33	92	1.931189	0.97327	1	0.02673
Average			76.18182		
Standart deviation			8.190904		
L Count			0.119407		
L Table			0.154233		
Decision : Normally Distributed					

Based on the normality data above, the pre-test results for the experimental class showed $0.119 < 0.154$, indicating that the pre-test values for the experimental class are normally distributed.

Picture 4.12 Normality Testing Pre-test Control Class

Pre-test Control Class					
No.	x	z	F(z)	S(z)	F(z)-S(z)
1	60	-1.97481	0.024145	0.030303	0.006158
2	62	-1.62255	0.052343	0.060606	0.008263
3	64	-1.27028	0.101992	0.212121	0.110129
4	64	-1.27028	0.101992	0.212121	0.110129
5	64	-1.27028	0.101992	0.212121	0.110129
6	64	-1.27028	0.101992	0.212121	0.110129
7	64	-1.27028	0.101992	0.212121	0.110129
8	68	-0.56576	0.28578	0.393939	0.10816
9	68	-0.56576	0.28578	0.393939	0.10816
10	68	-0.56576	0.28578	0.393939	0.10816
11	68	-0.56576	0.28578	0.393939	0.10816
12	68	-0.56576	0.28578	0.393939	0.10816
13	68	-0.56576	0.28578	0.393939	0.10816
14	70	-0.21349	0.415471	0.424242	0.008771
15	72	0.13877	0.555184	0.636364	0.081179
16	72	0.13877	0.555184	0.636364	0.081179
17	72	0.13877	0.555184	0.636364	0.081179
18	72	0.13877	0.555184	0.636364	0.081179
19	72	0.13877	0.555184	0.636364	0.081179
20	72	0.13877	0.555184	0.636364	0.081179
21	72	0.13877	0.555184	0.636364	0.081179
22	76	0.843297	0.800469	0.909091	0.108622
23	76	0.843297	0.800469	0.909091	0.108622
24	76	0.843297	0.800469	0.909091	0.108622
25	76	0.843297	0.800469	0.909091	0.108622
26	76	0.843297	0.800469	0.909091	0.108622
27	76	0.843297	0.800469	0.909091	0.108622
28	76	0.843297	0.800469	0.909091	0.108622
29	76	0.843297	0.800469	0.909091	0.108622
30	76	0.843297	0.800469	0.909091	0.108622
31	78	1.19556	0.884066	0.939394	0.055328
32	80	1.547823	0.939168	0.969697	0.030529
33	84	2.252349	0.98785	1	0.01215
Average			71.21212		
Standart deviation			5.677574		
LCount			0.110129		
LTable			0.154233		
Decision : Normally Distributed					

Based on the normality data above, the pre-test results for the control class showed $0.110 < 0.154$, indicating that the pre-test values for the control class are normally distributed.

Picture 4.13 Normality Testing Post-test Experimental Class

Post Test Experimental Class					
No.	x	z	F(z)	S(z)	F(z)-S(z)
1	80	-2.0307	0.021143	0.060606	0.039463
2	80	-2.0307	0.021143	0.060606	0.039463
3	84	-1.30623	0.095736	0.181818	0.086082
4	84	-1.30623	0.095736	0.181818	0.086082
5	84	-1.30623	0.095736	0.181818	0.086082
6	84	-1.30623	0.095736	0.181818	0.086082
7	88	-0.58177	0.280361	0.363636	0.083275
8	88	-0.58177	0.280361	0.363636	0.083275
9	88	-0.58177	0.280361	0.363636	0.083275
10	88	-0.58177	0.280361	0.363636	0.083275
11	88	-0.58177	0.280361	0.363636	0.083275
12	88	-0.58177	0.280361	0.363636	0.083275
13	90	-0.21954	0.413117	0.393939	0.019177
14	92	0.142698	0.556736	0.69697	0.140234
15	92	0.142698	0.556736	0.69697	0.140234
16	92	0.142698	0.556736	0.69697	0.140234
17	92	0.142698	0.556736	0.69697	0.140234
18	92	0.142698	0.556736	0.69697	0.140234
19	92	0.142698	0.556736	0.69697	0.140234
20	92	0.142698	0.556736	0.69697	0.140234
21	92	0.142698	0.556736	0.69697	0.140234
22	92	0.142698	0.556736	0.69697	0.140234
23	92	0.142698	0.556736	0.69697	0.140234
24	96	0.867164	0.807074	0.878788	0.071714
25	96	0.867164	0.807074	0.878788	0.071714
26	96	0.867164	0.807074	0.878788	0.071714
27	96	0.867164	0.807074	0.878788	0.071714
28	96	0.867164	0.807074	0.878788	0.071714
29	96	0.867164	0.807074	0.878788	0.071714
30	100	1.59163	0.944266	1	0.055734
31	100	1.59163	0.944266	1	0.055734
32	100	1.59163	0.944266	1	0.055734
33	100	1.59163	0.944266	1	0.055734
Average			91.21212		
Standart deviation			5.521309		
L Count			0.140234		
L Table			0.154233		
Decision : Normally Distributed					

Based on the normality data above, the pre-test results for the experimental class showed $0.140 < 0.154$, indicating that the pre-test values for the experimental class are normally distributed.

Picture 4.14 Normality Testing Post-test Control Class

Post Test Control Class					
No.	x	z	F(z)	S(z)	F(z)-S(z)
1	72	-1.73361	0.041493	0.030303	0.01119
2	74	-1.38478	0.083061	0.121212	0.038152
3	74	-1.38478	0.083061	0.121212	0.038152
4	74	-1.38478	0.083061	0.121212	0.038152
5	76	-1.03594	0.150115	0.212121	0.062006
6	76	-1.03594	0.150115	0.212121	0.062006
7	76	-1.03594	0.150115	0.212121	0.062006
8	78	-0.6871	0.246009	0.333333	0.087324
9	78	-0.6871	0.246009	0.333333	0.087324
10	78	-0.6871	0.246009	0.333333	0.087324
11	78	-0.6871	0.246009	0.333333	0.087324
12	80	-0.33827	0.367581	0.545455	0.177873
13	80	-0.33827	0.367581	0.545455	0.177873
14	80	-0.33827	0.367581	0.545455	0.177873
15	80	-0.33827	0.367581	0.545455	0.177873
16	80	-0.33827	0.367581	0.545455	0.177873
17	80	-0.33827	0.367581	0.545455	0.177873
18	80	-0.33827	0.367581	0.545455	0.177873
19	84	0.359407	0.640355	0.69697	0.056615
20	84	0.359407	0.640355	0.69697	0.056615
21	84	0.359407	0.640355	0.69697	0.056615
22	84	0.359407	0.640355	0.69697	0.056615
23	84	0.359407	0.640355	0.69697	0.056615
24	86	0.708244	0.760603	0.757576	0.003027
25	86	0.708244	0.760603	0.757576	0.003027
26	88	1.057081	0.854763	0.878788	0.024025
27	88	1.057081	0.854763	0.878788	0.024025
28	88	1.057081	0.854763	0.878788	0.024025
29	88	1.057081	0.854763	0.878788	0.024025
30	90	1.405918	0.920126	0.909091	0.011035
31	92	1.754754	0.960349	1	0.039651
32	92	1.754754	0.960349	1	0.039651
33	92	1.754754	0.960349	1	0.039651
Average			81.93939		
Standart deviation			5.733342		
L Count			0.137787		
Ltable			0.154233		
Decision : Normally Distributed					

Based on the normality data above, the pre-test results for the experimental class showed $0.137 < 0.154$, indicating that the pre-test values for the experimental class are normally distributed.

From the normality test results for the four data sets, it can be concluded that all data are normally distributed. The results are as follows: experimental pre-test ($0.119 < 0.154$), pre-test control ($0.110 < 0.154$), post-test experimental ($0.140 < 0.154$), and post-test control ($0.137 < 0.154$). The data are normally distributed since the L count is less than the L table in all cases. The Lilliefors method's normality test confirms that the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected.

4.1.8 Result of Homogeneity Testing

The homogeneity analysis was calculated after the data normality analysis was conducted. The homogeneity test aims to compare the data so that the homogeneity of the data can be determined. This homogeneity test was taken from data from pre-test results in the experimental and control classes. In this homogeneity test, the researcher compared the pre-test data between the experimental and control classes using Microsoft Excel and the F-test Two- Sample Variances formula to determine whether the data is homogeneous or inhomogeneous. The pre-test results and homogeneity calculations will be shown in the following table:

Picture 4.15 Homogeneity Testing

Experimental	Control			
64	60		F-Test Two-Sample for Variances	
64	62			
66	64			
66	64			
68	64		Mean	76.18181818 71.21212121
68	64		Variance	47.09090909 32.23484848
68	64		Observations	33 33
68	64		df	32 32
68	68		F	1.460869565
70	68		P(F<=f) one-tail	0.020929043
70	68		F Critical one-tail	1.804481608 F table
70	68			
72	68			
72	68			
72	70			
76	72			
76	72			
76	72			
76	72			
76	72			
76	72			
80	72			
80	76			
80	76			
80	76			
80	76			
80	76			
84	76			
88	76			
88	76			
88	76			
88	78			
92	80			
92	84			

Based on the results of the homogeneity test using the criteria that Sig. F Count \leq F Table indicates homogeneity. The calculated F count is 1.460869565, and the F table value is 1.804481608. Therefore, according to the predetermined criteria, it can be concluded that the data from the two tested classes are homogeneous. Specifically, since $1.460869565 \leq 1.804481608$, the data in this study are homogeneous.

4.1.9 Result of T-test and Hypothesis Testing

After conducting the validity and reliability tests, the researcher confirmed that the data in this study were valid and reliable. Following these results, the

researcher conducted normality and homogeneity tests, concluding that the data were normally distributed and homogeneous.

In the final step, the researcher carried out a hypothesis test, specifically a t- test, to determine whether there was a significant difference between the class receiving the Netflix Subtitles treatment and the class that did not. Data analysis was conducted using Microsoft Excel, and the results are presented in the picture below:

Picture 4.16 Gain Score Experimental Class and Control Class

Eksperimental Class				Control Class			
No.	Pre-test	Post-test	Gainscore	No.	Pre-test	Post-test	Gainscore
1	64	80	16	1	60	72	12
2	64	80	16	2	62	74	12
3	66	84	18	3	64	74	10
4	66	84	18	4	64	74	10
5	68	84	16	5	64	76	12
6	68	84	16	6	64	76	12
7	68	88	20	7	64	76	12
8	68	88	20	8	68	78	10
9	70	88	18	9	68	78	10
10	70	88	18	10	68	78	10
11	70	88	18	11	68	78	10
12	72	88	16	12	68	80	12
13	72	90	18	13	68	80	12
14	72	92	20	14	70	80	10
15	76	92	16	15	72	80	8
16	76	92	16	16	72	80	8
17	76	92	16	17	72	80	8
18	76	92	16	18	72	80	8
19	76	92	16	19	72	84	12
20	76	92	16	20	72	84	12
21	80	92	12	21	72	84	12
22	80	92	12	22	76	84	8
23	80	92	12	23	76	84	8
24	80	96	16	24	76	86	10
25	80	96	16	25	76	86	10
26	80	96	16	26	76	88	12
27	84	96	12	27	76	88	12
28	88	96	8	28	76	88	12
29	88	96	8	29	76	88	12
30	88	100	12	30	76	90	14
31	88	100	12	31	78	92	14
32	92	100	8	32	80	92	12
33	92	100	8	33	84	92	8

Picture 4.17 Hypothesis Testing

t-Test: Two-Sample Assuming Equal Variances		
	<i>gainscore experimental</i>	<i>gainscore control</i>
Mean	15.03030303	10.72727273
Variance	12.28030303	3.204545455
Observations	33	33
Pooled Variance	12.74242424	
Hypothesized Mean Difference	0	
df	64	
t Stat	1.281710164	<i>T Count</i>
P(T<=t) one-tail	1.66106E-08	
t Critical one-tail	1.669013025	
P(T<=t) two-tail	3.32212E-08	
t Critical two-tail	1.997729654	<i>T Table</i>

The researcher used the t-test in Microsoft Excel to test the hypothesis for two samples with equal variances. If Sig. < 0.05 or T count < T table, H₀ is rejected, indicating significant differences. In contrast, if Sig. > 0.05 or T count > T table, H₀ is accepted, suggesting no significant difference. According to the results in the image above, the T count is 1.281710164, less than the T table at 1.997729654. Therefore, H₀ is rejected, and H_a is accepted, concluding that using Netflix Subtitles as a learning media for vocabulary at SMP Al Munawwariyyah is effective, demonstrating significant changes between the conditions before and after the application.

4.2 Discussion

This research was conducted at SMP Al Munawwariyyah Malang using a quasi-experimental quantitative method. This study used classes as samples: class 8J as the experimental class and class 8K as the control class, each class consisting of 33 students. The researcher used pre-tests and post-tests as data collection techniques in this study.

Before conducting the research, the researcher completed several steps, including validity and reliability tests. These tests were performed in a different class, specifically class 8L, separate from the experimental and control classes. The purpose of these tests was to assess the instrument's validity and reliability before the questions were used for the study's pre-test and post-test. The test consisted of 50 multiple-choice questions, administered in a single session with 33 students participating. The researcher used Microsoft Excel to analyze the data. The validity test results revealed that 26 questions were valid, specifically numbers 9, 10, 13, 16, 18, 20, 21, 22, 23, 25, 27, 31, 32, 34, 35, 36, 37, 38, 40, 41, 42, 43, 45, 46, 48, and 50, while 24 questions were invalid, including numbers 1, 2, 3, 4, 5, 6, 7, 8, 11, 12, 14, 15, 17, 19, 24, 26, 28, 29, 30, 33, 39, 44, 47, and 49. The reliability test, calculated using the KR 20 formula, results in a reliability coefficient of 0.88, which falls into the 'Very Strong' category, indicating that the data is reliable.

Following the validity and reliability tests, the researcher administered a pre- test and a post-test to the experimental and control classes. The pre-test was conducted before the treatment, while the post-test was given afterward. The purpose of the pre-test was to see how well students knew vocabulary before the treatment, while the post-test was used to measure their vocabulary skills after students used Netflix subtitles as part of the treatment. The results from the post- test were also compared between the experimental and control classes to see if there were any differences and how effective the treatment was. The pre-test and

post-test had the same 25 multiple-choice questions, and students were administered 40 minutes to complete the questions.

The researcher administered the treatment to the experimental class over three sessions spanning three weeks. The process started with introducing vocabulary and providing a list of terms the students would learn. Then, the students watched a movie on Netflix with English subtitles. They focused on the vocabulary in *The Secret Life of Pets* during the movie and followed the story. After watching, each student was asked to write down any new or unfamiliar words they noticed.

In the next meeting, the researcher and students discussed the film that had been watched, focusing on the characters, storyline, and message. During this session, students reviewed the new vocabulary noted and discussed any unfamiliar words with the researcher to ensure understanding. Afterwards, the class was divided into groups of 4 or 5. Each group was tasked with creating a dialogue using the newly learned vocabulary, ensuring it was relevant to the film *The Secret Life of Pets*. This activity required students to collaborate effectively to produce coherent dialogues with appropriate vocabulary. Each group presented their dialogues in front of the class, aiming to build confidence and encourage constructive feedback from peers regarding any errors in the dialogues.

In the next meeting, the researcher reviews the vocabulary previously discussed with the students. To help them understand better, the researcher used a scene that showed the vocabulary in context, helping students see how the words are used in real-life situations. This makes it easier for them to use the vocabulary in everyday communication. In the control class, the same vocabulary related to the

film *The Secret Life of Pets* was taught, but with a different approach. Instead of using visual aids, the researcher used reference books from school. In the control class, students are introduced to vocabulary related to film *The Secret Life of Pets* without using Netflix media. To reinforce their learning, students are divided into groups of 4-5 and tasked with creating and presenting a dialogue outside the classroom. This activity is designed not only to help students to apply new vocabulary in everyday communication but also to enhance their self-confidence through public speaking. By engaging in this collaborative and practical exercise, student gain experience in using the vocabulary contextually, while also building their interpersonal and presentation skills.

After the treatment, the experimental and control classes were given a post-test to assess the effectiveness of using Netflix subtitles on students' vocabulary learning. The results showed that the experimental class had an average pre-test score of 71.2, which increased to 91.2 in the post-test. In comparison, the control class had an average pre-test score of 71, which increased to 81.4 in the post-test. These results indicate that the experimental class, which received the Netflix subtitles treatment, improved vocabulary learning more than the control class.

After obtaining the pre-test and post-test results for each class, the researcher analysed the data using a series of tests: the normality test, homogeneity test, and hypothesis test, all conducted with Microsoft Excel. The first step in the analysis was the normality test, with a significance level of $\alpha = 0.05$. If $L \text{ count} < L \text{ table}$, then the data is normally distributed; if $L \text{ count} > L \text{ table}$, then the data is not normally distributed. The normality test results showed that in the experimental

class, the L count was 0.119 for the pre-test and 0.140 for the post-test. L table for 33 students was 0.154, and it can be seen that all L count in the test results were smaller than the L table, so it can be determined that the results of the normality test are normally distributed data.

After completing the normality test, the next step was to conduct the homogeneity test using a significance level of $\alpha = 0.05$. If F count < F table, then the data varies homogeneously; if F count > table, then the data does not homogeneously. The analysis showed that the F count was 1.4608, while the F table was 1.8044, indicating that the data was homogeneous. With the data's normality and homogeneity confirmed, the final stage of the analysis focused on hypothesis testing, conducted at a significance level of $\alpha = 0.05$. In testing this hypothesis, the significance level is $\alpha = 0.05$. If t count < t table, then it is effective; if t count > t table, then it is ineffective. The analysis revealed that the t table was 1.9977, and the t count was 1.2817. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted, indicating that using Netflix subtitles as a learning media effectively improved EFL students' vocabulary.

In this study, the improvement observed during the treatment extended beyond enhanced vocabulary usage; students also developed teamwork skills. Through the treatment, students were encouraged to think critically during group discussions, practice accepting and appreciating the opinions of others, and collaborate to create a dialogue presented as a group. By using Netflix subtitles as a learning media, students acquired new vocabulary from the subtitles they read and watched

and from the dialogues created by other groups. Moreover, students had the opportunity to enhance their writing and sentence-building skills using the vocabulary they had acquired. Therefore, this study highlighted that the development of student skills was not only about the effectiveness of using Netflix in learning but also included improvements in vocabulary acquisition, sentence composition, critical thinking, teamwork, responsibility, and creativity. The analysis of pre-test and post-test results reveals a significant improvement in the scores of students in the experimental class, which received the treatment, compared to the control class, which did not.

The results of this study correlate with several previous studies that state the originality of this study, including the first study by Damanik et al. (2021), which stated that the results of the study showed that 78% of students agreed that their second language (L2) learning effectiveness was enhanced because of Netflix. Also, in another study, Novianti et al. (2017) proved that watching enjoyable shows can increase enthusiasm. The results can be seen from the results of the questionnaire and interviews with K-poppers and Kdrama lovers, indicating that they find English vocabulary from their activities, especially watching Kdrama. This study deals with the issue of watching Korean Dramas with English subtitles to improve EFL university students' vocabulary (Rinekso et al., 2021). This study's results indicate that using subtitles when watching, especially on Netflix, effectively improves vocabulary learning and provides many benefits and conveniences. In addition, the study results show that students can be more confident. Students can get feedback from teachers and friends, which is

supported by the result of research conducted by Lestari (2018, as cited in Simamora, 2020), who stated that using a movie to increase students' vocabulary is an interesting and enjoyable activity where some students learned by doing their favorite activity which is watching the movie. The learning process became more interesting, fun, and enthusiastic.

The use of Netflix subtitles in learning enhances vocabulary acquisition and fosters collaborative skills among students. By working together in groups, students learn to discuss and respect each other's opinions, which builds their confidence in expressing ideas and incorporating new vocabulary into daily conversations. This approach is particularly beneficial for students who may be hesitant or fearful of making mistakes, as it creates a supportive environment that encourages active participation. Moreover, the engaging nature of learning through Netflix subtitles makes learning more enjoyable, reducing the monotony that often accompanies traditional study methods. Finally, based on the testing conducted by the researcher in this study, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. Thus, it can be concluded that Netflix Subtitles are effective in EFL students' learning.

CHAPTER V

CONCLUSION

This final chapter contains conclusions from what was written in the previous chapter and suggestions from researcher.

5.1 Conclusion

This study revealed that the experimental class, which received the treatment, demonstrated significantly improved vocabulary knowledge and abilities compared to the control class. Hypothesis testing at a significance level of $\alpha = 0.05$ showed that the calculated t value (t count) was 1.2817, while the critical t value (t table) was 1.9977. Since the t count was less than the t table, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. This indicates that using Netflix subtitles as a learning media effectively enhanced students' comprehension and vocabulary. This approach encouraged discussion and respect for different opinions, boosting students' confidence in sharing ideas. Netflix subtitles made learning fun and engaging, helping to reduce boredom and encourage active participation. Consequently, this study shows that using Netflix with subtitles is a suitable innovation for improving students' vocabulary learning.

5.2 Suggestion

Based on the research findings, the researcher offers several recommendations for different sections:

5.2.1 For English Students

Netflix subtitles can be a valuable media for vocabulary learning, especially for EFL students. Students can practice regularly using the vocabulary learned from

subtitles in written and oral forms to strengthen memory. In addition, students can also explore various genres and events to find diverse vocabulary and contexts. Students can easily understand and use existing features, such as subtitles, to make learning more effective and exciting. Utilizing features like subtitles can make learning more engaging and effective, though students may still benefit from support from parents or teachers.

5.2.2 For English Teachers

It is recommended that teachers, especially English teachers to integrate Netflix subtitles into their vocabulary instruction to create a more interactive and immersive learning environment. Facilitating discussions about Netflix content can help students practice and understand new vocabulary in context. Teachers should also monitor students' progress and adjust their teaching methods to ensure the subtitles are used effectively, making the learning experience both enjoyable and educational.

5.2.3 For Further Researcher

The researcher suggest that future research expand on the current study by exploring the use of subtitles to improve vocabulary skills across digital media formats, utilizing more detailed statistical analyses. This research should include comparisons across academic levels, age groups, and genders to identify specific impacts on different populations. Such research could provide insights into personalized educational strategies, considering contextual factors (e.g., home vs.

school). By expanding the scope, future research could provide valuable insights into the role of subtitles in improving vocabulary.

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APPENDICES

Appendix I Survey Permit

 KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://fitk.uin-malang.ac.id email : fitk@uin-malang.ac.id

Nomor : 1501/Un.03.1/TL.00 1/06/2023 16 Juni 2023
Sifat : Penting
Lampiran : -
Hal : Izin Survey

Kepada
Yth. Kepala SMP Al Munawwariyyah Bululawang
di
Kabupaten Malang

Assalamu'alaikum Wr. Wb.
Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Agustina Putri Wulandari
NIM : 19180040
Tahun Akademik : Genap - 2022/2023
Judul Proposal : **The Effectiveness of Netflix Subtitles as a Learning Media for EFL Learners' Vocabulary**

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

An. Dekan,
Wakil Dekan Bidang Akademik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :
1. Ketua Program Studi TBI
2. Arsip

Appendix II Research Permit Letter

 KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id>, email : fitk@uin-malang.ac.id

Nomor : 1752/Un.03.1/TL.00.1/05/2024 13 Mei 2024
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

Kepada

Yth. Kepala SMP Al Munawwariyyah
di
Kabupaten Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Agustina Putri Wulandari
NIM : 19180040
Tahun Akademik : Genap - 2023/2024
Judul Proposal : **The Effectiveness of Netflix as a Learning Media for EFL Learners' Vocabulary**

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

 Dekan,
Wakil Dekan Bidang Akademik
Muhammad Walid, MA
Nip. 19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip

Appendix III Instrument Validation Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id>, email : fitk@uin-malang.ac.id

Nomor : *B/476* /Un.03/FITK/PP.00.9/05/2024 08 Mei 2024
Lampiran : -
Perihal : Permohonan Menjadi Validator (Ahli Instrumen)

Kepada Yth.
Harir Mubarak, M.Pd
di -
Tempat

Assalamualaikum Wr. Wb.

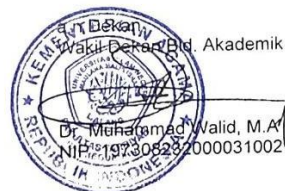
Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Agustina Putri Wulandari
NIM : 19180040
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : The Use of Netflix as a Learning Media for EFL
Learners' Vocabulary
Dosen Pembimbing : Dr. Hj. Like Raskova Octaberlina, M.Ed

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



Appendix IV Validation Sheet

Validation Sheet	
Productive Vocabulary	
"The Effectiveness of Netflix as a Learning Media for EFL Learners' Vocabulary"	
Validator	: Harir Mubarak, M.Pd
NIP	: 198707082023211024
Expertise	: English Education
Instance	: Maulana Malik Ibrahim State Islamic University of Malang
Validation date	: 31 May 2024
(dd/mm/yyyy)	
A. INTRODUCTION	
<p>This validation sheet aims to get an assesment from the Validator (Mr/Mrs) on my research instrument in the form of 50 multiple-choice English questions. This instrument will be applied to the research subject, namely 8th grade junior high school students. Any comment and suggestion given are very important for researcher to improve the quality of the instrument. Thank you for your willingness to be a validator in my research.</p>	
B. GUIDANCE	
<p>1. In this section, assess by ticking () with the following criteria following the columns below:</p> <p>1: Very Poor 2: Poor 3: Average 4: Good 5: Excellent</p>	
<p>2. Please give comments and suggestion in the columns below</p>	

C. VALIDATION SHEET

No.	Aspect	Score				
		1	2	3	4	5
1.	Suitability of instrument with basic competencies Basic Competencies				✓	
2.	The suitability of the instrument's discourse competence with student's abilities				✓	
3.	The suitability of the instrument's discourse with the research objective				✓	
4.	The suitability of the instrument's discourse to help researcher find out students' abilities in vocabulary skills				✓	
5.	The subject matter does not contain a statement which is a double negative					✓
6.	The research instrument easy to understand				✓	
7.	The research uses proper grammar				✓	
8.	Answer choices must be logical in terms of material aspects				✓	
9.	Each question must have one correct answer or most correct				✓	
10.	The subject matter must be formulated clearly and unequivocally				✓	

D. Suggestion

E. Conclusion

Based on the validation sheet above, it can be conclude that the instrument have been made are:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.


- The instrument can be used without revision.
- The instrument can be used with slight revision.
- The instrument can be used with many revision.
- The instrument cannot be used.

Malang, 31 Mei 2024
Validator,



Harir Mubarak, M. Pd
19870708202321104

Appendix V Research Completion Sheet



YAYASAN AL MUNAWWARIYYAH MALANG
SMP AL MUNAWWARIYYAH
Status : Terakreditasi A
NSS. 202051815001 NPSN: 20517396
Jalan Raya Sudimoro 09 Bululawang Kabupaten Malang Phone (0341) 8223139
Email : smp_almunaw@yahoo.com

SURAT KETERANGAN TELAH
MELAKSANAKAN PENELITIAN
No. 421/1215/104.27.5001.VI/2024

Yang bertanda tangan di bawah ini saya,


Nama : **ZAINUL LUTFI, S.PdI**
Jabatan : Kepala SMP Al Munawwariyyah
Alamat : Jl. Raya Sudimoro 09 Bululawang


Menerangkan bahwa ,

Nama : Agustina Putri Wulandari
NIM : 19180040
Jurusan : Tadris Bahasa Inggris
Fakultas : Fakultas Ilmu Tarbiyah dan Keguruan (FITK)
Universitas Islam Negeri Malang

Bahwa yang bersangkutan diatas telah melaksanakan penelitian dengan judul " The Effectiveness of Netflix Subtitle as a learning media for EFL Learners Vocabulary" di SMP Al Munawwariyyah Bululawang Mulai tanggal 13 Mei sampai dengan 15 Juni 2024.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk digunakan sebagaimana mestinya.

Bululawang, 15 Juni 2024
Kepala SMP Al – Munawwariyyah

ZAIN UL LUTFI, S. PdI



Appendix VI Instrument of Validity Test

INSTRUMENT OF VALIDITY TEST

1. What is the meaning of "pet"?
 - a. Owner
 - b. Animal companion
 - c. Leash
 - d. Shelter
2. What does "owner" mean?
 - a. Someone who walks the dog
 - b. Someone who takes care of pets
 - c. Someone who feeds pets
 - d. Someone who owns a pet
3. What is a "leash" used for?
 - a. Feeding the pet
 - b. Playing with the pet
 - c. Walking the pet
 - d. Grooming the pet
4. What does a "collar" go around?
 - a. The pet's leg
 - b. The pet's tail
 - c. The pet's neck
 - d. The pet's ear
5. What sound does a dog make?
 - a. Meow
 - b. Chirp
 - c. Bark
 - d. Hiss
6. What are "whiskers"?
 - a. The pet's tail
 - b. The pet's claws
 - c. Long, stiff hairs on a pet's face
 - d. The pet's ears
7. What does "fur" refer to?
 - a. The pet's skin
 - b. The pet's feathers
 - c. The pet's hair
 - d. The pet's teeth
8. Where does a bird live?
 - a. Cage
 - b. Bowl
 - c. Leash
 - d. Collar
9. Who is a "vet"?
 - a. A pet owner
 - b. A pet groomer
 - c. A pet doctor
 - d. A pet trainer
10. What is "grooming" for pets?
 - a. Feeding them
 - b. Walking them
 - c. Cleaning and caring for them
27. What does "claw" refer to?
 - a. The pet's ear
 - b. The pet's paw
 - c. The sharp nail on a pet's foot
 - d. The pet's tail
28. What sound does a cat make?
 - a. Bark
 - b. Meow
 - c. Hiss
 - d. Roar
29. What does "fetch" mean?
 - a. To run fast
 - b. To bring back something that has been thrown
 - c. To sleep
 - d. To eat
30. What does "burrow" mean?
 - a. To fly
 - b. To dig a hole or tunnel
 - c. To swim
 - d. To jump
31. What is "paws" on a pet?
 - a. The pet's nose
 - b. The pet's feet
 - c. The pet's tail
 - d. The pet's ears
32. What does "tail" refer to?
 - a. The long, flexible part of the body at the back of a pet
 - b. The pet's head
 - c. The pet's feet
 - d. The pet's ears
33. What does "train" mean in the context of pets?
 - a. To feed them
 - b. To teach them to behave in a certain way
 - c. To walk them
 - d. To bathe them
34. What is a "kennel"?
 - a. A place where dogs are kept
 - b. A place where birds live
 - c. A place where fish swim
 - d. A place where cats sleep
35. What does it mean to "obey"?
 - a. To ignore commands
 - b. To follow commands or rules
 - c. To sleep
 - d. To eat

- d. Training them
11. What does "feed" mean?
 - a. To wash a pet
 - b. To play with a pet
 - c. To give food to a pet
 - d. To walk a pet
12. What does it mean to "adopt" a pet?
 - a. To buy a pet
 - b. To take care of a stray pet
 - c. To take a pet into your home and care for it
 - d. To feed a pet
13. Where can you find pets waiting for adoption?
 - a. Vet
 - b. Grooming salon
 - c. Shelter
 - d. Park
14. What is a "toy" for pets?
 - a. Something to feed them
 - b. Something to play with
 - c. Something to walk with
 - d. Something to bathe with
15. What does a pet do when it "chews"?
 - a. Runs fast
 - b. Sleeps
 - c. Bites and grinds food or toys with its teeth
 - d. Hides
16. What is the meaning of "run"?
 - a. To sleep
 - b. To walk slowly
 - c. To move quickly on feet
 - d. To hide
17. What does it mean to "jump"?
 - a. To walk
 - b. To move quickly
 - c. To leap off the ground
 - d. To lie down
18. What is a "nap"?
 - a. A long walk
 - b. A short sleep
 - c. A grooming session
 - d. A playtime
19. What do you put pet food in?
 - a. Cage
 - b. Bowl
 - c. Leash
 - d. Collar
20. What is a "treat" for pets?
 - a. A type of food given as a reward
36. What is a "parrot"?
 - a. A type of dog
 - b. A type of bird
 - c. A type of cat
 - d. A type of fish
37. What does "loyal" mean in the context of pets?
 - a. Being friendly to everyone
 - b. Being faithful and devoted to their owner
 - c. Being aggressive
 - d. Being lazy
38. What is "playtime" for pets?
 - a. Time to sleep
 - b. Time to eat
 - c. Time to engage in fun activities
 - d. Time to bathe
39. What does "dig" mean?
 - a. To fly
 - b. To run
 - c. To make a hole in the ground
 - d. To swim
40. What does "treat" mean?
 - a. To give medical care
 - b. To reward with a special food or snack
 - c. To walk a pet
 - d. To clean a pet
41. What is a "stray" animal?
 - a. An animal that is trained
 - b. An animal that is lost or without a home
 - c. An animal that is wild
 - d. An animal that is in a zoo
42. What does "pounce" mean?
 - a. To sit quietly
 - b. To jump suddenly to catch something
 - c. To swim quickly
 - d. To sleep deeply
43. What is a "kitten"?
 - a. A baby dog
 - b. A baby cat
 - c. A baby bird
 - d. A baby fish
44. What does "wag" mean?
 - a. To bite gently
 - b. To move the tail back and forth
 - c. To climb up
 - d. To swim
45. What is a "litter box"?
 - a. A box where a pet plays

- b. A leash
 - c. A collar
 - d. A toy
21. What does "bathe" mean for pets?
- a. To feed them
 - b. To give them water to drink
 - c. To wash them
 - d. To play with them
22. What is a "walk" for pets?
- a. A nap
 - b. A grooming session
 - c. A short sleep
 - d. A stroll or exercise outside
23. What does "chase" mean?
- a. To sleep
 - b. To follow or run after something
 - c. To eat
 - d. To bathe
24. What does it mean when a pet "hides"?
- a. To eat
 - b. To sleep
 - c. To go somewhere where it cannot be seen
 - d. To walk
25. What does it mean to "sniff"?
- a. To sleep
 - b. To look around
 - c. To smell something by taking air in through the nose
 - d. To eat
26. What sound does a cat make when it is happy?
- a. Bark
 - b. Roar
 - c. Purr
 - d. Chirp
- b. A box where a pet sleeps
 - c. A box where a pet relieves itself
 - d. A box where a pet eats
46. What does "groom" mean?
- a. To run fast
 - b. To clean and maintain a pet's appearance
 - c. To hide in a safe place
 - d. To feed a pet
47. What is a "puppy"?
- a. A baby cat
 - b. A baby dog
 - c. A baby bird
 - d. A baby fish
48. What does "scratch" mean?
- a. To sleep deeply
 - b. To rub the skin with claws or nails
 - c. To swim quickly
 - d. To fly high
49. What is a "hamster"?
- a. A type of bird
 - b. A type of fish
 - c. A small rodent often kept as a pet
 - d. A type of dog
50. What does "petting" mean?
- a. Feeding a pet
 - b. Gently stroking or touching a pet
 - c. Walking a pet
 - d. Grooming a pet

Appendix VII Pre-Test and Post Test English Vocabulary

PRETEST

Name: _____

Class: _____


A. Put the cross (X) for the questions given!

1. What is the meaning of "pet"?
 - a. Owner
 - b. Animal companion
 - c. Leash
 - d. Shelter
2. What does "owner" mean?
 - a. Someone who walks the dog
 - b. Someone who takes care of pets
 - c. Someone who feeds pets
 - d. Someone who owns a pet
3. What is a "leash" used for?
 - a. Feeding the pet
 - b. Playing with the pet
 - c. Walking the pet
 - d. Grooming the pet
4. What does a "collar" go around?
 
 - a. The pet's leg
 - b. The pet's tail
 - c. The pet's neck
 - d. The pet's ear
5. What sound does a dog make?
 - a. Meow
 - b. Chirp
 - c. Bark
 - d. Hiss
6. What are "whiskers"?
 - a. The pet's tail
 - b. The pet's claws
 - c. Long, stiff hairs on a pet's face
 - d. The pet's ears
7. What does "fur" refer to?
 - a. The pet's skin
 - b. The pet's feathers
 - c. The pet's hair
 - d. The pet's teeth
8. Where does a bird live?
 - a. In a nest
 - b. In a cage
 - c. In a bowl
 - d. In a leash
15. What do you put pet food in?
 - a. Cage
 - b. Bowl
 - c. Leash
 - d. Collar
16. What does "bathe" mean for pets?
 - a. To feed them
 - b. To give them water to drink
 - c. To wash them
 - d. To play with them
17. What is a "walk" for pets?
 - a. A nap
 - b. A grooming session
 - c. A short sleep
 - d. A stroll or exercise outside
18. What does it mean when a pet "hides"?
 - a. To eat
 - b. To sleep
 - c. To go somewhere where it cannot be seen
 - d. To walk
19. What does it mean to "sniff"?
 - a. To sleep
 - b. To look around
 - c. To smell something by taking air in through the nose
 - d. To eat
20. What is a "puppy"?
 
 - a. A baby cat
 - b. A baby dog
 - c. A baby bird
 - d. A baby fish
21. What does "treat" mean?
 - a. To give medical care
 - b. To reward with a special food or



- a. Cage
 - b. Bowl
 - c. Leash
 - d. Collar
9. Who is a "vet"?
- a. A pet owner
 - b. A pet groomer
 - c. A pet doctor
 - d. A pet trainer
10. What is "grooming" for pets?
- a. Feeding them
 - b. Walking them
 - c. Cleaning and caring for them
 - d. Training them
11. What does "feed" mean?
- a. To wash a pet
 - b. To play with a pet
 - c. To give food to a pet
 - d. To walk a pet
12. Where can you find pets waiting for adoption?
- a. Vet
 - b. Grooming salon
 - c. Shelter
 - d. Park
13. What is a "toy" for pets?
- a. Something to feed them
 - b. Something to play with
 - c. Something to walk with
 - d. Something to bathe with
14. What is a "nap"?
- a. A long walk
 - b. A short sleep
 - c. A grooming session
 - d. A playtime

snack

- c. To walk a pet
 - d. To clean a pet
22. What does "loyal" mean in the context of pets?
- a. Being friendly to everyone
 - b. Being faithful and devoted to their owner
 - c. Being aggressive
 - d. Being lazy
23. What is "playtime" for pets?
- a. Time to sleep
 - b. Time to eat
 - c. Time to engage in fun activities
 - d. Time to bathe
24. What is "paws" on a pet?
- 
- a. The pet's nose
 - b. The pet's feet
 - c. The pet's tail
 - d. The pet's ears
25. What does "train" mean in the context of pets?
- a. To feed them
 - b. To teach them to behave in a certain way
 - c. To walk them
 - d. To bathe them

POSTTEST

Name: _____

Class: _____

A. Put the cross (X) for the questions given!

1. A pet owner usually uses a leash to?
 - a. Feed the pet
 - b. Walk the pet
 - c. Bathe the pet
 - d. Put the pet to sleep
2. What does "cat" mean?
 - a. A big animal in the zoo
 - b. A small pet with fur
 - c. A place for birds
 - d. A type of fish
3. What is the main purpose of grooming a pet?
 - a. Playing with them
 - b. Walking them outside
 - c. Keeping them clean and healthy
 - d. Feeding them
4. A "bowl" for pets is used for?
 - a. Drinking water or eating food
 - b. Sleeping in it
 - c. Carrying the pet
 - d. Storing toys
5. What does "bark" mean?
 - a. To play with a toy
 - b. To make a sound like a dog
 - c. To walk on a leash
 - d. To sleep during the day
6. What is a "toy" for pets?
 - a. Something to feed them
 - b. Something to play with
 - c. Something to walk with
 - d. Something to bathe with
7. Where can you find animals waiting to be adopted?
 - a. In a park
 - b. In a shelter
 - c. At a grooming salon
 - d. At a pet shop
8. What does "sleep" mean?
 - a. To rest with eyes closed
 - b. To play outside

14. Which animal is most likely to have claws?
 - a. A fish
 - b. A cat
 - c. A bird
 - d. A rabbit
15. What is a vet's primary job?



- a. Training pets to behave
 - b. Grooming pets to look nice
 - c. Caring for sick or injured pets
 - d. Feeding pets in shelters
16. What does "jump" mean?
 - a. To move up and down quickly
 - b. To sit quietly
 - c. To drink water
 - d. To bark at someone
 17. What does "chew" mean?
 - a. To sleep deeply
 - b. To bite food or objects with teeth
 - c. To bark loudly
 - d. To play with
 18. What does a leash help with?
 - a. Controlling a pet during walks
 - b. Feeding the pet during mealtime
 - c. Cleaning the pet after playing
 - d. Playing fetch with the pet
 19. What does "happy" mean?
 - a. Feeling sad
 - b. Feeling good and smiling
 - c. Feeling tired
 - d. Feeling hungry
 20. What is a "walk" for a pet?
 - a. Time for exercise outside
 - b. Time to eat a meal
 - c. Time to nap

- c. To eat a meal
 - d. To run around
9. Which of these pets typically lives in a cage?
- a. A dog
 - b. A bird
 - c. A cat
 - d. A fish

10. What is a "kitten"?



- a. A baby bird
 - b. A baby dog
 - c. A baby cat
 - d. A baby fish
11. Where does a collar go around?
- a. A pet's tail
 - b. A pet's neck
 - c. A pet's ear
 - d. A pet's paw
12. What is the meaning of "treat" for pets?
- a. Special food given as a reward
 - b. A walk outside
 - c. A grooming session
 - d. A bath
13. What is a shelter?
- a. A place where animals play
 - b. A place where lost or homeless animals stay
 - c. A place where pets are groomed
 - d. A place where pets buy toys

- d. Time to groom
21. What does "bathe" mean?



- a. To give food to a pet
 - b. To clean a pet with water and soap
 - c. To let a pet rest
 - d. To play fetch
22. What part of a pet is referred to as "paws"?
- a. Its tail
 - b. Its feet
 - c. Its nose
 - d. Its ears
23. Where do you find whiskers on a cat?



- a. On their tail
 - b. Around their mouth and nose
 - c. On their paws
 - d. On their back
24. What is "playtime" for pets?
- a. A time to engage in fun activities
 - b. A time to eat food
 - c. A time to sleep
 - d. A time for grooming
25. What does "chase" mean?
- a. To sleep
 - b. To follow or run something
 - c. To eat
 - d. To bathe



Appendix VIII Students' Answer Sheet of Pre-Test and Post Test

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PRETEST

Name: Nives Maghiron Class: OK

A. Put the cross (X) for the questions given!

<p>1. What is the meaning of "pet"?</p> <p>a. Owner X b. Animal companion c. Leash d. Shelter</p> <p>2. What does "owner" mean?</p> <p>a. Someone who walks the dog b. Someone who takes care of pets c. Someone who feeds pets X d. Someone who owns a pet</p> <p>3. What is a "leash" used for?</p> <p>a. Feeding the pet b. Playing with the pet X c. Walking the pet d. Grooming the pet</p> <p>4. What does a "collar" go around?</p> <div style="text-align: center;">  </div> <p>a. The pet's leg b. The pet's tail X c. The pet's neck d. The pet's ear</p> <p>5. What sound does a dog make?</p> <p>a. Meow b. Chirp X c. Bark d. Hiss</p> <p>6. What are "whiskers"?</p> <p>a. The pet's tail X b. The pet's claws c. Long, stiff hairs on a pet's face d. The pet's ears</p> <p>7. What does "fur" refer to?</p> <p>a. The pet's skin b. The pet's feathers c. The pet's hair X d. The pet's teeth</p> <p>8. Where does a bird live?</p>	<p>15. What do you put pet food in?</p> <p>a. Cage b. Bowl X c. Leash d. Collar</p> <p>16. What does "bathe" mean for pets?</p> <p>a. To feed them b. To give them water to drink c. To wash them d. To play with them</p> <p>17. What is a "walk" for pets?</p> <p>a. A nap X b. A grooming session c. A short sleep d. A stroll or exercise outside</p> <p>18. What does it mean when a pet "hides"?</p> <p>a. To eat b. To sleep X c. To go somewhere where it cannot be seen d. To walk</p> <p>19. What does it mean to "sniff"?</p> <p>a. To sleep X b. To look around c. To smell something by taking air in through the nose d. To eat</p> <p>20. What is a "puppy"?</p> <div style="text-align: center;">  </div> <p>a. A baby cat X b. A baby dog c. A baby bird d. A baby fish</p> <p>21. What does "treat" mean?</p> <p>a. To give medical care b. To reward with a special food or</p>
--	--



- a Cage
 - ☒ b Bowl
 - c Leash
 - d Collar
9. Who is a "vet"?
- ☒ a A pet owner
 - b A pet groomer
 - c A pet doctor
 - d A pet trainer
10. What is "grooming" for pets?
- a Feeding them
 - b Walking them
 - ☒ c Cleaning and caring for them
 - d Training them
11. What does "feed" mean?
- a To wash a pet
 - b To play with a pet
 - ☒ c To give food to a pet
 - d To walk a pet
12. Where can you find pets waiting for adoption?
- ☒ a Vet
 - b Grooming salon
 - c Shelter
 - d Park
13. What is a "toy" for pets?
- ☒ a Something to feed them
 - b Something to play with
 - c Something to walk with
 - d Something to bathe with
14. What is a "nap"?
- a A long walk
 - ☒ b A short sleep
 - c A grooming session
 - d A playtime

snack

- c To walk a pet
 - d To clean a pet
22. What does "loyal" mean in the context of pets?
- ☒ a Being friendly to everyone
 - b Being faithful and devoted to their owner
 - c Being aggressive
 - d Being lazy
23. What is "playtime" for pets?
- a Time to sleep
 - b Time to eat
 - ☒ c Time to engage in fun activities
 - d Time to bathe
24. What is "paws" on a pet?



- a The pet's nose *
 - ☒ b The pet's feet
 - c The pet's tail *
 - d The pet's ears *
25. What does "train" mean in the context of pets?
- a To feed them
 - ☒ b To teach them to behave in a certain way
 - c To walk them
 - d To bathe them

20

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PRETEST

Name: Felicia Athanayla

Class: 8th A

A. Put the cross (X) for the questions given!

1. What is the meaning of "pet"?

- a. Owner
- ☒ b. Animal companion
- c. Leash
- d. Shelter

2. What does "owner" mean?

- a. Someone who walks the dog
- ☒ b. Someone who takes care of pets
- c. Someone who feeds pets
- d. Someone who owns a pet

3. What is a "leash" used for?

- a. Feeding the pet
- b. Playing with the pet
- ☒ c. Walking the pet
- d. Grooming the pet

4. What does a "collar" go around?



- a. The pet's leg
- b. The pet's tail
- ☒ c. The pet's neck
- ☒ d. The pet's ear

5. What sound does a dog make?

- a. Meow
- b. Chirp
- ☒ c. Bark
- d. Hiss

6. What are "whiskers"?

- a. The pet's tail
- b. The pet's claws
- ☒ c. Long, stiff hairs on a pet's face
- d. The pet's ears

7. What does "fur" refer to?

- a. The pet's skin
- ☒ b. The pet's feathers
- c. The pet's hair
- d. The pet's teeth

8. Where does a bird live?

15. What do you put pet food in?

- a. Cage
- ☒ b. Bowl
- c. Leash
- d. Collar

16. What does "bathe" mean for pets?

- a. To feed them
- ☒ b. To give them water to drink
- c. To wash them
- d. To play with them

17. What is a "walk" for pets?

- a. A nap
- b. A grooming session
- c. A short sleep
- ☒ d. A stroll or exercise outside

18. What does it mean when a pet "hides"?

- a. To eat
- b. To sleep
- ☒ c. To go somewhere where it cannot be seen
- d. To walk

19. What does it mean to "sniff"?

- a. To sleep
- b. To look around
- ☒ c. To smell something by taking air in through the nose
- d. To eat

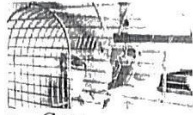
20. What is a "puppy"?



- a. A baby cat
- ☒ b. A baby dog
- c. A baby bird
- d. A baby fish

21. What does "treat" mean?

- a. To give medical care
- ☒ b. To reward with a special food or



- a. Cage
 - b. Bowl
 - c. Leash
 - d. Collar
9. Who is a "vet"?
- a. A pet owner
 - b. A pet groomer
 - c. A pet doctor
 - d. A pet trainer
10. What is "grooming" for pets?
- a. Feeding them
 - b. Walking them
 - c. Cleaning and caring for them
 - d. Training them
11. What does "feed" mean?
- a. To wash a pet
 - b. To play with a pet
 - c. To give food to a pet
 - d. To walk a pet
12. Where can you find pets waiting for adoption?
- a. Vet
 - b. Grooming salon
 - c. Shelter
 - d. Park
13. What is a "toy" for pets?
- a. Something to feed them
 - b. Something to play with
 - c. Something to walk with
 - d. Something to bathe with
14. What is a "nap"?
- a. A long walk
 - b. A short sleep
 - c. A grooming session
 - d. A playtime

snack

- c. To walk a pet
 - d. To clean a pet
22. What does "loyal" mean in the context of pets?
- a. Being friendly to everyone
 - b. Being faithful and devoted to their owner
 - c. Being aggressive
 - d. Being lazy
23. What is "playtime" for pets?
- a. Time to sleep
 - b. Time to eat
 - c. Time to engage in fun activities
 - d. Time to bathe
24. What is "paws" on a pet?




- a. The pet's nose
 - b. The pet's feet
 - c. The pet's tail
 - d. The pet's ears
25. What does "train" mean in the context of pets?
- a. To feed them
 - b. To teach them to behave in a certain way
 - c. To walk them
 - d. To bathe them

POSTTEST

Name: Viva Maggioni

Class: 3K

A. Put the cross (X) for the questions given!

1. A pet owner usually uses a leash to?
 - a. Feed the pet
 - ☒ b. Walk the pet
 - c. Bathe the pet
 - d. Put the pet to sleep
2. What does "cat" mean?
 - a. A big animal in the zoo
 - ☒ b. A small pet with fur
 - c. A place for birds
 - d. A type of fish
3. What is the main purpose of grooming a pet?
 - a. Playing with them
 - b. Walking them outside
 - ☒ c. Keeping them clean and healthy
 - d. Feeding them
4. A "bowl" for pets is used for?
 - ☒ a. Drinking water or eating food
 - b. Sleeping in it
 - c. Carrying the pet
 - d. Storing toys
5. What does "bark" mean?
 - a. To play with a toy
 - ☒ b. To make a sound like a dog
 - c. To walk on a leash
 - d. To sleep during the day
6. What is a "toy" for pets?
 - a. Something to feed them
 - ☒ b. Something to play with
 - c. Something to walk with
 - d. Something to bathe with
7. Where can you find animals waiting to be adopted?
 - ☒ a. In a park
 - b. In a shelter
 - c. At a grooming salon
 - d. At a pet shop
8. What does "sleep" mean?
 - ☒ a. To rest with eyes closed
 - b. To play outside
14. Which animal is most likely to have claws?
 - a. A fish
 - ☒ b. A cat
 - c. A bird
 - d. A rabbit
15. What is a vet's primary job?
 - a. Training pets to behave
 - ☒ b. Grooming pets to look nice
 - c. Caring for sick or injured pets
 - d. Feeding pets in shelters
16. What does "jump" mean?
 - a. To move up and down quickly
 - ☒ b. To sit quietly
 - c. To drink water
 - d. To bark at someone
17. What does "chew" mean?
 - a. To sleep deeply
 - ☒ b. To bite food or objects with teeth
 - c. To bark loudly
 - d. To play with
18. What does a leash help with?
 - a. Controlling a pet during walks
 - ☒ b. Feeding the pet during mealtime
 - c. Cleaning the pet after playing
 - d. Playing fetch with the pet
19. What does "happy" mean?
 - a. Feeling sad
 - ☒ b. Feeling good and smiling
 - c. Feeling tired
 - d. Feeling hungry
20. What is a "walk" for a pet?
 - ☒ a. Time for exercise outside
 - b. Time to eat a meal
 - c. Time to nap

- c. To eat a meal
 - d. To run around
9. Which of these pets typically lives in a cage?

- a. A dog
- ☒ b. A bird
- c. A cat
- d. A fish

10. What is a "kitten"?



- a. A baby bird
- b. A baby dog
- ☒ c. A baby cat
- d. A baby fish

11. Where does a collar go around?

- a. A pet's tail
- b. A pet's neck
- c. A pet's ear
- d. A pet's paw

12. What is the meaning of "treat" for pets?

- a. Special food given as a reward
- b. A walk outside
- ☒ c. A grooming session
- d. A bath

13. What is a shelter?

- a. A place where animals play
- ☒ b. A place where lost or homeless animals stay
- c. A place where pets are groomed
- d. A place where pets buy toys

- d. Time to groom
21. What does "bathe" mean?



- a. To give food to a pet
- ☒ b. To clean a pet with water and soap
- c. To let a pet rest
- d. To play fetch

22. What part of a pet is referred to as "paws"?

- ☒ a. Its tail
- b. Its feet
- c. Its nose
- d. Its ears

23. Where do you find whiskers on a cat?



- a. On their tail
- ☒ b. Around their mouth and nose
- c. On their paws
- d. On their back

24. What is "playtime" for pets?

- ☒ a. A time to engage in fun activities
- b. A time to eat food
- c. A time to sleep
- d. A time for grooming

25. What does "chase" mean?

- a. To sleep
- ☒ b. To follow or run something
- c. To eat
- d. To bathe

24


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POSTTEST

Name: felila Athanyln

Class: 8jhe

A. Put the cross (X) for the questions given!

1. A pet owner usually uses a leash to?
 - a. Feed the pet
 - ☒ b. Walk the pet
 - c. Bathe the pet
 - d. Put the pet to sleep
2. What does "cat" mean?
 - a. A big animal in the zoo
 - ☒ b. A small pet with fur
 - c. A place for birds
 - d. A type of fish
3. What is the main purpose of grooming a pet?
 - a. Playing with them
 - b. Walking them outside
 - ☒ c. Keeping them clean and healthy
 - d. Feeding them
4. A "bowl" for pets is used for?
 - ☒ a. Drinking water or eating food
 - b. Sleeping in it
 - c. Carrying the pet
 - d. Storing toys
5. What does "bark" mean?
 - a. To play with a toy
 - ☒ b. To make a sound like a dog
 - c. To walk on a leash
 - d. To sleep during the day
6. What is a "toy" for pets?
 - a. Something to feed them
 - ☒ b. Something to play with
 - c. Something to walk with
 - d. Something to bathe with
- ☒ 7. Where can you find animals waiting to be adopted?
 - a. In a park
 - b. In a shelter
 - c. At a grooming salon
 - ☒ d. At a pet shop
8. What does "sleep" mean?
 - ☒ a. To rest with eyes closed
 - b. To play outside
14. Which animal is most likely to have claws?
 - a. A fish
 - ☒ b. A cat
 - c. A bird
 - d. A rabbit
15. What is a vet's primary job?
 - a. Training pets to behave
 - b. Grooming pets to look nice
 - ☒ c. Caring for sick or injured pets
 - d. Feeding pets in shelters
16. What does "jump" mean?
 - ☒ a. To move up and down quickly
 - b. To sit quietly
 - c. To drink water
 - d. To bark at someone
17. What does "chew" mean?
 - a. To sleep deeply
 - ☒ b. To bite food or objects with teeth
 - c. To bark loudly
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19. What does "happy" mean?
 - a. Feeling sad
 - ☒ b. Feeling good and smiling
 - c. Feeling tired
 - d. Feeling hungry
20. What is a "walk" for a pet?
 - ☒ a. Time for exercise outside
 - b. Time to eat a meal
 - c. Time to nap

- c. To eat a meal
- d. To run around
- 9. Which of these pets typically lives in a cage?
 - a. A dog
 - ☒ b. A bird
 - c. A cat
 - d. A fish
- 10. What is a "kitten"?



- a. A baby bird
- b. A baby dog
- ☒ c. A baby cat
- d. A baby fish
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 - a. A pet's tail
 - ☒ b. A pet's neck
 - c. A pet's ear
 - d. A pet's paw
- 12. What is the meaning of "treat" for pets?
 - ☒ a. Special food given as a reward
 - b. A walk outside
 - c. A grooming session
 - d. A bath
- 13. What is a shelter?
 - a. A place where animals play
 - ☒ b. A place where lost or homeless animals stay
 - c. A place where pets are groomed
 - d. A place where pets buy toys

- d. Time to groom
- 21. What does "bathe" mean?



- a. To give food to a pet
- ☒ b. To clean a pet with water and soap
- c. To let a pet rest
- d. To play fetch
- 22. What part of a pet is referred to as "paws"?
 - a. Its tail
 - ☒ b. Its feet
 - c. Its nose
 - d. Its ears
- 23. Where do you find whiskers on a cat?



- a. On their tail
- ☒ b. Around their mouth and nose
- c. On their paws
- d. On their back
- 24. What is "playtime" for pets?
 - ☒ a. A time to engage in fun activities
 - b. A time to eat food
 - c. A time to sleep
 - d. A time for grooming
- 25. What does "chase" mean?
 - a. To sleep
 - ☒ b. To follow or run something
 - c. To eat
 - d. To bathe






Appendix VIII Documentation




Appendix IX Evidence of Guidance Consultation

Buku Kepenasehatan Akademik Jurusan Tadris Bahasa Inggris (TBI)

G. KONSULTASI DAN BIMBINGAN SKRIPSI
Konsultasi dan Bimbingan Skripsi

Tanggal	Bab/Materi Konsultasi	Saran/Rekomendasi/Catatan	Paraf
24 Nov 2023	Konsultasi Judul	ACC Judul	
16 Maret 2023	Bab 1 Latar Belakang	- Kurang memberikan keterangan/ deskripsi variabel scr. lengkap	
5 April 2023	Bab 1 Latar Belakang	- Memberikan tentang pemahaman vocabulary terlebih dahulu, kemu- dian mengkorelasikan dengan media yaitu Netflix	
11 April 2023	Bab 1 Latar Belakang	- Menjelaskan secara rinci problem dan advantages dari penggunaan Netflix sbg media	
11 April 2023	Bab 1 Research Question	- Memberikan pemahaman tentang rumusan masalah ya harus diketahui	

Malang, 16 Juni 2023
Dosen Pembimbing,

Lifce.
NIP.


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Fakultas Ilmu Tarbiyah dan Keguruan (FITK)

Appendix X Thesis Consultation Logbook

Buku Kepenasehatan Akademik Jurusan Tadris Bahasa Inggris (TBI)

Contoh Bukti Konsultasi SKRIPSI



Logo
FITK

KOP SURAT

BUKTI KONSULTASI SKRIPSI

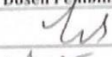
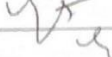
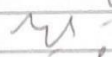
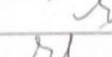
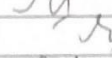
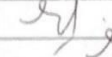
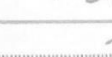
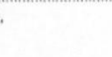

Nama : Aquitha Ruri Wulandari

NIM : 19180040

Judul : The Effectiveness of Metaphor as a Learning Media for EFL Learners' Vocabulary

Dosen Pembimbing :

NIP :

No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Dosen Pembimbing
1	12/9 '24	Ch. 2 ^{awal} ch. + observasi & theory, a. + analysis	
2	13/9 '24	Ch. 1. Data & dan file subtitles	
3	14/10 '24	Ch 1. Fix Data Subtitles	
4	19/10 '24	Appendix Kurang	
5	20/10 '24	Fix Ch. 2 dan Ch. 1	
6	18/11 '24	Ch. 1 dan Ch. 5	
7			
8			
9			

Malang,
Ketua Jurusan,

.....
NIP.

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Fakultas Ilmu Tarbiyah dan Keguruan (FITK)

Appendix XI Curriculum Vitae

Curriculum Vitae

Nama Lengkap	: Agustina Putri Wulandari
Tempat, Tanggal Lahir	: Surabaya, 21 Agustus 2001
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Riwayat Pendidikan

- | | |
|--------------|---------------------------|
| 1. 2005-2007 | TK Darul Taubah Surabaya |
| 2. 2007-2013 | MIN 2 Tuban |
| 3. 2013-2016 | MTsN 2 Tuban |
| 4. 2016-2019 | MAN 2 Tuban |
| 5. 2019-2025 | UIN Maulana Malik Ibrahim |