



How Watching Movies from Netflix Help Students' Improving Language Skills

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Abstract:

Netflix is a streaming application that is very popular to young generation, Netflix allows users to access local and international movies and films with a very diverse selection. The objective of this study is to see how Netflix affects the improvement of students' English language skills. This study used a qualitative descriptive and the data collected were analyzed using thematic analysis by incorporating interpretive description approach. A semi-structure interview with open-ended questions is used as the instrument in this study. The respondents of the study were 15 students of Universitas Advent Indonesia taken from different faculties and purposive sampling is used in selecting the respondents. There were 11 females and 4 males in this study. The results of this study indicated that the use of the Netflix application to watch foreign films has been able to improve students' English language skills.

Keywords: Index Terms-English, Language skills, Netflix, VOD

INTRODUCTION

English is a foreign language that needed by many people in the world. Since English is an international language, by 2020, we anticipate that two billion people will be using or studying English, with the economically engaged, though leaders, business decision-makers, young, present and future movers and shakers learning and speaking English. They are conversing more and more, and English is becoming the operating system of the worldwide discourse (Marpaung & Situmeang, 2020). However, in Indonesia there are various obstacles and problems in learning English faced by the students. In learning English, there are still many students who find it difficult because it is not accompanied by hands-on practice in the daily environment. In addition, students also feel that the environment does not support them to speak English. The fear of feeling wrong, fear or feeling ostracized for misrepresented, become the main barrier for the students in learning English and another reason is Indonesian students find it difficult in learning English because English is considered as a foreign language (Herlina, 2020; Marpaung & Situmeang, 2020). Whereas English is actually a demand,

especially in the present. Supported also by the sophistication of technology that everyone is required to be more flexible and move quickly and one of them by understanding foreign languages or English well.

The reason why English is important to learn is because as one of its goals mentioned by the government, that English will help a person or students to develop their communicative competencies. The teaching of English in the school curriculum is given a higher priority over all other foreign languages in the school systems (Herlina, 2020; (Marpaung & Sinaga, 2019). So that students or anyone who is able to understand English will have many opportunities that can be obtained. One of them is as a communicator intermediary with a stranger, it is also open to the possibility that he will be able to explore the world or increase his knowledge and understanding (Mulyadi & Mutmainnah, 2015)

In learning English, there are several components that must be understood such as speaking, listening, reading and writing. Speaking ability means that a person has the ability to express the language itself orally. In practice it can be like a form of conversation conducted with others, or with yourself (intensive exercise). When a person wants to start learning English, then he must try and challenge himself to speak to practice his new vocabulary because when we only understand English from vocabulary alone without practicing it by speaking, then we will have difficulty if later required to speak English with the interlocutor (Herlina, 2020)

Next, is the ability to listen. It is the ability to understand language through hearing activity. The ability to hear is used to understand what others are saying, as well as what they mean. In the activity of understanding foreign languages, the ability to hear is very important because in order to be able to have a conversation, we must also understand what our interlocutor is saying. In understanding the ability to hear, students who are not from the UK will usually have difficulty when talking to people who have different accents. For example, when Indonesian students talk to Indian students, there is a challenge to understand each other's accents. Some people sometimes cannot get rid of their mother's county accent to be brought to English and it becomes a challenge for the listener to understand the interlocutor (Herlina, 2020).

Reading ability is related to one's ability to read English writing. The aim of reading in the curriculum is to make the students are able to comprehend the meaning of written language, both interpersonal and transactional. To be able to read means learning to pronounce words, learning to identify words and get their meaning, and learning to bring meaning to a text in order to get meaning from it. Reading skills are required when a student is asked to read an English script or usually on English tests, such as TOEFL test, more reading skills are required since it concerns the score that will be obtained by a student. When the score is high, it can be said that his language skills are good (Herlina, 2020; Marpaung & Sinaga, 2019)

The last is the ability to write, it is a must-have ability for a student to write in English. The challenges that students have to face, usually they will have difficulty in understanding grammar is very much complex. When asked by most students why they are not good in English because they have difficulty in applying grammar to writing. When we want to learn English, grammar is not the main benchmark or indicator someone can speak English. Language proficiency is not a competitive thing where one student with another student has to compete. The most important thing is not to understand grammar, but rather how students should be able to recite or convey the information they have, as well as ideas in mind into the form of spoken or written language that can be understood by strangers or their interlocutress (Nurramah, 2020).

Netflix is a streaming app that allows the user a free access to international movies. The Netflix app is supported and can be used on smartphones or personal computers. Usually, to

get more movies we have to become a premium user and pay monthly fee, but for streaming content as good as Netflix the cost is relatively cheap. Netflix was founded by Marc Randolph and Reed Hastings in 1997 in Scotts Valley, California. Netflix is one of the world's leading entertainments. Netflix initially started its business with web development, where users could rent the desired movie in the form of an online DVD. The movies provided can also be rented for initial booking through an intermediary post (Nurrahmah & Romdani, 2020). Customers will initially order their movie and receive it by post. In subsequent developments, Netflix is oriented much better where users can download movies more easily and have access to their own digital platform. People can access and have the right to enjoy a variety of movies offered ranging from TV series, documentary films, feature films, as well as various other films from many genres and a wide selection of languages. In Indonesia, Netflix access is very much known especially by the younger generation. Netflix is therefore the world's leading film provider's resource and technology development platform. Netflix is a paid movie streaming service that provides the latest movies and TV shows every day. The Netflix service originating from the United States is based in California which was originally a DVD rental shop, which later ventured into online businesses (Guerra, 2020; Hallinan & Striphos, 2016). With the presence of Netflix and good subtitles offered, students can have better understanding to the English vocabulary. Students can learn the vocabulary while watching the movies they want is more flexibly and enjoying the process of learning English through movies. Students who have watched foreign movies on Netflix will at least get some new vocabularies. There is no need for heavy conversations, but by only understanding common words little by little, surely the word is able to be applied by students in everyday life and this activity is very helpful to add new vocabulary that students have (Nurrahmah & Romdani, 2020). Subtitles movies on Netflix are increasingly used in foreign classes. By watching movies on Netflix, we are helped by the subtitles provided. Students tend to be more interested because by listening to the audio they can learn how to pronounce and listen to the accent of good English. In addition, in the visual context they can enjoy the video of the film being screened and this becomes important because students are usually more interested in learning with a collaboration of good audio visuals (Bedareva et al., 2020; Itagaki, Fukutani, Ando & Horita, 2020). By using Netflix as a media platform for film providers, it is hoped that students can enjoy watching and updating their English vocabulary and motivate students to learn, as well as increase the number of students in learning English.

Several studies were conducted that focused on the using of Netflix as a platform of language learning. Especially on learning English as Foreign Language (EFL). According to (Dizon, 2018) in his research he shows how through Netflix, some foreign language students were able to watch videos in the target language (English). They stated that these videos helped them a lot to acquire knowledge about the language as new vocabulary through authentic material, also they improved pronunciation and intonation. Finally, they saw the potential of Netflix to increase motivation, since it was a funny way to learn English. (p. 31). In another research by (Alm, 2019), she mentioned. "The language features provided by Netflix can support language learners at all levels."

Therefore, this study is focused on the views of students about Netflix, the leading provider of subscription video-on-demand (VOD). It also explored the ways in which they use the service for their language learning. Believing these important issues on the use of Netflix in improving the English skills, two research questions were formulated.

1. How does the use of Netflix contribute to the development of English as a foreign language amongst university students?
2. What are the opinions of the university students about Netflix for learning?

METHODOLOGY

This is a qualitative descriptive study which presents a description of a phenomenon and intended to explore and explain the event in the social environment (Nassaji, 2015). Specifically, this study aims to explore respondents' experience in improving the English skills through watching movies from Netflix. In order to perform the aim of the study, the researchers have performed three stages. In the first stage, the researchers selected 15 students who spends their time watching movies from Netflix which are from different faculties but currently studying at Universitas Advent Indonesia. The respondents were 11 females and 4 males. In the second stage, the researchers performed purposive sampling and ensured that the respondents are willing to participate without being forced. In the last stage, the researchers interviewed each of the participants to get accurate result in collecting the data.

The researchers call each of the respondents through WhatsApp and the data collected for this study was from interviews using a semi-structured interview as the interview guide. The protocol during the interview session was open-ended questions which allowed engagement between the interviewer and the respondents. Freedom was also given to the respondents to let them express their opinions based on the related topic. Two languages were used when this interview was conducted which are English and Indonesian. This is to help the participants understand the questions better and they would be able to give accurate answers toward the given questions.

In collecting the data, the researchers ensured that this study follows specific guidelines and techniques. After the data was collected, the researchers then transcribed the data and analyzed them through thematic analysis. According to Braun and Clarke (cited in, Nowell et al., 2017) this analysis is obtainable and convenient in analyzing qualitative data as it provides highly flexible approach and complex account data. The analysis is composed of several procedures, such as familiarization of the original data and continued by giving initial code to the statement that describe the main point of the interviews (Saldaña, 2013)

RESULTS AND DISCUSSION

This section represents the results and discussions on students' experiences in watching movies from Netflix to improve their English language skills. The table 1 below shows the demographic of respondents. There are 15 respondents who were involved in the study.

Table 1. Demographics of Respondents

Respondents' Code	Gender	Major/Department
A1	Male	IT
A2	Female	Economy
A3	Female	Accounting
A4	Male	Accounting
A5	Female	Management
A6	Female	IT
A7	Female	Technical Information
A8	Male	Technical Information
A9	Female	Accounting
A10	Female	English
A11	Female	Technical Information
A12	Male	Theology
A13	Female	Accounting
A14	Female	Accounting
A15	Female	English

Watching Netflix

Table 2 showed how many years the respondents have watched movies from Netflix.

Table 2. Years of watching Netflix

Below 1 Year	1 Year – 2 Years	3 Years – 5 Years	More than 5 Years
8 respondents	5 respondents	2 respondents	

Duration of Watching Netflix

Table 3 shows the length of time used by the respondents in watching Netflix.

Table 3. The length of time in watching Netflix

1 Hours – 2 Hours	3 Hours – 4 Hours	5 Hours – 6 Hours	More than 7 Hours
3 respondents	6 respondents	1 respondent	5 respondents

The length of time in watching Netflix can be observed from the intensity of the correspondence that shows the frequency of accessing Netflix. This is confirmed by respondents A9 and A10, A9 can watch Netflix four hours per day and A10 watch Netflix nine hours per day. In contrast to A8 who watch Netflix one hour per day.

Reasons to Watch Netflix

Table 4 provides the reason to watch Netflix.

Table 4. Reasons to watch Netflix

Many different movies, dramas and series	Entertainment purpose	Education purpose	No advertisements
6 respondents	6 respondents	1 respondent	2 respondents

There are six respondents said that they have chosen to watch Netflix because there are many different kinds of movies, dramas and series, 6 respondents said because of entertainment purposes, 1 respondent said that it is for education purpose and 2 respondents said because there are no advertisements on Netflix.

Watching Netflix Improve the Language Skills

From the interview result, the respondents responded that watching Netflix can improve their English skills particularly on their speaking, vocabulary and pronunciation.

Table 5. Watching Netflix Improve the Language Skills

Speaking	Vocabulary	Pronunciation	English
A3 “Yes, it helped me to get my American accent because I always watch American movies.”	A1 “Yes, I have a vocabulary that I just found out after watching Netflix.”	A11 “Yes, about British pronunciation, I can learn about British pronunciation.”	A7 “Yes, because I can learn more about English.”
A8 “Watching Netflix helped me improve speaking skills.”	A4 “Yes, sometimes I watch Netflix with or without subtitles. If I don’t understand, I google it.”	A13 “Yes, I can know how to speak English well and pronunciation, too.”	A12 “It helped me to give better response when conversing.”

A10 “Netflix helped me with my accent.”	A5 “Yes, I’m Indonesian but I put English subtitle even though I watch Indonesian movie.”	A6 “Yes, because I can improve my pronunciation and vocabulary.”	A14 “Helped me to explore different accents like Australian, American, etc.”
	A9 “Yes, because I can know more about new vocabulary.”		A15 “It makes learning English more fun.”
	A2 “I learned some new vocabulary through English movies that I watched.”		

CONCLUSION

The result of this study indicated that Netflix helps students improve their language skills. With the movies provided by Netflix, the content offered are able to help students in understanding the languages used in the movies. Based on the findings, it shows that Netflix is very useful in improving students’ language skills particularly with their speaking skills, vocabulary knowledge as well as having a good pronunciation.

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